

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Michael James Rosser	Student ID number:	1920605
Programme:	Graduate Diploma in Professional Policing		
Module:	Operational Policing Practice 3		
Module code:	BMP6002D	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Jane Thomas	Internal Verifier:	
Assignment Title:	Response Policing What challenges are faced by Response Policing? Discuss with reference to your force area and policing literature. (5000 words)	Word count (or equivalent):	Essay 5000 Words
Submission deadline:	22/11/2021	Return date of provisional marks & written feedback:	20 working days later:
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)		
Police Practice Area	Subject of Critique	Advanced learning area
Understanding PC Role	National policing strategies. Definition of 'profession' Strategic role of the College of Policing	Strategic drivers for professionalising policing and relevant national policing strategies
Difference & Inclusion	Values and ethics in diverse communities Policing diverse communities Justifying the use of discretion Valuing inclusivity and diversity	Ethical and inclusive approaches to policing
Professional Standards	Integrity of police service Role of investigative bodies Abuse of power/authority	concept of integrity in a professional policing context
Evidence-Based Policing	Impact of EBP Research and evidence 'What Works' Frameworks for assessing research Making and reviewing interventions	EBP and 'what works' in policing
Decision-making and Discretion	lessons learned Definition of key 'risk' terminology Making decisions Justifying decisions	effectiveness of policing decisions importance of risk assessment in decision making
Communication Skills	Comms models and strategies Approaches to comms Prep. and delivery of operational orders Use of social media in policing context Engagement with media	methods for communicating and disseminating information in a policing context
Wellbeing and Resilience	Organisational justice Organisational culture within policing	organisational justice in a policing context nature of organisational culture within policing
Leadership and Team-working	Strategies & models re. enhancing team-working Leadership models	effectiveness of team-working and leadership models in effective policing
Coaching, Mentoring and Assessment	Definition of 'coaching' and 'mentoring' Coaching and mentoring processes Learning in the workplace Work-based assessment Assessment processes in professional policing	coaching and mentoring approaches in professional policing role of assessment in professional policing education
Criminology and Crime Prevention	Principles of and theories of crime prevention National crime prevention strategies and tools Models of policing EBP & 'what works' in	Evaluation of crime prevention theories and strategies

	criminology and crime prevention Crime prevention initiatives	
Vulnerability and Risk	Events and influences leading to victimisation Strategies to prevent repeat victimisation: Common risk factors Identifying and dealing with offenders Tackling repeat offending Psychology of vulnerable persons or persons at risk Strategies and disruption tactics when dealing with offenders	Risk factors associated with victimisation strategies for tackling victimisation strategies for dealing with offenders/repeat offending
Public Protection	Effects of abuse upon victims Conviction rates (MAPPA) Disruption and detection strategies Links between Serious/OCGs and public protection issues Media influences	impact of abuse upon victims links between Serious/ Organised Crime Groups and public protection issues strategies for dealing with public protection incidents
Digital Policing	Complex internet-dependent crimes Impact of internet-related crime Internet, intelligence and investigations Digital evidence opportunities Specialists in digital data recovery/ information requests	Investigation of complex internet-related crime and the impact of such crimes procedures for obtaining and processing digital evidence in a policing context
Counter Terrorism	National counter terrorism structure Insider threat	The national counter terrorism structure Insider threat in relation to counter terrorism
Criminal Justice	The individual and society: impact on the criminal justice system Youth Offender Service Reducing re-offending	impact of options available to reduce re-offending
The five specific areas of professional practice		
Response Policing	public perceptions of response policing response policing in the context of dealing with critical and major incidents (inc. JESIP)	Challenges to response policing; strategies for effective policing in challenging environments • street gangs; knife crime; firearms incidents • social and political change • personal wellbeing and resilience
Policing Communities	strategies and initiatives to deliver effective community policing: Methodologies Tension indicators Engagement strategies	Interventions employed to promote community engagement • intervention options • engagement strategies • future challenges
Policing the Roads	legislation and regulations relating to vehicles/drivers	Evidence base for dealing with serious road policing incidents

	how criminal activity facilitated by the road network can be disrupted	- causes of serious roads policing incidents - collision reduction strategies
Information and Intelligence	intelligence gathering, and the tasking and co-ordination process; relevant legislation; sources of information; concepts of risk re. info. & intel.; analysis and evaluation; tasking and co-ordination	The role and importance of cross-border co-operation. NIM Info. & intel. in policing ops. - local force structures - cross-border co-operation - NIM: a business process - tactical options - evaluation - lessons learned
Conducting Investigations	'volume and priority' crime and 'serious and complex' investigations strategies to deal with the impact of personal attitudes and values upon the investigation process specialists re. complex investigations; cognitive/enhanced interviewing; de-briefing.	Processes employed in complex investigations. - strategies for complex investigations - briefing and de-briefing - fast track actions - covert methods - specialist roles/support - disclosure - victims and witnesses - complex & serious offending - interviewing in complex investigations

TASK DESCRIPTION

Students are required to complete a 5000-word essay under one of the following titles:

1. Response Policing

What challenges are faced by Response Policing? Discuss with reference to your force area and policing literature. (5000 words)

Response policing faces a number of difficult challenges, both long standing and modern. In this essay, I will discuss some of these challenges, and draw upon my own experiences within the eastern South Wales Police response team, whilst using police literature to help me better understand and evaluate each one.

I will use Borton's Model of Reflection (Borton, T. 1970) as a way to critically reflect on the challenges that I will discuss. First I will discuss the long standing challenges within the response policing, followed by modern challenges.

Touching on the first challenge that I have experienced as a response officer, behaviour of the public and their response to the police in group and crowd situations is a challenge that I have witnessed. Generally, members of the public who are on their own are far more respectful and easier to talk with. Contrary to this, as groups, members of the public are often more difficult to communicate and deal with.

This type of behaviour has been analysed in detail by Le Bon (2003). Le Bon's theory explores how the characteristics of a crowd are far different from those of the individuals within. Le Bon explains that when part of a crowd, an individual becomes less civilised, because of the anonymity associated with crowds.

Furthermore, people in crowds are likely to be influenced by the behaviour of others, and the irrational acts of a majority can become contagious. Finally, Le Bon outlines the "suggestibility" element of crowds, and how somebody who is part of a crowd for a certain time can become mesmerised by the leader, and then turn thoughts in to acts.

In day to day policing I have found myself dealing with groups on a smaller scale, such as youths involved in anti-social behaviour. In these situations, members of the group are often rowdy, vocal, and riled up with police presence. This is difficult to control and often ends in some sort of confrontation. In comparison, when a member of that group is separated from the group, their demeanour will change and are often apologetic and compliant. This therefore supports Le Bon's theory.

There is no single correct method of dealing with groups, as every situation and group of individuals will be unique. However, if members of the public are not dealt with in the correct manner, the police can often be the cause or trigger for confrontation. Studies carried out by Hoggett and Stott (2010) support this, revealing that heavy handed policing is proven to provoke crowds.

Dr Stott's has worked with the police to support a change in crowd policing. I believe that this theory is relative, and that it can be applied to smaller groups, as well as crowds. Following the protests of George Floyd in America, the Centre for Policing Equity (CPE) released a set of guidelines to assist law enforcement in crowd management. One of the guidelines is as follows; "When a law enforcement agency is aware of a planned crowd management event, ensure that the designated police leadership in charge of incident response invite the organizers of the demonstration, if known, to meet and discuss the event objectives, set plans for route and timing, and identify strategies to prevent the escalation of disruptive behaviour by individuals in the crowd". This study, along with Dr Scott, shows that crowd behaviour can be better managed when the police cooperate and engage with groups involved in lawful protests.

UK police now employ liaison officers designed specifically to work with organised events and be a point of contact for organisers so that both the public and the police can work together to prevent any unwanted disorder. Dr Stott states that "if police interact with people in a friendly and proportionate manner, then they can prevent conflict."

Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS) published a report in March 2021, which analyses and reflects on how effectively the police deal with protests in the UK. The following improvement was advised; Forces should improve the quality of the protest-related intelligence they provide to the National Police Coordination Centre's Strategic Intelligence and Briefing team." Essentially, this report finds that the preparation and pre planning of protests is a key factor in how well they operate.

Using and exploring theories such as Le Bon and Dr Stott can help the police recognise crowd psychology, and help police better prepare and adopt improved crowd management approaches and styles.

Diversity in the community is closely linked to racism within the police. Historically, diversity is one of the most recognised challenges associated with policing and it still continues to be a significant challenge, largely because of its importance, and the global coverage that diversity attracts.

Stergioulis (2008) writes about how diversity has formed from globalisation in all areas of social and political life, encouraging international movement and travel. This means that police face new challenges and experiences, and contend with new cultures and demands of newly-formed ethnic groups within their force area. In addition to this, the police are also required to maintain the existing demands of crime, causing a change in the overall map of criminality.

Traditionally, policing's primary focus was to suppress crime, however, modern policing has been influenced by diversity, and now largely concentrates on community needs. Police now engage and work more closely with communities and minority groups to help understand their backgrounds and specific needs. This is important so that police can restore trust to the public that they serve.

I work with diverse communities within the capital of Wales, and still experience animosity from the public because of events that took place decades ago such as the Stephen Lawrence enquiry (1993), and some, more recently, such as Mohamud Mohammed Hassan (2021).

These high profile cases have had a damaging impact on the police and their reputation. A lot of localised engagement goes in to building public relations, which is repeatedly broken down by cases that take place both nationally and internationally. In order to make progress to the way we police, targets, changes, and recommendations are required following negative cases involving police.

Following the Stephen Lawrence enquiry in 1993, Sir William McPherson published a report in 1999 with 70 recommendations of how the police can make improvements to eliminate the "institutional racism" that was reported. Firstly McPherson recognised that positive changes to police recruitment and training were needed, such as recruitment drives aimed at minority groups, and diversity and equality training for serving staff. Specific measures have also been adopted to effectively address hate crime cases, such as amendments to the laws to assist police in taking positive action against suspects. These amendments, as stated by the Crown Prosecution Service (CPS 2021) start at the definition of hate crime, stating that a crime is committed if the victim or any other person perceives what has been committed to be motivated by a "hate" element.

Furthermore, with advances in technology, the police are able to support victims using different platforms. Members of diverse communities that possibly do not feel confident to approach police, or are intimidated/vulnerable, can now use websites. Firstly, this takes pressure off of response officers, but secondly, and most importantly, it allows police to record and investigate more crimes, that previously would have gone unreported.

The House of Commons Home Affairs Committee published a report (2009), 10 years on from McPherson's in 1999, which outlines improvements made in the investigation of race crimes and critical incidents involving members of ethnic minority communities. Contrary to this, the report states the committee's disappointment that nationally, the police service have not met its target to employ 7% of its officers from ethnic minority communities by 2009.

This is likely a contributing factor to BME officers still having to experience difficulty in achieving promotion, as well as being more likely to be subject to disciplinary procedures. This shows that the issues we still face with public acceptance of diversity is reflective in the police force.

I believe that targeting the employment of minority officers would be beneficial for the police force. Having a diverse workforce that is representative of the community would assist in community trust and engagement. It is well known that a barrier exists between the police and some communities, which could be overcome by a more diverse force. I have seen the benefits of this first hand, which resulted in positive action being taken and achieving justice for a victim.

South Wales Police (SWP) are making changes to tackle diversity in the work force, and have set out their goals using recruitment commitments set out on their website (Our recruitment commitment, 2021). SWP state that the members of staff and assessors involved in our recruitment processes are trained to reflect their high standards, including a requirement to complete Unconscious Bias training. This ensures that the principles of the Equality Act are adhered to.

Being part of a modern and evolving force, I have witnessed, and am part of those measures developed in McPherson's report, and am also responsible for engaging and practicing these. By implementing and testing new methods, such as improved response to incidents, the public get a sense of improved protection, and reassurance. In addition to the response, there is also additional funding for community support. Furthermore, there are higher expectations for the police, being held accountable for their decisions and actions.

With this in mind I can see the benefit of working closely with our safe neighbourhood teams and community liaison officers. These teams are the key to breaking down the barriers between the police and the public, particularly in diverse communities. By allowing myself more time to understand the needs and requirements of different communities, I am better equipped to tackle incidents when they arise.

I as a police officer am faced with many new challenges and experiences associated with the new cultures and demands of newly-formed ethnic groups. Whilst, at the same time, have to manage an obvious change in the overall map of criminality. The way in which we police is an ever changing method that cannot be defined in a single template, it is shaped with new experiences and new challenges that take place on a daily basis. Positive policing can only take place from building on experiences and unfortunately, mistakes.

Despite not witnessing corruption within the workplace, I am take part in workplace corruption awareness training, and experience the backlash from the media in relation to high profile cases.

Police in the UK have an on-going battle to try and rebuild their reputation because of historic and modern abuse of powers by a minority of officers. The police have a unique position of trust with the public, and this has resulted in a number of high profile cases where officers have committed crimes under the protection of their job title.

The job of a police officer is unique because of the exposure that police have to vulnerable and intimidated members of public on a daily basis. The uniform, rather than the individual, is recognised as a sign of safety and protection by the public. With this in mind, police have easy access to making gains using corrupt methods.

Corruption is defined within the journal of Punch (2009) as “an officer knowingly doing or not doing something that is against his or her duty for some form of financial or material gain or promise of such gain”.

There are two types of corruption; individual and institutional. The individual is held morally and legally responsible for their action. However, Punch goes on to explain that there are no ‘individuals’ in organisations, and that people in a collective entity adjust and adapt to social pressures and institutional expectations.

Within the police, and published by Owers (2012) of the Independent Police Complaints Commission (IPCC 2012), corruption is not considered widespread, or considered to be widespread, but that where it exists it is corrosive of the public trust that is at the heart of policing by consent.

It is important that I understand police corruption and the role and responsibility that I have as a serving officer. Furthermore, it is important that I am aware of the consequences of my decisions and choices in and out of the workplace.

Whilst analysing Punch and her definition of corruption, I am aware that people in a collective entity can adjust and adapt to social pressures and expectations. Punch goes on to state that these pressures can be particularly strong in the police environment, with the emphasis on solidarity, family, and inclusion.

Prenzler (2019) writes that prior to 1829 when the London Metropolitan Police and the New Police were formed, policing was generally corrupt and largely amateurish and incompetent. Sir Robert Peel pushed to minimise corruption by vetting, training, and supervising police staff. The police force is an ever evolving organisation that is largely shaped by the public that it serves. Police staff are continuously changing the way they work to satisfy the modern public.

The police are employed by the public to enforce the law, not abuse it. Punch states that there should be a relative amount of accountability as there is for police corruption and abuse of powers. The public often feel that there is a lack of accountability for police actions, particularly when the media highlights a high proportion of allegations made against the police.

I can appreciate that corruption takes place at a very local level as well as widespread, which attracts high profile media attention. Having studied cases such as the Scarman Inquiry in 1981 regarding the Brixton Riots, and the more recent issues in 2016 in relation to abuse of authority for sexual gain, it is clear that corruption can take place in many different forms. The stereotype of corruption is often associated with financial gain and politics, however, corruption is more complex, such as forming organised crime within the police, ignoring/assisting criminals, and acquiring seized evidence.

The modern police training requires every decision and action to be documented and recorded using body worn video. The new protocols and procedures that police are faced with allows police to act with integrity and honesty, minimising opportunities to act otherwise than in accordance with your duties and responsibilities.

As part of a developing, modern, professional, and accountable force, the police are now required to refer all allegations of serious corruption to the Independent Office for Police Corruption (IOPC). The IOPC then make the decision on whether to investigate the allegation. By referring cases to an independent organisation, the public are more likely to build trust towards the police. In addition to this, there is also more of a deterrent for police corruption.

Part of my role as a police officer is to be transparent, trustworthy, honest, accountable, and have integrity. In order to fulfil my duties as a police officer it is important that I understand the history behind corruption and the reasons behind why it can happen or what can influence it. By doing this, I will be more likely to recognise and acknowledge my own and colleagues behaviour. Therefore, by identifying and addressing this behaviour, I can contribute to early intervention, which is essential in preventing and reducing corruption within the police.

I have a duty to serve the public and to do so I must maintain public trust, or else the public will be unwilling to work with the police. I know that if I do not take advantage of the training and education that my employers offer and encourage, then my policing role will become outdated and decline. An effective and professional approach to integrity will impact positively on the decisions made by officers daily, ensuring that the public are dealt with fairly and consistently.

Finally, I will discuss cross cultural differences, touching on barriers between the police and communities, and difficulties in understanding how to manage such communities. The term cross cultural recognises that within all communities, there are differences between groups of people from different backgrounds. The differences can lead to complex challenges whilst policing, such as understanding cross cultural differences, and managing the challenges that arise between different communities that live amongst each other.

These differences may create barriers that need to be removed when working with different communities in order to provide an effective service. Dixon (2002) states, "We know that police intelligence relies on good communication with the overall community. It is thus imperative that we learn about the reasons behind poor communication so that effective policies can be developed". I will now touch on some of these barriers.

Working in the Welsh capital Cardiff, I encounter and experience a vast amount of incidents involving various different cultures and communities. This is by no means a recent or new challenge, but one that dates back to when the police force were first formed in the mid 1800's, and one that is still present and becoming more complex with increased diversity. Therefore, it is important for me to understand the long standing history, as well as the more recent history.

Dodd (2020) highlights recent concerns over minority groups being non-trusting of the police. Negative media, poor personal experiences (Bowling 1999), and a culturally different style of policing from the persons country of origin are factors that could influence minority groups to be non-trusting of police.

Survey data shows a 'consumer's perspective' on policing, and the results show that black respondents are less satisfied with police and believe that the police act unfairly to certain groups (Newburn, 2006). This can result in the Black, Asian, Minority Ethnicities (BAME) becoming less willing to co-operate with the police.

For this reason, it is important to demonstrate my understanding and appreciation of the cultural and ethnic difficulties that communities have encountered. For example, with non-trusting victims from a BAME community, it would be beneficial to express positivity about justice, whilst giving examples of recent positive results for similar incidents. This can help gain trust, and to counteract perceptions by acting opposite of the views that the family may have. I am part of a diverse team within South Wales, so I can take advantage of learning opportunities from my BAME colleagues.

In addition to being part of a diverse working group, I have also undertaken training using e-learning packages on diversity and equality. These packages are refresher courses that assist in understanding new laws, recent changes in funding, and essentially sustaining an good understanding of diversity.

I am aware of the sensitivity surrounding the matter of cross culture and diversity. As an officer, I am conscious of the cultural differences amongst the people in the communities I serve. There are expectations for me to predict culturally derived behaviour and to appropriately adapt my approach within an ethnically diverse region of Wales, always demonstrating full respect, sensitivity and openness.

It is important that the police force as a whole organisation have an awareness and understanding of these differences and how they may influence interactions with different groups. By encouraging a more diverse police force, this will promote a better understanding of the public and will prepare a better workforce to communicate with the community. Furthermore, the public could feel like they can relate to the police on a more personal level if they reflect the community that they serve.

Community engagement in BAME groups is a national aspiration for the police force, and this can be achieved by focussing on policing values (The European Union, 2013). By responding positively and confidently with victims, I believe that barriers can be broken to which can help promote good public relations. This could have a benefit towards long term co-operation with ethnic minority groups.

I will now discuss the modern challenges that myself as a response police officer experiences in day to day policing.

I began my career in the police force on March 23rd 2020, the day of the Coronavirus Lockdown. I was then posted on to response in September the same year. This came with a large amount of alien and overwhelming challenges, as a large proportion of what I was taught in training was now being overshadowed by new Covid 19 related offences with new and changing policies and laws that were, and still are, being set out by the government. Furthermore, the lockdown has seen an increase in mental health related calls.

In April 2021 HMICFRS published a report that states, “new legislation and guidance have been produced at a fast pace, and public and press interest in police actions has been significant.”

The HMICFRS sets out the same challenges that I have identified, new legislation being released at an overwhelming speed. However, the report also highlights the interest that policing has received from the public and the media. Personally, I think that the public and media attention has been disproportionately negative considering how fast response policing were expected to act. The use of discretion was an important tool when it came to the overwhelming reports of public breaching Covid 19 regulations.

Police work by its very nature is discretionary in the sense that it involves the exercise of choice or judgement, which every officer practices differently and uniquely. Whilst policing, discretion is inevitable and also essential. During the pandemic, there have been obvious periods of public unrest and negativity expressed towards the government. It was important that each incident was approached carefully and sensitively, because it was apparent that people's behaviour and mental health was now becoming more challenging.

Bronitt and Stenning (2011) explain that discretion is both a necessary and legitimate aspect of police work. Throughout the pandemic, resources have been stretched for reasons such as shielding and isolation. As a result of the limited resources, it became impossible to enforce all laws against all offenders.

La Fave (1969) goes on to discuss the consequences of not using discretion, which is particularly relevant in this passage. La Fave states that strict enforcement of the law would have harsh and intolerable results. With the uncertainty and high emotion of the British public, it is important for response officers to understand the balance of discretion, and how it can be applied in the daily roles of policing. It is imperative that officers keeps the community on side, and to do this, harsh and strict policing needs to be used only when appropriate and necessary.

Prior to becoming a police officer, I might have already made a preconceived judgement on those persons that I was being asked to visit for allegedly breaching Covid 19 guidance. Bailey (2020) discusses that everybody holds an inbuilt preference towards those who are similar to us and away from those who are different. With limited information, and possibly false information, it has now become natural for me to demonstrate my impartialness whilst dealing with incidents associated with Covid 19, as quite often, there are legitimate reasons for people's actions.

In addition to discretion, mental health has made up a large part of my experience to date. This is an issue for police as we do not have sufficient medical training in this field, and mental health requires a range of partners and support. There is often reluctance from other agencies to take ownership of an incident involving mental health, and as such there is a lack of support for those suffering with such issues.

The National Police Chiefs Council (NPCC) 2020, have published a report covering the importance surrounding mental health. The report states that what is equally important is the ability for officers to access and work alongside expert health and social care professionals to support people experiencing mental health. I have witnessed that a lack of collaboration has led to the police on occasion having to provide a 'first response' service to mental health related incidents when it would have been more appropriate for NHS or local authority services to respond instead of or alongside the police.

The NHS now has a 'Long Term Plan (2019)' that acknowledges the gaps in crisis provision. Within this plan, there are goals set out for this country to have more and better access to 24/7 NHS mental health care. This includes crisis services, as well as more voluntary sector 'alternative' crisis services such as crisis cafes and safe havens. As a response officer, I need to be aware of the support and agencies available to the vulnerable person, and how to communicate effectively for a positive outcome.

As a human being, I am naturally able to make a judgement on how to interact with a person based on their behaviour, presentation, and their communication. This is exactly how response police officers should apply their discretion to the public. If response officers become too "police like" and act or behave differently to how the public expect, then there will be resentment, conflict, and animosity towards those enforcing the law.

With the little experience I do have in response policing, I have quickly picked up my own style and approach to policing. I have learnt that the public are far more receptive to me if I speak to them as I would a friend or somebody I had met for the first time outside of work. By doing this, I am able to communicate more openly and easily in my job, which builds good public-police rapport and makes my job easier to deal with.

Following the initial lockdown of 2020, there has been an increased strain on resources because of isolation and illness, this has created a new challenge in itself, with a lack of experience in response. Now that the pandemic is somewhat under control, it is apparent where the learning curves are and how a pandemic can be better managed. I am aware of the importance that communication and team work plays within a response team. By working closely with mentors and the experienced staff available, positive development can still be achieved.

Finally, I will share my recent challenge regarding misogyny. Misogyny is classed as somebody who has a dislike of, contempt for, or ingrained prejudice against women.

Following the murder of Sarah Everard, there has been increased pressure for a review of how misogyny can be associated with a hate crime in England and Wales. In 2021, Baroness Williams said that sex or gender will now form part of the protected characteristic associated with a hate crime, from autumn, and on an experimental basis. This means that misogyny will now be an aggravating factor for all crimes that are believed to be motivated by 'hostility based on' the victim's sex.

Prior to March 2021, misogyny was not classed as a crime, or hate crime. This type of crime is often reported, however, there was very little the police could do to support. In 2016, Nottingham trialled misogyny as a hate crime, which has been analysed by Norbury (2019).

A freedom of information request to Nottinghamshire police showed that during the trial (Apr-16 and Dec-18), there were 264 reports of misogyny. The reported incidents in Nottingham could be representative of what many cities in the UK experience.

In an article written by Spratt (2020), research conducted by the End Violence Against Women Coalition shows that in the UK, more than two thirds of women of all ages have experienced sexual harassment in a public space. In addition to this, data published by Plan UK shows that 66% of girls aged 14-21 have experienced unwanted sexual attention or harassment in a public place.

This data shows that historically, there have likely been thousands of incidents in the UK each month that are associated with misogyny that are not being reported, or alternatively, not being dealt with by the police because of a previous lack of power.

In addition to misogyny, there has been a recent lack of rape convictions despite there being an increase in allegations. Meierhans (2021) reported that between 2019 – 2020, only 3% of reported rapes in England and Wales resulted in prosecution, down from 13% five years ago. Furthermore, only 1.6% of the reported cases result in a charge.

The Crown Prosecution Service (CPS) have said that 57% of victims withdraw their allegations, and that “evidential difficulties” make up 27% of failed rape cases, such as the victim not supporting a prosecution. This is important to recognise, as it is clear there are more issues surrounding the conviction of suspects. More research and work needs to be undertaken to target the protection and support of the victim.

An article written by Marsh (2019) and published in The Guardian draws attention to the police “systematically failing” to protect victims of domestic and sexual violence. The article has accused police forces of failing to use existing powers to deal with domestic abuse, harassment, stalking and rape.

In summary, those who report rape, domestic abuse, harassment and stalking are reportedly being left exposed whilst in the hands of the police, with no bail conditions in place. Common conditions following police custody are to not contact the victim directly or indirectly, and to not go to their home address. The article states that in some cases, suspects are contacting victims, harassing and intimidating them. As a result of this, victims are withdrawing their support for the prosecution, and statistically the number of cases have dropped due to “victim does not support”.

Now that I am aware of misogyny being an offence, and the difficulties we face in prosecuting such crimes, I understand how I can offer women more support so that they feel better protected from this offence. Statistically, misogyny related offences are likely to increase, however, as a result, there will be more positive outcomes from early intervention.

The failure to protect victims of sexual offence is widely reported, and there is clearly a gap that has been identified where victims feel let down. In order to improve victim protection and support, more research and work needs to be undertaken to better understand where the police/partner agencies can improve.

My approach to victims of crime is to communicate regularly, to provide the live fear free helpline, and to ask early on in the investigation what support and protection they would like, as well as what can be offered, such as woman’s aid. I feel that by providing regular contact, this mitigates any opportunity for the victim to feel abandoned and allows them to feel more comfortable asking for more support.

As well as the positives of victim support, I have also experienced a negative side. Following the initial investigation from response, the victim is often referred to a number of partner agencies for support. I have witnessed victims being overwhelmed by too many agencies contacting them regarding the same support. Despite the support being positive, I think that there is more to learn regarding support being adjusted so that there is no overlap resulting in the victim being intimidated by too much attention. This can lead to consequences of victims withdrawing, and therefore in future I will be conscious of how I manage victims to ensure the best outcome.

To summarise, using Borton's Model of Reflection, I have built an understanding and reflected on a unique set of challenges that I would consider the most important, and relevant in my day to day role as a response officer. I have acknowledged that the challenges are long standing and modern in their nature, and how I can build on my experience to better prepare me for the challenges, for when I am next confronted with them.

To conclude, the challenges faced by myself as a response officer have been both historic and modern, however, from the police literature addressed, I am now more confident on how I can overcome challenges and how I can help mitigate future problems.

In my day to day role as a response officers, I would consider crowd behaviour and diversity within communities to be the most challenging issues. This is because the police force is incredibly sensitive to making mistakes, and have historically shown poor accountability to errors. The media play a significant role in public reaction to errors, and therefore these errors can result in a detrimental impact to the communities respect and trust towards the police. Public reaction directly links to crowd behaviour, and the challenge response officers face trying to manage large groups that behaviour is more unpredictable than dealing with individuals.

Despite Covid 19 not being the most challenging issue, it has by far been the biggest learning curve for the police force as a whole. The police have had to act fast, and make decisions with very little information to hand. This is why policing with respect and discretion is important for managing rules and the public together.

However, none of the challenges discussed are more important than each other. As a response officer, every day brings a new challenge, be it historic corruption, or a modern challenge such as misogyny or Covid 19, that brings numerous challenges in itself.

Task 1 Word Count: 5,488

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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2. Policing Communities

To what extent is the British Model of Policing, as envisaged by Sir Robert Peel, still relevant today? (5000 words)

3. Policing the Roads

Examine the contemporary relevance of Roads Policing. (5000 words)

4. Information & Intelligence

“The National Intelligence Model is vital to an effective tasking and co-ordination process”
Discuss. (5000 words)

5. Conducting Investigations

What is an investigative interview? Discuss the role of the PEACE model and the preparation of the interviewer in a criminal inquiry. (5000 words)

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: At level 6 you should be reading extensively on the subject area, your sources should be reliable. Try to limit the quantity of journalistic sources you use and, instead include peer reviewed journal articles or academic sources. The Universities library is 90% available on line this allows you to access journals through the library, make use of this to gain good grades.

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: You should read to build your knowledge base on the subject using lectures as a basis for learning, if you do not understand an element of the teaching make an appointment to speak to your lecturer. Attendance is key to develop your knowledge and understanding.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: Avoid descriptive accounts of subject areas, you should at this level be discussing and arguing points, do not try to discuss too many points, select an area of study and then analyse and discuss this area.

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	15	

2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	25	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency /	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated,

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	credible evidence.	opinions. Ideas sometimes illogical and contradictory.	mis-interpretation. Asserts rather than argues a case.	support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	make mostly appropriate and valid judgements.	thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		Weak problem-solving skills in complex and unpredictable contexts.	propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	appropriate solutions in complex and unpredictable contexts.		creativity evident.	
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
						appetite for further development.	