

LEVEL 6 ASSESSMENT SPECIFICATION

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Lecturer:	Jane Thomas	Internal Verifier:	
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Submission deadline:	22 nd November 2021	Return date of provisional marks & written feedback:	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)
Understanding role of constable - Evaluate the strategic drivers for professionalising policing and relevant policing and relevant national policing strategies Maintaining Professional Standards - Critically explore the concept of integrity in a professional policing context

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

Evidenced Based Policing

- Critically analyse evidence-based policing and 'what works' in policing

Communication Skills

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

Criminology & Crime Prevention

- Critically evaluate crime prevention theories and strategies

Public Protection

- Critically assess the impact of abuse upon victims
- Evolve professional strategies to deal with the impact of personal attitudes and values upon the investigation process
- Critically review the links between Serious and Organised Crime Groups and public protection issues
- Critically assess police strategies for dealing with public protection incidents

Digital Policing

- Demonstrate a critical understanding of how to investigate complex internet-related crime and the impact of such crimes
- Understand procedures for obtaining and processing digital evidence in a policing context

Counter Terrorism

- Understand and explain the national counter terrorism structure
- Review and understand the insider threat in relation to counter terrorism

Response Policing

- Critically evaluate public perceptions of response policing
- Critically evaluate response policing in the context of dealing with critical and major incidents

Policing Communities

- Understand and employ relevant strategies and initiatives to deliver effective community policing

Policing the Roads

- Understand and demonstrate knowledge of legislation and regulations relating to vehicles/drivers
- Understand and review professional practice in relation to roads policing pursuits

1000 words - Understanding the role of Constable/Maintaining Professional Standards

Critically evaluate the concept of 'the professionalisation of the police service' considering how 'Maintaining Professional Standards' 'ethical and inclusive' and 'Coaching and Mentoring' approaches contribute to this.

This essay will evaluate the key themes of Understanding the role of a Constable and Maintaining Professional Standards. Firstly, I will critically discuss and evaluate the concept of the 'professionalism of the police service'. Secondly, I will consider how professional standards, ethics and inclusivity and Coaching and mentoring approaches contribute to the professionalisation of policing.

In recent decades, there has been a considerable amount of research and publications surrounding the professionalisation of the police service (Neyroud, 2011). Lumsden (2017) outlines that the "impetus to professionalise is usually driven by demands for police reform related to crises in public confidence which lead to calls for improvements in training and recruitment" (p. 4; Paterson 2011). Neyroud (2011) suggested that the police needed to move to a 'professional service' as opposed to just merely 'acting professionally' when executing their duties. Bryant and Bryant (2020) outline that maintaining and establishing policing as a profession is important to "develop the body of knowledge and skills required for modern-day policing, to protect the right of the police....to regulate themselves and to improve public confidence in the work of the police" (p. 26). On the contrary, research by Heslop (2011) identified that the police could be becoming de-professionalised due to becoming 'McDonaldized'. Heslop argues that there is a "disproportionate stress on narrowly defined efficiency, an obsession with calculability and measurement and the power of controlling mechanisms needed for imposition and enforcement". This has resulted in irrationalities, "including an increase in bureaucracy, reduction in police discretion and deskilling" (p. 318-9).

As a form of maintaining professional standards within the police service, professional bodies maintain and govern standards of police officers. The College of Police was introduced in 2012, with its primary focus being on knowledge (what works), Education (profession) and standards for police forces and individuals (Bryant and Bryant, 2020). The College of Police (2021) credit themselves on "connecting everyone working in the police and law enforcement" (para. 3), by supporting professional development, setting standards, and sharing knowledge and good practice. The College of Police have a critical role to play in the recruitment process. Specifically, the College of Police (2021) oversee the Policing Education Qualification Framework (PEQF), encompassing the professional training framework for officers and staff. The PEQF is "based on modern curriculum of dynamic operational training, underpinned by sound theoretical education" (para. 1). Not only do the College of Police train and develop new recruits, but they also oversee and introduce a universal training framework for current officers.

When a member of the public does not deem that they have been treated fairly or to the high standards expected, they can record and form complaints to The Independent Office for Police Conduct (IOPC) and Police Professional Standards Departments (PSDs). Depending on the seriousness and complexity, these two bodies manage the investigation of the complaints. The principle of policing by consent highlights the importance of confidence and trust in the police from all members of the community. If a member of the public is dissatisfied or aggrieved, they have every right to make a complaint. These complaints and matters must be dealt with professionally and robustly

The College of Police introduced a Code of Ethics that encourages personal responsibility and the exercise of personal judgement. In addition, the “legitimacy, authority and effectiveness of the police depend on the exercise of ethical decision-making” (Bryant and Bryant, 2020, p. 78). Ethical decision-making outlines that the police’s decisions are based on a set of principles as opposed to ones made in an “arbitrary manner” (p. 78). Making well-informed ethical decisions taking into consideration the Code of Ethics and Standards of Professional Behaviour will be “fulfilling an officer’s duty of care to the community” (p.14). Integral decisions are vital especially regarding police transparency and accountability. Westmarland and Conway (2020) interestingly highlighted the ‘blue code’ of silence, and their research concluded that the ‘blue code’ took prominence in some situations as opposed to the Code of Ethics. This highlights further debates and questions surrounding the police acting out of their own will “in accordance with those values, standards and virtues....in the face of external pressures” (Pagon, 2004, p. 96).

“Diversity and inclusion is integral to everyone's continuing professional development within policing”
(College of Police, 2021, para. 3).

It is also vital that the police are representative of the communities that they serve and support. The College of Police are the professional body for policing. As such, they must lead from the front and work to embed a culture of inclusivity in the police service. To contribute to the professionalisation of the police, the organisation must be inclusive and embracing of the cultural diversity of its communities and people.

In striving to professionalise the police service, new recruits and student officers currently undergo coaching/tutoring via Work-Based Learning (WBL). WBL aims to assess performance and progress against a set of principles and targets outlined by the College of Police in tandem with Universities and Professional Institutions. The overall ambition is to mould that student officer in to one who is operationally competent. This WBL is completed alongside academic learning through university, thus allowing student officers a magnitude of support and assistance from police trainers and university lecturers. Pepper et al (2020) states that “the move from internally driven “experience” or “craft” of policing towards a standardised higher education accredited, recognised and validated programme of study presents opportunity as well as challenge. It is hoped the new initial entry routes will embed the concept of the police in society as a profession, one which makes good decisions informed by the best available research” (Leek, 2020, n.p). What can be said is that accumulating academic theory along with WBL will allow officers to “embrace alternative perspectives” (Pepper et al, 2020, n.), and to exacerbate their professional competence.

This essay has discussed and explored the theme of the professionalisation of the police service. To discuss this, I have critically considered and discussed the role that professional standards, ethics and inclusivity and coaching/mentoring contributes to this professional development.

Word Count: 1000

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

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

- Response policing (public perception and critical/major incidents)

This essay will critically evaluate Response Policing. Firstly, the essay will examine the public's perceptions of response policing, specifically discussing the impact of the Coronavirus Pandemic. Secondly and lastly, the essay will discuss response policing specifically in the context of dealing with critical and major incidents.

The College Of Police (2021) define Response Policing as the "term widely used to describe the teams of police officers that respond to emergency and non-emergency calls from members of the public" (para. 1). Response officers have a pivotal role, as they tend to be the first point of contact between members of the public and the police.

Police forces are constantly under immense scrutiny from the public. This is due to the fact police forces are expected to "uphold the law fairly and firmly; to prevent crime; to pursue and bring justice; to keep the peace; to protect, help and to reassure the community" (PoliceFoundation, 1996 p. xiii). Policing in the UK "is grounded in the principle of policing by consent" (Desai, 2020, p. 1). There must be a general consensus of acceptance and support by members of the public in the decisions made by the police. It's critical to note that the scrutiny from the public isn't always negative, with the "public on the whole, holding the police in high regard" (Higgins, 2020, p. 6).

Over the previous few years, police legitimacy and trust has been under scrutiny as a result of the Coronavirus Pandemic. With the UK Government containing the spread of the virus via lockdowns, it was the responsibility of the police to enforce the newly introduced powers under the Coronavirus Act 2020. Jones (2020) critically highlights how "the long-term consequences of the pandemic can go in different directions" (p. 581), with one being deeper divides between the police and communities and the other being an understanding and a coming togetherness. The "powers to restrict the free-movement of individuals in public spaces would be almost unthinkable in almost any other context" (Ghaemmaghami et al 2021, p. 2). As a result, police officers had to balance complex divided opinions. The police found themselves in a difficult situation when it came to responding to calls from members of the public regarding Coronavirus breaches. Police officers were both reporting individuals and ticketing for breaching regulations or dispersing families or friends from being with one another. On the other hand, individuals reporting incidents to police were increasingly impatient and aggrieved when it came to a delayed response from police officers. Police forces in England and Wales focussed on engagement as opposed to enforcement. Consequently, "this light-touch approach to enforcement did not go unnoticed by the public, with many describing an absence of enforcement" (ThePoliceFoundation, 2020, para 19). Furthermore, there was a difficulty in executing police powers due to continuous changes in legislation and rules. Hymas (2021) found that "nine in ten police officers questioned the clarity of Covid rules" (para. 1), and this would have had a profound impact on the perception of the police when dealing with matters professionally.

Police officers must ensure that when dealing with members of the public they demonstrate respect, honesty and integrity. First impressions are vital in building a positive trusting relationship. Awan et al (2018) highlights that the “impact of poor police community relations are often built upon pre-set attitudes and pre-existing opinions of the police” (p.2). This critically focusses upon the importance of building community relations and the realisation of how one detrimental negative experience can damage the reputation of the force.

Bryant and Bryant (2020) define a Major Incident as “an emergency that requires the implementation of special arrangements by one or more the emergency services. It is likely to involve serious harm, damage and disruption”. A Critical Incident is defined as “any incident where the effectiveness of the police response is likely to have a significant impact on the confidence of the victim, their family and/or community” (p. 239). The police have a significant involvement in responding, managing and dealing with the aftermath of these types of incidents. During a large-scale emergency response, there will be several emergency services present. The police must oversee and co-ordinate the emergency response phase and ensure all services are able to execute their duties safely and effectively. The police are likely to be the first emergency service present, and thus it is important that responding officers assesses the seriousness of the incident and communicates effectively to the control room. The mnemonic METHANE should be considered when at the scene, and this is as follows:

- **MAJOR INCIDENT DECLARED?**
- **EXACT LOCATION**
- **TYPE OF INCIDENT**
- **HAZARDS**
- **ACCESS**
- **NUMBER / SEVERITY OF CASUALTIES**
- **EMERGENCY SERVICES PRESENT/REQUIRED**

Furthermore, if the incident warrants a criminal investigation, responding officers must immediately think forensically and do all the necessary golden hour principles.

The police must be well prepared and trained effectively to deal with all types of incidents. It is critical to note that any incident has the potential to become a critical incident if the necessary intervention is not appropriately implemented. Police Forces must be prepared and have specialist resources available to minimise and reduce the potential of threat, risk and harm. If a critical incident is ongoing, officers present must communicate effectively to the most appropriate person. An example of which would be the Operational Firearms Command communicating to the Tactical Firearms Command and jointly working to deal with the incident as safely and effectively as possible. Both critical and major incidents can have a detrimental impact on victims and communities, thus a focus must be on the police restoring public confidence. The police can restore confidence by liaising and closely communicating with members of that community by addressing any concerns or issues that they may have.

This essay has examined the area of Response Policing. The essay firstly discussed the public perception of the police following the Coronavirus Pandemic. Secondly and lastly, the essay has evaluated the police’s role in dealing with major and critical incidents.

Word Count – 1,000

1000 words - Information and Intelligence/Communication Skills

Critically evaluate the methods used by police in gathering information and intelligence, how information contributes to the 'tasking and coordinating' process and how information and intelligence is communicated.

This essay will examine the key theme of Information and Intelligence. Firstly, I will discuss and evaluate the methods used by police in gathering information and intelligence. Secondly, I will outline how information contributes to the 'tasking and coordinating' process. Thirdly, I will examine the ways in which information and intelligence is communicated.

Information is raw data that can be obtained in a variety of different ways. This could be in the form of calls from members of the public or observations from police officers. On the contrary, intelligence is "considered to be information derived from many sources that has been recorded, graded, and evaluated" (Bryant and Bryant, 2020, p. 523). The police rely heavily on members of the public to be the 'eyes and ears' on the streets and in the community and are thus intelligence-led. Intelligence can help the police by safeguarding the vulnerable and targeting serious and organised crime groups.

The police gather information and intelligence from multiple sources. One of the most common methods is through 'Open Sources'. Police officers speak to members of the public daily, and these interactions can lead to the public discussing or reporting anything of concern. O'Neill (2014) discusses the important role of a Police Community Support Officer (PCSO) and identifies that one of their key roles as intelligence gatherers. PCSOs provide a source of reassurance within the communities and foster productive relationships and partnerships with community members. It is vital that PCSOs then submit intelligence and communicate effectively to coordinate the tasking process.

Open-Source intelligence is also publicly available and can be accessed via the media and internet search engines. Rowley (2021) labels Open-Source intelligence as the "Cinderella of the investigative Family" (para. 1), as its scope is endless due to the abundance and volume of data available. Akhgar and Wells (2019) highlight the importance of social media analysis, and outline that most police investigations are now online as opposed to "Offline approaches" (p. 3). Critically, using open online sources is not as simple as it sounds, as "much of the information lacks provenance and could be inaccurate, unreliable or even false" (Bryant and Bryant, 2020, p. 524).

Police Forces across the UK can also gather information and intelligence by communicating through closed sources. These closed sources of intelligence have restricted access, whereby only designated employees of that organisation can view, assess, and act upon that intelligence. An example of which would be the police liaising with the Prison Service or the National Crime Agency (College of Police, 2019).

One of the more advanced ways of obtaining information and intelligence is by using Covert Human Intelligence Sources (CHIS). The use of a CHIS is a key tactic in "protecting national security and investigating serious crime" (Tudor, 2021, para. 5). A CHIS is defined as a person who "establishes or maintains a relationship with another person for the covert purpose of covertly obtaining information, providing another person with access to information, or disclosing information obtained through that

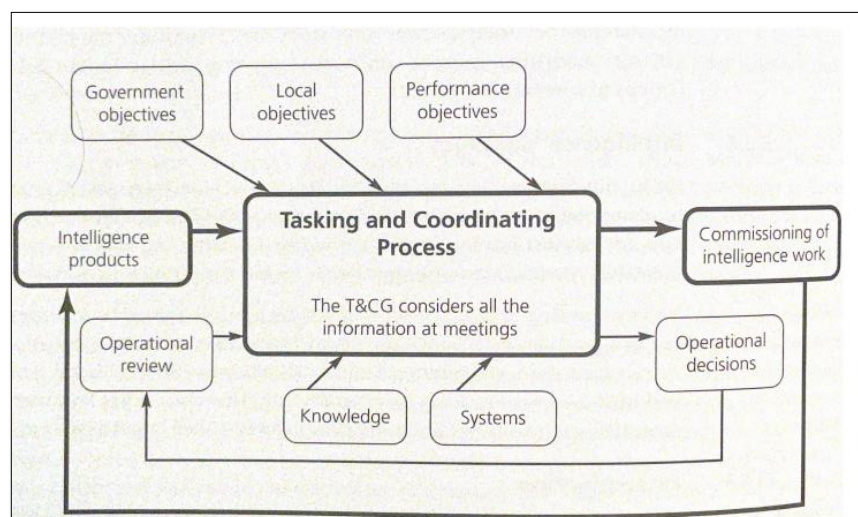
relationship” (Hausdorff, 2021, p. 1). Nunan et al (2020) highlights the importance of using CHIS, as it provides “unique access to criminals and organised crime groups” (p. 1). On the contrary, using a CHIS is a high-risk covert technique, as they are relied upon to intrude and give information to the police on unsuspecting individuals. Furthermore, they operate in an “environment of moral ambiguity and there have been high-profile examples of informer-related crime, corruption and miss-management” (Harfield, 2019, p. 1).

The National Intelligence Model (NIM) was introduced in 2000 and “is concerned with using intelligence to determine key priorities in policing” (Bryant and Bryant, 2020, p. 536). NIM “promotes a cooperative approach to policing and many of the solutions to problems will require the participation of other agencies and bodies” (Hall, 2005, p. 12). The model operates at three different levels:

1. Level 1 – BCU Area – Local Crime and Problems
2. Level 2 Force / Regional level – cross border crime and criminals
3. Level 3 National / International – serious and organised crime

The objective of the NIM is to ensure that the “wide ranging resources available to the police are deployed in a focused manner, towards the issues that cause most harm to communities” (GwentPolice, n.d, p. 2).

Figure 1: NIM and Tasking and Coordinating process



(Bryant and Bryant, 2020, p. 536)

The NIM enables police forces to collaboratively work together to determine priorities. The above diagram displays how intelligence can contribute to the tasking and coordinating process. The Tasking and Coordinating Groups oversee the process and are responsible for setting the agenda for “prevention, intelligence and enforcement policies” (p. 537). Consequently, the NIM allows local sector police departments to have a specific, focused and coordinated operation tackling crime in their area.

It’s critical to note that intelligence is not only produced as a result of a crime taking place. Information and intelligence can be used to proactively engage and provide target-hardening advice to members of the public. The College of Police (2021) highlights how the police can communicate with communities via open data sources and social media platforms. This communication with communities can lead to a two-way dialogue, with online responses having the potential to obtain further intelligence.

One of the most important steps in the intelligence cycle is the process of Dissemination. Dissemination can be defined as the “distribution of raw or finished intelligence to those policymakers whose needs initiated the intelligence requirements from the start of the process” (USNWC, 2021, para. 1). It is vital that intelligence is shared on a “need to know” basis and this can encompass national and international agencies who are seeking to tackle serious and organised crime.

This essay has examined the theme of Information and Intelligence. Firstly, I have discussed the methods used by police in gathering information and intelligence. Secondly, I have outlined how information and intelligence contributes to the ‘tasking and coordinating’ process. Thirdly, I have discussed the ways in which intelligence is communicated, specifically through dissemination.

Word Count - 994

1000 words - Public Protection

Critically evaluate police strategies for dealing with public protection incidents considering the impact of abuse on victims, the impact personal attitudes and values on the investigative process and the association between Serious and Organised Crime groups and public protection issues.

This essay will explore the theme of Public Protection. I will firstly evaluate police strategies in dealing with public protection incidents. Secondly, I will consider the impact of abuse has on victims. Thirdly, I will explore the impact of personal attitudes and values on the investigative process. Lastly, I will highlight the association between Serious and Organised Crime groups and public protection issues.

Public sector cuts have had a profound impact on access to social care and mental health services (Charman, 2018). Consequently, the role of the police has now changed, with it being more of a 'service' as opposed to a 'force' (Bryant and Bryant, 2020). Albeit protecting individuals from harm and criminality, the police now have the ever difficult and demanding task of protecting vulnerable individuals. The HMICFRS (2018) argue that the police should be the 'last resort' as opposed to the 'first point of call' when a vulnerable person is in crisis, and should not be 'picking up the pieces'. In terms of police legitimacy, the police have a duty of care to safeguard and protect the vulnerable (Boulton et al, 2017), bring perpetrators to justice and to preserve life and limb.

Police Forces across the country now have dedicated Public Protection Units (PPU) who oversee and manage safeguarding for both victims of crime and vulnerable people in our communities. These units seek to investigate and intervene when dealing with victims of domestic abuse, child abuse, vulnerable adults and victims of sexual offences. Police officers have a "statutory responsibility to protect all individuals in need, at risk of abuse, or who have been abused" (Ford et al, 2020, p. 89). The response by police officers must be adequate and that a "multi-agency response results in those in need receiving the support they require" (p. 88). To communicate and address any safeguarding concerns with the PPU, officers who attend incidents can complete a Public Protection Notice (PPN) Form. This form addresses concerns and highlights vulnerabilities, and is used to form the basis of referrals to support agencies. Although the submission of PPN's allows transparent and coherent communication with other support agencies, there is some deliberation surrounding their use. Interestingly, the HMIC (2015) found that there were inconsistencies surrounding the completion of PPN's and whether supervisors were correctly assessing them. Furthermore, it was noted that during the weekends, staffing shortages resulted in delays to those deemed high-risk from getting immediate safeguarding.

In its simplest form, abuse "is any action that violates a person's human or civil rights" (NHS, 2021, para.1). There are several different forms of abuse ranging from physical, sexual, domestic violence and child abuse. It is vital to note that not all abuse is visual; some people are victims to emotional, mental, and psychological abuse. This form of abuse does not leave any signs of scars (Lamb, 2016) and therefore, can be difficult to identify. Sims (2008) defines this type of abuse as 'invisible abuse', and critically questions why mainstream media outlets do not identify these forms of abuse. It is critical to note that abuse affects individuals differently. Depending on experience and severity, victims could have several different reactions and coping mechanisms. Vulnerable individuals who may have been victim to ongoing abuse for a considerable amount of time may not see themselves as victims. The short-term impacts of abuse can lead to the victim feeling powerless and worthless. The immediate state of shock can result in self-blame,

guilt and confusion (Fletcher, 2019). In contrast, the longer-term consequences of abuse are difficult to identify. Abuse can result in victims developing mental health conditions such as Post-Traumatic Stress Disorder, anxiety, depression and panic attacks (Patoine, 2018). Recently, there is an abundance of research exploring the impact of child abuse and neglect as the impacts can be intergenerational and substantial (Springer et al, 2003; Howlin and Clements, 1995). Academics are increasingly exploring the impact of adverse child experiences (ACEs) and its link to mental health in adolescence (Mcelroy and Hevey, 2014).

When dealing with incidents whereby vulnerable individuals are present, responding officers must act professionally and with a high degree of empathy. Officers need to do everything in their power to reassure, safeguard and support the subject or victim. If a crime has occurred, officers must address the incident in its wider context (Bryant and Bryant, 2020) and then proceed to preserve and gather the relevant evidence. Bate (2021) highlighted concerns in their article surrounding the training of police officers in dealing with domestic abuse, and deemed victims are subject to a 'postcode lottery' of having sufficiently trained officers dealing with the incident. In contrast, the NPCC (2021) has highlighted and praised forces for 'responding proactively' in responding to domestic abuse victims during the Coronavirus pandemic.

Serious and Organised Crime Groups exploit (SOCGs) vulnerable individuals in the community. The National Crime Agency (NCA) (2020) prioritise the tackling of these SOCGs as they "exploit the vulnerable through modern slavery, human trafficking, people smuggling and child sexual abuse" (para. 4). Criminals exploit vulnerabilities, and this may be exacerbated by social and economic position. Examples include homelessness, mental health, drug and alcohol dependency, isolation from family and friends and learning difficulties. Longfield (2021) has expressed great concern surrounding the disjointed public health response to preventing children from joining gangs. The article suggests that children will continue to die on the streets if there is not a coordinated understanding of the facts associated in youth violence and social status. Additionally, Barnados (2021) have expressed great concern surrounding the impact of the Coronavirus pandemic on the increased risk of children being criminally exploited by gangs. To safeguard those vulnerable, there needs to be a coordinated response and collaboration between the police, support agencies and government partners (HMGovernment, 2015).

This essay has evaluated police strategies for dealing with public protection incidents. It has considered the impact of abuse on victims, the impact personal attitudes and values on the investigative process and the association between Serious and Organised Crime groups and public protection issues.

Word Count: 998

1000 words - Evidence based policing/criminology and crime prevention/criminal Justice

Critically analyse the concept of evidence-based policing and 'what works' in policing evaluating crime prevention theories and strategies and considering the options open to reduce re offending.

This essay will analyse the theme of Evidence-Based Policing. Firstly, the essay will deliberate 'what works' in policing evaluating crime prevention theories and strategies. Secondly, the essay will consider the options open to reduce reoffending.

Evidence Based Policing (EBP) is a concept developed by Professor Sherman in 1998. The College of Police (2019) state that in an evidence-based policing approach, "police officers, staff and volunteers create, review and use the best available evidence to inform and challenge policies, practices and decisions" (para. 2). EBP is concerned with "research on what works best (when implemented correctly under controlled conditions), followed by further research into ongoing outcomes over time" (Bryant and Bryant, 2020, p. 51). Pepper et al (2020) outlines that for the police service to be recognised as a profession, it "requires an evolution of a body of evidence-based knowledge to underpin the profession, similar to those which already exist in medicine and theology" (p. 92). Police forces and partner organisations must work together to share, examine, and discuss evidence in terms of contemporary policing problems and challenges.

Bryant and Bryant (2020, p. 52) suggest that there are five key stages in an EBP project, and these are:

- 1) State the Question
- 2) Gather the existing evidence
- 3) Assess the existing evidence and undertake research
- 4) Implement the findings
- 5) Evaluate the implementation

The whole aim of EBP is undertaking and assessing evidence to improve efficiency of the police. Jacobs (2021) argues that EBP will make policing fairer as officers will be acting on evidence as opposed to 'hunches'. In contrast, Williamson (2008) explores the term 'knowledge based policing' and suggests intelligence is crucial in addition to research and technology. Critically, it must be questioned how relevant EBP is on behalf of response officers, who are not allocated the associated time and tools to gather, assess, implement, and evaluate evidence and research. Consequently, response officers can see EBP as a top-down approach conducted by colleagues that are more senior. Fleming (2018) interestingly found that opinions of operational response officers suggest a lack of understanding of EBP and that EBP is irrelevant due to the unprecedented demand from workloads. In addition, Bullock et al (2019) indicates that there is still a "disconnection between science and policing, and the evidence-based model for developing practices and policies has not been widely adopted by police agencies" (p.10).

The 'What Works centre for Crime Reduction' is part of the College of Police, and this centre "reviews, collates, and shares the best available evidence for crime reduction" (Bryant and Bryant, 2020, p. 53). Evidence collated from what has worked previously helps shape and form police practice and procedure. The centre promotes and share evidence through the National Policing Curriculum, National Standards and Guidance, Selection and Assessment and Training. The College of Police work alongside the Government and thus individual forces must tweak and amend certain strategies so that they are best suited to counter and prevent crime in their areas. The College of Policing have introduced a crime reduction toolkit, which

can be accessed by Police Sources and departments across the UK. Here, users can assess their suitability and explore different interventions on tackling crime. Interestingly, Bullock and Tilley (2009) argue that Partnership Orientated Policing (POP) has a greater presence and impact upon preventing crime, and states that the toolkits available online “do not appear to be regularly updated” (p. 385). In comparison to the previously stated theories surrounding ‘What works’ in crime prevention, Kennedy et al (2018) discusses the strategy of risk-based policing. This form of policing “advocates addressing the contextual reasons for crime emergence and persistence at particular places” (p. 6). As opposed to focussing on individuals and their activities, risk-based policing turns towards “risky places that promote and support criminal behaviour” (p.9).

In measuring the effectiveness of crime prevention theories and strategies, Randomised Controlled Trials (RCTs) “are often considered to be the gold standard method” (Scantlebury et al, 2017, p. 2). RCTs compare two groups – one being the ‘intervention’ group and the other being the ‘control’ group. When a strategy is implemented, the findings can assist and support practitioners in measuring its effectiveness. On the contrary, Van Dijk and Hoogewoning (2015) questioned the effectiveness of using RCTs within the police, and stated there is a “narrow, instrumental and calculative emphasis on ‘what works’” (p. 1).

“For too long, reoffending rates have remained stubbornly high, particularly among short sentence prisoners.”

(Ministry of Justice, 2013, n.p)

Reoffending relates to individuals who commit further offences following a caution or conviction. There are numerous reasons and individual factors as to why people reoffend (Williams et al, 2012). Examples include mental health conditions, drug and alcohol misuse, homelessness, being victims of abuse and unemployment.

There have been numerous publications suggesting that community penalties are more effective than short prison terms (O'Donnell, 2020, Collins 2008) in reducing reoffending. Researchers state that short-term prison sentences are ineffectual due to overcrowding and little resettlement help, whereas community sentences can focus upon rehabilitation, prevention and early intervention (Burgon, 2019). Nagin et al (2009) expresses worry that imprisonment exacerbates inmates' criminality. Unemployment is a major cause for reoffending, and thus there has been a considerable focus on attempting to get reoffenders work. Gattavari (2021) outlines that the three key factors to reducing reoffending is education, training and employment. The author outlines how there is a need for specific and suitable training for prisoners so that they are more employable on their release. Although appears simple, it must be highlighted that the “right incentives need to be readily available” (O'Donnell, 2020, p. 14), and this includes job stability, satisfaction and rewarding conditions.

This essay has analysed the theme of Evidence-Based Policing. Firstly, the essay has deliberated ‘what works’ in policing, evaluating crime prevention theories and strategies. Secondly, the essay has considered and critically discussed the options open to reduce reoffending.

Word Count - 975

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GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: At level 6 you should be reading extensively on the subject area, your sources should be reliable. Try to limit the quantity of journalistic sources you use and, instead include peer reviewed journal articles or academic sources. The Universities library is 90% available on line this allows you to access journals through the library, make use of this to gain good grades.

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: You should read to build your knowledge base on the subject using lectures as a basis for learning, if you do not understand an element of the teaching make an appointment to speak to your lecturer. Attendance is key to develop your knowledge and understanding.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing

arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *Avoid descriptive accounts of subject areas, you should at this level be discussing and arguing points, do not try to discuss too many points, select an area of study and then analyse and discuss this area.*

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	15	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	25	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice	20	

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

GENERIC ASSESSMENT CRITERIA

Level 6

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

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency /	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated,

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	credible evidence.	opinions. Ideas sometimes illogical and contradictory.	mis-interpretation. Asserts rather than argues a case.	support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	make mostly appropriate and valid judgements.	thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		Weak problem-solving skills in complex and unpredictable contexts.	propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	appropriate solutions in complex and unpredictable contexts.		creativity evident.	
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

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						appetite for further development.	