

APPENDIX GA36b

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:	GEORGIA PORT	Student ID number:	2320251
Programme:	BSc Professional Policing Practice		
Module:	Operational Police Practice 2		
Module code:	BMPP5002D	Contribution to Overall Module Assessment (%):	50%
Tutor		Internal Verifier:	
Assignment Title:	Assignment 1	Word count (or equivalent):	4000 Words
Submission deadline:	27 th January 2025	Return date of provisional marks & written feedback:	17 th February 2025
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the lecturer. You should submit this assignment in a Word document. DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions. Late submission of the assessment will result in a late penalty mark. Penalties for late submission: • up to one week late, maximum mark of 40%. • over one week late, mark of 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty/ referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. You must append a reference list indicating the books, articles, etc. that you have used, cited or quoted in order to complete this assessment. The university takes plagiarism very seriously. All work submitted must be entirely your own work. You must not use work previously submitted by <u>you</u> or <u>any other student</u>, and you are not permitted to share your work with others either now or in the future. Please be aware that if academic misconduct is committed unintentionally or accidentally, this cannot be used as a defence.		

Module Learning Outcomes (from module syllabus)

Research Methods & Skills

- Outline the strengths and weaknesses of research methodologies and approaches
- Research, analyse and evaluate relevant research publications, and qualitative and quantitative data
- Demonstrate proficiency in academic writing and presentation, in accordance with ethical protocols
- Demonstrate effective referencing of a wide range of material appropriate to the subject area
- Apply quantitative and qualitative research techniques, including the interpretation of data

Maintaining Professional Standards

- Analyse how the police have developed policies and procedures to reduce the possibility of professional malpractice and increase community confidence
- Analyse the role of independent bodies such as the IOPC or HMICFRS in holding the police accountable to the public
- Analyse super-complaints and their influences on policing and policing processes
- Examine why people in positions of respect or authority may fail to comply with policies, procedures, protocols or legislation, and commit criminal offences
- Review how previous instances of misconduct/malpractice can influence future professional policing
- Review progress being made within the police service to improve professional standard

Criminal Justice

- Evaluate how the diversity of individuals and society impact on the criminal justice system
- Engage in effective partnership collaboration regarding offender rehabilitation

Wellbeing & Resilience

- Recognise common reactions to trauma within the workplace, and support available to individuals
- Understand the objectives of the Emergency Service Trauma Intervention Programme (ESTIP), and how this may benefit officers and staff

Public Protection

- Explain the psychological impact of abuse on victims
- Evaluate the effectiveness of current public protection practices in investigating public protection incidents
- Assess the role and impact of MAPPA and use of community intelligence in managing offenders
- Analyse potential links between serious/organised crime and public protection issues
- Examine instances where law enforcement personnel have misused their position of trust and police powers to commit public protection offences
- Evaluate the effect of media coverage on public protection policing strategy

Vulnerability & Risk

- Understand concepts and theories of how a person becomes a victim
- Understand theories about the onset of offending
- Understand the impact of early intervention on offending curve
- Analyse the developing issue of youth gangs targeting vulnerable people, or people at risk of harm

Valuing Difference & Inclusion

- Analyse theories and concepts linked to ethics
- Critically evaluate the impact upon policing of differing values, ethics and norms within diverse communities

TASK DESCRIPTION

Students are required to complete a **4000 word submission in the form of four 1000-word essays** (4 x 1000 words, +/- 10% per essay).

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

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

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

Your submission should include one **1000 word** essay under **each** of the following titles:

Essay one – Maintaining Professional Standards

Critically examine policing policies and procedures (e.g. PACE, Code of Ethics, NDM, use of BWV) aimed at reducing misconduct and malpractice by police officers. How might these increase public confidence in police?

Support your answer with relevant evidence drawn from academic sources.

NB – to *critically examine* is to give a balanced answer that points out weaknesses as well as favourable aspects of the topic in question.

Word limit: 1000 words.

This essay analyses and examines, I will be analysing and examining the effectiveness of policies aimed at ability of maintaining professional standards. This includes exploring the policies and procedures that target misconduct within police forces, the use of using studies and research to critically analyse the behaviour leading this and how this manged within organisations. This will includes Studying the evolution of law enforcement in our communities and *how ‘ The traditional system of policing in this country is firmly established on the principle of policing by consent, rather than coercion: police forces are not an arm of the state but servants of the community whose confidence they must secure. Success in this depends upon police officers understanding the fears and apprehensions of all groups of people within the community, including ethnic minorities, and doing whatever is necessary to enable all citizens to go about their lawful business.’* Oxford, K. (2014) . This core principle has been challenged by the public, charities and the media consistently leading to much discussion regarding maintaining professional standards.

At the centre of policing lies the code of ethics, a series of statements aligned with police powers to be upheld to by police officers and staff alike. These allow the police to work with the highest level of integrity and make impartial ethical decisions. *‘ Courage – demonstrating integrity and transparency in our decisions, leading by example and challenging anything that could bring our profession into disrepute. Respect and empathy – listening to and understanding the needs of the public, and trying to recognise and respond to the physical, mental and emotional challenges that both colleagues and members of the public face. Public service – the commitment to work in the public interest, communicate clearly and openly, and take pride in providing an excellent service to the public.’* College of policing (2024) . These are used as a reminder to officers that in all decisions made, that they should align the decision with the code of ethics to ensure that public trust and lawfulness is maintained.

The management of maintaining professional standards within each force is a Professional Standards department aimed at targeting those who are suspected of not adhering to these standards, that is through corruption, mismanagement of investigations or complaints. *'The principle of policing by consent relies on the trust and confidence that the public has in the police service and the wider law enforcement community. Professional standards departments (PSDs) can play an important role in the maintenance of that trust and confidence. Trust and confidence can be undermined by a failure to vet and manage misconduct and complaints or investigate counter-corruption activities effectively'* College of policing (2015) . These specialist teams work alongside the IOPC, independent office for Police conduct for more serious allegation of misconduct. A major part of the Professional standards department process is regaining public trust in the force and those who work in it. A *'decline was reported by the group More in Common, who surveyed a representative sample of over 2,000 British adults and found that trust in the police fell from 63% in February 2020 to 53% in November 2021, shortly after the sentencing of former Metropolitan Police Service (MPS) officer Wayne Couzens for the kidnap, rape and murder of Sarah Everard.'* Brown , R. (2023) .

As of recently Use of Force by officers has been scrutinized leading to public confidence in policing declining. This has been highlighted in current incidents and tragedy leading to reviews, *'An investigation by the Independent office for police conduct (IOPCO found that the force used by Gwent Police officers on Moayed Bashir was reasonable prior to his sad death in Newport in 2021.'* IOPC, I. et al. (2024) . Although it has been revealed that the use of force has been proportionate it has caused a question in standards of policing and the force used towards those in crisis. This is a topic that will always be highly analysed due to the threat, risk and harm towards officers using force and members of the public are subjected to it.

A highly utilised tool to help manage professional standards in the police is the use of Body Worn Video (BWV), this has effectively been used to regain public confidence in incidents where use of force has been enforced. *'Body-worn video (BWV) is seen internationally as having the potential to reduce public complaints against police, police use of force, and attribution of prosecution due to lack of physical evidence'* Drover, P. and Ariel, B. (2015) . This allows further transparency in dynamic policing incidents and openness while investigating professional standards in the police.

Policing is full of making critical decisions all which can influence public perception of policing and the standard set. The, therefore the National Decision Model (NDM) was developed to remove subjectivity in decision making and promote the consistent application of key tests to all incident types. is to be considered all types of incidents. It can be applied: *'To spontaneous incidents or planned operations, by an individual or team of people, to both operational and non-operational situations. Decisions makers can used the NDM to structure a rationale of what they did during an incident and why'*. Avon and Somerset police (no date) . It is made up of different element to be able to critically analyse a situation while managing risk and identifying other opportunities as they arise and develop. It is this demonstration of rationality and objective to remove personal bias that underpins the contribution of this tool to provide assurance and rigour to decision making. The requirement for such a model has been demonstrated in its use by

This model is used by officers of all rank and has been vital in forming decisions of all natures, *'police performance reveals that psychological and physiological stress responses during critical incidents can shape the outcome of the incident, either positively or negatively. Andersen, J.P. and Gustafsberg, H. (2016).* This demonstrates both mental and physical impact to officers can drastically dictate the result of a situation and the decisions made. This then can critically influence the publics opinion of maintaining professional standards in related incidents.

All elements of police policies and procedures as well as force own teams set up, an outside investigation for the IOPC and transparency through incidents with use of force and body worn video allow for an openness from the police to the public. This allows for more scrutiny from these stakeholders which will progress the public regaining trust in the police in the future.

Oxford, K. (2014) *Scarman and after: Essays reflecting on lord Scarman's report, the riots and their aftermath* : Benyon, John: Amazon.co.uk: Books, Scarman and After: Essays Reflecting on Lord Scarman's Report, the Riots and Their Aftermath : Benyon, John: Amazon.co.uk: Books. Available at: <https://www.amazon.co.uk/Scarman-After-Reflecting-Scarmans-Aftermath/dp/0080302173> (Accessed: 21 January 2025).

College of policing (2024) *Code of ethics launched*, College of Policing. Available at: <https://www.college.police.uk/article/code-of-ethics> (Accessed: 21 January 2025).

College of policing (2015) *Professional standards*, College of Policing. Available at: <https://www.app.college.police.uk/app-content/professional-standards/> (Accessed: 21 January 2025).

Brown , R. (2023) *Trust in the police - post parliament*, Trust in the police. Available at: <https://post.parliament.uk/research-briefings/post-pn-0693/> (Accessed: 21 January 2025).

Written by IOPC I.. et al. (2024) *Home, Independent Office for Police Conduct (IOPC)*. Available at: <https://www.policeconduct.gov.uk/news/iopc-investigation-finds-gwent-police-use-force-reasonable-prior-death-mouayed-bashir> (Accessed: 21 January 2025).

Drover, P. and Ariel, B. (2015) 'Leading an experiment in police body-worn video cameras', *International Criminal Justice Review*, 25(1), pp. 80–97. doi:10.1177/1057567715574374.

Avon and Somerset police (no date) *National Decision Model Application*, National decision model application. Available at: <https://www.avonandsomerset.police.uk/media/27527747/national-decision-model.pdf> (Accessed: 21 January 2025).

Andersen, J.P. and Gustafsberg, H. (2016) 'A training method to improve police use of force decision making', *Sage Open*, 6(2). doi:10.1177/2158244016638708.

Essay two – Public Protection

What characteristics (socio-economic, psychological etc.) can make a person vulnerable to exploitation to criminal gangs?

Your answer must be based on academic research.

Word limit: 1000 words.

In this essay I will be discussing characteristics and attributes which can lead to a person becoming vulnerable to exploitation by a criminal gang, this can be through criminal exploitation or sexual exploitation.

Vulnerabilities which make an individual a target for criminal gangs can be as a result of situational circumstances or related to an personal characteristics (either an innate trait or the result of a historical event). One A pathway to vulnerability that has been identified is, Adverse Childhood Experiences (also known as ACES); *'are... highly stressful and potentially traumatic events or situations that occur during childhood and/or adolescence. It can be a single event, or prolonged threats to (and breaches of) the young person's safety, security, trust or bodily integrity. ' Young minds (no date) . ACES have been indicated to have a long standing effect on children who experience traumatic events, they can be situations such as Violence, substance misuse and poverty.*

Whilst criminal gang exploitation of the vulnerable can take many forms, the so-called "County Lines" criminal activity is considered a national high profile issue. County lines is a ambition to eliminate across the country, *'County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.'* Office, H. (2023) . This can be observed is used through examples such as like; delegating young children to carry weapons such as knives for older more powerful individuals in gangs, using vulnerable sexually exploited adults to offer sexually service in exchange for drugs before escalating the influence to include however then being the subject of subsequent debt bondage. These vulnerabilities can be a complex web of causation – poverty, debt or homelessness may play a part as well as past trauma or other types of psychological damage.

A tactic often used by criminal gangs on vulnerable member of society Is "cuckooing". This, this is a habit often used in the supply of drugs where a forced invasion of a persons' home is takes place. This has been reported in the United kingdom where, *'Hundreds of cases of 'cuckooing' have been reported, where heroin and crack cocaine dealers associated with the so-called 'County Lines' supply methodology have taken over the homes of local residents and created outposts to facilitate their supply operations in satellite locations. Dominant narratives surrounding this practice have stressed its exploitative nature and the vulnerabilities of those involved'. Spicer, J., Doyle, L. and Coomber, R. (2020) . The vulnerabilities of these individuals that are subject to this coercive home takeover ranges, from those who have mental health issues to those who are substance dependent and struggling to fund their habit. In most cases an element of befriending takes place, where the person feel they have found a confidante when in reality they are being groomed for this role. All cases vary on specific vulnerabilities ' fifty-five year old Clarence Spencer has been a victim of cuckooing. He had always been able to maintain a job and a home but once his support system, his sister, left Britain to go back to Jamaica, his life began to fall apart. He turned to crack cocaine and drug dealers soon moved into his home, plying him with cocaine to feed his addiction and secure their position in his home.'* Butera , J. (2013) . This clearly demonstrates that difficult times in a person life can also influence their vulnerability and indicate if they can become the victim to cuckooing, it does not have to be a life long vulnerability.

-

Sexual exploitation has been a target in policing for a number of years following a rise in reported cases, often sexual exploitation is when '*gangs maintain control over women and girls in both physical and digital spaces via a combination of threatened and actual (sexual) violence and a form of economic abuse known as debt bondage – tactics readily documented in the field of domestic abuse*' Havard, T.E. et al. (2021). This can relate to be for a specific objectives such as for county lines or in the initial grooming of young people within criminal organisations.

Often those who are targeting by criminal gangs have an element of an unstable life whether that be a child or a vulnerable adult. Those who go missing on a regular basis is a key indicator sign to look out for with an unexplained reason and when returning excessive money or presents which are out of character for the individual. When gangs are grooming these individuals certain groups of characteristics are seen as desirable as they are more likely to lead to a "successful" outcome. ideal for them, '*White British children being targeted because gangs perceive they are more likely to evade police detection but a person of any ethnicity or nationality may be exploited*'. Office, H. (2018). This shows a significant development in the intelligence of these criminal organisation, targeting the most vulnerable and easiest to groom in our society. Those who are in the care system are at significant ongoing risk, with gangs promising them their own money, care and stability which many would lack ordinarily.

Many vulnerable individuals who are subject to exploitation suffer with some sort of psychological matter, whether that be '*A person lacks capacity to make a decision if they have an 'impairment of or disturbance in the function of their mind or brain' (either temporary or permanent),*' Richardson, S. (2024). Not being able to identify any risk towards themselves or others and consequences of their decisions that could lead to harm. This can be due a situational lack of capacity or life long were the care of the individuals are not being met or supported by agencies such as social services.

All of the subjects brought up throughout this essay play a key and detrimental part in the vulnerabilities in exploited adults and children whether that be for financial, sexual or substances gain. As discussed characteristics can vary leading to situational risk like a change in circumstances like substance misuse or lifelong risk to exploitation through disability or mental illness.

Young minds (no date) *Understanding trauma and adversity: Resources, Young Minds*. Available at: <https://www.youngminds.org.uk/professional/resources/understanding-trauma-and-adversity/> (Accessed: 21 January 2025).

Havard, T.E. et al. (2021) 'Street gangs and coercive control: The gendered exploitation of young women and girls in county lines', *Criminology & Criminal Justice*, 23(3), pp. 313–329. doi:10.1177/17488958211051513.

Office, H. (2023) *Criminal exploitation of children and vulnerable adults: County lines*, GOV.UK. Available at: <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines> (Accessed: 21 January 2025).

Spicer, J., Moyle, L. and Coomber, R. (2020) 'The variable and evolving nature of "cuckooing" as a form of criminal exploitation in street level drug markets', *Trends in Organized Crime*, 23(4), pp. 301–323. doi:10.1007/s12117-019-09368-5.

Butera, J. (2013) *Cuckooing: Home takeovers of vulnerable tenants*, Homeless Hub. Available at: <https://homelesshub.ca/resource/cuckooing-home-takeovers-vulnerable-tenants/> (Accessed: 21 January 2025).

Office, H. (2018) *Criminal exploitation of children and vulnerable adults: County lines*, GOV.UK. Available at: <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines> (Accessed: 21 January 2025).

Richardson, S. (2024) *Criminal exploitation of children and vulnerable adults: County lines, Vulnerable people and capacity issues*. Available at: <https://crombiewilkinson.co.uk> (Accessed: 21 January 2025).

Essay three – Vulnerability & Risk

Is early intervention an effective means of preventing young people from offending? What increases or detracts from its effectiveness?

Your answer must be based on academic research.

Word limit: 1000 words.

In this essay I will be looking at early intervention and is it an effective means of preventing young people from offending, and what could detract or increase its effectiveness.

Young people centre our society, holding the future of society in their hands, however for some young people that future isn't always as bright. *'The age of criminal responsibility in England and Wales is 10 years old. This means that children under 10 can't be arrested or charged with a crime'* Crown Prosecution Service (no date). However, this doesn't mean that children aren't committing some of the worse offences. This needs to align with the obligations that civilised nations must protect children. The United Nations Convention on the Rights of the Child articulates the key principle are a key right all children are entitled to benefit from and which Government agencies should uplift and protect at all times. *'Early and effective Intervention should fulfil the aspirations of the United Nations Convention on the Rights of the Child, which promotes a child-centred approach to offending and the maximisation of opportunities to be diverted from formal judicial processes'* Centre for youth and criminal justice (no date). *Early intervention and the Rights of a child work hand in hand to impact young people positively.*

Young people committing offences has forever been a concern for police and other safeguarding agencies such as social service for a long time. In recent years it's seen a dramatic turn in risk with more young people carrying knives. *'Early intervention means identifying and providing effective early support to children and young people who are at risk of poor outcomes.'* Early intervention foundation (2020). However, this report goes on to highlight that this is to be an multi-agency approach, these agencies include youth services, social services and Schools.

Youth offending has escalated and developed in seriousness in recent years, *'From stabbing and dealing with illegal drugs to burglary and violent crimes, more young people between the ages of 15-29 are committing some of the worst crimes we know today.'* University of greater Manchester (2023). Some of the worst offences are committed by young people, societies future. This is leading to more research into the effective means of preventing young people offending from shoplifting to murder.

The cause of this offending is key to evaluate the effectiveness of preventing young people committing offences, to look at whether methods like early intervention is effective. The reason

for offending is vastly different for all individuals, *'The occurrence of delinquent behaviour is particularly affected by critical periods such as war and post-war circumstances, strained social relations, economic crisis, poverty, unemployment, housing and material difficulties, refugees, moral crisis, crisis of value systems, crisis in the family'* S, F. (2020). However young people struggling with these detrimental factors might not be willing to talk about or be honest about it. As such preventative measures may be most effective and be used in the best of their ability when there is transparency and full disclosure to work within a wider context to help.

Early intervention can come in many formats and can be adapted and modified to suit the individual needs of the young person, *'Programmes to address these risk factors include mentoring children/adolescents at risk, working with families to change a child's home environment and providing mental health support to parents and children'* Boyd, F. and Bermingham, R. (2019). *This approach has shown to be an extremely effective method to prevent young offending due to it being able to meet the individual needs of early intervention.*

Another key method in preventing young people offending is community interventions working with community leaders and schools as well as law enforcement agencies. *'Appropriate policing is mentioned here as one approach – such as increasing police visibility in high crime areas to reduce opportunities for crime.'* Thompson, K. (2021). This however does come with its restriction with ever growing cuts of policing budgets leading to it difficult to prioritise proactive policing.

Other methods typically used in preventing offending is mentoring, this *'typically involves a non-professional drawn from the community spending time with an at-risk young person in a non-judgemental, supportive capacity whilst also acting as a role model.'* Wyness, G. et al. (2011). This has been proven to make an impact on young offending especially those coming from deprived backgrounds where lack of positive impact is prevalent in communities also those coming from complex families including lack of family support and positive role models.

Even with a wealth of evidence to support the effectiveness of a policy such as early intervention, practical implementation failures can reduce its impact, and such cases can have significant implications for public confidence. One example would be in the case of the downfall that is the devastating end of when early interventions does not work is one of the Southport Murders, when Axel Rudakubana murdered three young girls. Rudakubana has been sentenced to 52 years in prison, since this it's been revealed the previous knowledge police had of his violent behaviour, fascination of knives and death. *'The amount of information known before the murders about Rudakubana's violent obsessions has prompted serious questions over whether more could have been done to stop him - in particular, whether Prevent could have acted. Despite the three referrals over Rudakubana, it has been established concerns about him were never escalated, meaning he was not put under enhanced monitoring'* Seddon, S. and Aikman, I. (2025). Prevent is a form of early intervention *'that aims to stop people from becoming terrorists or supporting terrorism.'* Home office (2022). Whilst it can be argued that Prevent is not necessarily the "catch all" that would have picked up Rudakubana's criminal intent, it's easy to understand public anger that with such clear evidence of disturbance and public threat he continued. There were failings in the intervention for Rudakubana, leading to questions. Are there too many chances given to young offenders through early intervention. This can majorly impact the perception on the ability of early intervention which may, erode confidence in people who may wish to bring other individuals to the attention of public agencies in the future.

Although it could be argued that there is a devastating downfall that considerably detract from to the effectiveness of early intervention this a rare occasion with significant impact. Early

intervention is still key in the effective net of prevent young offending, with it being able to tailored, dependent on the needs of the young person and the type of offending.

Crown Prosecution Service (no date) *Youth crime, Youth crime | The Crown Prosecution Service*. Available at: <https://www.cps.gov.uk/crime-info/youth-crime> (Accessed: 22 January 2025).

Centre for youth and criminal justice (no date) *A guide to youth justice in Scotland: Policy, practice and ...* Available at: <http://www.cycj.org.uk/wp-content/uploads/2021/06/Guide-to-YJ-Overview-2021.pdf> (Accessed: 22 January 2025).

Early intervention foundation (2020) *What is early intervention?*, Early Intervention Foundation. Available at: <https://www.eif.org.uk/why-it-matters/what-is-early-intervention> (Accessed: 22 January 2025).

University of greater Manchester (2023) *Major causes of youth crime in the uk, Major causes of youth crime in the uk* .

S, F. (2020) 'Why youth people commit criminal acts', *SunText Review of Neuroscience & Psychology*, 01(01). doi:10.51737/2766-4503.2020.003.

Boyd, F. and Bermingham , R. (2019) *Early interventions to reduce violent crime* [Preprint]. doi:10.58248/pn599.

Thompson, K. (2021) *How successful are early interventions in reducing violent crime?*, *ReviseSociology*. Available at: <https://revisesociology.com/2021/05/26/how-successful-are-early-interventions-in-reducing-violent-crime/> (Accessed: 22 January 2025).

Wyness, G. *et al.* (2011) *Prevention and reduction: A review of strategies for intervening early to prevent or reduce youth crime and anti-social behaviour* [Preprint]. doi:10.1920/re.ifs.2024.0717.

Seddon, S. and Aikman, I. (2025) *How red flags over Southport killer were repeatedly missed*, *BBC NEWS*.

Home office (2022) *Get help for radicalisation concerns*, *GOV.UK*. Available at: <https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised> (Accessed: 24 January 2025).

Essay four – Valuing Difference & Inclusion

How effectively has policing adapted to accommodate diversity within the UK?

Consider the police force itself and/or the way police engage with diverse communities.

Support your answer with relevant evidence drawn from academic sources.

In this essay I will be discussing how the police accommodate diversity and how they have adapted also how they engage with these diverse communities.

Officers representation to communities served, *'Nationwide, around 65% of people agreed that they feel seen and represented within their local police force. A positive figure on the surface level, however, it leaves a significant gap for those who disagree'*. Carruthers, E. (2023) . There will always be a gap left for police to develop its attitudes and improve trust when policing black and other ethnic minorities in the UK. Although this percentage has improved massively in recent years, with forces prioritising recruitment to reflect diversity in organisations, this requires a substantial amount of work and trust in those from BMAE backgrounds to see that the police force is a safe place to work and that they will not face prejudice when applying.

This is also a concern in regard to BMAE officers staying in these organisations. *'BME officers are more than three times more likely than their White counterparts to leave because they have been dismissed and, almost twice as likely to resign voluntarily compared with their White peers.'* Parliament (2021b) . This is demonstrating that although recruitment in police forces may have adapted to accommodate diversity within the UK this cannot be said for retention of BMAE officers and the engagement of members of diverse communities in the workplace.

The murder of Stephan Laurence has impacted policing tremendously, it will forever be a devastating incident which has developed the treatment of black and ethnic minority groups with the UK without prejudice. Following the murder, various points teaching points have been highlighted, *'Governments have sought to embed in the law the responsibility to address racism and discrimination within public policies, institutions and structures, although "institutional racism" itself has never been established as a legal concept. The Equality Act 2010 and the Public Sector Equality Duty (PSED) are in part a legacy of the Macpherson report's conclusions on institutional racism.'* Parliament (2021) . Although seen as damning and potentially provoking uproar it has become a vital education in policing ethnic communities, being used to educate and train new officers in the current training schools. Police have demonstrated they have adapted with this however it is further proving this to the public and key stakeholders which in turn will lead to a more trusted and well-built relationship between the police force and ethnic communities.

As of 2024 *'62.5 percent of police constables in England and Wales were males, compared with 35.4 percent who were female'* Clark, D. (2024) . This has only been a recent increase and is still not an accurate representation of the society policed. Only in *'1915, Edith Smith became the first female police officer in Britain with full powers of arrest'* Rip on museums (2021) . Although this has shown some adaption within police forces in the UK it does not show that it has been entirely effective, whilst nationally being a male dominated profession leading from Police constables even up to the ranks to Chief officers. This has a ripple effect and can impact the public perception on how or how not police are adapting away from previous stereotypes. This has been demonstrated throughout various areas and specialism in the police including firearms, *'A particular concern for Female AFOs. Many have had or are still having to make do with 'hand me downs' or Male kit and uniform that does not meet their needs. This is not just a performance issue; it is a matter of officer safety and well-being. It also is a negative indicator of the value a force puts on a member of its staff.'* Cox, C., Panter, H. and James, A. (2023) . This has shown that police forces have not adapted to diversifying its workforce, with efforts and resourcing not in prioritising uniform for officers with basic anatomy differences. Leaving female firearms officers feeling inferior to their male counterparts, this relates back to previous points showing the effort is made to recruit and diversifying workforces but they can not retain or accommodate this.

One thing that forces have set up to further learn and adapt from previous failings is police scrutiny panels, *'Although all panels include representatives from partner agencies and community members, the balance varies considerably and some panels are light on the latter'* Adamson, S.

and Cole, B. (2007) .This is a key way engage with diverse communities and encouraging transparency of adaption towards diversity. This shows the adaption that police forces are making and that they want to involve group leaders in these diverse communities to show them into the decision making with incidents such as stop searches or use of force. This will hopefully lead into learning points for the police and public perception with the panels to feed back into diverse communities.

However the difference of adaption and demonstrating that to the public and key stakeholders comes from within, that's why ' Police Scotland have a *dedicated positive action team, They hold events such as women only police recruitment.*' Skills development Scotland (2020) . This action taken by forces hopes to then impact statistics discussed early to make the force representative of the society it polices, this is hoped to increase public trust and confidence. However these are not quick fixes and will be a long process to balance out and will require work with the public and community leaders to accommodate.

Forces have adapted to an extent to accommodate diversity however there is a social boundary which needs to be worked on to ensure that constant adaption to societies changes are being met. Aswell as the ongoing work with partner agencies and the community for valuable input, learning and regaining the public trust, which, in turn, will benefit both the police force and the wider communities they serve.

Carruthers, E. (2023) *Diversity in policing 2023: Do Constabularies truly represent the communities they serve?*, *Diversity in policing 2023* | ULaw. Available at: <https://www.law.ac.uk/resources/blog/diversity-in-policing/> (Accessed: 03 February 2025).

Parliament (2021b) *The Macpherson Report: Twenty-Two Years on - home affairs committee - house of commons*. Available at: <https://publications.parliament.uk/pa/cm5802/cmselect/cmhaff/139/13903.htm>(Accessed: 03 February 2025).

Parliament (2021) *The Macpherson Report: Twenty-Two Years on - home affairs committee - house of commons*, *Parliament* . Available at: <https://publications.parliament.uk/pa/cm5802/cmselect/cmhaff/139/13903.htm> (Accessed: 03 February 2025).

Clark, D. (2024) *Police rank distribution England and Wales by gender 2024* | *statista, Statista* . Available at: <https://www.statista.com/statistics/382525/share-of-police-officers-in-england-and-wales-gender-rank/> (Accessed: 02 February 2025).

Rip on museums (2021) *A short history of women in Policing, Ripon Museums*. Available at: <https://riponmuseums.co.uk/prison-police-museum/a-short-history-of-women-in-policing/> (Accessed: 02 February 2025).

Cox, C., Panter, H. and James, A. (2023) *Diversity and inclusion within Police Firearms Teams, LMJU*. Available at: [https://researchonline.ljmu.ac.uk/19429/1/Diversity and Inclusion within Police Firearms Teams - LJMU deposit.pdf](https://researchonline.ljmu.ac.uk/19429/1/Diversity%20and%20Inclusion%20within%20Police%20Firearms%20Teams%20-%20LJMU%20deposit.pdf) (Accessed: 03 February 2025).

Adamson, S. and Cole, B. (2007) *Evaluation of the West Yorkshire police community scrutiny panels (stop and search)*, University of Hull.

Skills development Scotland (2020) *A guide to positive action 2020/21*, Skills development Scotland. Available at: <https://www.skillsdevelopmentScotland.co.uk/media/q2ge1wem/a-guide-to-positive-action.pdf> (Accessed: 03 February 2025).

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

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

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate a sound knowledge and critical understanding of the well-established concepts and principles of the subject area, and

the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. Knowledge relates to the facts, information and skills you have acquired through your learning. Demonstrate your understanding by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories etc. appropriate to the task(s) set. You should be able to explain the theories, concepts etc. in your own words to show your understanding. Your mark will also depend upon the extent to which you demonstrate your knowledge and understanding.

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

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, you should examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What but also justifying: Why? How? When? Who? Where? At what cost? Throughout your assignment, you must provide justification/evidence for your arguments and judgements. In order to provide a reasoned and informed debate, you must show evidence that you have reflected upon the ideas of others within the subject area. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: You should present a balanced, unbiased argument, and put forward different perspectives on the topic. This can be achieved by writing your answer in the third person, not the first person as you would in a reflective person. Academic writing should be objective and impersonal.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they

work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

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

5. Transferable Skills for Life and Professional Practice

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

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

GENERIC ASSESSMENT CRITERIA

Level 5

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

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound	Major gaps in knowledge with unsatisfactory, uncritical	Fragmentary knowledge, with only superficial critical	Limited but adequate knowledge and critical	Knowledge is reasonably detailed and accurate. A good	Knowledge is reasonably extensive. Exhibits very	Excellent, detailed knowledge and highly critical	Exceptionally detailed knowledge and outstanding

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	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 critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	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 or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider

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%
				Mostly valid arguments and logical judgements.		grasp of the broader field and wider concepts.	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. Very weak problem-solving skills outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.

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%
					Evidence of some creativity.		
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.