

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:	Leah Jeffries	Student ID number:	1910665
Programme:			
Module:	Operational Police Practice 2		
Module code:	BMPP5002D	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Mark Jordan	Internal Verifier:	
Assignment Title:	Assignment 1	Word count (or equivalent):	4000 Words
Submission deadline:	15/02/2021	Return date of provisional marks & written feedback:	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)	
• Compare professional standards requirements within the police service to similar professional organisations and analyse how the police have developed policies and procedures to reduce the possibility of professional malpractice and increase community • Analyse the role that independent bodies such as the IPCC or HMICFRS play in holding the police accountable to the public • Examine why people in positions of respect or authority may fail to comply with policies, procedures, protocols or legislation, and commit criminal offence • Review how previous instances of misconduct/malpractice can influence future professional policing and review the progress being made within the police service to improve professional standards • Evaluate partnership collaboration in respect of offender rehabilitation and consider how the diversity of individuals and society impact on the criminal justice system • Critically evaluate the impact upon policing of differing values, ethics and norms within diverse communities and analyse theories and concepts linked to ethics • Examine instances where law enforcement personnel have misused their position of authority and police powers to commit sexual offences • Analyse potential links between serious and organised crime and public protection issues and assess the role and impact of MAPPA and the use of community intelligence in managing offenders • Explain how personal attitudes, values and biases can impact on a public protection investigation and the psychological impact of abuse on victims • Evaluate the effectiveness of current public protection practices in investigating public protection incidents and the effect of media coverage on public protection policing strategy • Analyse the developing issue of youth gangs targeting vulnerable people, or people at risk of harm and the theories of how a person becomes a victim • Understand the impact upon the offending curve of early intervention and theories about the onset of offending • Evaluate and apply a range of theories and practices associated with communication	

TASK DESCRIPTION

Policing responsibilities in the 21st Century are shared amongst several agencies. Multi agency Public Protection Arrangements (MAPPA) are key to the successful management of serious offenders and their reintegration into society following their prison sentences.

Students are required to complete a 1000-word essay under the following title:

Analyse potential links between serious and organised crime and public protection issues and assess the role and impact of MAPPA. Consider the use of community intelligence in managing offenders and evaluate the effectiveness of current public protection practices in investigating public protection incidents and the effect of media coverage on public protection policing strategy.

I am going to discuss and explain the role and benefits of Multi Agency Public Protection Arrangements also known as MAPPA. I am also going to research and analyse the links between serious/organised crime and public protection, and why this is key to managing serious offenders within the community. Along with the above I will look at the effect media coverage has on public protection incidents.

Multi-Agency Public Protection Arrangements (MAPPA) are a set of statutory arrangements to assess and manage the risk posed by certain offenders such as persons who commit violent crimes and certain sexual assaults. MAPPA was introduced by the Criminal Justice Act 2003.

MAPPA consists of the Police, Prison and Probation Services. They are charged with the duty and responsibility to ensure that MAPPA is established in their area and for the on-going assessment and management of risk of all identified MAPPA offenders.

However even though the above have responsibility there are other agencies that have a duty to co-operate such as, Social Care Services, Youth Offending teams, and Local Housing authorities. It is vitally important that all agencies work together to be able to share information on persons and to manage the risk of re-offending and risk to members of the public.

MAPPA offenders are assessed by the crime committed and their risk to the public, they are split into three categories:

- Category 1 - Registered Sexual Offenders
- Category 2 – Violent offenders
- Category 3 – Dangerous offenders - considered by the completed risk assessment to be persons who may cause serious harm to the public.

Within these categories certainly lay dangerous offenders that potentially have links to organised crime.

Serious and organised crime (SOC) is criminal activity that is planned, coordinated and committed by people working individually, in groups, or as part of transnational networks. It usually centres on acquiring money, profit, influence and power. Sexual gratification is also a motivator in some cases.

These criminals often prey on vulnerable communities and individuals to profit financially or otherwise. They supply and distribute illegal drugs, firearms and counterfeit goods; commit fraud, tax evasion and facilitate human trafficking and child sexual exploitation.

Human trafficking is something that organised crime are involved in as there is a large amount of money to be earned from this. Organised criminals who engage in human trafficking threaten the safety of many individuals all over the world. Human traffickers kidnap people, forcing them to provide sex for their financial gain. Human trafficking is associated with violence and has caused much fear within communities. MAPPA works with police, probation and prison services to ensure the public's safety by managing risks associated with organised crime and human trafficking. Local law enforcers utilise the ILP (Intelligence Led Policing) model, motivating them to work smart and not harder when working with local communities to manage human trafficking. (Carter and Bryanna, 2018).

With this in mind it is clear how MAPPA offenders may be involved in serious/organised crime due to the nature of offences and what interest in crime these individuals have. This type of crime is extremely dangerous and individuals involved are a huge risk to communities. This actively demonstrates that MAPPA is key to help not only manage low level MAPPA offenders but to prevent these individuals going on to commit more serious crime. Also MAPPA has a huge responsibility in knowledge of these individuals in regards to where they are living in the community, who they are associating with and who they may be more of a risk to.

MAPPA main priority is to protect the public, by doing this they want to work with the communities they serve. The police now engage with communities in more appropriate ways one example, is by using social media to reach out to people for their knowledge and help, this enables people to have confidence in giving officers information regarding certain individuals or crime related incidents. It also makes it easy for individuals to speak to an officer confidentially without having to leave their own home. Another benefit to this is that having community intelligence allows officers to monitor persons of interest movements and their involvement in crime. It also allows the police to prevent crime from happening in the first instance. A negative to intelligence is sometimes this can be wrong information or even information given to police intentionally to criminalise individuals.

Media coverage is another way of communicating with the public, this is a massive benefit in relation to public protection cases. It is a quick way to get information out to millions of people, this allows people to give information back to police just as quick. Another positive from media coverage is that it makes communities aware of potentially dangerous persons and gives them the chance to protect themselves, sometimes knowledge is key.

A negative to media coverage is that it can portray people/incidents in such a way that is untrue and can also cause more panic within communities than what is necessary. Ideally all personal information of individuals involved should remain confidential unless media coverage aids public safety, this is stated within the MAPPA policy and procedures.

In conclusion it is clear that MAPPA plays a key role in keeping the public safe and is a vital part to offenders when their released back into the community. MAPPA has proven to prevent further offences occurring. A completed case study states "The detailed work and sharing of information within the MAPPA directly protected 3 children and a vulnerable adult from abuse, as well as numerous potential victims."

<https://www.justice.gov.uk/downloads/publications/corporate-reports/Mappa/south-wales.pdf>

MAPPA is having a positive impact on keeping the public safe and helping prevent and destroy dangerous and organised crime. After researching MAPPA it would appear that crime would increase and the public would be at greater risk of danger without the MAPPA intervention and the monitoring of such criminals. Without MAPPA it is clear that individuals would be at greater risk of not only re offending but their involvement in more serious crimes. MAPPA is not only there to protect the public but also to protect and support offenders.

(WORD COUNT 1009)

The actions of police officers are governed by the 10 standards of professional behaviour and the general attitudes and approaches to police work are underpinned by the policing principles of accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect and selflessness.

Students are required to complete a 1000-word essay under the following title:

Analyse the role of professional standards and independent bodies such as the IOPC or HMICFRS in holding the police accountable to the public and the impact of malpractice and corruption on policing using examples to support your argument.

I am going to discuss the role of the Professional Standards department within the Police force and how this compares to other professional organisations. I am also going to discuss the role of the Independent Office for Police Conduct (IOPC) and how this has impacted Police Forces. As part of the discussion I will show what I have found in relation to Misconduct incidents within the police force and how professional standards have made progress since.

The Professional Standards Department (PSD) within the police force is a department which deals with complaints against officers and staff. It receives, records, investigates and resolves public complaints and also records and investigates misconduct allegations.

Serving police officers are of duty to maintain police standards and also the code of ethics which are as follows:

- **Honesty and Integrity**
- **Authority, Respect and Courtesy**
- **Equality and Diversity**
- **Use of Force**
- Fitness for Duty
- Challenging and Reporting Improper Conduct.

A breach in any of the above can lead to an investigation by PSD or the IOPC.

The British Army is another professional organization which is also governed by "Professional Standards" These standards state soldiers must be/have:

- **Lawful**
- **Professional**
- **Acceptable behavior**
- **Fitness for Duty**

There are many more standards The British Army are governed by. Even though the standards appear very similar which in many ways they are the way in which a breach in these standards are different, The British Army are governed by and are policed by the Military Police. The military police conduct their investigations in house and most incidents are dealt with in this way. The British Army often have to take a person's life so they must be following strict policies and procedures to ensure they are doing their job correctly. It is the Military Police job to uphold these policies and procedures and to investigate any misconduct within the Army.

The Ministry Of Defense will support my findings.

(https://www.army.mod.uk/media/5219/20180910-values_standards_2018_final.pdf)

The Independent Office for Police Conduct (IOPC) oversees the police complaints system in England and Wales. They investigate the most serious and sensitive matters, including deaths following police contact, and set the standards by which the police should handle complaints. The reason the IOPC exists is to increase public confidence in the police complaints system, ensuring the public that the police are held accountable for their actions and are always working to the standards set for them.

The IOPC is independent this means they are the appropriate body to investigate serious police complaints as there is no bias to them. Minor incidents within the police can be handled by their own professional standards department however the IOPC has the main responsibility investigating complaints against police and also any breach in police conduct.

By law police forces must refer certain incidents to the IOPC these include:

- certain complaints made to their force – such as those that include an allegation of serious corruption or serious assault
- indications that police officers or staff have committed misconduct – for example, any suggestion that a criminal offence has been committed or that a serious injury has been caused
- If someone had direct or indirect contact with the police when, or shortly before, they were seriously injured or died. However, forces only need to refer cases where the contact may have caused or contributed to the death or injury

In terms of public confidence the IOPC is responsible for ensuring that the police force offers adequate training and also their vetting process is to a high standard to ensure every force in England and Wales has the best Police Officers.

The IOPC run regular surveys to ask members of the public their view of the IOPC as an organization, and about the police complaints system. The results from the survey help to assess the impact the work of the IOPC is having. Some of the key findings include:

- the majority of the public said that they would complain if they were unhappy about the conduct of a police officer
- confidence in the IOPC's impartiality remains high, but not amongst BME communities
- IOPC still have some work to do in terms of raising the profile of the organization. Awareness of the IPCC, our predecessor, remains much higher than awareness of the IOPC, particularly among older people.

This information was sourced from (<https://policeconduct.gov.uk/complaints-and-appeals/information-police-officers-and-staff>)

There has been many cases over the years where officers have been dismissed from duty due to criminal offences committed or miss conduct issues. An article produced by The Metropolitan Police

Recently stated that a **"Serving officer dismissed following misconduct hearing"** (<https://news.met.police.uk/news/serving-officer-dismissed-following-misconduct-hearing-420528>) This particular officer was dismissed as he had breached the standards of professional behaviour in respect of fitness for duty and discreditable conduct. This officer was found to have been taking the illegal drug amphetamine.

The IOPC dismissed a Thames Valley Police Officer due to him breaching the standards by having a relationship with a person whose family was being investigated. The officer was interviewed under caution and it was proven he gave a false account of the incident. In relation to this incident the IOPC stated "when a police officer is deliberately dishonest it corrodes that trust and is a betrayal of the values for which the police service stands".

Ranking officers and people of authority have also been known to commit crime, the exact reason for this is unknown, it could be that they have criminal intent from the start and believe that they are above the law due to their position of authority. After researching officers that commit crime my findings would suggest that the police are exposed to criminals every day, some who appear to live extravagant life styles and earn large sums of money, They see the flaws and mistakes the criminals make and believe that they have the inside skill and knowledge to succeed without being criminalized for this.

PSD often hold regular meetings with the IOPC to run through figures and create plans to ensure officers are supported and are not breaching the standards of even breaking the law. Regular awareness training is given to serving and new officers so they are aware of what is expected of them and the consequences if they are to breach any of these.

The outcome of officers who have had dealings with PSD are posted on Force websites in hope of educating serving officers and reintegrating the rules.

(WORD COUNT 1050)

In recent years there has been a developing trend of criminality through organised crime groups including youth gangs.

Students are required to complete a 1000-word essay under the following title:

Analyse the developing issues of youth gangs, and why people are drawn into becoming part of a gang culture.

Consider how gangs target vulnerable people, people at risk of harm and the theories of victimology.

I am going to analyse the arising issues around youth gangs within organised crime. I will research and discuss why so many juveniles are falling victim to gang like culture and the risk they pose on the public. I will also discuss my theory on why individuals are drawn to joining criminal gangs and the theories behind victimology.

Organized crime is a category of transnational, national, or local groupings of highly centralized enterprises run by criminals to engage in illegal activity, most commonly for profit. Some criminal organizations, such as terrorist groups, are politically motivated.

Youth gangs are commonly defined as, a group of persons, usually youths, who share a common identity and who generally engage in criminal behavior.

Youth Gangs are nothing new in Society, when we turn on the news we often hear stories of misguided youth contributing to yet another gang related crime. Even though it is known that youth crimes are overrepresented in the media today, the subject of youth gang activity is quite a predicament to our society. Youth gangs tend to be involved in illegal activity such as, drug abuse, robbery violent assaults, also knife and gun crime. These particular crimes have been on the rise in the UK since 2014 and reaching the highest point in 2018. (Densley,Deuchar, and Harding,2020)

In particular Knife crime seems to one of the main issues with youth gangs with many of them carrying knives on themselves daily.

National Gang crime (<https://nationalgangcrime.co.uk/>) state that 6,637 knife crime offences have been recorded in the North West alone in the year ending in June 2020, the second highest regional level of knife crime in England. In addition, youth violence has also increased to the extent that 16.2% of patients admitted to hospital for assault by sharp object in 2019/20 were aged 18 or younger.

This is a major concern with 24 children aged just 17 or younger murdered with a knife or sharp object in 2019, the highest number of children murdered in over a decade. This actively demonstrates that youth gangs are becoming a huge concern for society and are involved with crime costing young people their lives.

According to Child line (<https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/gangs/>) the reason youths join gangs can be:

- fitting in with friends and other gang members
- having the same interests as other people, like sports or music
- feeling respected and important
- to be protected from [bullying](#) or from other gangs
- making money from [crime](#) or [drugs](#)
- Gaining status and feeling powerful.

My findings show that children who grow up in neighborhoods with high levels of crime have been identified as a risk factor for youth violence, including gang violence. It would appear that children who knew many adult criminals were more likely to engage in violent behavior by the age of 18 years than those who did not.

Another criminal activity that youths are falling victim to is a term called "County Lines". County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns - using dedicated mobile phone lines or "deal lines". Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home.

This information was sourced from the NSPCC website.(<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>)

Some youths are seen as easy targets to recruit into criminal activity as they are vulnerable and are more likely to be willing to please. Youths who have had none or very little education, have problems at home such as neglect, domestic abuse or sexual abuse, suffering with mental health or learning difficulties.

In my opinion it is clear that the community in which youths live in and who they are brought up by has a massive impact on what life these children will choose. If children are brought up around crime and violence this becomes normal and encourages them to engage in criminal activity leading to gang crime. Children who are brought up with good education and who aren't around adults who engage in criminal activity or have not suffered any sort of domestic abuse are much less likely to become part of a youth gang or commit crime.

With this in mind it is vitally important for services to intervene at the earliest opportunity in order to provide education and support for those most likely to become a target or are already involved in crime. Support around domestic violence could ensure those individuals are not as

vulnerable and could give them confidence to live a happy life away from the violence they know. Educating youths around crime and the consequences to their actions may save lives.

Criminologists now view the role of the victim in the criminal process as imperative to understanding the crime itself.

After researching it appears there are four main theories to victimology:

- The victim precipitation theory, views victimology from the standpoint that the victims themselves may actually initiate, either passively or actively in crime.
- The life style theory purports that individuals are targeted based on their lifestyle choices, and that these lifestyle choices expose them to criminal offenders, and situations in which crimes may be committed.
- The deviant place theory states that greater exposure to dangerous places makes an individual more likely to become the victim of a crime (Seigel, 2006). Unlike the victim precipitation theory, the victims do not influence the crime by actively or passively encouraging it, but rather are victimized as a result of being in "bad" areas.
- The routine activity theory explains the rate of victimization through a set of situations that reflect the routines of typical individuals. 1. The availability of suitable targets, 2. The absence of capable guardians, and 3. The presence of motivated offenders. According to this theory, the presence of one or more of these factors creates a higher risk of victimization.

Information regarding theories was sourced using – (<https://soapboxie.com/government/The-Four-Theories-of-Victimization>)

(WORD COUNT 996)

Ethics are an important part of policing, because if police methods and procedures do not meet the high ethical standards expected by the community, then the legitimacy of the police will be undermined and the confidence and trust of the public will be lost.

Students are required to complete a 1000-word essay under the following title:

Critically evaluate the impact upon policing of differing values, ethics and norms within diverse communities and the importance of effective communication when working within these communities.

I am going to discuss the ethical standards for Police Officers expected by the communities they serve and why it is important that officers always abide and work within those ethics. I will also evaluate the impact of policing within diverse communities.

Police ethics refers to a system of moral values that are similar to professional standards in policing. Those Ethics includes values such as:

- Honesty and integrity
- Authority, respect and courtesy
- Equality and diversity
- Use of force
- Orders and instructions
- Duties and responsibilities
- Confidentiality
- Fitness for work

Ethical behaviour comes from the values, beliefs, attitudes and knowledge that guide the judgements of each individual. Everyone in policing has to make difficult decisions and complex choices every day of the week. These range from how to talk to a distressed member of the public through to how to allocate scarce resources.

These principles are in place to ensure that Police Officers are always working to a high standard and working within the police ethics supports officers to always make the right decision and be guided in how to make decisions and how to treat the public.

The Code of ethics is also used as a preventive measure. It requires everyone in policing to prevent unprofessional conduct by questioning behaviour which falls below expected standards.

Police officers police by consent, the police are the public and the public are the police. This means Police forces want to work with the people of their community to serve and protect them as best they can.

Police officers serve communities in which individuals of different race, ethnicity, religious beliefs, socioeconomic status, language, geographical origin, gender and/or sexual orientation bring their different knowledge, background, live in.

It seems inevitable that several ethical issues and dilemmas will arise in policing. These issues are even higher in diverse communities where the individuals differ by ethical standards, norms, and values, leading to dissimilar expectations that may hinder effective service delivery. These diverse expectations that may conflict sometimes underscore the fact that achieving good police-civilian relations in multicultural communities is not easy (Cox, Massey, Koski, and Fitch, 2019).

After completing research it is believed that individuals of ethnical backgrounds have felt let down by the police over the years. One example to support my findings is the death of Stephen Lawrence in 1993. Information was found using (<https://publications.parliament.uk/pa/cm200809/cmselect/cmhaff/427/42703.htm>)

In the April of 1993, Stephen Lawrence was stabbed to death in South London in what is believed to have been an unprovoked racist attack. The police who dealt with this incident were heavily criticised for their conduct during the investigation, and the fact that no one has ever been convicted for such a horrendous murder. Stephens's parents spent years campaigning for answers, the home Secretary at the time Jack Straw, announced a Judicial Inquiry in July 1997 to be led by Sir William Macpherson. The Macpherson Report, published on

24 February 1999, found that the police investigation into Stephen's murder was "marred by a combination of professional incompetence, institutional racism and a failure of leadership by senior officers. While the inquiry focused on the Metropolitan Police Service the report concluded that "institutional racism affects the MPS, and police services elsewhere.

This particular incident caused the police to lose the respect and confidence from the public, this had a huge impact on officers engaging with the community as they had no confidence in police officers as previously mentioned the police force police by consent and need the respect and cooperation of the public to police effectively.

Sir William made 70 recommendations aimed at "the elimination of racist prejudice and disadvantage and the demonstration of fairness in all aspects of policing.

This cultural shift has undoubtedly led to improvements in the way in which the police interact with ethnic minority communities, coupled with the adoption of many of Macpherson's specific recommendations about the investigation of crimes. For example, his report recommended that racist incidents should be defined as "any incident which is perceived to be racist by the victim or any other person" and that this definition should be universally adopted by the police, local government and other relevant agencies.

Government website will support my findings.(

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf)

This appears to have been adapted well with police forces all over the country and allows the police to deal with an incident in a particular way if there is any racial or prejudice element to it, even if the victim in this case does not preserve it to be racist. Sometimes victims of racial crimes do not have the confidence to state they are offended or affected by such crimes. This now allows police to stand up and say that this is wrong and for it to be dealt with sensitively and effectively. It also means that if the crime is preserved to be racist or prejudice it could mean harsher sentences which will hopefully deter people from committing such crimes and give confidence to the communities that the police will engage and treat everyone equally.

Police forces appear to be improving the way they police ethnic communities, they are regularly reaching out to such individuals to join the police force and to support them in the application and training process. Equality and diversity training is given to officers. Even though not all of the recommendations from the The Macpherson Report have been met everyone involved is working toward it.

All persons working for the police or other professional organisations must abide by the code of ethics, failing to do so means failing to do the job correctly and failing to protect the public. Breaching the code of ethics leads to catastrophic mistakes and bad decision making and this is simply not acceptable within the police force.

The code of ethics are in place to ensure that all officers are working to the same high standard to ensure the public receives the service they deserve. Working within the Ethics allows officers to make the right decisions with the best intentions for victims of crime and anyone needing their help

(WORD COUNT 995)

REFERENCING

MAPPA

<https://www.justice.gov.uk/downloads/publications/corporate-reports/Mappa/south-wales.pdf>

PROFESSIONAL STANDARDS

<https://news.met.police.uk/news/serving-officer-dismissed-following-misconduct-hearing-420528>

<https://policeconduct.gov.uk/research-and-learning/statistics/public-confidence-and-engagement>

<https://www.getreading.co.uk/news/reading-berkshire-news/thames-valley-police-relationship-dismissed-19699594>

https://www.army.mod.uk/media/5219/20180910-values_standards_2018_final.pdf

YOUTH GANGS

(Densley, Deuchar, and Harding, 2020)

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/gangs/>

<https://nationalgangcrime.co.uk/>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>

(Seigel, 2006).

<https://soapboxie.com/government/The-Four-Theories-of-Victimization#:~:text=%20The%20Four%20Theories%20of%20Victimization%20%201,activity%20theory%20explains%20the%20rate%20of...%20More%20>

CODE OF ETHICS

(Cox, Massey, Koski, and Fitch, 2019).

<https://publications.parliament.uk/pa/cm200809/cmselect/cmhaff/427/42703.htm>

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	

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.

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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

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	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

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	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

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	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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