

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:	Aled Jones	Student ID number:	1920591
Programme:	Policing Apprenticeship		
Module:	Operational Policing Practice 2		
Module code:	BMPP5002D	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Jane Thomas	Internal Verifier:	
Assignment Title:	Assignment 2	Word count (or equivalent):	4000 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)

Digital Policing

- Complex types of internet-dependent crimes and their impact
- Investigative procedures for complex investigations with a digital element
- Employing specialist assistance re. obtaining information from a specialist or service provider in the recovery of digital data

Criminology

- Constitutional role of the police in contemporary society and the wider criminal justice system
- Crime prevention theories and strategies
- Strengths and weaknesses of different policing models in relation to crime/victimisation and the public
- Benefits of greater understanding of sociology and criminology on/for operational policing and decision making
- Specific initiatives relating to crime prevention

Evidence Based Policing

- Potential constraints associated with EBP approach and identifying best practice
- How to systematically review and critically evaluate available evidence
- Optimising opportunities to obtain best available evidence, evaluate options and develop most appropriate solutions to policing problems

Counter Terrorism

- Organisational structures and inter-relationships that exist in counter-terrorism policing
- Links between terrorism and other forms of criminality
- Insider threat within the police service and strategies to prevent this

Response Policing

- Application of theories and principles of psychology and human behaviour in various response contexts
- Key issues relating to the complexity and challenges of operational policing
- Responsibilities of first responders at critical incidents
- Best practice when attending high profile critical/major incidents
- role of the police within a joint emergency services operation

Policing Communities

- Why key incidents/events have had a damaging effect on the willingness of communities to engage with the police
- Community engagement & how policing practice can impact the community
- Role of community policing in fostering and maintaining community cohesion
- Key principles of effective community engagement

Policing the Roads

- Police powers in relation to commercial vehicle enforcement
- Prevalent criminal activity facilitated by road network & its disruption by effective policing of the roads
- Disruption options to target criminal activity on the road network
- How to police the strategic road network effectively and safely
- Roles and responsibilities of personnel involved in police pursuits, and the types of vehicle

Information & Intel

- Guidance and processes relating to international and European enquiries/investigations
- Analysis and evaluation of info. & intel. appropriate to the policing operation
- Analytical products provided by intelligence specialists during the course of an investigation
- Developing info. & intel. to inform tasking and co-ordination process

Conducting Investigations

- Difference between 'volume and priority' crime
- Use of the additional sources of intelligence that can be obtained during a complex investigation
- Importance of the concept of memory upon interview methods and process
- How personal attitudes, values and biases can impact on an investigation
- Addressing complex circumstances when conducting interviews
- Learning from previous investigations (and/or interviewing) to future investigations
- Guidance and processes relating to international and European enquiries/investigations

TASK DESCRIPTION

This is a **4000 word assignment**. Students are required to complete two 2000-word essays (2 x 2000).

Choose two titles from the below list:

1. Assess the role of community policing in fostering and maintaining community cohesion.

(2000 words)

This essay will discuss the role in which neighbourhood policing team play within their communities and how the police can have a negative or positive impact on the community and how having a positive effect can boost public confidence in the Police. Being a neighbourhood police officer requires work with several different agencies and to work well as part of a team (Chron Contributor, 2021) as they work with Police Community Support Officers as well as Police Officers. Being a Neighbourhood Policing Officer is a difficult task (Loving, 2016), and is not the same role as being a response Officer where it requires attending various calls throughout the day. When being a neighbourhood Policing Officer, most of the issues are dealt with slow time which require problem solving skills and working with other agencies within the community. This can be local school and local councillors. With all these types of agencies working in coherence it will increase public confidence in the police (Jackson and Bradford, 2010), as it shows that the police are trying to resolve local issues raised by the community.

One of the main roles of being a neighbourhood police officer is trying to identify threats and problems within the community and identifying any harm that could be caused within the community due to the ongoing issues (University of Southampton, 2019). Of course, if the police force can do this successfully, it will positively impact their reputation. It also means engaging with partners and is about identifying who the vulnerable individuals and groups are within that community (West Yorkshire Police, 2021). This all assists in in trying to prevent these groups or individuals from becoming repeat victims of crime and Anti-Social behaviour. As mentioned above, it also about trying to identify a range of approaches and problem-solving methods to try and tackle these issues that arise within these communities (Gov.scot, 2021). It is not always about trying to manage the victims needs in this case, it is also about trying to reduce and divert persons at risk of re-offending which will the reduce the impact of these offenders on the community. This is done by trying to build a rapport with these individuals (Risan, Binder and Milne, 2017). 'Support community engagement and participation in policing by aiding in the development of a range approaches to support the prevention, building social cohesion, and building community confidence in Policing. Use Policing powers to solve community problems in a just and fair way and explain their use to support the principles of procedural justice and build trust and confidence in Policing, use recognised problem solving techniques to develop targeted approaches to reduce the impact of crime and disorder on the community' (CollegeofPolicing).

One of the problem-solving techniques that South Wales Police use is a technique called OSARA. It describes how South Wales Police would tackle the situation, this would then help in maintaining community cohesion and public confidence in the police. The abbreviation stands for Objectives, Scan, Analyse, Respond and Assess. This can be applied to a wide variety of problems, including Anti-Social Behaviour within an area (Dyfed Powys Police, 2021). The

objective being for this is to lower the level of Anti-Social Behaviour in the area. Youths in the area can cause several issues for the residents, including gatherings, the use of foul language and throwing eggs at people and their properties.

It is possible during especially busy time, for South Wales Police to receive a much higher quantity of calls for Anti-Social Behaviour for an area. These calls can be wide ranging and relate to the youths in the area and their behaviour. South Wales Police have been informed by other agencies that they are also receiving reports of Anti-Social Behaviour, which are not getting reported to the police (Metropolitan Police, 2021). How the police respond to these types of challenges will impact how they are perceived in the community.

One of the aims of South Wales Police is to lower levels of Anti-Social Behaviour (South Wales Police, 2021) and to do this positive action is to be taken on all incidents that are reported. Referrals are to be submitted for subjects. High visibility patrols to be conducted in the area. The timescale on this is unknown as this will be an ongoing objective aimed at reducing Anti-Social Behaviour. This makes up the objectives part of the model, and the scanning part is to identify and prioritise problems (Millie, 2009). An example of a problem is youths shouting and swearing in an area and being in large groups. This makes people in the community feel intimidated and vulnerable. Officers that have tackled these issues and spoke with youths when conducting high visibility patrols, it was apparent that the youths did not have anything else to do and did not have anywhere else to go (Burney, 2009). This would then mean that South Wales Police would have to work with local councillors to try and get measures in place so that the youths felt that they had something to do and were not wasting their time. This could be anything from building a park or even setting up local play schemes (Millie, Jacobson, McDonald and Hough, 2002). Another issue that can arise when scanning problems was that youths can be seen littering in different areas. Again, this would sometimes require a multi-agency approach to try and tackle the issue. Youths have also been seen throwing eggs at houses, gaining access onto rooftops, knocking on doors of residents, and running off and setting fires in blocks of flats. This would also require a multi-agency approach with the Fire Service (Armitage, 2002). The next part of the Problem-Solving module is Analysis, which is to speak with partner agencies, gather information and intelligence and try to dig deeper into the problems and the underlying issues (West Berkshire Council, 2021). On analysing issues, it is apparent that to attempt to lower the amount of calls the police receive regarding anti-social behaviour, it will take a multi-agency approach as the issues often impact lots of different partners. The days and times vary for the incidents and there is no pattern as to when they are causing the issues. The location of incidents doesn't often change, and it tends to be a repeat location for Anti-social behaviour (Brown, 2004).

It becomes apparent when analysing the victims in this case, that the victim changes and it is not the same person who is being targeted. The calls that South Wales Police and other forces have received, shows the victims range in gender, age, sexuality and religion (Dyfed Powys Police, 2021). The victims are all from different backgrounds and are not only the residents living in the area but can also be victims of criminal damage where damage has been caused to local authority buildings (Harradine, Kodz, Lemetti and Jones, 2004).

Typical locations consist of houses and flats which are a mixture of housing association, private rentals and owner occupied. One of the common aspects of these layouts is the number of alleyways, which has proven to give the offenders easy escape routes. Within the immediate vicinity of these estates, there tend to be shops and amenities which is also easy access for the offenders. Due to the location, and majority of the offenders living on the estate and that it is very central to the valleys, it is a common meeting place for youths. Due to these factors, it makes the location a prime target for the Anti-Social behaviour (Harradine, Kodz, Lemetti and Jones, 2004). When analysing these areas, it is sometimes apparent that there is nothing in the

area for the children as the council may have removed play areas or closed leisure centres that were previously in the area, where youths could go and be engaged. The communal areas of the flats are where the youths gather mostly, where they gain access via the rear door and cause disturbances and become nuisances. They have also had small fires in the hallways of flats (Hodgkinson and Tilley, 2007). As a result, how the police react to such incidents determines how they will be perceived in the community. If they fail to act in appropriate ways and such behaviour continues to take place and the community is still impacted, they will be seen in a bad light. Therefore, it is important they tackle the behaviour efficiently and effectively (Brown, 2013).

The offenders can impact on how the police react and deal with situations. For example, it is possible to have repeat offending. Most people offend infrequently and soon age out of committing crime. Involvement in criminal behaviour peaks between ages 14–17 and then generally fades thereafter (Tilley, 2016). If the police could target this age group it would greatly reduce the amount of offending seen in the community. There is a long list of reasons as to why people offend, including parents being unemployed, being unable to pay rent and having hostile parents (Stevens, 2018). If these types of issues could be tackled and resolved, it would go a long way in improving offending rates. Initiatives and plans can be devised which could greatly help the police and result in them being seen in a positive light. An effective way of reducing anti-social behaviour is by using early intervention services. They can help measure anti-social behaviour and teach children and young adults the positive behaviours that should be used which they can take with them into adulthood and provide a positive impact on their local community. Additionally, by addressing potential problems at an earlier age, it gives charities and even the police the chance to prevent them becoming serious issues that could become a strain on the community (CAN, 2021).

After analysing the issues, it is clear that these estates are deprived areas that do not get much funding to improve the area. There is a clear lack of youth services in these areas as there is a lack of groups and clubs for the youths to attend (Crimestoppers, 2020). It has become apparent that the following services or partners will need to be informed for them to be able to use a multi-agency approach to lower the levels of Anti-Social Behaviour in the vicinity. The multi-agency approach required to try and tackle this issue would be the Anti-Social Behaviour Unit, the council, Fire Service, Youth offending Services, shop keepers and local schools (Resolve, 2021).

Community policing still plays a massive part in community cohesion and plays a vital role in how the public perceive the police. It is vital that community police engage with key members of the community such as councillors and schools and that they share ideas with each other on how to improve and better issues within the community (Merry, Power, McManus, and Alison, 2012). It is very important for the police to share information, such as crime figures so that the public have an idea of areas on which problems are occurring and then can help in reporting the matter to the police to try and resolve the issues. This can then give the public and members of the community have a greater sense of feeling that the police are tackling the local issues and make members of the public feel that the police are taking on board the issues that are being raised (Jackson and Bradford, 2010). This generates a positive outlook on the police service but overall, whether people feel confident in the Police will come down to whether they feel safe or not and if their problems are solved.

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2. How best should the police as a service adapt ... while retaining the core values of the British model of policing? (2000 words)

This essay will discuss what the key values to policing are working for South Wales Police and how South Wales Police need to adapt or have adapted in dealing with different types of incidents and crimes that are now reported. It will also discuss which are the best ways for the Police service to adapt.

This essay will firstly talk about what the core values of policing are, these are values that have been held very highly since policing began and will also still be very highly regarded for years to come as without these there would not be a police service (College of Policing, 2017). Police officers should always hold high standards of behaviour as working for South Wales Police, you are working for a disciplined organisation that holds high standards for its employees to always abide by (Macvean and Neyroud, 2012).

The first standard of behaviour expected is honesty and integrity (Wasserman, Moore, and Justice, 1989), which means that police officers must not compromise or abuse their positions. Police officers are given warrant cards for identification purposes and for policing purposes (Surrey Police, 2021), which means they should not gain personal advantage that would jeopardise an abuse of position. If all the above is adhered to this would then gain and maintain the trust of the public and colleagues they work with every day in the role (Staubli, 2017). The police service has done well with adapting to this in relation to openness and transparency as the police service now looks to attract, employ, and assist those from different backgrounds in life. For example, between 2007 and 2020, the percentage of police officers from Asian ethnic minority groups went up from 1.5 to 3.1% (Gov.UK, 2021). Honesty and integrity could come down to things such as encouraging colleagues in what is right and what to believe in (Kaptein and Van Reenen, 2001). This could then influence how others think and how they serve the public.

The next core values of the police are authority, respect and courtesy (Beggs and Davies, 2016). This means that warranted police officers must act with self-control and treat members of the public and colleagues with respect and courtesy. As a Police officer we are given powers that must be utilised lawfully and proportionately, this standard of behaviour means that officers must carry out their roles responsibly, efficiently and in a professional manner (Skogan, Frydl and National Research Council, 2004). They should try to avoid behaviour that may have a negative impact on how the police are perceived or behaviour in which may damage the reputation of the police service (Wæraas and Maor, 2018). The Police service has adapted with this as the decisions they make may not always be liked or understood by others, this meaning that they must explain and justify the decisions they make (Aeppli, Ribaux and Summerfield, 2011). The Police has adapted in relation to this as they are now much better at updating victims and witnesses in relation to something that they have reported or witnessed (Miller and Hess, 2002). Police officers meet these standards when they are calm and composed, when being faced with provocation from members of the public and remain calm in high volatile situations (College of Policing, 2020).

The next core value of the police and the value that the police have best adapted in is equality and diversity. This is being honest and act with fairness and being always impartial (Stout, 2010). Officers should not discriminate unlawfully or unfairly by any means. Police officers must uphold the law in relation to people's human rights and equality, they must treat people with respect and be unbiased (Marks, 2008). The police have adapted well with this, where officers show compassion to members of the public that they encounter and treat people according to their necessary needs (Van Craen and Skogan, 2015).

There are plenty of vulnerabilities that the police must take into consideration when dealing with different circumstances and the police are now better equipped in dealing and supporting these situations (Monjardet, 2000). The police service is now more proactive in opposing discrimination and have improved in preventing further incidents, because the police are now more aware and have adapted in relation to people's needs (ECRI, 2021). This means the police must build good community relations between themselves and minority groups by training the police in policing a diverse society and giving the police a legal obligation to prevent discrimination. There needs to be more encouragement in the recruitment of members of minority groups into the police and ensure the police reach out to minority groups to establish regular dialogue and cooperation.

The Police service has adapted well in dealing with and considering different powers and policies when faced with protected characteristics such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief and sexual orientation (Albrecht, Heyer and Stanislas, 2019). It is believed the police service now actively seeks and promotes equality and diversity; this is done by things as simple as assisting ethnic background minorities in even applying for the Police. Between 2007 and 2020, the percentage of constables who were from Asian, Black, Mixed and Other backgrounds went up from 4.3% to 7.9%. This shows improvements and the police attempting to diversify their workforce (Gov.UK, 2021). On the other hand, there is still a lot of work to be done with this and improvements to be made. For example, according to Gov.UK (2021), white people made up 92.7% of police officers at the end of March 2020, and 86.0% of the general population at the time of the 2011 Census. This still shows a lack of minorities in the police and does not reflect society as a whole.

Another value of the Police Service is Use of Force and again something that the police service has adapted. Use of Force is only to be used as part of a police officer's roles and responsibilities and not for anything else (Alpert and Dunham, 2004). Use of force should only be used necessarily, proportionately, and only be used reasonably in all types of circumstances.

The amount of force that is used should be as minimal as possible to achieve the required result and all use of force is held accountable and officers must justify their actions when using use of force (Stoughton, Noble and Alpert, 2021). The community's confidence and trust in the police can be inhibited and undermined by the perception that officers are using force unnecessarily, too frequently, or in questionable ways. Therefore, the police must be careful as to how and when they use force.

The next value as a police officer is the being able to follow orders and instructions. Police officers give and carry out lawful orders and give reasonable instructions, all these orders and instructions given must fall in line with police regulations and must be reasonable and justified. If officers do not follow an order or instruction which they think is not any of the above then they cannot face misconduct hearings as they reasonably believe that an order is unlawful or has good or sufficient reasoning not to comply (Beggs and Davies, 2016)

The sixth core value of the police service is exercising duties and responsibilities, being a police officer means there are several different duties and responsibilities each day that need to be acted upon (Bharti, 2006). The Police service has adapted with this element as the police service now has different duties and responsibilities compared with the past. They have found ways to adapt to these changes in circumstances and they must carry out their duties and obligations to the best of their ability on a day-to-day basis (Hall, 2015). So, policing in the UK today has modernised and adapted in accordance with changes in police law, management, and the ever-changing world. Working as part of the police force means police officers must be prepared to justify and explain the actions they have taken and made. They must use all information that is given to them - the training, management, and equipment to keep themselves up to standard with the role (Stanislas, 2015). This could be powers, policies and legislation change that all have an impact on how they police.

The next core value of the police is confidentiality. Again, this is another value that has been adapted due to different data protection laws which have only recently been introduced. The Data Protection Act 2018 is the UK's implementation of the General Data Protection Regulation (GOV.UK, 2021). Everyone responsible for using personal data must follow strict rules called 'data protection principles.' They must make sure the information is: used fairly, lawfully and transparently, used for specified, explicit purposes, used in a way that is adequate, relevant and limited to only what is necessary, accurate and, where necessary, kept up to date, kept for no longer than is necessary and handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction or damage" (GOV.UK, 2021).

It is important that the police service abide by this legislation as the information and data that they hold is sensitive and officers must only access information for a policing purpose and must not share information, be it on duty or off duty to unauthorised persons. Confidentiality protects a broad range of information, including the identity of clients, medical records, immigration status, and other information (Ovcttac.gov, 2018), which helps victims feel safe when reporting crimes to the police.

Police officers must be aware that accessing personal data without authority may be committing a criminal offence, it does not matter whether that information is forwarded on, the offence could be committed when the information is accessed. The police service has now also adapted in how it shares with the public day to day activities that it undertakes. This is done using social media and allows the public to get an overview of the tasks the police are undertaking and tackling. Sharing this information with the public and different community groups must be done for legitimate purposes only, this can also be done through pact meetings which is a way in which the police have adapted but maintained their core values (Crump, 2011). The use of

social media, such as Twitter, can be used to warn citizens about threats, encourage them to report problems and engage people in investigations. (Dekker, Brink and Meijer, 2020). This opens new opportunities for the police, for example criminal investigation, crowd control, and for engaging and interacting with the public and is something that has occurred because of demand and the ever-changing world.

Another key policing value is fitness for work. Police officers must ensure that they are fit to carry out their daily tasks and make sure they are available to carry out their responsibilities. Police officers must not consume alcohol when on duty or they must not participate in taking illegal drugs whether on duty or off duty. If an officer somehow believes that they are unfit for whatever reason then they need to inform a line manager of this (Harfield, 2013). Chief Officers within the police force must ensure that there are appropriate systems in place to help and support police officers or staff that might be suffering with a problem (Vaz, 2013). This shows that policing in today's world requires a new type of police officer ready to meet the challenges. Officers need to show integrity, honesty, and transparency to serve their communities to the highest level possible.

The police service needs to adapt as there are different types of crimes developing, such as cybercrimes, and even crimes related to the new coronavirus (United Nations, 2019). Raising awareness among potential victims is a vital part of preventing these emerging crimes. The police service has had to adapt to this, the government have put legislation in place over the last year or so to protect us from coronavirus and to keep us safe, it has been our job as the police service to then implement these rules (Police.uk, n.d.).

The police will always be learning and adapting in how to deal with these kinds of situations to the best of their abilities. Technology is changing and so are the types of crime that are being committed. The police service needs to adapt and ensure that they are keeping up to speed with all these changes. It is not just offenders and the types of crime that are adapting, it is also victims, as offenders prey on vulnerable victims to commit different types of criminal activity (Den Heyer, 2013).

Word Count 2106

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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 provide evidence that you have accessed an appropriate *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:

Refer to reading list to help you find relevant sources. Do not use Wikipedia or 'red top' newspapers' these sources are not reliable, try to use governmental sources and reliable journal articles and books.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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.

Guidance specific to this assessment: You should demonstrate that you have understood what we have discussed in lectures and tutorials. Do not simply reproduce power point slides, show understanding and expand your knowledge by reading.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. 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:

Do not show bias in your assignment you should present a balanced argument putting forward different perspectives on the topic for example can states commit ;'terrorism'? some would argue that they can whilst others would disagree.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. 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, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be 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.

Guidance specific to this assessment: *You might use 'real world' examples to highlight your arguments, for example why might one group be labelled 'terrorist' whilst another is not, is it the intended target? Or the ideology?*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire

new competences 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.

Guidance specific to this assessment: Put into practice what you have learned in Academic skills to structure your work so that it flows from one logical argument to the next using 'linking' words and sentences. Demonstrate you effective referencing skills.

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	25	
3. Cognitive and Intellectual Skills	25	
4. Practical Application Skills	25	
5. Transferable Skills for Life and Professional Practice	10	

	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		

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.)	Over 1 week late (0%)		
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GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	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 literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of 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. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound	Major gaps in knowledge with unsatisfactory, uncritical	Fragmentary knowledge, with only superficial critical	Limited but adequate knowledge and critical	Knowledge is reasonably detailed and accurate. A good	Knowledge is reasonably extensive. Exhibits very	Excellent, detailed knowledge and highly critical	Exceptionally detailed knowledge and outstanding

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)
Category	0-29%	30-39%	40-49%	50-59%	60-69%
knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)
Category	0-29%	30-39%	40-49%	50-59%	60-69%
				Mostly valid arguments and logical judgements.	
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established 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 outside the context in which they were first studied.	Rudimentary application of established 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. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of 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 propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established 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 appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)
Category	0-29%	30-39%	40-49%	50-59%	60-69%
					Evidence of some creativity.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	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. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	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. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Can communicate in a suitable medium for the audience 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 group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	Can communicate effectively in a suitable medium for the audience, 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 for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable medium for the audience. 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 skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH