

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:	Scott Pearson	Student ID number:	2016444
Programme:			
Module:	Operational Policing Practice 2		
Module code:	BMPP5002D	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Alison Cooke	Internal Verifier:	
Assignment Title:	Assignment 2	Word count (or equivalent):	4000 Words
Submission deadline:	30 th May 2022	Return date of provisional marks & written feedback:	20 working days later
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)	

Digital Policing

- Complex types of internet-dependent crimes and their impact
- Investigative procedures for complex investigations with a digital element
- Employing specialist assistance re. obtaining information from a specialist or service provider in the recovery of digital data

Criminology

- Constitutional role of the police in contemporary society and the wider criminal justice system
- Crime prevention theories and strategies
- Strengths and weaknesses of different policing models in relation to crime/victimisation and the public
- Benefits of greater understanding of sociology and criminology on/for operational policing and decision making
- Specific initiatives relating to crime prevention

Evidence Based Policing

- Potential constraints associated with EBP approach and identifying best practice
- How to systematically review and critically evaluate available evidence
- Optimising opportunities to obtain best available evidence, evaluate options and develop most appropriate solutions to policing problems

Counter Terrorism

- Organisational structures and inter-relationships that exist in counter-terrorism policing
- Links between terrorism and other forms of criminality
- Insider threat within the police service and strategies to prevent this

Response Policing

- Application of theories and principles of psychology and human behaviour in various response contexts
- Key issues relating to the complexity and challenges of operational policing
- Responsibilities of first responders at critical incidents
- Best practice when attending high profile critical/major incidents
- role of the police within a joint emergency services operation

Policing Communities

- Why key incidents/events have had a damaging effect on the willingness of communities to engage with the police
- Community engagement & how policing practice can impact the community
- Role of community policing in fostering and maintaining community cohesion
- Key principles of effective community engagement

Policing the Roads

- Police powers in relation to commercial vehicle enforcement
- Prevalent criminal activity facilitated by road network & its disruption by effective policing of the roads
- Disruption options to target criminal activity on the road network
- How to police the strategic road network effectively and safely
- Roles and responsibilities of personnel involved in police pursuits, and the types of vehicle

Information & Intel

- Guidance and processes relating to international and European enquiries/investigations
- Analysis and evaluation of info. & intel. appropriate to the policing operation
- Analytical products provided by intelligence specialists during the course of an investigation
- Developing info. & intel. to inform tasking and co-ordination process

Conducting Investigations

- Difference between 'volume and priority' crime
- Use of the additional sources of intelligence that can be obtained during a complex investigation
- Importance of the concept of memory upon interview methods and process
- How personal attitudes, values and biases can impact on an investigation
- Addressing complex circumstances when conducting interviews
- Learning from previous investigations (and/or interviewing) to future investigations
- Guidance and processes relating to international and European enquiries/investigations

TASK DESCRIPTION

This is a *4000 word assignment*. Students are required to complete two 2000-word essays (2 x 2000).

Choose two titles from the below list:

1. Review complex types of internet-dependent crimes. (2000 words)

ANSWER:

This essay will look to review complex types of internet-dependant crimes. This essay will do that by setting out a definition of Internet-dependant crimes or as it is also known, cyber- dependent crime. Lastly this essay will look at the impact of these types of crimes in terms of volume and cost.

Cyber-dependent crimes are offences that can only be committed using a computer, computer networks or other form of information communication technology (ICT). These acts include the spread of malware such as viruses, hacking and distributed denial of service (DDoS) attacks. Definitions of these are outlined below. They are activities primarily directed against other computers or computer networks, although there may be a variety of secondary outcomes from the initial crime (Home Office, 2013). An example of this is data gathered by hacking into a computer could subsequently be used to commit a fraud.

Cyber-dependent crimes fall broadly into two main categories. One is the prohibited access into computer networks while the other can be described as the disruption or downgrading of computer functionality and network space.

The main forms of cyber-dependent crime are outlined below.

Malware is a general label for malicious software that spreads between computers and interferes with computer operations. Malware can be destructive by deleting files or causing system to crash but may also be used to steal personal data (Kirwan & Power, 2012).

Malware can come in several forms. One form is called a virus. Viruses are one of the most well-known types of malware. Viruses can have a variety of effects ranging from mild computer dysfunction to having more severe effects in terms of damaging or deleting hardware, software or files. Viruses are self-replicating programs, which spread within and between computer networks. They require a host such as a file in a computer to act as a 'carrier' but cannot infect a computer without an action to run or open a file infected with malware (Moir, 2008).

A recent example of this in the UK was of a malware attack which hit companies worldwide in the spring of 2017 was the WannaCry outbreak. This spread using malware, infecting over 300,000 computers in over 150 countries (BBC News, 2017).

The ransomware in this case, known as 'WannaCry', is often delivered via emails which trick the recipient into opening attachments and releasing malware onto their system in a technique known as phishing. Once the computer has been affected, it blocks access to files using encryption meaning the user cannot access them anymore. The perpetrators then make demands of payment in order to regain access. The cost of 'WannaCry' to the UK was estimated to be £92 million and running up global costs of approximately £6 billion (Acronis, 2020).

Another form of malware is spyware. Spyware is software that invades users' privacy by gathering sensitive or personal information from infected systems and monitoring the websites visited. This information may then be transmitted to third parties. One example of spyware is where the downloaded software captures screenshots of the victim's computer. Spyware is considered to be one of the most dangerous forms of malware as its objective is purely to invade privacy (Furnell, 2010).

Another common Cyber-dependant offence is 'Hacking'. Hacking is the unauthorised access to a computer or computer networks. It is the unauthorised use of, or access into, computers or network resources, which exploits identified security vulnerabilities in networks (Home Office, 2013).

One example of this is a Hacker who was a student at the University of South Wales. He was sentenced to 20 months in prison for being found to have sold answers to exam papers between 2017 and 2019. The student used sophisticated techniques such as key logging software in order too unlawfully gain access to the emails and passwords of staff members. The student allegedly made

£20,000 from selling the exam papers however his actions cost the university approximately £100,000 when considering the length of the investigation and new security measures they had to put in place (BBC News, 2021)

Another tool a Hacker may use to compromise a computer network is via a Distributed Denial of Service. DDoS attacks relate to the flooding of internet servers with so many requests that they are unable to respond quickly enough. This can overload servers causing them to freeze or crash. A DDoS attack effects users using the service leading to financial harm and reputational damage. DDoS attacks vary in scale and consequence. An extreme example occurred in Ukraine in 2016 whereby Russian hackers targeted an electricity sub-station with a cyber attack, making use of a DDoS attack on the utility companies' website and call centres. This prevented the company receiving an alert that anything was wrong by hindering the customers inability to report it. During the attack, electricity for 80,000 people was effected for hours. This attack came on the anniversary of a previous attack attributed to hackers from Russia where again utility companies were targeted effecting the electricity supply to 225,000 people (BBC News, 2017).

The above offences are currently legislated for in the UK under the Computer Misuse Act 1990. Depending on the severity of offence, it can be treated as a summary offence meaning a custodial sentence of up to 12 months and or a fine up to the statutory maximum (Legislation.gov, 1990).

A further offence was created in 2015 and added to the Computer Misuse Act 1990. This is S.3ZA which refers to unauthorised acts causing, or creating risk of, serious damage. This offence was brought about by the implementation of the Serious Crime Act 2015 which requires the offender to perform an 'act' with the intention of causing or creating a risk to cause damage to national security, the economy, the environment or to human welfare (BurtonCopeland, 2022).

The definition of 'damage to human welfare' includes disruption of facilities for transport or disruption of a system of communication. One example might include a cyber-attack on a hospitals computer systems or causing email systems to malfunction. Offences under this section can lead to a

sentence of up to 14 years imprisonment. This can be increased to life imprisonment if the act creates damage or a serious risk of harm to life or national security (McMahon, 2022).

Each year the UK Office for National Statistics (ONS) releases a Crime Survey for England and Wales. The ONS estimates that around 4.5 million Cybercrimes were committed in England and Wales during the period to December 2020 with about 1.23 million being related to computer misuse (Office for National Statistics , 2021).

It is further estimated that two in five businesses have been subject to some form of cybercrime within the previous twelve months. There is an average cost of around £3000 per business per cybercrime (Department for Digital, Culture, Media & Sport, 2018).

There are some difficulties in the reporting of cybercrime due to the definitions of cyber-dependant and cyber-enabled crime sometimes being confused or combined to encompass all cyber-crime. A cyber dependant crime is one that cannot be completed without access to a computer such as use of malware and viruses. Cyber-enabled crimes are traditional crimes, which can be increased in their scale or reach by use of computers (NCA, 2016). An example of this is fraud by deception. A person could attend a business and falsely claim that they are owed money for their services in the hope they will get money. With a cyber-enabled crime, that same person could instead send a fraudulent invoice to thousands of businesses in the hope a handful pay without completing their due diligence.

The scale of crime being perpetrated online is also vastly outweighing traditional crimes. A person is around six times more likely to be a victim of plastic card fraud than a victim of theft from the person, and around seventeen times more likely than robbery (Office for National Statistics, 2018).

A further issuing with Cyber related crime statistics is the scale of under reporting. Under reporting of cyber crime is an issue seen from both the public and business. This can stem from a lack of awareness that some cyber incidents are actually crimes. The Commercial Victimization Survey suggest that just two per cent of online crime incidents were reported to the police by businesses. This is considerably lower than for other crime types when compared to 100 per cent of

vehicle theft incidents and over 80 per cent of burglary incidents were reported to the police in the same survey (Home Office, 2013).

Non-reporting of cyber-crimes is largely due to incidents being perceived as too trivial and or being dealt with by businesses internally. There are also likely to be particular concerns from businesses about reputational damage and negative publicity, which prevent reporting (Fafinski & Minassian, 2009). The Crime Survey for England and Wales shows a similar trend for members of the public. Only 1% of internet users who experienced hacking or unauthorised access to their data say they reported this to the police. This is compared with 81% of people who reported a burglary and 55% who reported a robbery to police (Office for National Statistics, 2007).

Under reporting of Cyber-crime may occur for a number of reasons. One may be a perception that the police will not or cannot do anything about online crimes. Another may be not knowing where to report. Currently a person could report to their internet service provider, their bank if money was lost as a result, the police or action fraud. A further reason could be a perception that cyber-crime is not a 'real' crime when compared to a robbery or burglary. A final reason a person may not report a cyber-crime is through embarrassed to come forward and admitting they fell victim to an online fraud or scam (Lkdemir, et al., 2020).

Whether or not a crime is internet dependant, it is clear that all victims of crime are impacted in some way from the crime being perpetrated against them.

Everyone is different and therefore crime will affect victims in different ways. One of the things that can make being the victim of a crime hard to cope with is knowing that it was done deliberately by another person. Unlike an accident or illness, people who commit a crime intend to cause some sort of harm (Victim Support, 2022). People's individual domestic circumstances and other life events will clearly affect the severity of reaction to victimisation (Maguire, 1980).

Recent research illustrates that cybercrime is the fastest growing crime type in the world (Summerville, 2017). Action Fraud reported that internet users lost £34.6m as a result of cyber related crime between April and September in 2018, which shows a 24% rise when compared to the

previous 6 months (BBC News, 2019). Action Fraud has also highlighted that Fraud and Cybercrime are the most common criminal offences in the UK (Action Fraud, 2022) and so it can be asked, Why is more not being done to target these offences in a similar way to more traditional offences?

In conclusion, this essay has set out to review complex types of internet-dependant crimes. This essay has done that by reviewing Malware, hacking and DDoS attacks. This essay set out a definition of an internet-dependant crime. Lastly, this essay has looked at the impact of these types of crimes in terms of volume and cost on business and the public.

Word Count: 1894

2. Evaluate the disruption options available to target criminal activity on the road network. (2000 words)

ANSWER:

This essay will seek to evaluate the disruption options available to target criminal activity on the road network.

UK police forces face increasing challenges in trying to effectively police the road network. Vehicle ownership in the UK is increasing and so is the size of the UK road network. This has resulted in more towns, cities and rural areas being linked together and making travel to other parts of the UK easier (Department of Transport, 2016). The UK road-network remaining efficient is essential to a thriving economy. In 2019, 79% of all domestic freight in the UK was transported by the road network (Department for Transport, 2020). Unfortunately, what works for businesses using the UK road network legitimately, can also be used effectively by criminals. Offenders will use the UK road network to facilitate the commission of crimes (Gov.uk, 2020), examples of which can range from the FATAL 5 (Roads Safety Wales, 2018), through to illegal drug supply, trafficking of people, cargo theft, county lines exploitation and facilitating burglary.

There are no current statistics produced which show the percentage of all crime that makes use of the UK road network. It is a given that the percentage will be significant given the essential nature of roads when travelling from place to place. Whether that is in the planning of an offence, the commission of an offence or leaving the scene of a crime. Traffic officers are responsible for policing the UK major road network, however they make up just 4% of the entire police force in England and Wales (Brake.org, 2020). This mismatch between the volume of crime occurring on the UK road network and the percentage of dedicated roads policing officers may have affected the government's decision to begin a review of UK roads policing. The review was set up to look specifically at the available technologies that will inform the future of traffic enforcement by police and other agencies in addition to evidence that road traffic enforcement can disrupt or detect other criminality (Gov.uk, 2020).

There are several options at the disposal of police and roads policing teams to disrupt criminal use of the UK road network. These include multiagency working, use of technology, use of intelligence led policing and targeting motoring offences (College of Policing, 2013).

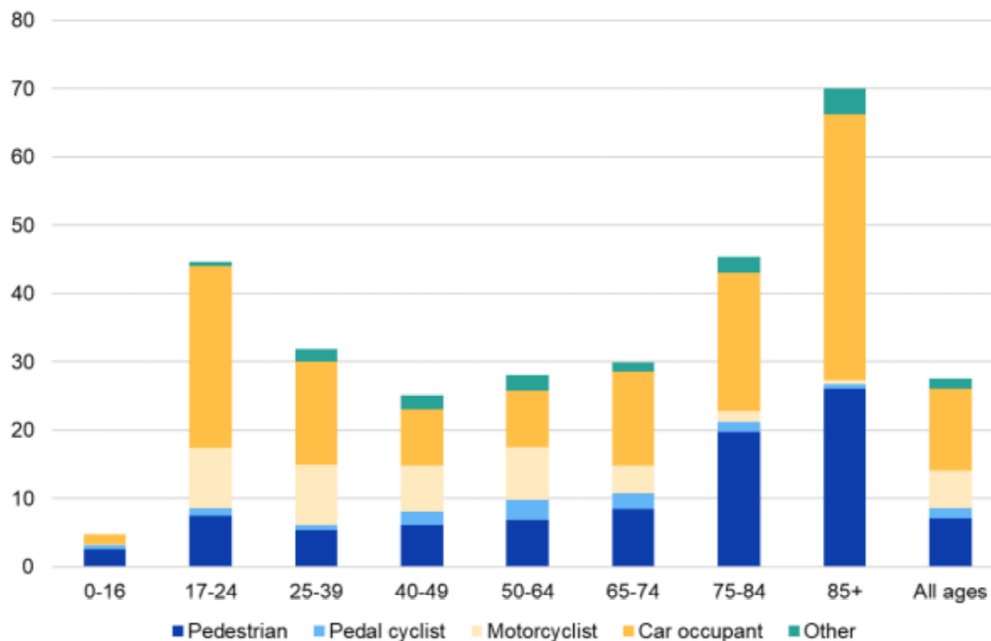
Police forces engage in partnerships with neighbouring police forces in addition to other agencies that have enforcement powers. Organisations such as the Driver and Vehicle Standards Agency (DVSA), Trading Standards and Her Majesty's Revenue & Customs (HMRC) all have powers to examine vehicles and prosecute drivers and owners (RoSPA, 2004).

Operations that are co-ordinated across forces and between different agencies are an effective way to target those who present a risk to road safety, particularly those vehicles that are being used in a dangerous condition. Participating in these operations can maximise the opportunity to improve road safety by targeting illegal use of the roads. By focusing enforcement actions against road users who present a higher risk to other members of the public is an effective problem-solving technique. In one force, there were 33 operations in a three-month period. In a single operation, there were 40 vehicles were stopped of which 36 had serious defects and 6 were seized (HMICFRS, 2020).

Since the introduction of the Crime and Disorder Act (1998), which formally established a requirement for the police to engage with local partners in England and Wales, police attitudes towards partnership working has improved (McCarthy & O'Neill, 2014). That being said, prior success of partnership working may enhance collaboration in the future by providing information and producing efficiencies between agencies (Ansell & Gash, 2008), there should also be a focus on the quality and not just the quantity of partnerships. In addition, there being a rigorous evaluation of initiatives undertaken to ensure value for money (Scottish Government, 2018). Lastly, as partnerships between police and other agencies becomes increasing diverse, conflicting agendas, ideologies and cultures can act as a barrier to fruitful partnership working (Dr Loftus, et al., 2015).

Another way of reducing criminality on the road is by liaising directly with the public and those most at risk on the road. Fig 1 below shows the fatality rate amongst age groups differentiated by user type.

Fig 1: Fatality rate per one million population, by age band and road user, in Great Britain
- 2018



(Department for Transport, 2019)

This report found that people over the age of 85 have the highest fatality rate of all age groups. It also shows that being the occupant of a vehicle gives you a higher chance of being killed than any other road user type. Lastly, motorcyclists account for just 0.8 percent of traffic on the roads however make up 26% of all those killed or seriously injured (Department for Transport, 2019).

Initiatives such as, The All Wales Fatal 5 campaign, launched by the Police and Crime Commissionaire for Dyfed-Powys Police (2021) aims to raise awareness to the general driving public, educating drivers in relation to the five strands, enforce compliance of road traffic regulations, drawing media attention to the subject and as a result, reducing the number of people killed or seriously injured on our roads (Dyfed-Powys Police and Crime Commissioner, 2021).

Some UK police forces have recognised these groups as being high-risk and have developed initiatives to target them directly to change their driving behaviours. In the forces with a more effective approach to roads policing, these kinds of initiatives formed part of the force's policing strategy.

Unfortunately, in some forces, notably those without a clear road safety strategy, the promotion of initiatives was left to individual officers and without them it was unlikely that activity would take place (HMICFRS, 2020).

Due to limited resources, an effective way to police the road network is with an Intelligence-led policing model. Intelligence led Policing was introduced in the UK in the 1990's. It is a policing model used to incorporate data analysis and criminal intelligence into a strategy that coordinates strategic risk management of threats, with a focus to target prolific and serious offenders (Bryant & Bryant, 2020). This is an effective way to police as 1% of offenders are responsible for 63% of crimes (Falk, et al., 2014). Using the intelligence led model, police will be more proactive against these specific offenders, making forces more efficient by deploying resources more effectively. The intelligence led policing model has been a proven way of successfully disrupting crime (Lecates, 2018).

One issue with this model is how intelligence can impact on the decision making of a roads policing officer. Use of intelligence may mean the officer will be too reliant on the information held within the computer system rather than what they are able to deduce for themselves. There could be a scenario where a vehicle is pulled over repeatedly for being linked to the supply of drugs however the vehicle has been purchased legitimately and an innocent person is experiencing unfair amounts of police attention.

Another strategy for disrupting criminality on the road network is with the use of Automatic Number Plate Recognition (ANPR) Camera's. ANPR is a database driven technology that applies a network of cameras along major roads within the UK, to store images of vehicles and their number plates which pass the camera. The ANPR cameras can be fixed or mobile.

In the UK, there is a network of approximately 13,000 cameras capturing 55million ANPR readings daily (NPCC, 2022). The use of ANPR technology is highly effective in crime prevention and detection such as terrorism and organised crime at local up to national level. ANPR also provides additional lines of enquiry and evidence when investigating a crime (NPCC, 2020).

ANPR can be useful in the detection of county line linked gangs. County lines is a term linked to gangs involved in crimes linked to the supply of illegal drugs across the UK. These gangs tend to operate in larger cities and have supply lines which extent to smaller towns and villages in rural areas. County lines gangs exploit vulnerable people to transport drugs and or money through the use of intimidation, violence or coercion. County lines gang activity is also linked to other forms of criminality such as people trafficking, gun and knife crime and Child Sexual Abuse (CSE) (CPS, 2022). County lines gangs make use of the UK road network to move people, drugs and money from the cities such as Liverpool, Birmingham and London into smaller towns and rural area, providing an opportunity for police to intercept them with the effective use of ANPR technology.

An issue associate with ANPR technology is the cost of installation and maintenance. The London Metropolitan Police advised the annual cost of maintaining ANPR cameras, both fixed and mobile to be £315,000 per year (London Assembly, 2016). This seems to be good value given the amount of hits received by London police as a result of the ANPR technology numbered over 4.7 million in 2015. One d

A draw back of ANPR technology is it only works if the number plates are readable by the camera's or are indeed on the correct vehicle. Cloned vehicles are a growing problem facing UK police forces. 1,105 motorists contacted the DVLA in March 2020 to advise they have been wrongly fined as a result of their number plate being cloned and the Surveillance Camera Commissioner warned demand for illegal plates may be being fuelled by the growing number of Automatic Number Plate Recognition (ANPR) cameras (RAC, 2021). There is also an ethical consideration regarding the use of ANPR technology. Mass data gatherings and centralised points of storage may make the average person wonder what the information is being used for beyond its primary use. Public participation, accountability, transparency and discriminatory profiling are all issues that ANPR technology raises and will need to be addressed for the technology to be fully accepted by the public (Dr Adams, 2019).

Lastly, another option to disrupt criminality on the road network is by targeting motoring offences and through the effective use of stop and search powers. Those committing traffic offences are more likely to be involved in wider criminality. Those committing criminal offences are also likely to

have little regard for traffic regulations and so proactive targeting against those individuals is a highly useful disruption tactic (Brace, et al., 2009). Section 163 Road Traffic Act 1998 is a very important tool providing officers with a gateway into vehicles and the opportunity to disrupt criminality (Miller, et al., 2000). One option to disrupt criminals use of the roads is via Section 163 of the Road Traffic Act 1998. This provides police officers in uniform with the power to stop a vehicle that is being used on road. Failure to stop is an offence in itself (UK Legislation, 1998).

One obvious downside to making use of the powers given to police officers is Section 163 of the Road Traffic act is although support exists for the use of stops and searches among the public, an ongoing source of controversy surrounds the disproportionate use against ethnic minority communities. Ethnic minority people are less satisfied with stop search encounters because they are searched more often, less likely to feel they have been given an adequate explanation and less likely to be treated politely and fairly (Miller, et al., 2000).

To demonstrate the usefulness of partnership working, ANPR, Stop and Search powers in addition to the use of intelligence, below is a case study of Operation Pandilla. This operation involved the Metropolitan police and the surrounding police forces. ANPR, stop search powers and intelligence stored on policing systems was used to disrupt county lines gang activity targeting the main arterial roads and motorways of Greater London. Proactive police patrols with the help of ANPR technology, allowed officers to scan passing vehicles. Vehicles with intelligence for links to drug supply, county line gang activity or other crime were stop and searched.

The operation was deemed a success as it resulted in 230 arrests for offences ranging from possession with intent to supply class A and B drugs to possession of offensive weapons. A total of 22 knives, 54 vehicles and 62 quantities of illegal drugs were seized during the operation (Surrey Police, 2020).

In conclusion, this essay has sought to evaluate the different options available to roads policing in the UK to disrupt criminality on the roads. I have concluded that depending on the type of offence being policed and the severity of that offence, a combination of different strategies can be utilised to achieve an effective outcome.

Word Count: 2089

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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 provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using 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:

Refer to reading list to help you find relevant sources. Do not use Wikipedia or 'red top' newspapers' these sources are not reliable, try to use governmental sources and reliable journal articles and books.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. 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.

Guidance specific to this assessment: You should demonstrate that you have understood what we have discussed in lectures and tutorials. Do not simply reproduce power point slides, show understanding and expand your knowledge by reading.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, 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/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Do not show bias in your assignment you should present a balanced argument putting forward different perspectives on the topic for example can states commit ;'terrorism'? some would argue that they can whilst others would disagree.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *You might use 'real world' examples to highlight your arguments, for example why might one group be labelled 'terrorist' whilst another is not, is it the intended target? Or the ideology?*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or

collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

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

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	25	
3. Cognitive and Intellectual Skills	25	
4. Practical Application Skills	25	
5. Transferable Skills for Life and Professional Practice	10	

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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 5

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

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

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	or opinion, made without use of any credible evidence.	evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	interpretation or failure to fully recognise limits of knowledge.	tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	support appropriate and valid judgements.	the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Very weak problem-solving skills outside the context in which they were first studied.	practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities.	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate,	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	exercise of personal responsibility and decision-making.	group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	requiring the exercise of personal responsibility and decision-making and an appetite for further development.

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