

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Jordan Tucker	Student ID number:	2023884
Programme:	Graduate Diploma in Policing (GDIP)		
Module:	Operational Policing Practice 3		
Module code:	BMP6005D	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Dr Rhiannon Sandy	Internal Verifier:	
Assignment Title:	See below	Word count (or equivalent):	Essay 5000 Words
Submission deadline:	5 th September 2022	Return date of provisional marks & written feedback:	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)
Understanding role of constable - Evaluate the strategic drivers for professionalising policing and relevant policing and relevant national policing strategies Maintaining Professional Standards - Critically explore the concept of integrity in a professional policing context - Evaluate the strategic drivers for professionalising policing and relevant national policing strategies Evidenced Based Policing

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

Communication Skills

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

Criminology & Crime Prevention

- Critically evaluate crime prevention theories and strategies

Public Protection

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

Digital Policing

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

Counter Terrorism

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

Response Policing

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

Policing Communities

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

Policing the Roads

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

TASK DESCRIPTION

Students are required to complete the following:

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

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

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

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

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

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

Critically evaluate the role of the police in:

- Conducting Investigations (Volume, serious and complex)

1000 words - Information and Intelligence/Communication Skills

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

1000 words - Public Protection

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

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

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

GUIDANCE FOR STUDENTS IN THE COMPLETION OF

TASKS

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

1. Engagement with Literature Skills

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

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

2. Knowledge and Understanding Skills

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

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

3. Cognitive and Intellectual Skills

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

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

4. Practical Skills

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

5. Transferable Skills for Life and Professional Practice

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

Task 1

In this task I will look at the professionalisation of the police service and the introduction of degree requirements for new officers, I will also look at the code of ethics in Policing which sets out the 9 principles for police staff to follow along with the 10 standards of professional behaviour that officers must adhere to when carrying out their duties. I will then look at coaching and mentoring and why they are important in a professionalised police service.

Due to policing being more challenging and complex today, it needed to professionalise itself. Today we see police officers requiring a degree to become an officer or a masters degree to become a high ranking officer such as a Chief Constable. Those without a degree could either complete one before joining or join an apprenticeship scheme over three years working part time to achieve one in professional policing (Dodd, V, 2016).

Due to new emerging threats such as cyber crime, policing had to change due to the new skills required to investigate these. There are pros and cons to Police officers needing degrees before entering the Police service (Dodd, V, 2016).

Those with degrees already will have knowledge in their chosen subjects, which may or not help in policing. A degree in computer forensics is going to be more helpful than someone who has a degree in geography, but will it make them a better police officer?

Not everyone who want to join the police is good at academic work and this may put some people off applying due to the fact that they are now required to complete a degree. This will cause the recruitment pool of new future officers to decline (Dodd, V, 2016).

The code of ethics in policing is for everyone who works for the service from support staff to officers. It covers all police forces in England and Wales and sets out the principles and standards of behaviour expected from all (College of Policing, 2014).

There are 9 principles set out in the code of ethics which are:

- Accountability
- Fairness
- Honesty
- Integrity
- Leadership
- Objectivity
- Openness
- Respect
- Selflessness

(College of Policing, 2014).

Accountability – ensuring that you answer for the decisions you make and the actions you take.

Fairness – Treating all members of the public fairly.

Honesty – You are truthful and trustworthy

Integrity - You do the right thing at all times

Leadership – You lead by example

Objectivity – You make your decisions on the best evidence and judgement

Openness – You are open about what you do in your actions and decision making.

Respect – You treat members of the public and colleagues with respect at all times.

Selflessness – Your actions are those in the public interest.

(College of Policing, 2014).

Set out in the code of ethics is 10 standards of professional behaviour which officers must adhere to. These were created to professionalise the police service. They include:

- Honesty and integrity – Acting honestly at all times and not abusing your position of trust.
- Authority, respect and courtesy – Treating all with respect and courtesy, using powers lawfully while respecting their rights.
- Equality and diversity – Not discriminating or treating unfairly
- Use of force – Only using force that is necessary and proportionate.
- Orders and instructions – Following all lawful orders while abiding by professional standards and practice.
- Duties and responsibilities – Carry out your duties and responsibilities to the best of your ability.
- Confidentiality – Treat information with the strictest of confidentiality, disclosing only to those with a lawful right.
- Fitness for work – Always being ready and fit for work not under the influence of any substances that may affect your ability.

- Conduct – Behave in the correct way at all times to not bring discredit to the Police, even off duty.
- Challenging improper behaviour – Challenge the behaviour of those acting outside of the standards and reporting them if necessary (College of Policing, 2014).

Coaching is where someone uses the skills a person has and aims to help them produce their best performance. It is a skilled activity and should be performed by individuals who have had coaching training. It focuses on the individuals skills and helps them develop further over a period of time (CPID, 2022).

Mentoring is usually an experience colleague sharing their experiences and knowledge with a newer member of the team. So in policing it would be an officer with a few years of experience and out of their probation helping a new probationer 'find their feet'.

Mentoring usually takes place over a long period of time and effective mentoring will allow both individuals learn from each other. Mentoring will work best if the mentor lets the mentored do rather than follow. The mentored individual will learn from their mistakes but the mentor will make sure that they are there to guide them away from making any serious mistakes, especially in policing, this could result in negative consequences and a loss of confidence in police (CPID, 2022).

Both coaching and mentoring are important in a modern day professional police service because there is a constant influx of new recruits with different skill sets and knowledge looking to increase these and share with others. It is important that new officers receive training from those more experienced to prevent new officers picking up bad habits that may undermine confidence in the police. It is important that those tutoring the new recruits are doing so by their own choosing and not forced to do it because this will affect the attitudes of those recruits.

Task 2

In this task I will look at response policing and the role they carry out. I will then look at a recent report from the HMICFRS on public perception of policing before looking at critical and major incidents and the role of the police to ensure public confidence is maintained.

Response policing is frontline policing where officers respond to incidents and crimes often just happened or in the process of happening. Officers have training in areas such as advanced driving courses to ensure that they can respond in a safe manner when driving above normal speed limits (JoiningThePolice, 2022).

It is the role of the response officer to quickly assess a situation and decide on the most appropriate response, calling on other officers or agencies for support if needed.

A key role of a response officer is to engage with victims of crime or suspects, both of which can be vulnerable or volatile. Communication is key in response policing, whoever a response officer is dealing with be it a member of the public, victim or suspect, clear communication will ensure that the interaction is a positive one (JoiningThePolice, 2022).

One of the most important aspects of being a response officer is following the golden hour principles. This is the time after an incident where the best available evidence needs to be obtained. This could be witness statements from persons who were at the scene or CCTV from the local area. Officers would also need to manage any crime scenes to preserve evidence (College of Policing, 2022^d).

A response officer needs to be update to date with current legislation and will often attend training courses to achieve this. They will also be able to progress into different areas of policing as response policing will set them up with the skills and knowledge to be successful (College of Policing, 2022^d).

In 2018, a report issued by Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS) which surveyed 17,043 residents in the UK found that 61% of people were happy with the response from their local police force. This was up from 53% the previous year. This would suggest that public confidence in policing is growing year on year. It could be argued though that the question asked the previous year was worded differently and the results may have been affected by that (HMICFRS, 2019).

The report would also suggest that police visibility rose in 2018 compared to 2017 where an increase of 15% respondents said they saw Police officers in their local area.

When the respondents were asked about anti social behaviour in their areas, 40% responded saying that it was an issue for them compared to the 25% in 2015. This would suggest that Police are not dealing with anti social behaviour as well as previous years or that it has just increased dramatically (HMICFRS, 2019).

74% of respondents said they feel confident in the way police respond to emergency calls. This is an increase of 3% from 2017.

65% of respondents believe that their local police force treat people with respect. This number would suggest that public confidence in police needs to be worked on (HMICFRS, 2019).

Overall from the results of the survey by Majesty's Inspectorate of Constabulary and Fire & Rescue Services, it would suggest that the public's perception of policing is increasing but there is still room for improvement (HMICFRS, 2019).

A critical incident is defined by the (College of Policing, 2022^e) as “any incident where the effectiveness of the police response is likely to have a significant impact on the confidence of the victim, their family and/or the community.”

Any incident can become a critical incident if the police response does not meet the expectations of the victim, their families or the wider public. A critical incident can then have a long lasting effect on the community and damage the reputation of the police resulting in public confidence being reduced and the fear of crime and disorder increased (College of Policing, 2022^e).

A major incident is defined by Joint Emergency Services Interoperability Program (JESIP) as “An event or situation with a range of serious consequences which requires special arrangements to be implemented by one or more emergency responder agency.” (JESIP,2022).

A major incident is likely to require more than one agencies response as it is likely to involve serious harm, damage or risk to human life. It can also be a major risk to national security.

Major incidents can take the form of terrorist attacks, transport incidents and natural disasters. Each major incident will fall into two categories; rapid onset emergency or rising tide emergency (Northumbria Police, 2022).

Rapid onset emergency's are incidents that will require an emergency response without attending agencies to plan their response. They will usually train for these incidents well in advance to ensure they are prepared for any eventualities (Northumbria Police, 2022).

Rising tide emergency's are incidents that develop over time. These could be weather or healthcare incidents. An example of this is a week long storm that gets worse as the week

goes on and flooding will affect a local area or the most recent COVID-19 health incident that affected world wide communities (Northumbria Police, 2022).

The final outcome of these incidents are not known at the beginning and require multi agency working and planning to ensure that the response is proportionate.

In order for police to maintain public confidence in major incidents they need to ensure that they:

- Save and prevent any further loss of life
- Prevent the incident escalating
- Secure, protect and preserve any scenes
- Investigate any offences
- Secure evidence
- Co-ordinate public information with other agencies
- Restore normality

(Northumbria Police, 2022)

915 Words

Task 3

For this task I will look at two types of ways intelligence can be gathered, open and closed source intelligence. I will look at the reliability and effectiveness of both. I will look at the National Intelligence Model and explain the three levels of usage before evaluating how it can be used in the tasking and coordinating process through daily management meetings, intelligence unit meetings and strategic tasking groups.

The police collect information based on policing needs and only collect information that is for a policing purpose. A policing purpose will provide a legal basis for collection, recording, evaluation, sharing and retention of information. The basis for these may include:

- for protection of life and property
- preserving order
- preventing offences
- bringing offenders to justice

Information is collected by the Police in one of three ways:

- Routine collection
- Tasked information
- Volunteered information

Routine collection is information collected from routine policing activity. This information will be collected from officers attending incidents, carrying out stop searches or by routine patrols (College of Policing, 2022).

Tasked information is the collection of information relating to an incident or person. It will usually be collected from sources such as CCTV, covert human intelligence sources or database systems such as ANPR or PNC.

Volunteered information will usually come from members of the public or partner agencies. It will come from crime reports, local meetings or local authority departments such as social services. It will usually be volunteered as the person providing wants some action taken (College of Policing, 2022).

There are various sources of open source intelligence that can be used in Policing to help build intelligence and contribute to tasking and briefings. Intelligence can come from sources such as:

- Newspapers and magazines
- Internet websites
- academic research
- social media
- other media, such as television (College of Policing, 2022^b).

Intelligence gathered from these sources will need to be tried and tested to ascertain its accuracy and reliability due to it being easily accessible and manipulated. Open source intelligence is the quickest way to gather information and will be cheaper than using other methods due to how easy it is to access and not requiring specialist officers.

Closed source intelligence is intelligence that will often come from partner agencies which are deemed reliable and trust worthy sources. This usually means that any intelligence gathered this way will not need to be tested like open source intelligence. It would be important for the investigator to critically analyse how the data was obtained and for what purposes though to ensure its legality (College of Policing, 2022^b).

Examples of closed source intelligence would be:

- Data from NHS
- Data from Local authority

The National Intelligence Model is a framework used in Policing to turn information into usable intelligence. It operates at three levels:

Level 1 – Local

Level 2 – Regional

Level 3 – National

At level one, this would look at local information and intelligence based on crimes affecting single BCU's such as local thefts, ASB or damage.

At level two would be force wide issues such as drug dealing or involve neighbouring forces where criminals will cross local borders to commit offences.

At level three, this would be the most serious offences such as human trafficking or other offences that would see offenders travelling the length of the country or further afield (Orodite consulting, 2022; Gardener, P, 2022).

The national intelligence model helps with consistency across all Police forces in the UK. It uses information and intelligence to predict future incidents allowing forces to deploy resources where needed (Orodite consulting, 2022; Gardener, P, 2022).

Using the intelligence cycle in the model, intelligence can be fully researched, developed and applied reducing risks and helping with tactical decisions (Orodite consulting, 2022; Gardener, P, 2022).

Intelligence unit meetings are usually held daily and review information and intelligence from analysts and local response and neighbourhood officers. With the information reviewed, they pass it on to the DMM (daily management meeting) (College of Policing, 2022^a).

The information and intelligence reviewed at intelligence unit meetings helps establish trends and set new priorities. This ensures that all information is accurate and up to date allowing resources to be directed where needed (College of Policing, 2022^a).

The daily management meeting is usually held by the most senior operational officer or their deputy. It is a meeting where they discuss the events of the previous 24 hours and the priorities for the next 24 hours. Using the information provided by the intelligence unit meeting and other sources they will direct resources where needed (College of Policing, 2022^a).

Daily management meetings are crucial as they build a picture of what offences are being committed, where to and by whom. This allows repeat offenders or serious offenders to be targeted. The intelligence in the meetings have already been assessed as reliable and trustworthy by the analysts and partner agencies (College of Policing, 2022^a).

The strategic tasking and coordination group is made up of senior Police officers and partner agencies such as the local authority or community safety partnerships. The goal of the group is to set strategic objectives set by the partners (College of Policing, 2022^a).

The purpose of the strategic tasking and coordination group is to:

- consider operational priorities
- set and amend the control strategy
- consider the prioritisation of resources
- approve strategic intelligence

The control strategy sets out a long term goal and priorities for crime prevention in the force area. It allows senior management to make decisions on prioritising resources based on operational need. The control strategy does not capture every issue the force is facing, but as these are the ones highlighted by the strategic tasking and coordination group, priority should be given to these (College of Policing, 2022^a).

907 Words

Task 4

In this task I will look at the long term impacts of abuse on victims, what types there are and how they become trapped and subjected to repeat abuse from offenders. I will then look at two strategies the Police use to try and reduce the impact and reoffending. I will look at Multi-agency public protection arrangements and Multi-agency risk assessment conferences, evaluating their effectiveness and impact on victims.

As well as potentially having a financial impact on victims, they are often subjected to emotional, physical or behavioural harm. Due to the long term impact on victims, victim care and policing strategies to reduce the effects are centred in the criminal justice system (VictimSupport, 2022).

People will respond to being a victim of crime differently and the effects on some can be long lasting resulting in significant changes to their behaviour and mental health. It does not necessarily depend on the type of crime, even the most minor of crimes can lead a victim being too scared to leave their house of fear of repeat victimisation (VictimSupport, 2022).

Long term effects can affect a person's:

- Behaviour
- Physical state
- Mental state

Behavioural changes where a victim will change the way they behave towards others, this may see them coming across more anxious, aggressive or distant.

A person's physical state may be affected in ways where they may not sleep the same as they did before they became a victim of crime which will affect their physical health, not eating the right amount or the right foods due to the way they feel, again affecting their physical health (VictimSupport, 2022).

A person's mental health can also be dramatically effected by victimisation. This can cause a person to develop mental health conditions such as anxiety, depression or post traumatic stress disorder which would see the victim suffer a long term reaction to the crime (VictimSupport, 2022).

Repeat victims especially in cases of domestic violence can fall victim to what is known as trauma bonding. This is where a victim and the abuser bond over a traumatic event such as domestic abuse. The victim will become emotionally attached to their abuser as they are spending large amounts of time with them and the abuser will use cycles of abuse and rewards to keep the victim feeling trapped. The victim will always look for the good in their abuser and feel powerless to leave the situation as they focus on improving the future (HarleyTherapy, 2022).

The Police have worked with other agencies and bodies to implement strategies to help victims of crime and reduce the long term effects they face.

One of the strategies implemented is the Multi-agency public protection arrangements known as MAPPA. This was introduced by the Criminal Justice Act 2003 and is designed to help victims of crime and reduce the impact from repeat offenders who are classed as high risk of reoffending. In order for MAPPA to work, the Police need to work with other agencies and bodies such as Local authority, probation services and other Home Office departments (MOJ, 2019).

MAPPA has three categories of offenders:

- Registered sex offenders
- Violent offenders
- Other dangerous offenders

These types of offenders are managed under a three level system where level 1 is the lowest and level 3 is the highest (MOJ, 2019).

At level 1, the offender will be managed by either the Police or probation service and will generally not have multi agency meetings to discuss their cases.

At level 2, there is a higher risk and therefore more agencies and bodies will be involved in discussing the offenders case and reviewing their risk assessment.

At level 3, there is a significant risk and the highest ranking officers will become involved in the meetings around the offender and will authorise additional resources to help manage them (MOJ, 2019).

For repeat victims of domestic violence, the Police have a strategy where they work with other agencies in what is known as a Multi-agency risk assessment conference (MARAC). MARAC is a meeting involving the Police and local authority and other specialists where they discuss the victims in high risk cases of domestic violence (SafeLives, 2014).

The focus of the MARAC is to safeguard the victim and reduce the impact of the violence towards them. MARAC meetings can help victims with support in housing, allowing them to move away from their abusers and will work with charities such as Womens aid to action this. Victims can be moved to refuges in different parts of the country to allow them to recover from their experience (SafeLives, 2014).

MARAC can also help with the education of any children involved making sure they do not become affected and develop behavioural issues.

MARAC's are funded by the Police forces in the local areas they operate with some funding from the Home Office, others involved in these meetings such as local authorities, charities and specialists attend through their day to day roles (SafeLives, 2014).

MARAC is seen as effective with those being included in meetings reporting up to 60% further incidents. This could be argued that the abuse may still be happening but the victim may be less likely to want to report it again as doing so previously has resulting in further violence (SafeLives, 2014).

High risk domestic violence cases are reported to cost the UK tax payer thousands of pounds a year due to the cost of Police and health care services dealing with the effects. MARAC's are said to reduce the cost on tax payers by targeting the high risk cases and working to reduce reoffending (SafeLives, 2014).

912 WORDS

Task 5

In this task I am going to have a look at evidence based policing. I will look at what it is, the advantages and disadvantages of it and look at crime prevention theories that link into it. I will look at the broken windows theory along with the routine activity theory and discuss how they both reduce offending through evidence based policing.

I will then look at crime prevention strategies and look at how they can reduce reoffending.

Evidence based policing is where police officers use the best available evidence and research they have available to support their actions and response. It is also used to influence decision making and change policies and procedures in policing. Evidence based policing can also be used by police staff and any other support teams. Evidence and research can come from academic researchers or other partner agencies (College of Policing, 2022^c).

It is important to ensure that the research used is reliable and appropriate to the task, that its methods are transparent and reviewed before being used. Not all evidence needs to come from research, it will be considered the best evidence available if there are no other sources as long as it is documented in a transparent way (College of Policing, 2022^c).

One of the main disadvantages of evidence based policing is not knowing the quality of research being used. Officers will rely on the research being accurate without knowing the quality of the data sample collection, how it was collected, reviewed or tested (eHow, 2022).

Officers are also not all going to be academics and will rely on the information being passed to them being accurate. Due to the term 'Evidence based' being used it gives off the impression that due to it coming from research it must be the best evidence available and it must be effective (eHow, 2022).

Evidence based policing does have its advantages in which officers can build on the research obtained and put in place new policies and procedures based on the information from academics in their respected fields such as psychology, criminology and sociology (eHow, 2022).

One theory used in policing for crime prevention is the Broken windows theory. In 1982 social scientists James Wilson and George Kelling used research to argue that it didn't matter if a neighbourhood was seen as rich or poor, if there were signs of disorder such as one broken window going unrepaired it would signal to others that no one cares or will do anything about it and therefore would see an increase in similar incidents (Psychology Today, 2022).

'Broken windows' are a metaphor for any disorder such as low level anti social behaviour, drinking in the streets and criminal damage. It is argued that if these acts go unchallenged, they will increase, reducing public safety and confidence but increasing crime and disorder (Psychology Today, 2022).

Broken windows theory ties in with evidence based policing as police officers use the best available evidence to look at the problems, 'broken windows' and will put in a plan of action to reduce the issue (Psychology Today, 2022).

Routine activity theory is another crime prevention theory. It found that criminals will look at three things before deciding whether to carry out an offence. This would be the crime they are planning to commit, a suitable target and the absence of a capable guardian (Simply Scholar, 2022).

It is argued that an offender is always motivated to carry out an offence and it is only that the presence of a capable guardian will reduce that. An offender will weigh up the

consequences of being discovered or caught and decide whether to continue with their plan (Simply Scholar, 2022).

Examples of capable guardians would be Police officers nearby, CCTV, Alarm systems or even general members of the public being in the area, this could change an offenders mind as they chance of being caught increases and they decide that what they wanted to do would not be worth the risk (Simply Scholar, 2022).

There are 10 principles that can be followed to reduce criminality in and around the home, office or other property. These are:

- Target hardening
- Target removal
- Reducing the means
- Reducing the payoff
- Access control
- Surveillance
- Environmental change
- Rule setting
- Increase the chance of being caught
- Deflecting offenders

Target hardening is where you make your property harder to access. In order to do this you could replace your door locks with a more secure design, or change the door completely to a model that has been made to withstand attempts at forcing it open. Target hardening can also be used online in cyber crime. By changing your passwords to make them more secure using a mixture of letters, numbers and special characters (West Yorkshire Police, 2022).

Target removal is a simple yet effective way of deterring crime. By moving your belongings out of view when you leave your house or car. Making sure that nothing is left in view of a window that would allow an offender to smash it and take the item easily (West Yorkshire Police, 2022).

By reducing the means, such as removing loose bricks from outside your home, you stop criminals having easy access to items they can use to smash open windows (West Yorkshire Police, 2022).

By security marking property or registering serial numbers you can trace stolen items making people less likely to want to steal them as it can be traced back to them.

By increasing CCTV and access control at your property, you can reduce crime as criminals are less likely to target property that will capture them on camera or have made it too difficult to gain access through electrical security systems (West Yorkshire Police, 2022).

By cleaning up around your property and local area, it will appear more cared for and reduce the chances of disorder. This is linked to the broken windows theory where caring for the environment will have a positive effect on the crime rate in the area (West Yorkshire Police, 2022).

Crime can be further reduced by rule setting. Making sure the last person into the property locks the doors and windows behind them when they leave, go to sleep. Simple techniques like above will overall reduce re-offending (West Yorkshire Police, 2022).

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STUDENT FEEDBACK FORM

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

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

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

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

GENERIC ASSESSMENT CRITERIA

Level 6

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

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	principles within the subject area which to some limited extent, is informed by current research and scholarship.	the field of study and to some extent, current research and scholarship.	good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
				reason and evidence.			broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and personal	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work,	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent,	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very	Can communicate with an exceptionally high level of professionalism. Work is exceptionally

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.