

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:	Leah Jeffries	Student ID number:	1910665
Programme:			
Module:	Operational Policing Practice 2		
Module code:	BMPP5002D	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Mark Jordan	Internal Verifier:	
Assignment Title:	Assignment 2	Word count (or equivalent):	4000 Words
Submission deadline:	12 th July 2021	Return date of provisional marks & written feedback:	
	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.
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Module Learning Outcomes (from module syllabus)	

Criminology

- Critically review the constitutional role of the police in contemporary society and the wider criminal justice system
- Assess the strengths and weakness of different policing models in relation to crime/victimisation and the public and explore crime prevention theories initiatives and strategies
- Evaluate the benefits that a greater understanding of sociology and criminology can have on operational policing and decision making

Counter Terrorism

- Explain the organisational structures and inter-relationships that exist in counter-terrorism policing and the current threats faced by the UK CT network
- Analyse the potential links between terrorism and other forms of criminality

Response Policing

- Illustrate how theories and principles of psychology and human behaviour can be applied in various response contexts
- Critically review key issues relating to the complexity and challenges of operational policing
- Undertake the role and responsibilities of a first responder to a critical incident
- Review examples of high-profile critical and major incidents and analyse the role of the police within a joint emergency services operation to establish 'best practice'

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 and understand and apply key principles of effective community engagement

Policing the Roads

- Apply police powers in relation to commercial vehicle enforcement
- Explain how to police the strategic road network effectively and safely
- Explain roles and responsibilities of personnel involved in police pursuits, and the types of vehicle

Information & Intel

- Explain and employ analytical products provided by intelligence specialists during the course of an investigation

Conducting Investigations

- Understand the difference between 'volume and priority' crime

- Understand the importance of the concept of memory upon interview methods and process

TASK DESCRIPTION

Students are required to complete a 1000-word essay under the following title:

Analyse why key incidents/events have had a damaging effect on the willingness of communities to engage with the police

Evaluate the role of community policing in fostering and maintaining community cohesion and understand and apply key principles of effective community engagement

This Essay will include a discussion of the role of community policing and how this has adapted over recent years. It will also include details on key events which had a significant impact on the willingness of members of the public to confide and communicate with Police Officers.

Policing communities is one of the most important aspects of general policing, its main purpose is to engage with the people living amongst communities in which the Police force serve and above all protecting those communities from crime and any harm. At present community policing is conducted through neighboured officers these include police officers, and also police community support officers (PCSO). PCSO's were introduced in 2002 under the Police Reform Act 2002 and are civilian members of the policing family. The main role of a PCSO is to engage with communities, help to reduce crime and anti-social behaviour (Cosgrove, Faye M, 2016) it is believed that when PCSOs were introduced some members of the public were not happy as they felt it was a substitute for Police Officers and they would not be able to manage crimes being committed. It is apparent that communities would prefer to have less PCSO's and more Police Constables (Hill, R. (2010).

In the 1980's there were more Police Officers within the community and these were referred to as "Beat Bobbys". Generally within the community these officers were often out walking the beat and were a visible presence, it is believed that the sight of a traditional copper on the beat reduces fear of crime, increases confidence in policing, and creates a sense of order and authority (Peter Wilby. (2008).

Policing has changed and adapted since these times firstly due to society changing naturally and the way people engage with each other is now different as many people engage through electronic devices mainly texting, internet and also social media platforms leaving police forces with no other option that to adapt its policing techniques and the way they engage with the communities they serve. Police Officers have fallen victim to funding cuts over the last 20 years and this has had a massive impact on forces, especially community policing as there simply has not been enough officers to police and engage with their communities effectively which has lost public confidence, as mentioned above this now comes down mainly to PCSOs and its their main role and responsibility to be a visible presence and to re-assure the public that the police are there and will help when its needed and to build the confidence and respect that has been lost between police forces and its communities over recent years.

Broken windows theory is an academic theory proposed by James Q. Wilson and George Kelling in 1982 which is believed that visible signs of crime and disorder leads to further crime being committed Gau, J. (2010). Within communities this appeared to have been at its peak in the 1990's, for example if the houses and other buildings within a community were run down and appeared unkempt or damaged this seemed to have a knock on effect and it would have an effect on the attitude of people and the way they perceived the place they lived causing them to lose respect for their community and on occasions turn to crime. As much as the broken window theory is a primarily a negative example if turned around it can become more positive although it takes time and efforts from not only police but partner agencies. If a community appears to be well kept, has places of work, shops and general community spirit this has an impact on the people who live within that community and is believed it will encourage all to do well and abide by the law and want to keep that community at its best. Community Policing at present is about engaging with the public, finding out what the issues within that community are and trying to help address those issues and communicating those issues to relevant agencies to aid in turning issues around and making the community a more positive, safe and happy place to work.

The Brixton Riots were one of the key events which impacted on the public perception of the police The riots and occurred due to tension within the London Community, many black people felt the country was divided at the time there was a high unemployment rate and is believed the black population had a poor relationship with police as they felt targeted. Rumours of police brutality toward a black man led to chaos on the streets of London where over 300 people were injured and the damage caused cost 7.5 million. This had a detrimental impact on police and the relationship they had with not only the London communities but nationally as it was televised and talked about across the country. The public lost faith in police, they were perceived to be not only aggressive but racist and not the type of people you turn to for help. This lead to the Lord Scarman report which investigated the riots and also produced a report recommending ways to improve policing including efforts to recruit more people from the ethnic backgrounds (NEAL, S. (2003).

Hostility between neighbourhoods and police can disrupt productivity, if members of the public have a bad experience with police it can cause them to lose faith in the force and they may share their experience with family and friends causing them to lose any trust, this can cause a wider problem in relation to people not reporting crime and engaging. (Skogan and Harnett, P18)

Other issues that cause hostility between the public and police include lack of public awareness, often people do not have knowledge of what the police actually do in regards to investigations and the length of time this can take. Cynicism is another barrier, believing that contribution from police won't be a benefit and this could be due to past experiences. Fear of reprisals if someone was to report a crime to police whilst living within a community they do not trust and fear often prevents people engaging (Lloyd and Foster 2009)

In conclusion it is clear how police behaviour and actions impact on the willingness of members of the public to engage and report crime. Police forces learnt a lot from the Brixton Riots and aware that something so damming could never happen again. Community policing is mainly done through civilian members of staff and we have to work with this and are clear PCSO's are a vital tool in community partnership and building trust.

WORD COUNT – 1100

Anon, 1981. Scarman reports. New society, 58(993), p.354.

Boyd, Jade & Kerr, Thomas, 2016. Policing 'Vancouver's mental health crisis': a critical discourse analysis. Critical public health, 26(4), pp.418–433.

Labour on policing cuts available at <https://labour.org.uk/page/tory-police-cuts/>

(Accessed on 10th June 2021)

Xu, Yili, Fiedler, Mora L & Flaming, Karl H, 2005. *Discovering the Impact of Community Policing: The Broken Windows Thesis, Collective Efficacy, and Citizens' Judgment*. *The journal of research in crime and delinquency*, 42(2), pp.147–186.

Policing and mental health: picking up the pieces (justiceinspectorates.gov.uk)

Sophia Purdy-Moore, 2021. 40 years on from the Brixton riots, the Police Bill could spark a summer of urban unrest. *The Canary*, pp.The Canary, 2021–04-10.

NEAL, S. (2003). *The Scarman Report, the Macpherson Report and the Media: How Newspapers Respond to Race-centred Social Policy Interventions*. *Journal of Social Policy*, 32(1), 55–74. <https://doi.org/10.1017/S004727940200689X>

Lloyd & foster 2009, *policing research partnership*

[URL//www.N8research.org.uk](http://www.N8research.org.uk)

Access on 4th August 2021

(Skogan and Harnett, P18) *Police: Community policing*

Peter Wilby. (2008). *Bobbies on the beat*. *New Statesman* (1996), 137(4884),

Students are required to complete a 1000-word essay under the following title:

Assess the strengths and weakness of different policing models in relation to crime/victimisation and the public and explore crime prevention theories initiatives and strategies

Explain and employ analytical products provided by intelligence specialists during the course of an investigation

This essay will include a discussion regarding different types of policing models in relation to crime and also the prevention strategies in place. It will also discuss analytical products which are used by intelligence specialist and how this relates and benefits an investigation.

Police use models to assist them in managing crime, one of these is problem oriented policing, which is a method that focuses on understanding the problem in hand rather than trying to resolve it quickly. This model concentrates on the reason why a crime has been committed and what can be done to prevent this from happening again rather than focusing specifically on the individual crime (Gaines & Kappeler, 2014). The benefit to this is that it allows police to get to the root of the problem and show the public that their issues are important to police and they want to help, on the other hand this can have a negative impact as it doesn't necessarily focus on the crime that's been committed and on occasions this is required. Problem-oriented policing is effective in reducing crime and disorder, although the effect is believed to be modest (Weisburd, D. et al. (2008).

Community policing is a second model used, within this model it encourages building strong relationships amongst communities. Community cohesion and partner agencies are essential in preventing crime. The primary piece of the community policing model is that the police adjust another way to deal with the wrongdoing and work with the local area to tackle it together, and this kind of approach prompts expanded personal satisfaction and bliss inside individuals recently affected by wrongdoing. One issue concerning the community policing is the fact that the community should be informed about current problems (Carter et al., 2014). Police are the public and the public are the police, working together establishes a bond and builds trust and aims to create happiness within a community and resume trust between all parties.

An intelligence-led policing approach is a strategic plan combining data, problem solving and community policing. Intelligence analysis and the collection of data are the most important elements to this model (Burcher, M. & Whelan, C. (2019). This is built on the evaluation of threat and management of risk. It is a strategic approach combining data collection, problem-solving, and community policing. Data collection and intelligence analysis are the two principal activities of this model. It is apparent that improved intelligence analysis is not similar to crime analysis. Precisely speaking, intelligence is a formal procedure that aims at investigation, data collection, and “turning it into knowledge while ensuring that the information is collected, stored, and disseminated appropriately” (Gaines & Kappeler, 2014, p. 600). (IvyPanda. (2020, October 11).

Analytic intelligence products are an important assistance in gathering and analysing information during an investigation, implementation of CCTV, ANPR and previous intelligence is vital at proving a criminal offence has been committed. It is able to provide definite answers in regards to where a person was and even show the person committing the offence. It is also capable of detecting unsolved crime committed by the same person through the recording of the modus operandi (MO). This saves a considerable amount of time and also money when conducting investigations.

Police attempt to prevent crime by having strategies in place such as target hardening. This includes making a property or vehicle difficult to access or making the particular property less appealing to criminals in order to prevent crime. Target hardening intervention including victimisation strategy has a positive effect without increasing fear Johnson, S. D. et al. (2017).

“The influence of target hardening strategies for deterring criminal behaviour” (Park, MiRang et al., 2017.) aims to put off criminals and prevent the crime being committed in the first instance,

Target removal is another tactic used by police forces which includes removing anything worthy of being a victim of crime, for example, theft. Advising the public to remove all valuable items from vehicles or from being on show to opportunists. This also helps take the knowledge away from criminals such as parking vehicles out of sight in locked garages overnight. The distribution of criminal opportunities and offender decision making on which of those opportunities to victimize, relevant target characteristics, such as potential gain, could affect target attractiveness (NAGIN, D. S. et al. (2015).

Reducing the means is another strategy used this involves taking steps to reduce the opportunity of crime for example removing tools and ladders so criminal's aren't able to use these items to commit the offence, or gain knowledge or interest in other similar items indicating by the ones already on show. Access control again is another tactic used by police forces to prevent crime, this involves ensuring all doors and windows to any property or vehicle are locked and any boundary walls or fences are in good tact, with security cameras and measures in place. All these tactics help defer criminals from committing the crime just using one approach will help but by doing all of the regularly it helps reduce the risk massively.

In conclusion it is clear that police adopt strategies and theories in order to prevent crime being committed, however on occasions crime does still occur despite efforts. Strategies however capable aren't always protective and people fall victim to crime, when this happens police use models to investigate and manage crime using different techniques depending on the seriousness and level of the crime being investigated. It is evident that intelligence plays a significant role in preventing and also aiding the investigation when called for. Intelligence products are often used throughout a process to build a picture and able to provide evidence that can prove or disprove if a crime has been committed and by whom. Intelligence products are deemed as solid evidence in relation to the court room process when it is down to a jury to decide on an individual's guilt.

WORD COUNT - 981

Gaines, L. K., & Kappeler, V. E. (2014). *Policing in America* (8th ed.). Waltham, MA: Anderson.

(Gaines & Kappeler, 2014, p. 600).

Burcher, M. & Whelan, C. (2019) *Intelligence-Led Policing in Practice: Reflections From Intelligence Analysts*. *Police quarterly*. [Online] 22 (2), 139–160.

Weisburd, D. et al. (2008) *The Effects of Problem-Oriented Policing on Crime and Disorder*. *Campbell systematic review*. [Online] 4 (1), 1–87.

Johnson, S. D. et al. (2017) *Evaluation of operation swordfish: a near-repeat target-hardening strategy*. *Journal of experimental criminology*. [Online] 13 (4), 505–525.

IvyPanda. (2020) 'The Models of Policing'. 11 October. (Accessed: 18 July 2021).

Park, MiRang et al., 2017. *A preliminary examination of the role of deterrence and target hardening on future recidivism risk among burglars in South Korea*. *Security journal*, 30(3), pp.903–921.

NAGIN, D. S. et al. (2015) *DETERRENCE, CRIMINAL OPPORTUNITIES, AND POLICE*. *Criminology* (Beverly Hills). [Online] 53 (1), 74–100.

Students are required to complete a 1000-word essay under the following title:

Critically review key issues relating to the complexity and challenges of operational policing, review examples of critical and major incidents and analyse the role of the police within a joint emergency services operation to establish 'best practice'.

This discussion is going to review and discuss key issues in relation to the challenges currently facing operational policing. It will also discuss the role of Police within a major incident whilst working with alongside other emergency services to establish best practice.

The role of a frontline Police Officer is broadly defined and expectations of officer's capability has broadened due to social change (Huey, L. & Ricciardelli, R. (2015). Increasing interactions between police and members of the public with mental health concerns are at their highest, many of calls to police are not crimes, and are in relation to mental health issues (Jachimowski, K. G. et al. (2021).

School closure, social isolation, increased financial and emotional difficulty and lack of services available are all contributing factors to the rise in mental health concerns (Adegboye, D. et al. (2021).

Due to the Covid -19 rules and regulations many people were not allowed to access services as they were previously available which caused mental health to deteriorate resulting in officers attending calls to houses with very little options in regards to helping the most vulnerable (McDaniel et al., 2020.) Despite the recent uplift in Police Officers numbers are still stretched and are in much need of further support, there has been a cut in operational support roles in recent years, from intelligence and forensic departments to response officers. Not only has the police force suffered funding issues, private charities which are vital in delivering support to those most at risk of harm or severe mental health issues suffer the same financial loss and are at risk of closing down, without these charity's pressure on police increases (Das, M. (2021).

Another challenge is the concern that police are often pressured to take the lead and take responsibility at calls when at times crime is merely a symptom of the issue and the call should be taken over by another emergency service or partner agency but this does not tend to happen. All services have been effected by government cuts and staffing issues and it appears that police must always be available to deal with any issue regarding members of the public despite who is best to manage this.

A major incident is an emergency that requires the presence of not only the police but other emergency services support. An incident that is likely to involve serious harm or damage to human life or welfare such as floods, or a widespread illness constitutes a major incident (Bryant, Bryant, Robin & Bryant et al 2020 p.249). The Joint Emergency Services Interoperability Programme (JESIP) has been set up for coordinating major incidents requiring a multi- agency response. This allows all services to work together but still follow their own guidelines and procedures when it comes to such an incident. Medical services are increasingly being asked to deploy to major incidents due to the equipment and skills they carry (Gurney, I. et al. (2020).

Police Officers main role will always be to preserve life and this is no different when it comes to dealing with a major incident, police will be administering first aid, managing traffic, supporting persons who are injured, and assisting partner agencies. Police officers at scene will communicate all information from scene back to the control room. During a major incident police are the only service that will consider if a crime has been committed and will take responsibility for protection and preservation of the scene. Any responsible person within the emergency services arena can declare a major incident and can also take charge at scene but it tends to be the police service who will take the lead (Dethick, L. (1999).

Major incidents can have a significant impact on the communities and also the environment also, police will help during the recovery phase but will no longer be the lead agency at this incident, it is likely that the local council will move into the position of lead and give guidance on how police and other services can help during the recovery phase, much of this will be environmental and also reassuring members of the public.

A major incident that is currently on-going is the Covid-19 Pandemic. Police have played a significant role in managing this not only by policing the rules and regulations, attempting to prevent breaches of the rules in hope of

preventing the spread of the virus but by assisting people within their own homes when they cannot get to hospital, by attending sudden deaths and generally providing support and reassurance to the public when they have needed it most. The police service worked alongside their partner agencies to provide the best care for the public and best practice for all involved. It has been difficult to “understand the potential short- and long-term effects of disasters and public health emergencies on policing organisations and officers” (Laufs, Julian & Waseem, Zoha, 2020 p.101812). This is significant at present as we are currently living in a major incident and will need guidance on how to deal with this when it comes to an end, and awareness of the potential impact on officers and organisations.

As the only generalist emergency service that is available constantly it is evident that police will always face pressure to respond to all different types of emergency calls, to prevent crime and to reassure and protect the public. However it is clear that the police service cannot manage this by themselves and need the help of partner agencies and other emergency services, not only for support but for them to take responsibility for their own remits to enable police to do what they are meant to, in relation to having time to investigate crimes properly and being able to be protective in their duties. It is clear that the Police service hold huge responsibility when dealing with major incidents and are needed to manage the scene, and to detect and prevent crime. The covid-19 pandemic has been a struggle for all emergency services and is evident that all services need to work together to achieve the best results and best practice.

WORD COUNT – 1015

McDaniel et al., 2020. Policing and mental health : theory, policy and practice

Huey, L. & Ricciardelli, R. (2015) ‘This isn’t what I signed up for: When police officer role expectations conflict with the realities of general duty police work in remote communities. International journal of police science & management. [Online] 17 (3), 194–203.

Jachimowski, K. G. et al. (2021) The Impact of Mental Health Resources on Police Officer Action. Journal of police and criminal psychology. [Online] 36 (2), 193–203.

Adegboye, D. et al. (2021) Understanding why the COVID-19 pandemic-related lockdown increases mental health difficulties in vulnerable young children. JCPP Advances. [Online] 1 (1), .

Das, M. (2021) UK charities call for emergency government funding. The lancet oncology. [Online] 22 (4), 434–434.

Bryant, Bryant, Robin & Bryant, Sarah, 2020. Blackstone's handbook for policing students 15th edition

Gurney, I. et al. (2020) Changes in NHS Major Incident management and their relevance to the Defence Medical Services. BMJ military health. [Online] 166 (2), 84–88.

Laufs, Julian & Waseem, Zoha, 2020. Policing in pandemics: A systematic review and best practices for police response to COVID-19. International journal of disaster risk reduction, 51, p.101812.

Dethick, L. (1999) Declaring a major incident: What constitutes a major incident, and who takes responsibility for mobilising ambulance and hospital services, police, fire and voluntary organisations into action? Louise Dethick analyses the key issues that define a major incident. Emergency nurse. [Online] 7 (3), 21–25.

Students are required to complete a 1000-word essay under the following title:

Analyse the potential links between terrorism and other forms of criminality and discuss how policing the roads assist in counter terrorism investigation

This essay will consist of a discussion regarding the potential links between counter terrorism and other types of criminality and how the roads policing department assist in counter terrorism investigations.

Terrorism is defined as the use or threat of action, designed to influence any international government organisation or to intimidate the public. This could be an act of violence against a person or and which causes serious damage to a person or governments property, or creates a serious risk to health and safety.

It is believed that there is an increased link between terrorism and other criminals. Terrorists are usually involved in various different crimes, such as the drug trade, human trafficking, fraud and other forms of organised crime. (McCarthy, 2003). The increased criminal activity of some terrorist is believed to be motivated due to ideology (Curtis and Karacan, 2002). Terrorists require funding to conduct such viscous acts and turn to crime to get finances, in particular organised crime. Governments are working to implement ways in which to combat terrorist finances in hope to combat terrorism (CLUNAN, A. L. (2006).

Another link between terrorists and crime is that terrorist gangs often look to local criminals in hope to recruit them. Police forces are always trying to combat terrorism and the link between other crimes and terrorism is one to be aware of and alert to, in 2000 The British parliament gave a stop search power under Terrorism Act 2000 to help prevent terrorism.

Individuals who are involved with organised crime are known to start by committing low level crime such as possession of a controlled drug and then it gradually becomes more serious, possibly possession with intent to supply a controlled drug (Jaśkiewicz, M. & Besta, T. (2017). There is a possibility that persons involved in gang related crime may go that step further by getting involved with terrorism and committing these offences.

Schedule 2 of Counter-Terrorism Act 2008 is in relation to crimes which could be deemed to have a terrorist connection. For example the of killing Lee Rigby in 2013 was murder however due to the way the crime was committed and the motives behind this particular murder it was deemed to have a terrorist connection. The criminals who committed this offence were known for being part of an Islamic terrorist group and had made statements that the killing was to promote and impose the fear of terror in all. Terrorism puts enormous fear into members of the public and there are many disagreements in regards to how crime and terrorism is managed and policed *"dispute about or concerning words", and no word has sparked more dispute in recent years than "terrorism."* (Jonathan Schanzer, 2019. Terrorism).

The Road policing division gives information assisting with handling crime in the UK as they are given powers under various enactment to stop and hold onto vehicles, arrest people, and guarantee dynamic assessments due to people's way and conduct, Air forces also carry out safety measures and procedures

to keep people safe when flying” particularly when justified as a mechanism to keep air travellers secure by minimizing the risk of terrorism” (Fox, Sarah Jane, 2019).

The roads policing department holds the power to peruse and stop individuals which is a huge help when combating crime in particular terrorist related crime. Roads policing department gets its power from The Road Traffic Act 1988 and is able to, gather information in relation to the criminals using roads, and ways in which they travel in attempt to avoid police and security measures which is something that assist other policing/ security departments when planning on intervening with terrorism. Roads policing teams are able to stop individuals suspected of committing terrorism offences at key points and target areas, and also able to be a presence on the roads as a way in which to deter terrorist from traveling to different areas. These departments also have Automatic Number Plate Recognition (ANPR) systems in their vehicles which alert them when they meet a vehicle which is of interest to them, this enables them to alert relevant officers in relation to where a particular vehicle may be traveling to allow preparations to be in place before the vehicle comes to a stop. The technology reads its registration number and instantly checks against its database records of the vehicles on interest (Al-Mahbashi et al., 2019). Roads policing officers are also able to stop and search these vehicles if suspected of committing a crime, this all adds up to intelligence building and can be shared with counter terrorist units. Organised crime gangs are known to use the roads to travel to different locations especially in regards to county line offences which on occasions can be linked to terrorism offences, as mentioned previously there are links between organised crime and terrorism.

In conclusion it is proven that there are links between terrorism and a vast range of other crimes being committed, and this could be for a number of reasons including, needing finances to commit terrorist related offences and generally moving up the scale in regards to the seriousness of crime. Individuals are involved in this sort of crime for different reasons, some are vulnerable and are targeted by these gangs to commit the crime on their behalf and some are targeted purely for their knowledge and skills. Terrorism is one of or if not the worst crime to commit as it sparks such fear in the public. The government are often trying to give police forces further powers in order to detect and prevent criminal and terrorist offences. The roads policing department play a vital role in assisting to combat terrorism and are able to provide a range of information and support from policing the roads and stopping vehicles to using ANPR to detect travel and gather information to build a bigger picture. It is clear that organised crime gangs use the roads which the roads policing department have been aware of and tackling for years, with the link between organised crime and terrorism they are able to deter this activity.

WORD COUNT - 1009

Jonathan Schanzer, 2019. Terrorism. Israel studies (Bloomington, Ind.), 24(2), pp.52–62.

(McCarthy, 2003).

(Curtis and Karacan, 2002)

(Al-Mahbashi et al., 2019).

CLUNAN, A. L. (2006) The Fight against Terrorist Financing. Political science quarterly. [Online] 121 (4), 569–596.

Jaśkiewicz, M. & Besta, T. (2017) ‘OUT OF PLACE’ IN THE CITY: DEVELOPMENT OF SOCIO-SPATIAL DISORDER SENSITIVITY SCALE IN URBAN SETTINGS. Journal of community psychology. [Online] 45 (2), 250–266.

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	

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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 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 nonauthoritative. 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. Highlevel referencing skills consistently applied.
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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%

Knowledge and understanding (Sound 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.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical 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.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of 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	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	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-	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	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	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	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

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	or opinion, made without use of any credible evidence.	evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	interpretation or failure to fully recognise limits of knowledge.	tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	support appropriate and valid judgements.	the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive 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.	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	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	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	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	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	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
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Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Very weak problem-solving skills outside the context in which they were first studied.	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.	always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	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.	links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.

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	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	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	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.	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	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,	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
Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
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	exercise of personal responsibility and decisionmaking.	group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decisionmaking.	limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decisionmaking, with some areas of minor weakness.	Demonstrates the skills for employment requiring the exercise of personal responsibility and decisionmaking, with some areas of strength and some of minor weakness.	requiring the exercise of personal responsibility and decisionmaking, with just occasional minor weakness.	and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decisionmaking and an appetite for further development.	requiring the exercise of personal responsibility and decisionmaking and an appetite for further development.
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