

LEVEL 6 ASSESSMENT SPECIFICATION

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Programme:	Graduate Diploma in Policing (GDIP)		
Module:	Operational Policing Practice 3		
Module code:	BMP6002D	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Jane Thomas	Internal Verifier:	
Assignment Title:	Assignment 1 Cohort 2.20	Word count (or equivalent):	Essay 5000 Words
Submission deadline:	22 nd November 2021	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 a 5000-word essay under the following titles:

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.

Answer:

This paper will evaluate the concept of professionalising the police service. In order to do this, this paper will focus on the history of the role of constable, explore maintaining professional standards, the code of ethics, and training approaches such as how coaching and mentoring has contributed to professionalising the police.

In order to evaluate the professionalisation of the police force, it first must be determined how the police was initially professionalised. As Fyfe (2013) argues that there are two types of police professionalism, (Nalla et al., 2017). These can be broken down into "old professionalism that denotes traditional crime fighters" and "new professionalism with an emphasis on legitimacy, accountability, specialized knowledge, and evidence-based practice", (Nalla et al., 2017). Nevertheless, many scholars look to Sir Robert Peel as being the person who 'professionalised' the police service, which has led the police to where its modern era it is today, (Lentz and Chaires, 2007). It is discussed that Robert Peel produced the '9 Peelian Principles' that are the predecessors that have led to the Professional Principles that police officers adhere to today. The 9 Peelian Principles are said to pave the way for the 9 Professional Principles that include:

1. Accountability
2. Respect
3. Fairness
4. Openness
5. Objectivity
6. Leadership
7. Integrity
8. Selflessness

9. Honesty

(College of Policing, 2014).

It is these behaviours that allow police officers to remain professional during every aspect of their role. In many instances the Peelian Principles, that is said to have paved the way for modern policing today, is used in education as “the ‘grandfather’ of today's practices”, (Lentz and Chaires, 2007). Nevertheless, it is also argued that these 9 Peelian Principles are in fact “an invention of twentieth century policing textbooks”, (Lentz and Chaires, 2007). What is meant by an invention of twentieth century policing textbooks? It is argued that historians of policing have romanticised Sir Robert Peel’s Peelian Principles placing them as the ‘grandfather’ of today’s standards. The theory that the Peelian Principles were invented by policing historians, does not mean the Peelian Principles are fiction. It only means that they have been singled by historians as the ‘turning point’ in modern policing, (Lentz and Chaires, 2007). However, in support of the nine Peelian Principles in 1829, the author cited a nearly century-old policing history by W. I. Melville Lee, (Lentz and Chaires, 2007). Further to this, another text, Peak (1993) identified twelve rather than nine principles of Peelian reform, (Lentz and Chaires, 2007). Nevertheless, one thing that is clear is the Peelian Principles are a foundation to how modern policing professional standards are incorporated into the policing organisation to which every police officers strives for today.

At the centre of the process in professionalising the modern police is the Code of Ethics, published by the College of Policing in 2014, (Westmarland and Conway, 2020). The Code of Ethics were issued as a code of practice “under section 39A of the Police Act 1996”, that was later amended by “section 124 of the Anti-Social Behaviour Crime and Policing Act 2014”, (College of Policing, 2014). The Code of Ethics encompass the 9 Policing Principles and Professional Standards of Behaviour, which every person working within the police organisation is expected to adhere to at all times, (Westmarland and Conway, 2020). The Professional Standards of Behaviour are as follows:

1. Honesty and Integrity
2. Authority, respect and courtesy
3. Equality and diversity
4. Use of force
5. Orders and instructions
6. Duties and responsibilities
7. Confidentiality
8. Fitness for work

9. Conduct

10. Challenging and reporting improper conduct

(College of Policing, 2014).

Further to this, the Competency Values Framework (CVF) model has been introduced and implemented into policing training currently which has replaced the Policing Professional Framework (PPF). The CVF breaks up the Code of Ethics into 6 competencies, 4 values and 3 clusters which aims to provide clarity in what is expected of police officers, (College of Policing, 2016). The CVF mirrors the 9 Policing Principles and 10 Standard of Professional behaviour, but takes a more competency-based approach, (McDowall and Lindsay, 2014). For example, the 4 values of the CVF is transparency, impartiality, integrity and public service, (College of Policing, 2016). All these different models of professionalising the police have the Code of Ethics at the centre which is used to underpin every decision and behaviour of the police. Therefore, it is important to maintain these professional standards and principles, along with the Codes of Ethics, as they enable other police officers to act as a single entity that is built upon acting professionally which provides the best possible service to the public they serve.

An important aspect of professionalising the police is through its training and education. The implementation of coaching/ tutorship as a form of training in the police tutorship phase allows for enhanced experience within the role of a constable. This approach allows for Work Based Learning (WBL) which is where learning can take place at work rather than a formal setting such as a classroom, (Costley, 2007). It is with this approach where newly appointed officers learn the most as policing itself is a very practical based role that cannot be solely taught from the confines of a classroom. It is apparent that there is a general agreement that the coach needs to employ a series of “behavioural interventions” which allows the person being coached to progress forward, (Passmore, 2007). In policing, this is done during the tutorship stage where tutors take new recruits out for WBL to develop them into professional competent officers.

To conclude, there are many aspects to policing that have allowed it to become a professional organisation. This has been done through standards and policies put in place such as the Code of Ethics and the 9 Policing principles. As well as approaches to training where officers are now expected to be taught to a higher level whilst continuing to develop through WBL approaches, by utilising tutors to ensure new recruits are competent in the professional standards expected. Therefore, the gradual development

throughout the decades have enabled the professionalisation of the police, with the Code of Ethics being the most important as it has provided a set guidance for officers to always act and behave professional.

Word Count: 1,041

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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)

Answer:

This paper will critically evaluate the role of the police involved with conducting investigations. To do this, this essay will look what is meant by volume, serious, and complex crime, as well as looking at how the police conduct investigations thoroughly and how decisions are made throughout an investigation.

Firstly, the question must be asked how volume, serious, and complex crimes are defined. Volume crime is defined as:

“Any crime which, through its sheer volume, has a significant impact on the community and the ability of the local police to tackle”. – (National Policing Improvement Agency, 2009).

Therefore, volume crime can be any particular crime that is having an impact on the community due to the amount of calls for that certain crime. For example, if a particular community are having constant issues with burglaries every night, this is likely to have a negative impact which needs addressing by the police. This can be through operations such as plain clothed and uniformed officers patrolling, further CCTV cameras and offering advice to the community on ways to prevent the offence being successful, (Loftus and Goold, 2012). This would be classified as a volume crime as the crime is occurring all the time and is significantly impacting on the community.

When looking at the College of Policing website, serious crime is defined as conduct which involves use of violence that results in substantial financial gain, or conducted by a number of individuals in pursuit of a common purpose; or the offence or one of the offences for which a person who has attained the age of twenty one years old, and has no previous conviction could reasonably be sentenced to imprisonment a period of time of three years or more, (College of Policing, 2013). This involves offences such as robbery, or drug offences involving cultivation of large quantities of cannabis and dealing, (Bryan and Bryant, 2019). In

these offences, as stated above, there is a use of violence which results in a financial gain or large numbers pursue a common goal, (College of Policing, 2013). Lastly, complex crimes are defined as crimes where there are numerous serious allegations, which can involve drug trafficking offences, murder, manslaughter, and fraud, (Bryan and Bryant, 2019).

These three types of crimes are identified and the skills required to conduct investigations into them differ. Volume crime offences can be investigated by Police Constable (PC) if the offence is commercial burglaries or lower level thefts and assaults. Serious crime and complex crime are to be investigated by Detective Constables (DC) in the Criminal Investigations Department (CID) due to their expertise and decision making capabilities when it comes to investigations, (Fahsing and Ask, 2017). As for offences such as robbery (serious crime) and murder (complex crime) require further investigative skills that are developed over time within CID to solve, (Fahsing and Ask, 2017).

Crucially, it must also be identified how investigations are conducted through its different stages. The initial stages of an investigation, often mentioned as the 'golden hour' enquiries, is where statements, CCTV, forensics, and photographs are identified and obtained to achieve best possible evidence, (Dando and Ormerod, 2017). Following this, the investigation for serious and complex investigations moves into the 'slow time' period also called the "hypothesis generation" stage which involves identifying suspects and determining any modus operandi (MO), (Dando and Ormerod, 2017). Then follows the "hypothesis testing" that is concerned with seeking further evidence such as identifying further crime scenes, alibis, and other sources of evidence that are applicable such as bank accounts or phone downloads, (Dando and Ormerod, 2017). This can also be described as initial responding officers and secondary investigators. However, it has been found that when less experienced investigative officers begin to jump between numerous hypotheses, they in actual fact remained focused on a "single hypotheses" which has a negative impact on the investigation process as they become less open minded, (Dando and Ormerod, 2017). An example of this is to look at domestic incidents, where the role of the police is to protect the victim and gather the evidence of any apparent offences that have taken place. The initial responding officers gather the evidence and safeguard the victim through completing a "DASH" risk assessment, (Sebire and Barling, 2016). This risk assessment is then continued by specially trained investigating officers to be dynamically risk assessed and determine the course of action, (Sebire and Barling, 2016). Therefore, while conducting investigations, the role of the police is to also to provide support to the vulnerable people involved in the crimes that are being investigated, as well as gathering the relevant evidence and lines of enquiries.

Lastly, in order for the police to carry out their role during the process of conducting investigations, it is important that the police follow the National Decision Model (NDM). The National Decision Model is constructed of five stages that are an ever spinning circle to aid with decision making, which enables an investigating officer to carry out the correct course of action, (Dando and Ormerod, 2017). The National Decision Model states to gather information and intelligence, assess the threat and risk and develop a working strategy, consider powers and policy, identify options and contingencies, and take action and review what happened, (College of Policing, 2013). As well as this, investigators utilise decision logs where decisions are documented throughout an investigation, following the NDM principle, to ensure that every opportunity and possibility has been investigated and recorded, (Dando and Ormerod, 2017).

To conclude, the role of the police when conducting investigations, such as volume, serious, or complex crimes, is to carry out all the relevant enquiries for evidence that will result in offering support to the victim/witness and prevent further offences from occurring. This can be done by using different investigative skills that officers develop throughout different stages of their development. For volume crimes, the role of the police is to offer support to the community while putting in preventative measures to help reduce the volume of crimes occurring. In regards to serious and complex crimes, the role of the police is to conduct a thorough investigation following the codes of ethics, relevant legislation, and best evidence rather than making assumptions. If this is all completed, then the role of the police when conducting investigations will be satisfactory with the best interest of the victim, witness and suspects at hand, and therefore be a successful investigation.

Word Count: 1064

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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.

Answer:

This essay will evaluate the different methods used by police in their gathering of information and intelligence, define what is meant by information and intelligence, how information can be used to task, coordinate and make decisions, along with how information and intelligence is communicated in the police as an organisation.

It is important that the definition of information and intelligence is highlighted in order to understand what exactly is meant in the context of policing. In the policing context information is defined as any "information obtained, recorded or processed for a policing purpose", (College of Policing 2013). The difference then with intelligence is that intelligence is defined as "information which has been subject to a process of evaluation", (College of Policing, 2013). Therefore, it is important to differentiate between information that is a collection material produced or gathered by a person, and intelligence which is those facts and statements being sanitised and overlooked by persons to deem how reliable the information is. Intelligence is seen as a systematic approach to collect information with the aim to track and predict crime to improve policing, (Gottschalk, 2009).

Information can be obtained in many different ways before being sanitised. These include through interviews, documents, observations, surveillance, internet, information from members of the public, and the media, (Gottschalk, 2009). This shows how information can be obtained through various different methods, with the majority of information provided to police officers coming from members of the community, either through accusations or word of mouth, (Gottschalk, 2009). Therefore, information is provided by members of a community to the police, who then in turn sanitise the information to produce intelligence which is then used to aid in policing the community. This produces a circle of collaboration leading to intelligence based policing, (Innes et al., 2009).

Intelligence based policing can "improve the delivery of policing services in respect to other facets" of modern policing, (Innes et al., 2009). According to Carter and Carter (2009), intelligence led policing can be defined as a "collaborative law enforcement" approach that combines problem-solving police, information sharing and police accountability with enhanced intelligence operations. This shows how information and intelligence is vital in policing as it enables "actionable intelligence" which allows the

police to assess “tactical responses to threats” which otherwise may not be accessible, (Carter and Carter, 2009). This can be explained when looking into the National Intelligence Model.

The National Intelligence Model (NIM) was first implemented into the British police service in 2000, (Grieve, 2004). The NIM is a “business model” that enables police forces across the United Kingdom to work together with a common understanding, as well as assisting in a problem solving approach, (Kirby and McPherson, 2004). The key aspect of the NIM process is the tasking and coordinating process. This process consists of Tactical and Coordinating Groups (TCGs’) who determine what intelligence is best to gather, what intelligence to use to make tactical assessments, and to decide how to allocate the resources most effectively based on the intelligence gathered, (Kleiven, 2007). This tasking and coordinating process consists of three levels that corresponds with specified levels of crime. Level one focuses on local issues, level two looks at regional issues, and lastly level three deals with national and international matters, (Kirby and McPherson, 2004).

Intelligence is now recognised as being an important aspect in policing, however, this was not always the case. For much of policing history, intelligence has always been on the side-lines of policing, only being looked upon as something to aid an investigation process or supporting “operational capability” of the police, (Kleiven, 2007). Nevertheless, intelligence is now looked at as a tool that drives strategy and through using the TCG’s which enables policing to work together, whether through other forces or other officers to prevent and deter crime. The creation of the NIM and the tasking and coordinating process was intended to professionalise police practices to secure a more effective gathering, sharing, and use of intelligence, (Grieve, 2004). This meant intelligence was to be used and shared between different police forces and partner agencies. However, as Kleiven (2007) states in the report, it was found that there was in actual fact “poor information sharing” between social services, police and other health agencies. It is in this poor information sharing that resulted in a failure to identify risks leading to many missed opportunities to identify and solve these issues, (Kleiven, 2007). Therefore, it is vital that when information and intelligence has been gathered, it is shared and managed in the appropriate manner to enable proper action to be taken with the relevant information.

To conclude, information and intelligence gathering is an important tool utilised by the police in order to enhance the service members of the community receive though aiding the police in being proactive in their community, and helping officers in conducting investigation. This information and intelligence can be obtained through many different methods including through surveillance, the internet, or simply speaking

with members of the public. The National Intelligence Model was created and utilised by police forces and partner agencies through using Tasking and Coordinating Groups in order to form a collaborative approach to information and intelligence. This enables all involved to risk assess while being informed appropriately to make the best decision on actions that are required. Without clear communication between the police and other partner agencies, then the National Intelligence Model and Tasking and Coordinating Groups become less effective. Therefore, it is important that all information and intelligence gathered must be recorded and managed by the Tasking and Coordinating Groups correctly, and then disseminated out to other agencies and police forces to allow for the process to be effective.

Word Count: 945

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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.

Answer:

This essay will explore what strategies are implemented by the police in regards to public protection, the impact of abuse on victims, how personal attitudes and values can impact an investigation, as well as looking at the association between serious and organised crime groups and public protection issues. However, before doing so, it first must be briefly explained how public protection was introduced.

During 1991, with the introduction of the Criminal Justice Act (1991), this introduced the role of probation to protect the public from serious harm, (Kemshall and Wood, 2008). Further to this, the Criminal Justice and Court Services Act 2000 and later Criminal Justice and Court Service Act 2003, placed statutory duty on the police, probation, prison, local health authorities, and trusts such as housing authorities to work jointly as responsible authorities, (Kemshall and Wood, 2007). The introduction of this statutory duty was to maximise the operational performance of the Multi Agency Public Protection Arrangements (MAPPA), (Kemshall and Wood, 2007). MAPPA was created to be used as a mechanism where agencies, such as the police and probation authorities, can work together in managing risks presented by victims or suspects, (Baker and Sutherland, 2009). However, what involvement and strategies do police implement in regards to public protection incidents along with MAPPA.

A model termed Community Protection Model by Connelly and Williamson reflects what MAPPA strive to resolve when looking at public protection, (Kemshall and Wood, 2007). In regards to the policing strategies, these can include restriction through conditions, surveillance, monitoring and control, and prioritising victim safeguarding over those of offenders, (Kemshall and Wood, 2007). These strategies can be implemented by police, probation as well as other statutory partnership agencies who work together to ensure the correct strategy has been applied. Furthermore, in relation to sexual offences, police strategies include the Sex Offenders Act 1997, where a sex offender must register their address with local police, (Kemshall and Maguire 2001). Additionally, the introduction of Sexual Offences Prevention Order (SOPO) in the Sexual Offences Act 2003 helps prevent sex offenders from committing further similar offences, (Hudson and Henley, 2015). This provides police with the opportunity if a person breaches the SOPO to

arrest the person with the possibility of the person going back to prison, (Hudson and Henley, 2015). This is extremely important for the individuals themselves who are victims as these public protection strategies are utilised to prevent further victim abuse from occurring. As victims may suffer further abuse following an incident, it is important that the police also ensure that victims of abuse are supported in regards to Victim Support such as personal support, practical help such as repairing windows, and provide information and advice in regards to further services available, (Mawby, 2016). It is argued there is no bigger strain on public protection incidents and victim abuse that serious organised crime groups, who target vulnerable persons of any age.

The Organised Crime Groups (OCG) are defined as a group of individuals usually working together with the capacity and capability to commit serious crime on a regular basis, and those involved benefit, (Bullock and Leeney, 2012). These serious crimes can be Class A drug dealing, human trafficking, modern slavery, and forms of fraud, (Bullock and Leeney, 2012). However, in regards to public protection and OCG there is a great deal of difficulty once the media are involved. As public protection is focused on ensuring the individuals are safeguarded to prevent them from being victims of further abuse. Once the media outlets are involved in a high profile OCG case, this creates further issues regarding public protection of the victim with anonymity difficulties and causing psychological issues to the victim, (Hudson and Henley, 2015). Furthermore, there are greater risks to individuals involved in serious organised crime, making it vital that public protection is at the forefront in preventing vulnerable individuals becoming repeat victims, (Bullock and Leeney, 2012).

Lastly, it is also important to understand how personal attitudes and values can affect the investigative process. This refers to how personal attitudes, values, or even experience can have a positive or negative impact on an investigation. Further to this, there is a concern that police attitudes towards victims can be full of scepticism and disbelief during an investigation, (Jordan, 2008). It is stated that victims who had been raped with clear visible injuries were more likely to encountered positive police encounters, compared to those who had been raped with no visible injuries, (Jordan, 2008). Police need to become aware of the importance of listening to what individuals say they need and being responsive to their concerns. Therefore, it is important to not allow any predetermined attitudes or values to negatively impact an investigation process and treat every report the same, as well as following the evidence always.

To conclude, police adopt public protection strategies such as restrictions through conditions, prioritising victim safeguarding over those of offenders, as well as ensuring that the individuals receive the relevant

support. In relation to sexual offences, the police have adopted the strategy that sex offenders must register their address with local police, as well as introducing SOPO's that helps prevent sex offenders from committing further offences. Additionally, public protection can become more difficult when accompanied by serious OCG crimes, especially with the high priority cases the media become involved in. With these OCG cases, it is important to ensure the victims are sufficiently supported using psychological support, along with anonymity when appropriate. Lastly, it is important to understand and be aware that attitudes and values can affect an investigation. Therefore, it is vital to remain open minded throughout the investigation, and ensure the victim or vulnerable individuals are listened to and provided support if required regardless of previous attitudes or values.

Word Count: 955

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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.

Answer:

This paper will critically analyse the concept of evidence based policing, such as exploring what is meant by evidence based policing and how it has been implemented. Furthermore, this paper will evaluate what works in crime prevention theories such as Routine Activity Theory and Situational Crime Prevention Theory, along with considering the options available to reduce re-offending.

To understand evidence based policing, it first must be explored what is meant by evidence based policing (EBP). Policing as viewed in 1975 was largely described using the "three Rs: random patrol, rapid response, and reactive investigations", (Sherman, 2013). However, throughout the decades the police have developed their own definition in relation to EBP, and has evolved into the "triple-T" by 2012, that include targeting, testing and tracking, (Sherman, 2013). Firstly, targeting focuses on systematic ranking and comparison of levels of harm related with people, times, and situations that policing can lawfully address, (Sherman, 2013). Secondly, the testing aspect helps ensure police neither increase crime nor waste money, (Sherman, 2013). Lastly, tracking is whether the police are doing what police should be through use of GPS records and body worn video to show what happens with encounters between police and members of the public, (Sherman, 2013). Further to this, there are two dominant approaches to EBP that include experimental criminology and crime science, with both approaches committed to using research about 'what works' to inform police decision-making, (Brown et al., 2018). The College of Policing implemented the What Works Centre for Crime Reduction (WWCCR) in 2013, where it was committed to identifying, developing and promoting the evidence based policing approach, (Thornton et al., 2019). EBP is also about the best available evidence to guide policies, practices and decisions that is supported by collaboration with research, (Watson et al., 2017). The evidence-based policing approach is utilised to identify ways of crime prevention through decision making and changes in policies and practices.

There are ample ways of preventing crime that vary depending on the type of crime committed. For example, opportunity-based crimes such as theft have witnessed simple preventative strategies such as improved street lighting, ink tags on clothing, and immobilisers in cars to prevent car theft, (Huisman and

Van Erp, 2013). Further to this, other theories that depart from the opportunity perspective include routine activity theory and Situational Crime Prevention Theory (SCPT), (Huisman and Van Erp, 2013). It has been argued that routine activity approach appears more appropriate for white-collar crime as it is committed at the workplace. With the use of Routine Activity Theory (RAT), it states that for the crime to be committed there needs to be an offender, suitable target, and an absence of a capable guardian, (Kleemans et al., 2012). Therefore, to prevent a crime from occurring, according to RAT the way to prevent the crime is to prevent the motivated offender from getting close to a suitable target at specific points by increasing the presence of a capable guardian, (Kleemans et al., 2012). Therefore, this could mean in a policing context to increase police officers patrolling the street as you increase the capable guardian in order to protect the suitable targets from the offenders.

Situational Crime Prevention Theory, as well as RAT, address how environments shape crime opportunities, and how modifications to those environments can diminish criminal opportunities, (Huisman and Van Erp, 2013). The prevention strategies related to SCPT follow the five categories of opportunities which include effort, risk, reward, situational conditions and neutralisations, (Huisman and Van Erp, 2013). SCPT claims that target hardening and limiting access of offenders to potential targets are ways in which to prevent crime, (Huisman and Van Erp, 2013). Therefore, with RAT and SCPT they both focus on opportunistic crime, with ways to prevent crime is through reducing the offender's chances of targeting potential victims. If this is done, then without a potential target, both RAT and SPLT state that you prevent the crime from occurring. However, from looking at these theories of preventing a crime before a crime occurs, it must be explored ways in which to reduce re-offending with a person who may have already carried out the crime.

When looking at trying to reduce re-offending from occurring, there are a number of interventions that have been practiced. These can include vocational education, drug treatment, prison-based intervention, and Cognitive Behavioural Treatment (CBT), (Barnett and Fitzalan-Howard, 2018). Further to this, other more effective forms of reducing re-offending includes boot camps, electronic monitoring tags, and restorative justice for lower-risk adults, (Barnett and Fitzalan-Howard, 2018). However, in an unpublished review by English and Welsh Prison and Probation Service in 2012, it was found that although electronic monitoring was successful in certain instances, it found that it did not reduce re-offending, (Barnett and Fitzalan-Howard, 2018). As well as, custodial sentences being found to increase re-offending, (Barnett and Fitzalan-Howard, 2018). According to Prison Reform Trust 2010, 97 per cent of offenders have expressed a desire to stop offending, (Lorizzo, 2012). Therefore, it is vital that they are offered the correct support through health and social care professionals to implement proactive strategies such as educational and

physical support, (Lorizzo, 2012). Interventions that are rehabilitative and include skill building, such as drug treatment and cognitive skills that provide offenders with vital life skills to aid in their development and reduce the chances of them re-offending, (Barnett and Fitzalan-Howard, 2018).

To conclude, EBP is about best evidence available in order to guide policies, practices and decisions making, which are implemented through the targeting, testing and tracking. Through EBP, the police force have been able to professionalise the police force, and continue to develop. Through this, crime preventative theories are used such as RAT and SCPT, which look preventing the offender having access to potential targets as a way to reduce crime. Further to this, opportunistic crime is far easier to prevent compared to other forms of crime such as fraud that is more focused. Lastly, in regards to reducing re-offending, it appears more needs to be done to help the offenders as interventions such as custodial sentences and electronic monitoring does not offer a long term solution to the cause. However, the more positive actions to reduce re-offending come from rehabilitative and skill building interventions such as cognitive and life skills to aid in development.

Word Count: 1045

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GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should 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.

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	

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

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%
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very 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.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of 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	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	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 /	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	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	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	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,

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%
	credible evidence.	opinions. Ideas sometimes illogical and contradictory.	mis-interpretation. Asserts rather than argues a case.	support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	make mostly appropriate and valid judgements.	thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the 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.	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	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	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	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.

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%
		Weak problem-solving skills in complex and unpredictable contexts.	propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	appropriate solutions in complex and unpredictable contexts.		creativity evident.	
Transferable skills for life and professional practice (Exercise of initiative and personal 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.)	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. 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.	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. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Can communicate in a suitable medium 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 team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Can communicate effectively in a suitable format, 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 required in graduate employment, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable format. 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 graduate employment skills, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very 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	Can communicate with an exceptionally high level of professionalism. Work is exceptionally 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.

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%
						appetite for further development.	