

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Graduate Diploma in Policing (GDIP)		
Module:	Operational Policing Practice 3		
Module code:	BMP6005D	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Dr Rhiannon Sandy	Internal Verifier:	
Assignment Title:	Academic assignment	Word count (or equivalent):	Essay 4000 Words
Submission deadline:	04 March 2024	Return date of provisional marks & written feedback:	25 March 2024
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the lecturer. You should submit this assignment in a Word document. DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions. Late submission of the assessment will result in a late penalty mark. Penalties for late submission: • up to one week late, maximum mark of 40%. • over one week late, 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)

Understanding the Police Constable role

- Evaluate the strategic drivers for professionalising policing and relevant national policing strategies

Valuing Difference & Inclusion

- Critically review and demonstrate ethical and inclusive approaches to policing
- Understand how police actions and activities can influence public perceptions of policing

Maintaining Professional Standards

- Explore the concept of integrity in a professional policing context

Communication Skills

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

Wellbeing & Resilience

- Explain organisational justice in a policing context
- Evaluate the impact of trauma on individuals and the support mechanisms available
- Understand the importance of mental wellbeing in policing
- Explore the nature of organisational culture within policing

Leadership and Team Working

- Analyse the effectiveness of team working and leadership models in the context of effective policing
- Evaluate key responsibilities in relation to supporting leadership for everyone

Public Protection

- Assess the impact of abuse upon victims
- Analyse the effectiveness of approaches to investigating public protection incidents
- Critically review the links between Serious and Organised Crime Groups and public protection issues
- Understand how offenders can use their position of authority to commit offences
- Assess police strategies for dealing with public protection incidents

Criminal Justice

- Critically assess the impact of options available to reduce reoffending

Countering Terrorism

- Explain the national counter-terrorism structure
- Review and understand the insider threats in relation to countering terrorism

Response Policing

- Critically evaluate public perceptions of response policing
- Understand the importance of managing trauma and mental wellbeing in response policing
- Critically evaluate response policing in the context of dealing with critical and major incidents

Policing Communities

- Employ relevant strategies and initiatives to deliver effective community policing

Roads Policing

- Evaluate the organised criminal activity types using the road network and how these can be countered

Information & Intelligence

- Explore information and intelligence gathering in a policing environment
- Critically explore the concepts of risk in relation to intelligence
- Demonstrate an understanding of intelligence research and analysis
- Understand key intelligence roles and the tasking and coordination process

Conducting Investigations

- Demonstrate a comprehensive understanding of 'volume and priority' crime and 'serious and complex' investigations
- Understand appropriate procedures when engaged in overseas enquiries/investigations
- Employ appropriate strategies when dealing with complex interviews
- Understand the importance of reflective learning from investigations and interviews
- Evolve professional strategies to deal with the impact of personal attitudes and values on the investigation process

Introduction to Coaching, Mentoring and Assessment

- Understand coaching and mentoring approaches in professional policing
- Understand the role of assessment in professional policing education

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.

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

Essay one:

How has the organisational culture in policing changed due to professionalisation, and how can organisational culture affect officers' wellbeing and resilience?

Your answer must be based on academic research rather than personal experience.

Word limit: 1000 words.

Essay two:

Choose **one** of the following questions:

- **Response policing** – In a recent survey by HMICFRS, 65% of respondents agreed “that police in their local area treat people fairly and with respect” (Justice Inspectorates, 2019). Evaluate the impact of public perception on response policing.
- **Community policing** – Why are partnership approaches the most effective means of improving community engagement?
- **Information and intelligence** – How effective are the processes used to evaluate and analyse information and intelligence (e.g. National Intelligence Model) in order to minimise the impact of personal bias?

Your answer must be based on academic research.

Word limit: 1000 words.

Essay three:

Evaluate the effectiveness of cognitive interviews as a strategy for obtaining initial accounts from victims and witnesses.

Your answer must be based on academic research.

Word limit: 1000 words.

Essay four:

Examine the positive and negative aspects of media attention when dealing with public protection incidents.

Your answer must be based on academic research rather than personal experience.

Word limit: 1000 words.

Essay five:

“Despite some progress, the system of juvenile justice in the United Kingdom remains excessively punitive. The state's response to juvenile crime should focus more on rehabilitation” (Hammarberg, 2012). Examine the effectiveness of rehabilitation and/or restorative justice as a means of reducing re-offending among young offenders.

Your answer must be based on academic research, but you may make reference to relevant case studies.

Word limit: 1000 words.

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, peer-reviewed 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 Harvard referencing conventions; this includes in-text citations 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, and 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. Refer to the [reading list](#) to help you find relevant sources. The university library is 90% available online; make use of this to access academic e-books and scholarly journals.

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. 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; ideally each answer should be complete and detailed, with comprehensive coverage.

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 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. You should 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, 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. 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; at this level you should 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. 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 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 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 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.

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 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.

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 6

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

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

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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.)	matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	understanding of the field of study and to some extent, current research and scholarship.	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.	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.	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 credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
				the basis of reason and evidence.			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. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally confidently and consistently in a suitable format.	Can communicate with an exceptionally high level of professionalism.

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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.)	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.	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.	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.	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.	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.	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 appetite for further development.	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.