

LEVEL 6 ASSESSMENT SPECIFICATION

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Lecturer:	Jane Thomas	Internal Verifier:	
Assignment Title:		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.		

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.

Professionalisation is regarded as the "transformation of an occupation into a profession" (Green and Gates 2014). The debate surrounding the professionalisation of the Police is not new (Holdaway 2017) and is arguably over a century old (Rojek et al. 2012). This essay will argue that Policing should be regarded as a Profession, with the introduction of the College of Policing and the Code of Ethics, being driving forces behind this movement. More recently, the Policing Education Qualifications Framework (PEQF) has allowed Constables an opportunity to continue their professional development and has fulfilled the 'tertiary education' requirement that was labelled critical to its professional status (Green and Gates 2014).

The establishment of the College of Policing (CoP) in 2012 undoubtedly came at a time when the Police had been heavily scrutinised. There was a clear lack of public support due to a backdrop of Policing scandals including the Hillsborough disaster and the Stephen Lawrence Enquiry (Lumsden 2017). The 'Plebgate' incident in 2012, again implicated constables in further allegations of illegal and unethical behaviour (Holdaway 2017). As a result, Neyroud recommended that the Police needed to move from being a service that 'acts professionally' to becoming a 'professional service' (Lumsden 2017). There is no doubt that the CoP contributed to the professionalism of the Police by creating a single source for the dissemination of police standards and external scrutiny (Holdaway 2017).

Police legitimacy and procedural justice are key to ethical Policing, with the Police not only need to be seen doing the right thing, but also acting fairly, honestly and with integrity in all that they do. Arguably, this concept was heightened with the introduction of the Code of Ethics, which placed the required professional standards into a written format (College of Policing 2021a). The CoE intended to encourage accountability and self-regulation, which again are key aspects of the role of a 'professional' according to Green and Gates (2014). In addition to this, the Police professional standards of behaviour outlined a strict set of conduct for the Police service, notably including 'equality and diversity'. This asks for Officers to act fairly and without

discrimination, and thus can contribute to the 'ethical and inclusive' approach by treating all individuals the same. Despite the CoE and SoPB asking for self-regulation, this is not always enough and therefore the creation of the Independent Office for Police Conduct (IOPC) further advanced legitimacy and professionalism by managing and investigating complaints, in order to uphold accountability and legitimacy.

As outlined previously, Green and Gates advocate tertiary education as crucial to the status of professionalisation, however at their time of writing, they did not yet believe there was an adequate professional pathway in Policing (2014). Police learning and training was described as 'fragmented' and 'problematic' (Bolton 2005) and the BBC documentary 'The Secret Policeman' already validated claims of prejudice and discrimination among new Officers in training (Hallenberg and Cockcroft 2014). Thus, the introduction of the PEQF in 2018 fulfilled the requirement of 'prolonged training and formal qualifications' and has been praised by Brandon Lewis MP for allowing a continual growth of professional knowledge in Policing (2017). Some Officers, including a serving Chief Inspector believe that these new entry routes will attract more ethnic minorities as it will place Policing within the professional realms of doctors and solicitors (Lumsden 2017). Its framework is based on reflective practice as seen in the nursing profession (Oelofsen 2012), with that and the medicine profession being seen as the gold standard approach. In turn, the research suggests that highly educated Officers may be 'less authoritarian, have greater acceptance of minorities and be more professional and ethical in their behaviour' (Roberg and Bonn 2004). However, this must be taken with caution, with Brown arguing that there is not enough evidence to suggest there has been a definite change in occupational culture and ethics from graduate entry routes (2018).

The continuation of professional development is seen in the 'coaching' and a 'mentoring' period. Under the new PEQF framework, Officers will work closely with both a coach and a mentor to develop their skills and objectives and improve their compatibility to the organisational objectives. However, new recruits under the PEQF may be coached and mentored by older more experienced Officers, which despite their wealth of knowledge from their careers, would not be subject to the PEQF requirements and may have joined with subsequently lower qualifications. Furthermore, the organisational culture of Policing has created the 'blue fraternity', which consists of informal ways of working which is passed on from Officers. This concept and the ideal that training is "irrelevant" and does not consist of "real Police work" (Bayley and Bittner 1989) contributes to the transmission of deviance, whereby Officers may pick up unprofessional behaviours from their coaches and mentors.

It is clear that the introduction of the College of Policing, the Code of Ethics, the standards of professional behaviour and crucially, the new PEQF framework have paved the way for a Professionalised Police Force. However, not all Officers have welcomed the new 'professionalism' rhetoric. Some Officers argue that they have always seen policing as a profession and even find it disappointing that Politicians see them as "buffoons in uniform" (Lumsden 2017). Other Officers have also stated that they have felt professional since the moment of their attestation, which, for some, came years before the introduction of the CoE and the new PEQF.

To conclude, the Police professionalisation debate is not new, however there have been recent advances, which have accelerated the reality of this concept. This essay has examined some of these accelerants and they undoubtedly include the introduction of the COP, the COE, SoPB, and crucially, the recent introduction of the PEQF. Academic education of Officers undoubtedly serves the purpose of redefining and re-legitimising the Police, whilst providing them with transferrable skills and an increased public image (Hallenberg and Cockcroft 2014).

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

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

- **Counter Terrorism Policing (Structure/ Risks/Insider threat).**

There is no universal agreed definition of terrorism; however, a widely adopted one is that terrorism is the 'use of violence to create fear for political, religious or ideological reasons' (Matusitz 2012). This essay will examine the UK's counter terrorist structure using two of Thiel's three strands; high policing and low policing (2009), demonstrating the UK's commitment to the CONTEST strategy (2018a). This essay will show that countering terrorism relies on a collaborated approach, which is an approach now required to defeat the new emergent 'insider threats'.

'High policing' refers to the use of intelligence to pre-empt, infiltrate and subvert terrorist activities (Thiel 2009). Countering terrorism is not an easy task, and relies on partnerships from a local to a global level (NPCC n.d.). Prevent is one strand of CONTEST and is where the Police have a critical role to prevent, pursue, protect and prepare, with the Police being the best placed to identify those in the community that are vulnerable to radicalisation or extremism (HMICFRS 2020). In this way, the multiple agencies and networks that make up the national counter terrorism Policing network can contribute to 'high policing'. This includes the eleven regional counter terrorism units (CTU) and counter terrorism intelligence units (CTIU), whom communicate on a daily basis (CTP 2020). The National counter terrorism policing headquarters (NCTPHQ) is at the centre, whose role is to co-ordinate projects and strategies, advise the government and provide a voice for stakeholders in the counter terrorist efforts (NPCC n.d.).

Police Special Branches (SB) are important contributors to 'high policing' and they exist primarily to acquire intelligence and assist in terms of protection against threats of terrorism (Home Office et al. 2004). SB's work closely with MI5 to coordinate operations and fulfil voids in MI5's capabilities such as powers of arrest. SB's make continual assessments of threats and carry out an important balancing act between acting pre-emptively to prevent and protect, and letting activities develop until there is enough evidence to prosecute (Thiel 2009). A further unit to be aware of is the National Counter Terrorism Unit (NCTU) whom support various CT networks and local forces in order to educate them on how best to implement the protect and prepare strategy of CONTEST.

On the contrary, 'low policing' may refer to the mundane routine work of local uniformed Officers (Thiel 2009). The better neighbourhood Officers are integrated into communities, the more interpersonal trust

and reliable intelligence will enter into the national intelligence model (NIM). In this way, the community are key stakeholders in countering terrorism due to their information potentially leading to covert operations, disruption tactics and arrests (OSCE 2014). O'Connor believes that 'low' and 'high' policing methods are interdependent (2006) and this would seem plausible with the establishment of the Muslim Contact Unit (MCU) by two Special Branch Officers in the Met. The MCU now forms part of the Counter Terrorism Command, however its objective remains the same, and that is to engage with the community to better understand their needs and help tackle ideologies that drive terrorism. This is positive, because Spalek et al. state that the empowerment of communities should be the first and foremost aim of community partnerships, with intelligence gathering coming second (2008). Neighbourhood Officers can also make appropriate referrals in place to the Channel Programme, if they have received information from the community, which suggests an individual is at risk.

Terrorist threats are not always random, and more recently there has been an increase in research on the 'insider threat'. An 'insider' is someone who is entrusted with authorised access and thus may include an employee, contractor or consultant, for example (Einwechter 2000). An 'insider threat' is when this individual manipulates access to a system to exploit it, rather than fulfilling their responsibilities (Einwechter 2000). This manipulation may relate to 'harmful acts' that departs from policies (Greitzer et al. 2012). The causes behind this behaviour are complex, but research suggests that there are identifiable symptoms such as disgruntlement and personal problems prior to an attack (Greitzer et al. 2012).

The HMICFRS found that very few Police staff gave thought to the possibility that their colleagues may be susceptible to radicalisation, and even less thought that this risk may come from pressure of that individual's friends, or family (2020). The case of Benjamin Hannam, a former Met Officer now found guilty of terrorist membership, exemplifies the insider threat, whereby Hannam had lied on his initial application and therefore passed the vetting stage (BBC 2021). This case is not isolated and a similar incident occurred in Paris in 2019 where a top-secret security clearance member of police staff killed four colleagues after being radicalised (Karmon 2019). Identifying insiders at an early stage is therefore critical to maintaining safe working practices. Randazzo et al. recommended an infrastructure whereby management could report on employee's behaviour before it reached the formal disciplinary stage (2004). The CPNI's new toolkit also recommends required standards for training, disciplinary and vetting which will assist organisations in identifying threats (2021). The CPNI have introduced the 'It's OK to say' campaign, encouraging insiders to

report any suspicious behaviour of their colleagues (2021). This increased encouragement of vigilance amongst colleagues will aid in the early identification of threats and risks.

To conclude, the UK are clearly committed to disrupting terrorism, evident in the wide range of units and departments it has working to defeat this type of extremism. Some of these techniques are mundane and everyday such as developing community intelligence, and others are highly confidential roles of assessing risk and informing operations. What they both have in common is commitment to the CONTEST strategy of pursuing offenders in order to protect communities. This commitment now needs to be extended to defeat the new 'insider threat' at an early stage, to prevent the potential damage of insider attacks.

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.

Information consists of various pieces of raw data that when combined and viewed together, may produce intelligence (Innes and Sheptychki 2004). The process of obtaining this actionable intelligence is the National Intelligence Model (NIM). This essay will evaluate the ways in which Police gather information, focussing on the interference of Article Rights under Covert Policing, as well as the misunderstood value of Community Intelligence. This essay will then look at how information gathered contributed to the strategic and tactical tasking, coordination meetings, and the importance of these in managing resources.

The NIM was first introduced in England and Wales in 2000 (NCIS 2000). It uses a business management approach in order to achieve standardised intelligence and attempt to professionalise the Police (Kleiven 2007). The collection of information is key, of which, the College of Policing identified three main categories (2015), within these categories, the range of methods are very wide (Bullock 2010). Routine collection, refers to the information collected from routine policing activities including arrests, stop searches and targeted patrol. Other information may be volunteered, such as a conversation with a local member of the community, this means it may be in any format and relate to any topic, whether Police have requested it or not. Alternatively, it may be tasked. The latter may include internal databases, CCTV, ANPR or covert human intelligence sources (College of Policing 2015). Importantly, information should only be collected for a defined policing purpose (College of Policing 2015).

Information collected undoubtedly has differing levels of value, however Officer's themselves value informants and fellow colleagues as the most valuable, with community intelligence being heavily undervalued (Kleiven 2007). This is surprising when one of the core outcomes of the NIM is outlined as 'community safety'. This may be due to the misunderstanding of community intelligence where it is often mislabelled as an open source (Kleiven 2007). Open sources are better used to describe that of newspapers or journals that are widely available, and thus may be inaccurate, unreliable or invalid (College of Policing 2015). It is clear that this misunderstanding may have consequences, with community intelligence being available on the subjects of the July 2005 terrorist attack prior to the incident-taking place (McGrory 2005,

cited in Kleiven 2007). It is not to say that this intelligence would have prevented the attacks, but it would have been somewhat increased the opportunity to detect the incident.

The issues with the gathering of community intelligence may also reside with the Officer, deeming information unreliable or useless before making the report. Higgins for example states that a large volume of information may remain static in Officer's heads (2008), and therefore Officer's submission of intelligence has been compared to the anomaly "you can drag a horse to water but you cannot force it to drink" (Kleiven 2007). Regardless of the Officer's opinions on intelligence collection methods, it is widely accepted that a range of sources outside of the Police is required to expand the range and scope of information available (Ratcliffe and Sheptycki 2004).

Covert Policing is arguably a more controversial intelligence gathering technique, described as an extension of 'new surveillance' by Marx (Loftus and Goold 2012). This description is weak and outdated, with it being better to think of Covert Policing as actions that the suspect are unaware of (Loftus and Goold 2012). The introduction of RIPA (2000) and the Human Rights Act (1998) reflect the growing concern over the ethics of Covert Policing and has created a flurry of discussion over the collateral intrusion of Article 8 of the HRA (Bullock and Johnson 2011). Previously, the UK has been humiliated in the ECtHR by judgements condemning its use of Covert Policing in some instances (Clarke 2007). Thus, despite Covert Policing being an essential tool, it is crucial that this is gained lawfully and proportionally with Officers seemingly more aware of the need to justify their decisions and actions (Bullock and Johnson 2011).

The NIM was designed with a standardised structure to allow it to facilitate decision-making processes, with intelligence products driving strategic and tactical decision (Bullock 2010). The T&C mechanism is described as the heart of the business management model (Flood 2008) and this may be due to its empowerment of decision makers to translate information and trends into operational priorities (Crous 2012). T&C works on the strategic and the tactical level, with the former referring to the alignment of resources to match operational priorities (College of Policing 2015). Its purpose is to set the control strategy, approve the intelligence requirement and consider resource priorities (College of Policing 2015). The control strategy is where the priorities for intelligence, prevention and continuity are set. The tactical T&C considers the tactical assessment of operational delivery plans, applies the control strategy and importantly ensures resources priorities best suits the available threat (College of Policing 2015). An important distinction between the two is that strategic T&C looks at the long-term goals, resources and crime prevention, whereas the tactical is that of the short term (Gwent Police n.d.).

In conjunction with the NIM, T&C also operates on three levels; local, regional and national. The local level may refer to the BCU, regional may refer to the force and national is even wider and may require multiple forces due to the threats of serious and organised criminality. Within the local BCU level, daily management meetings (DMM) take place to link priorities of the tactical T&C to the incidents that have occurred in the previous and the next twenty-four hours. DMM is one example of how intelligence is communicated to Officers and staff by giving an overview of suspects and events, as well as any current threats to public safety.

To conclude, this essay has evaluated different forms of gathering intelligence, highlighting the risks of covert policing, as well as the misunderstood community intelligence. It has concluded that all forms of collection should be welcomed as it offers a wider scope of information to be analysed and processed by professionals. If required, this information may then form part of the T&C meetings and help plan, and prioritise resources in light with organisational requirements.

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.

The nature of Policing is changing and there has been an evident increase in public safety and welfare incidents (Higgins et al. 2016). The Police have a duty to safeguard and protect vulnerable people (College of Policing 2020). The way in which they do so, is by contributing to Multi- Agency Public Protection Arrangements (MAPPA) and pursuing offenders to protect communities by deploying the Serious Organised Crime Strategy (SOCS). This essay will examine these arrangements, and emphasise their necessity by looking at how organised criminals exploit the vulnerable, and the negative impacts that result.

MAPPA is an information sharing mechanism, where information, intelligence and risk assessments are shared between Responsible Authorities (RAs), identified as the Police, Probation and Prison services (College of Policing 2020). Generally, there are three categories of MAPPA offenders; registered sex offenders, violent and non-registered sex offenders and any other offender who poses a risk to the wider community (Cheshire Police 2021). Subsequently, they are then placed into levels, with level three containing the 'critical few' (Cheshire Police 2021), resulting in more frequent reviews and meetings with a wide range of agencies (Unlock 2020). The Police may act as the 'lead agency' in managing Offenders not managed by Probation, Mental Health or Youth services, whereby the Police will take primacy in ensuring for example, the nominal is maintained on ViSOR (College of Policing 2020).

The effectiveness of MAPPA was reviewed by the HMIP and HMIC in 2015, with vast improvements of the supervision of offenders from the years previous, the responsibilities of the lead agency being better understood and risk management plans being more relevant and appropriate (2015). However, it is clear that there is still room for improvements to MAPPA, with the Inspectorate finding poor reporting of minutes from meetings and there being an absence of a named Police manager for some offenders (2015). However, overall, the Inspectorate was satisfied with the Police's contribution to ViSOR; the dangerous person database (2015), however its effectiveness is reliant on the quality and timeliness of information inputted by other sources (College of Policing 2020). It is therefore clear that the Police can only do so much, and rely on the efficient working practises of other agencies to contribute and share their information, thus requiring a whole system approach.

The Police also show commitment to the “Four P’s”; Prevent, Pursue, Protect and Prepare outlined by the SOC (Crime Strategy 2018). The Police do not act alone in this, but can contribute to disrupting organised crime on a daily basis on a local level, for example, by submitting intelligence on known nominal and their associates, especially if they are seen to be loitering around with significantly younger or vulnerable individuals. The link between SOC and vulnerable individuals is an important factor to examine. SOC involves the planning, co-ordination and committal of serious offences, (HM Government 2018b) with individual’s vulnerabilities’ making them more at risk of being exploited. County lines for example, is where children are groomed, whereby advantage is taken of an imbalance of power to coerce them into transporting and distributing drugs for the organised criminals (Robinson et al. 2019). Disruptive upbringings, which may include but is not limited to; family breakups, parental drug-use or engagement in criminality and contact with social services increase their vulnerability to being exploited being (HM Government 2015).

There is a clear blurred line between a victim and an offender, with some managed offenders, themselves becoming victims, vulnerable to SOC. Cuckooing, for example, is a new form of exploitation, and is where drug dealers appropriate homes in order to sell drugs from the address. The NCA report that adults with drug dependencies, disabilities, mental health and elderly people are those at risk of this form of exploitation (2016). The fact that 29% of prisoners report being a victim of abuse at home, or witnessing abuse at home being at 41% (Williams et al. 2012), these figures blur the line between victims and offenders even more. The definition of a victim itself is wide and far-reaching; including anyone who has suffered physical, mental, emotional or economic loss because of a criminal offence (Ministry of Justice 2020). The immediate aftermath of an incident may lead to the victim and wider community feeling shocked, overwhelmed, as well as a general feeling of fear and anger (Shapland et al. 1985). In the context of SOC, there is also an increased risk of physical impacts, with female ‘runners’ being at increased risk of sexual violence, as well as young male ‘runners’ being at increased risk of violence involving knives (O’Hagan and Long 2019). The violent and intimidating nature of the offenders involved in SOC makes the cycle hard to break.

It is clear that despite the Police’s contribution to strategies such as the SOC, MAPPA and ViSOR, it is not possible to eliminate the risk completely. The Home Office has commended the efforts of agencies such as the Police in their dedication to protect and safeguard vulnerable people, but comment on the challenges still in place, including un-systemised learning and innovation across agencies (2021). The Home Office has therefore recommended a restructuring of how agencies communicate, suggesting a new ‘Campus model’

which would strengthen the capabilities of connections between Police and other agencies, allowing them to work as a single mission to share data, intelligence and tools (2021).

To conclude, there is a clear link between public protection vulnerabilities and criminal gangs because of their ACE's, drug dependencies or mental health, making them more susceptible to grooming. This can have devastating effects on the victim, as well as the wider community, but it is clear that there are many 'victims' in these cases and it is not black and white. Despite efforts to manage offenders to prevent such criminality through MAPPA, ViSOR and the SOC, the Home Office has recently advocated for a new Campus model that will facilitate better communication between agencies and may assist the Police in protecting the vulnerable in the future (2021).

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.

Evidence-based policing (EBP) is the use of the best available research and evidence to inform policies, practises and decisions (College of Policing 2021b). This essay will examine EBP in the context of domestic violence (DV), arguing that what works policies dismiss the root causes of criminal behaviour. Ultimately, this essay will argue that in the DV context, it is time to turn the focus on what matters (Punch 2015), and remain open minded in terms of disposal methods of dealing with DV cases, with Officers being encouraged to use their discretion rather than a strict application of EBP at each incident.

EPB undoubtedly helps develop a better understanding of an issue and assess the effectiveness of Police interventions to solve the issue (College of Policing 2021b). In the DV context, Sherman and Berk conducted the Minneapolis domestic violence experiment in order to decipher 'what works' in reducing DV incidents (1984). Crucially, the experiment found that arrest was the most effective of three methods tested, and suggested that it should be utilised in most domestic violence cases (Sherman and Berk 1984). As a result, the Home Office circular (69/1986) called for Police to review its operational procedures for domestic incidents, with only a few years later pro-arrest approaches being recommended. Hester argues that this did not necessarily mirror a mandatory arrest approach in domestic cases in the UK, such as that implemented in the US (2013); however, it is difficult not to correlate the two, when the Justice Inspectorate has labelled the variation of domestic arrests as "unacceptable" (2014).

More recently, the suggestion made by Sherman and Berk (1984), as well as the dominant pro-arrest positive action policies seen in a wide range of police forces, have been condemned. Research has pointed towards arrest in domestic cases increasing premature death for their victims (Sherman and Harris 2015), as well as punitive sanctions such as lengthy sentences being associated with higher rates of reoffending (College of Policing 2021c). There are range of reasons that can be cited behind the new critique of pro – arrest policies, however a crucial one is that arrest does not solve the causes of the criminality, or help the victim long term (College of Policing 2021c).

Cohen and Felson suggest that crime occurs when there is a convergence of a motivated offender, suitable target and lack of a suitable guardian (1993), and this is known as the routine activities theory (RAT). In domestic violence cases, the background to a 'motivated offender' has been examined in depth, with pent up anger and desire for control motivating men (Hamberger et al. 1994), as well as psychological issues such as aggression, stress and depression motivating females in the study (Olson and Lloyd 2005). In addition to this, harmful levels of alcohol consumption has been labelled a critical contributor to intimate partner violence (WHO 2006), with drugs and mental health issues also paying their part in increasing this behaviour (Shaw 2019). When considering the 'suitable target' element, Mannon suggests that intimate partners in the home are more readily available (1997), with living rooms, kitchens and bedrooms acting as hotspots in the family home (Gelles and Straus 1988). Ultimately, it is hard to agree that arrest does anything of note to rid of the 'motivation' from the offender in these cases.

Cambridge University's recent DV study has found reductions in reoffending rates when behavioural management courses were offered as the disposal, an alternative to arrest (2017). Similarly, evidence has pointed towards problem orientated policing (POP) leading to a general reduction in reoffending. This is unsurprising because POP looks to solve problems and thus has links to other alternatives to arrest such as cognitive behavioural therapy; which addresses violence as a learned behaviour, seeking to overcome emotions such as jealousy, which the COP has identified as a promising intervention (2021c). Furthermore, alcohol and drug rehabilitation programmes have decreased the likelihood of offenders being reconvicted or charged in the following twelve months after the programme (Williams 2015).

Undoubtedly, EBP policies are wide and far ranging, with rehabilitation programmes as detailed above, being on the opposite end of the spectrum to arrest and prosecution, however both can be labelled EBP. Pepper et al. (2020) advocate for EBP to be utilised wide scale, in order to assist with the professionalization of the Police, and to reduce the harmful impact of ineffective interventions (Mitchell and Lewis 2017) that may drain both operational and financial resources. They go further to suggest that efficient EBP practice relies on all Officers and staff adopting EBP as a philosophy rather than a tactic (Pepper et al. 2020). Despite this, this essay has already emphasised the dangers involved in using EBP as absolute with pro – arrest policies for domestic violence showing the varied and sometimes negative results.

The rhetoric "if it works in New York it will work anywhere" (Bratton and Knobler 1998) undoubtedly contributes to EBP, however this is not necessarily accurate as each individual offender and individual victim are different, and cannot simply be treated the same. EBP is fixated with the ideology of reducing crime

rates, yet there is an overwhelming body of evidence that suggest Police cannot do a great deal about crime as the origins lay within wider society (Punch 2015). Furthermore, some scholars even question whether the Police culture is suited to adopting an EBP approach due to being geared to the here and the now (Punch 2015). Punch's argument is highly convincing, referring to the "complex, multifaceted and challenging" nature of Policing, with EBP having its limitations during the "fuzzy" side of Policing (2015).

To conclude, this essay has examined EBP in the context of DV, focussing on the pro – arrest policies that have developed from the work of Sherman and Berk (1984). It is clear that EBP does have its value, as it means large amounts of resources and finances are not wasted on policies that will just not work. However, this essay has shown that the causes of criminal behaviour are wide ranging and differ on each case. This means an EBP approach needs to be taken with caution, with Officer's being able to use their discretion and apply EBP on a case by case basis.

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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	

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

GENERIC ASSESSMENT CRITERIA

Level 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.	