

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Lenka Hedley	Student ID number:	2016518
Programme:	Graduate Diploma in Policing (GDIP)		
Module:	Operational Policing Practice 3		
Module code:	BMP6005D	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Alison Cooke	Internal Verifier:	
Assignment Title:	See below	Word count (or equivalent):	Essay 5000 Words
Submission deadline:	30 th May 2022	Return date of provisional marks & written feedback:	
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)

Understanding role of constable

- Evaluate the strategic drivers for professionalising policing and relevant policing and relevant national policing strategies

Maintaining Professional Standards

- Critically explore the concept of integrity in a professional policing context

- Evaluate the strategic drivers for professionalising policing and relevant national policing strategies

Evidenced Based Policing

- Critically analyse evidence-based policing and 'what works' in policing

Communication Skills

- Critically review methods for communicating and disseminating information in a policing context

Criminology & Crime Prevention

- Critically evaluate crime prevention theories and strategies

Public Protection

- Critically assess the impact of abuse upon victims
- Evolve professional strategies to deal with the impact of personal attitudes and values upon the investigation process
- Critically review the links between Serious and Organised Crime Groups and public protection issues
- Critically assess police strategies for dealing with public protection incidents

Digital Policing

- Demonstrate a critical understanding of how to investigate complex internet-related crime and the impact of such crimes
- Understand procedures for obtaining and processing digital evidence in a policing context

Counter Terrorism

- Understand and explain the national counter terrorism structure
- Review and understand the insider threat in relation to counter terrorism

Response Policing

- Critically evaluate public perceptions of response policing
- Critically evaluate response policing in the context of dealing with critical and major incidents

Policing Communities

- Understand and employ relevant strategies and initiatives to deliver effective community policing

Policing the Roads

- Understand and demonstrate knowledge of legislation and regulations relating to vehicles/drivers
- Understand and review professional practice in relation to roads policing pursuits

TASK DESCRIPTION

Students are required to complete the following:

1000 words - Understanding the role of Constable/Maintaining Professional Standards

Critically evaluate the concept of 'the professionalisation of the police service' considering how 'Maintaining Professional Standards' 'ethical and inclusive' and 'Coaching and Mentoring' approaches contribute to this.

In this essay I will be critically evaluating the concept of professionalisation of the Police service. Traditionally, the Police Service was not viewed as a 'professional' organisation, for a number of reasons. Public documentation of unprofessional behaviour and wrongdoing by Police, as well as large scale incidents which have not met public or professional expectations have caused a lack of trust towards the Police. Additionally, the qualifications required to join the Police were traditionally not higher education, resulting in Policing not being considered a profession in the same way roles such as teaching and medicine were. A profession can be defined as 'work that needs special training or a particular skill, often one that is respected because it involved a high level of education' (Cambridge Dictionary, 2022).

More recently, in an attempt to formally professionalise the Police Service, a degree programme has been introduced nationwide by the College of Policing for all student constables to undertake. It runs alongside the student officers' probationary period whereby practical work-based and academic studies run alongside each other, with students working full time as well as completing the academic qualification. As part of the programme student constables are afforded protected study days, which led to the Chief Constable of Lincolnshire Police requesting a judicial review of the new degree programme which he stated would result in less Police officers on front-line duties (BBC News, 2019). The Chief Constable of Northamptonshire Police has also been critical about the programme, stating that it was harming their officer retention rates (Police Oracle, 2021). However, it must be noted that the programme is still in early stages and as with any large scale change, some criticism it to be expected.

The concept of work-based learning is that students will be mentored on the job and assessed in a range of ways including practical observations when completing operational duties, personal reflections, mentor reviews and competency evidence. Initially, the student is assigned a personal tutor, who guides them through every aspect of their practical role. This is an example of coaching, with the student receiving one on one intensive support for a specified time, with the aim to help them develop and build confidence, competence, and independence patrol status. Following the initial coaching period, the student will

become independent from their personal tutor, however they will continue to be mentored by more experienced colleagues. Mentoring is an ongoing process with an indefinite time frame where continuous improvement in skills and knowledge should develop.

Some negative attitudes and behaviours may be passed down through generations of officers, especially during the coaching phase when young in service officers are most impressionable and they are spending such concentrated time with one person.

Regular performance reviews are required throughout the probationary period, however when considering professional policing standards, there is a notable gap in performance reviews once out of the probationary period, which could go some way into explaining the negative behaviour of some officers. This leads on to the second area of professionalism in Policing, when the behaviour of officers comes under public scrutiny. Police are expected to hold and maintain high levels of professional standards at all times, both in work and private lives. When professional standards are not maintained there can be detrimental effects on the reputation of the individual and the whole organisation. The negative effects can include but are not exclusive to; loss of public support leading to a lack of reporting of crimes by victims, witnesses and third parties and thereby endangering vulnerable members of the community who may be victims of crime, lack of respect, and fundamental loss of control for Police. Once an officer, group of officers, or whole force is seen to have acted unprofessionally, not in line with the expected Policing standards, it is extremely difficult to gain trust back and improve public perception. Increased use of social media means news can be spread across wide numbers quickly, without any context or follow up. Policing is extremely newsworthy and often Policing is undertaken in the public eye, which results in the Police being held accountable for the actions of their peers both past and present.

Police officers are expected to adhere the policing code of ethics, as set out by the College of Policing (2014). Being held accountable is essential to Policing and due to the responsibility the Police hold, any misdemeanour can result in miscarriages of justice. The reasons for Police breaching standards of professional behaviour are varied, in some cases it may simply be an individual moral issue which could not have been foreseen or prevented, however it essential we work towards eradicating breaches of professionalism from the organisation. Police ethics set the standard for the rest of society, and in an ever adapting and culturally diverse society, this can be difficult to navigate.

Within the Police there is a strong bond, and loyalty to colleagues is sometimes an explanation for a drop in standards of behaviour, possibly as one officer attempts to cover up or support a fellow officer who has acted in an unprofessional manner. It may also be the case that officers are more susceptible to being bribed or morally corrupted due to the nature of the people they encounter, or even that the officer takes justice into their own hands supported by their individual beliefs.

Maintenance of professional standards is managed at a variety of levels, by an individual and their peers, their line manager, the professional standards department who work internally, and finally an external body, the independent police complaints commission. Before any wrongdoing, there are also reviews by the HMRC into a wide number of performance indicators, and statistics across the force.

To conclude, Police forces across the country are continually striving to professionalise their workforce, which can be achieved in several ways. There are many drivers for Police forces focussing on professionalising. It is believed that the range of skills developed while undertaking a degree programme will produce more competent officers who are better equipped to perform their role and Police an increasing complex and diverse society. Additionally, there have been calls for Policing to be recognised for

as a profession, and for Police Officers to be paid and treated accordingly, which is another driver for professionalising the service. Within the Police now, there are many internal courses which aim to professionally develop individuals and increase knowledge, skills and understanding in areas of high demand or areas which have previously been underachieved in. In turn, this education is believed to reduce incidents where the professional Policing standards and code of ethics is not adhered to.

Word Count: 1100

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1000 words - Community/Response Policing/Policing roads/Conducting Investigations /Digital Policing

Critically evaluate the role of the police in one of the following areas:

- Community policing (strategies and incentives)
- Response policing (public perception and critical/major incidents)
- Policing the roads (application of regulations)
- Counter Terrorism Policing (Structure/ Risks/Insider threat).
- Digital Policing (Internet related crime / Digital evidence retrieval).

NB: If you wish to pursue a detective role within the police service, please choose the following option.

Critically evaluate the role of the police in:

- Conducting Investigations (Volume, serious and complex)

During this essay I am going to critically evaluate the role of the Police in response policing. Traditionally, response policing is the first point of contact for the public, with response officers often being the first on scene to a wide range of incidents, meaning they must display a broad range of skills and knowledge. The challenges involved in response policing are both internal and external, some of which can be controlled and improved by policies, procedures and additional support within the organisation, and some which cannot be controlled but must be reacted to appropriately.

Since the latest police recruitment drive, response teams have high numbers of new officers, and therefore the overall experience on the department, is lower than most others. The involvement of response officers in certain investigations varies between forces and even divisions within forces. For example, some forces have prisoner processing departments who will take on the role of interviewing prisoners and the paperwork that comes with it, while some have other specialist teams to reduce demand on response officers.

The demand on response officers is great. Due to the way that the main bulk of their workloads occurs, it is a fast paced role where an officer may be on route to, or dealing with one incident, and then be diverted to another which carries higher risk, or is ongoing. Each force, and force area, will face different challenges due to locality, the demographic of people living in their area, events, geography, culture and much more. Each area will also have strategies implemented to overcome these challenges, and policing priorities and strategies will differ. These challenges can be categorised into, national, regional, and local areas. However, some common policing challenges will be experienced nationally, such as the increased use of social media by the general public.

Social media is a hugely influential in the public perception of police, and response officers in particular. Response officers are widely recognisable in their high visibility uniform and often are first on scene to incidents of public interest. Social media can be used share footage of officers and the incidents they are dealing with. This footage can be recorded while the individual filming is providing their own narrative or even bating an officer and then posted and shared online without context, sometimes even edited. Some

forces have responded to such videos, however it is often too late, and negative reputational damage has been done. Such footage can also be detrimental to an investigation if it hinders the court case or results in vulnerable people being identified publicly. In order to keep up with an ever changing society, police forces have their own social media accounts. Local policing accounts have caused controversy as the monitoring of the content is less, and can cause the force further issues.

Critical and major incidents are a time when public scrutiny of the police is high. A critical incident is defined as 'any incident where the effectiveness of the police response is likely to have a significant impact on the confidence of the victim, their family and/or the community' (College of Policing, 2021). This in itself highlights the importance of public perception of policing, and the damage which can be done when one incident is managed poorly resulting in a loss of public confidence. A loss of public confidence in the police can lead to a lack of engagement and reporting and therefore a loss of community intelligence as well as putting vulnerable victims at risk if they are not confident in reporting incidents due to their views towards police. A major incident is defined as 'an event or situation with a range of serious consequences which requires special arrangements to be implemented by one or more emergency responder agency' (JESIP, 2022). Following large scale incidents of any type there must be considerations made to the ongoing impact on the community, such as the public fearing further incidents or their expectations of the police have not being met. These issues must be appropriately addressed through effective communication in order to restore public confidence and learn from the incident (Bryant and Bryant, 2020, p239).

There are many examples of critical and major incidents which have resulted in widespread media coverage and negative public perception of police. One example of this is the Hillsborough disaster, which inevitably resulted in an Independent Police Complaints Commission investigation, with the findings that there was a lack of experience and training of command officers which led to the incident resulting in so many deaths. An inquest also found that ninety six fans were unlawfully killed, resulting in huge criticism of the police (Gov.uk, 2016). Other such examples are the Stephen Lawrence murder, resulting in the Macpherson Inquiry which famously stated the police were 'institutionally racist', which still impacts policing today (Gov.uk, 1999).

It must be noted that once a group of people have a belief or view on an incident, their opinion can be quickly spread. At a scene for example, crowd psychology shows that people become anonymous and copy the behaviour of others which is seen when chants or violence break out (Tatum, M, 2022). A negative rhetoric in the media against police can add to the tension between police and the communities they serve.

To conclude, the role of response policing is complex and varied, with response police officers often being first on scene to a wide range of unpredictable incidents, as well as managing a workload of investigations and slow time enquiries. Public perception is essential in all aspects of response policing, and therefore clear communication and transparency is key. Critical and major incidents can impact community confidence in police for many years after the incident itself and it is important to learn from these incidents moving forward. Response policing is of great public interest and is often discussed on social media as well as recordings of police incidents being shared and critiqued on public forums and by the media, who can often portray a negative image of the police.

Word Count: 1003

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1000 words - Information and Intelligence/Communication Skills

Critically evaluate the methods used by police in gathering information and intelligence, how information contributes to the 'tasking and coordinating' process and how information and intelligence is communicated.

During this essay I am going to critically evaluate the methods of gathering information and intelligence and consider how this information is communicated as well as how it impacts the tasking and coordinating process.

Information and intelligence gathering and use is essential to proactive policing, as well as assisting with reactive policing such as attending calls to service. Intelligence-led policing assists supervisors when making decisions on resource allocation, developing tactical plans, targeted patrols and events and risk assessments. There is no standard definition of intelligence-led policing (McGarrell, Freilich, Chermak, 2007), however Ratcliffe (2003) stated intelligence-led policing is an 'objective decision making tool in order to facilitate crime reduction and crime prevention through effective policing strategies'. Information can be gathered in a multitude of ways; from partner agencies, from members of the public, from officer observations, via technology and online, forensics, covert human intelligence sources, surveillance and more. Whilst going about daily duties, the public may volunteer information to officers which will assist a policing purpose, and the individual may not always know the information they are providing is relevant to ongoing or future investigations. All information and intelligence gathered, recorded, evaluated, shared and retained must be for a policing purpose.

Information is received in a variety of formats, including but not exclusive to, verbal, online, video and audio, and may come in a range of scenarios, some of which require anonymity. It is the receiving person's job to ensure the information is focussed and relevant to policing purpose, and is recorded and retained accordingly. The information may be provided spontaneously, or may be as a result of an intelligence collection plan with an intention to close gaps in the information already held. These fall into three key categories of information gathering; routine collection, tasked information and volunteered information (College of Policing, 2013). If working via an intelligence plan, the plan must be updated regularly and provide evidence of justification, proportionality, necessity and ethicality of the methods being used to gather the information required. Intelligence can be used to support a number of policing issues across all levels, for example assisting problem-oriented policing, locating wanted persons, risk assessments and reducing serious and organised crime.

All information gathered must be critically evaluated for validity and reliability at point of contact and throughout the process, it cannot be that the individual receiving information, for example a constable on general patrol, writes off the information and does not record it, as it may have some relevance to an investigation or intelligence they are not aware of. It also cannot be the case that the individual receiving the information believes it to be reliable, possibly due to previous experience gathering information from the same source, and therefore it is trusted wholly. All information must be accurately recorded, graded and assessed, in order for it to be useful intelligence, possibly at a later date. It may not be that the individual collecting the information is aware of its relevance, especially if it is not relating to a local matter. Information can be passed candidly to front line staff during their day to day duties, so it is essential they are recording the information they receive in order for it to be shared with the relevant parties to decide if any immediate action is required and at what level.

When gathering information there are two sources types, open and closed. Open sources are widely available, however may not always be accurate and reliable. This can be useful to support and develop investigations by corroborating information already known, or identify new lines of enquiry. An example of open sources is online media and social media which are easily accessible, available to anyone and do not require a specialist to retrieve the information, however investigators must remember that they will be leaving an electronic footprint and therefore it is an overt style of information gathering. Closed sources are restricted and may require a specialist investigator to access, but can also include information shared from partner agencies to the police, as that is not public information accessible to anyone.

The national intelligence model has three levels, level one is intelligence managed and disseminated at a local neighbourhood and basic command unit level, which is likely to be lower level crime intelligence. Level two is force and neighbouring forces, and will cover intelligence on more serious incidents which may be taking place on a broader scale over a larger geographical area. Level three relates to intelligence regarding serious and organised crime which is shared and managed nationally and internationally. The 3 x 5 x 2 model is used to grade the intelligence on reliability and validity as well as the grading on its sensitivity, ensuring that there is uniformity in the way intelligence is graded and recorded.

The collection, grading, development and sharing of intelligence are all reliant on each stage having testing to ensure the accuracy of the information and ensuring it remains focused on a policing purpose. Analysis of patterns and inconsistencies is essential to ensure accurate and up to date information is known and retained. Once data is analysed it can provide a clear picture of what has taken place, give context to

isolated information and point towards what may happen in the future, assisting police decisions and improving crime reduction and public safety.

As well as gathering information and intelligence, information sharing is essential and it may be necessary that the police share relevant information or intelligence with partner agencies, whether that be other police forces, other crime agencies both national and international, or entirely separate organisations such as the prison and probation services, schools, social services and more. This sharing of information must be carefully considered and completed in accordance with the Human Rights Act 1998 (legislation.gov.uk, 2022). Consideration must be made at all levels to the source of the information and protecting them, especially in scenarios where they are easily identifiable as only a limited number of persons know the information provided.

In conclusion, there are many methods and uses for information and intelligence within the police and they are essential to effective policing at a variety of levels and play a huge part in strategic, tactical and operational decisions. Correct recording, retention and sharing of information is essential to ensure the more accurate and up to date details are known, as well as ensuring the safety of those providing the information and those at risk from its contents. Communication of relevant information and intelligence is essential between forces and partner agencies to ensure the best insight is available to the relevant parties.

Word Count: 1098

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1000 words - Public Protection

Critically evaluate police strategies for dealing with public protection incidents considering the impact of abuse on victims, the impact personal attitudes and values on the investigative process and the association between Serious and Organised Crime groups and public protection issues.

In this essay I will be critically evaluating strategies for dealing with public protection whilst considering the impact of abuse on victims and personal attitudes on the investigative process. I will also discuss the link between organised crime and public protection matters.

In South Wales Police, the main strategies for managing public protection incidents and managing the risks involved are; ensuring positive action is taken where possible to protect vulnerable people, information sharing with partner agencies through public protection notifications (PPNs) and Multi Agency Risk Assessment Conferences (MARACs), and a dedicated specialist Public Protection Unit (PPU). A huge part of policing is protecting vulnerable people, whether they are a victim of crime or requiring extra support from agencies. The College of Policing (2020) definition states 'A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation'. This encompasses a wide range of people the police deal with on a regular basis. Officers must make a dynamic professional assessments when dealing with vulnerable people, considering the potential and actual risk of harm coming to them, the impact of the harm if it occurs, and which agency is best suited to help them. With this, comes discretion, meaning officers can use their professional judgement and authority to choose the course of action they believe is most suitable.

Risk factors and protective factors can influence an individual's vulnerability and therefore it is not a fixed matter, circumstances changing can lead to someone becoming vulnerable for a period of time and protective factors such as a strong support network can reduce their vulnerability. Often, when the police are involved they are seeing only a symptom of the problem and are not able to deal with the root cause without assistance for partner agencies. Officers must be aware of incidents which appear to be isolated however may be telling a bigger picture of vulnerability. When an officer attends an incident where they feel an individual requires more support from partner agencies, they can submit a PPN to relay their finding and concerns to the relevant agency. Officers must ensure that information sharing meets data protection guidelines and therefore if consent cannot be obtained it must be only relevant data which is shared. Specialist agencies, charities and individuals can work alongside the police when investigating crime as well as non-police matters to provide a holistic approach to reducing harm to the most vulnerable people in society.

Victims are at the centre of the criminal justice system with most criminal prosecutions being victim led, thereby victims deciding throughout an incident what course of action they wish to take. The Victim's Code sets out twelve rights a victim has when going through the criminal justice process, starting at first point of contact (Gov.uk, 2021). It must be noted that while it is force policy for officer to take positive action at public protection incident such as domestics, the victim is not always be willing to support police action and therefore will not provide the information required to prosecute their offender or even provide them the best support possible. There are also challenges for victim-led policing such as the criminal justice system traditionally being offender orientated and the historic culture of policing (Paterson and Williams, 2018).

The impact of abuse on victims can be life changing, resulting in long term mental and physical health issues, loss of work, property, finances, positive relationships and lead to social isolation. Without early intervention, traumatic events in early life, known as adverse childhood experiences (ACE's) can hugely impact an individual in later life and create a cycle of negative behaviours (Violence prevention Wales, 2022). Multi agency approaches are taken to reduce these traumatic events, and where that is not possible, reduce the impact of them. It is often the police are the first to be made aware of any traumatic incidents in a child's life and therefore information sharing to ensure an effective multi agency approach and early intervention is essential.

Officers may have personal attitudes as a result of previous experiences which help empathise with an individual's situation, however they may also have prior knowledge and experience of an individual or similar situation which hinders their ability to provide the best service. This may be due to previous incidents of an individual refusing to engage with police and other services, or being unwilling to support police prosecution to help the police protect them. However, it is essential attending officers remain impartial, undeterred and professional without letting personal values impact their ability to support vulnerable people. The officers' attitudes and values hugely impact the investigative process from the very beginning, and if the attitude toward the situation is disinterest, the investigation is unlikely to achieve a positive outcome.

Sadly, vulnerable individuals are at high risk of being targeted and exploited by others for a range of reasons. Organised crime groups target vulnerable people, often young adults living turbulent lifestyles to use them as drugs runners, without any consideration for their welfare when coming into contact with volatile members of society, or even the life changing reprimands they can receive if caught by police with quantities of cash, drugs or even weapons on them. The individuals recruited for these kinds of drug dealing operations receive very low rewards however are led to believe the lifestyle will benefit them. Once caught in this cycle vulnerable young people feel they have no way out and no one to turn to, as their criminal behaviour means they do not feel able to disclose their situation to authorities. They are often isolated by crime groups from any friends or family who may have acted as protective factors for them. Serious and organised crime groups also target vulnerable individuals residing alone, whose property they use to run their criminal businesses from. The individuals living there can be forced to live in fear and unsafe conditions and the pressure can cause negative mental health implications.

In conclusion, police strategies for dealing with public protection matters consist of positive action, dedicated public protection departments and information sharing with partner agencies to implement the relevant support. Officers' personal attitudes due to previous experiences can negatively impact their ability to protect vulnerable individuals and therefore it is essential regular training and guidance is undertaken. There is a worrying link between serious and organised crime groups targeting vulnerable individuals who suffer the consequences in a range of financial, emotional, psychological and physical manners and more targeted policing is required in this area.

Word Count: 1096

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1000 words - Evidence based policing/criminology and crime prevention/criminal Justice

Critically analyse the concept of evidence-based policing and 'what works' in policing evaluating crime prevention theories and strategies and considering the options open to reduce re offending.

During this essay I will critically analyse the concept of evidence-based policing (EBP) and 'what works'. Criminology is a complex study with ample research and theories on how to reduce offending. I will consider some of these theories and strategies to reduce crime and re-offending. However, as a founding criminologist Emile Durkheim (1972, pp. 65-73) stated crime is not only inevitable, but 'an integral part of all healthy societies'.

There have been many models of policing over the years, influenced by research and academics who provide evidence of their studies and beliefs on how the police can work more effectively. However, improving police performance has not proved to be straightforward, possibly due to the wide variety of impact factors effecting policing and the society being policed. The police have always been influence by politics and therefore a change of direction comes with new leaders who have differing views on the best way to improve the service provided by police across the country.

EBP is a theory which states we should use the best available evidence to inform our policy, practice and decision-making within policing. EBP can help to 'focus in-house evaluations on what works best across agencies, units, victims, and officers' (Sherman, 1998). The best available evidence comes in various forms, for example as a result of tests and experiments, however it is noted that qualitative evidence is of high

value in most policing scenarios. The best evidence should be peer reviewed, transparent about its methods and limitations, and repeated to reduce bias and ensure the information is reliable. Where scientific research is not available, first-hand experience can also be used to ascertain the best available method to complete the task or achieve the goal. Resistance to change and a lack of open-mindedness within the police can be a barrier to EBP, as trust in scientific research may be limited and the preference is doing things the way they have always been done. An approach designed to encourage officers is the acronym ATLAS: ask questions that challenge current practices, test and critically evaluate existing research and new ideas, learn from existing approaches and new ideas while considering how they work in workplace practices, adapt practices and policies using the best evidence available and share the outcomes across the service (Pepper, Rogers and Martin, 2020).

A benefit of EBP is that it can increase police accountability with increased transparency, allowing for reviews of decision-making based on evidence and therefore potentially strengthen police relationships with the public (Pepper, Rogers and Martin, 2020). Additionally, following the degree level entry programmes, basing its practice and policy on evidence plays a key role in professionalising the police.

‘What works’ is a reflection of using the best evidence available and putting it to practice. However, Van Dijk, Hoogewoning and Punch (2015) note that while EBP and ‘what works’ are valuable techniques, an over reliance on this could be detrimental because they do not take into account the specific challenges the police face and complexities of policing. They highlight that the dilemmas faced in policing are unique and EBP can over simplify them.

A key consideration for all research in criminology is reducing offending. There are many suggested options and ample studies available, however crime has not been seen to cease as a result of any of them being implemented or trialled. The question is whether the criminal justice system as a whole is effective in reducing offending and reoffending, and if that is what we as a society want from it. Crime and justice is a topic of great interest to the public and people vary in their views on what the criminal justice system should be primarily designed to do, whether that is a focus on removing offenders from society, protect victims or rehabilitate offenders. Is punishing those found guilty going to prevent them re-offending? It must be noted that according to Gov.uk (2022), the overall proven reoffending rate was at a low of 24.7% for the period January to March 2020, as rate has fluctuated between 24.7% and 31.8% over time.

The role of the police in the criminal justice system is ‘the investigation of crime, collection of evidence and the arrest or detention of suspected offenders’ (The Crown Prosecution Service, 2017). However, the police perform many more roles than this, and one of the expectations of the police is crime prevention. Situational crime prevention focuses on the settings where crimes occur and the opportunities for crimes to occur, rather than on the offender. Cornish and Clarke (2003, pp. 41-96) named twenty five techniques of crime prevention which were split into five categories: increase effort, increase risk, reduce rewards, reduce provocations and remove excuses. Within situational crime prevention there are two key theories, one is rational choice theory which states that offenders chose to commit crime with the aim to maximise reward and minimise risk. Therefore to reduce crime police should aim to increase risk and reduce rewards (Felson and Clarke, 1998). The other key theory of situational crime prevention is routine activities theory which states, for a crime to happen there must be three key elements; suitable target, motivated offender and absence of a capable guardian, and that if you can prevent one of these elements occurring, the crime will not take place (Cohen and Felson, 1979).

To conclude, crime reduction and reoffending cannot be achieved by the police alone, all areas of the criminal justice system have a role to play, as well as partner agencies, politics and policy makers, and society itself, therefore collaboration and effective communication is essential. EBP can be an invaluable tool with valid evidence which can improve police practice. Research is required to improve decision making, practice and policy. Officers must aim to integrate EBP into their everyday practice and be open to change. Some change is underway with the introduction of higher education qualification routes into the police. Up to date, relevant, reliable, valid, peer reviewed research is required to ensure policing moves forward towards reducing crime, re-offending rates and supporting victims. There should be a focus on what works to ensure best practice and follow traditional 'professions' in the use of best evidence to inform policing policy and practice. While reducing reoffending is a complex task, with a magnitude of available theories on how to achieve it, recent statistics show a decrease in re-offending rates, which may prove that something is working.

Word Count: 1067

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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.	