

APPENDIX GA36b

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BSc Professional Policing Practice		
Module:	Operational Police Practice 2		
Module code:	BMPP5002D	Contribution to Overall Module Assessment (%):	50%
Tutor	Dr Rhiannon Sandy	Internal Verifier:	
Assignment Title:	Assignment 2	Word count (or equivalent):	4000 Words
Submission deadline:	04 March 2024	Return date of provisional marks & written feedback:	25 March 2024
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the lecturer. You should submit this assignment in a Word document. 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, mark of 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. You must append a reference list indicating the books, articles, etc. that you have used, cited or quoted in order to complete this assessment. The university takes plagiarism very seriously. All work submitted must be entirely your own work. You must not use work previously submitted by <u>you</u> or <u>any other student</u>, and you are not permitted to share your work with others either now or in the future. Please be aware that if academic misconduct is committed unintentionally or accidentally, this cannot be used as a defence.		

Module Learning Outcomes (from module syllabus)

Countering Terrorism

- Explain the organisational structures and inter-relationships that exist in counter-terrorism policing
- Analyse the potential links between terrorism and other forms of criminality
- Assess the potential for an insider threat within the police service, and strategies to prevent this

Response Policing

- Illustrate how theories and principles of psychology and human behaviour in various response contexts
- Critically review key issues relating to the complexity and challenges of operational policing
- Recognise the impacts that police incidents can have on individual/group wellbeing, and the support available to manage these
- Review examples of high-profile critical and major incidents to establish best practice when attending such incidents
- Analyse the role of police within a joint emergency services operation
- Apply appropriate responses when dealing with an incident involving an Unmanned Aerial Vehicle (UAV)

Policing Communities

- Analyse why key incidents/events have had a damaging effect on the willingness of communities to engage with the police
- Engage with the community to examine/critique how current policing practice can impact upon the community
- Evaluate the role of community policing in fostering and maintaining community cohesion
- Apply key principles of effective community engagement

Conducting Investigations

- Understand the difference between 'volume and priority' crime and 'serious and complex' crime and the relevance to the investigative process
- Understand the importance of the concept of memory upon interview methods and process
- Explain how personal attitudes, values and biases can impact on an investigation

TASK DESCRIPTION

Students are required to complete a **4000 word submission in the form of two 2000-word essays** (2 x 2000 words, +/- 10% per essay).

You must submit the assignment in a Word document titled with your name and student number.

Do not submit your assignment on this document, as it will result in a high similarity score.

All of your answers must be based on academic research, not personal experience.

Choose **two** titles from the list below:

1. Why might terrorist organisations be involved in other types of criminality, and how might intelligence gained in the investigation of such criminality inform counter-terrorism policing? Your answer must be based on academic research, but you may make reference to relevant case studies.
2. What are the key issues and challenges of operational policing in the UK, and what effect do they have on the investigation of volume and priority crime? Your answer must be based on academic research rather than personal experience.
3. What factors or circumstances affect the police's role within joint emergency services operations? How has the police's role changed to reflect best practice learned from previous high-profile major incidents? Your answer must be based on academic research but you may make reference to relevant high-profile incidents.
4. "Whilst public apathy and non-engagement are significant barriers for Neighbourhood Policing Teams to overcome, people who are anti-police or who might appear to be unwilling to engage are precisely those whom the police most need to engage" (Cosgrove and Ramshaw, 2013). Why might some groups be reluctant to engage with police, and to what extent do the police have a role in creating and maintaining community cohesion? Your answer must be based on academic research, but you may make reference to relevant case studies
5. Examine the potential impact of bias on police investigations, and evaluate the effectiveness of strategies in place to prevent it. Your answer must be based on academic research rather than personal experience.

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 Harvard referencing conventions; this includes in-text citations and a reference list at the end of your work.

Guidance specific to this assessment: Refer to the [reading list](#) to help you find relevant sources. Do not use Wikipedia or 'red top' newspapers; these sources are not reliable. Try to use reliable journal articles and books, or governmental sources. You must not use or refer to 'model answers' produced by essay mills. If in doubt, seek advice from a lecturer or an academic librarian.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate a 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. 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. in your own words to show your understanding. Your mark will also depend upon the extent to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: While you should demonstrate that you have understood the lecture material, do not simply reproduce information from the lectures; you must show your understanding, and expand your knowledge through wider reading. Summarising and paraphrasing what you have read will demonstrate your knowledge more effectively than simply quoting the work of others word for word.

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, you should 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? Throughout your assignment, you must provide justification/evidence for your arguments and judgements. In order to provide a reasoned and informed debate, you must show evidence that you have reflected upon the ideas of others within the subject area. 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: You should present a balanced, unbiased argument, and put forward different perspectives on the topic. This can be achieved by writing your answer in the third person, *not* the first person as you would in a reflective person. Academic writing should be objective and impersonal.

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 may use 'real world' examples to highlight your arguments, but you need to base your answers on your wider reading rather than relying on your personal knowledge and experience.

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 effective referencing skills. Proofread your work to prevent errors such as typos and unfinished sentences.

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 knowledge and critical	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject	Fragmentary knowledge, with only superficial critical understanding. Some significant	Limited but adequate knowledge and critical understanding of the well-	Knowledge is reasonably detailed and accurate. A good critical understanding of	Knowledge is reasonably extensive. Exhibits very competent critical	Excellent, detailed knowledge and highly critical understanding of the well-	Exceptionally detailed knowledge and outstanding critical understanding of

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understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	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.	the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	established concepts and principles of the subject and the main methods of enquiry.	the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
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. Mostly valid arguments and	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.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive

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				logical judgements.		broader field and wider concepts.	recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
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. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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.	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.