

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:	John Hughes	Student ID number:	1910664
Programme:			
Module:	Operational Policing Practice 2		
Module code:	BMPP5002D	Contribution to Overall Module Assessment (%):	50%
Lecturer	Mark Jordan	Internal Verifier:	
Assignment Title:	Assignment 2	Word count (or equivalent):	4000 Words
Submission deadline:	12 th July 2021	Return date of provisional marks & written feedback:	20 working days
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)

Criminology

- Critically review the constitutional role of the police in contemporary society and the wider criminal justice system
- Assess the strengths and weakness of different policing models in relation to crime/victimisation and the public and explore crime prevention theories initiatives and strategies
- Evaluate the benefits that a greater understanding of sociology and criminology can have on operational policing and decision making

Counter Terrorism

- Explain the organisational structures and inter-relationships that exist in counter-terrorism policing and the current threats faced by the UK CT network
- Analyse the potential links between terrorism and other forms of criminality

Response Policing

- Illustrate how theories and principles of psychology and human behaviour can be applied in various response contexts
- Critically review key issues relating to the complexity and challenges of operational policing
- Undertake the role and responsibilities of a first responder to a critical incident
- Review examples of high-profile critical and major incidents and analyse the role of the police within a joint emergency services operation to establish 'best practice'

Policing Communities

- Analyse why key incidents/events have had a damaging effect on the willingness of communities to engage with the police
- Engage with the community to examine/critique how current policing practice can impact upon the community
- Evaluate the role of community policing in fostering and maintaining community cohesion and understand and apply key principles of effective community engagement

Policing the Roads

- Apply police powers in relation to commercial vehicle enforcement
- Explain how to police the strategic road network effectively and safely
- Explain roles and responsibilities of personnel involved in police pursuits, and the types of vehicle

Information & Intel

- Explain and employ analytical products provided by intelligence specialists during the course of an investigation

Conducting Investigations

- Understand the difference between 'volume and priority' crime
- Understand the importance of the concept of memory upon interview methods and process

TASK DESCRIPTION

Students are required to complete a 1000-word essay under each of the following titles:

Title 1: Analyse why key incidents/events have had a damaging effect on the willingness of communities to engage with the police. Evaluate the role of community policing in fostering and maintaining community cohesion and understand and apply key principles of effective community engagement

Within this essay the topics of community policing, key incidents within communities and community engagement and cohesion will be discussed.

In 2002 the Government introduced a new role to British policing, the Police Community Support Officer or PCSO (BBC, 2012) who were first introduced in London's metropolitan Police Service, PCSO's were employed to reduce anti-social behaviour (ASB) and volume crime by being an additional uniformed police presence on the street.

The College of Policing (2021) state that the PCSO's role is integrated with the Neighbourhood Policing Team tackling ASB, parking issues and addressing community tensions such as neighbour disputes. This uniformed presence is a fundamental component regarding the link between the public and the police. Communities often have little interaction with the police and regularly when they do, it is because something negative has happened to them, prompting them to contact the police. The PCSO role bridges a gap, whereby their presence within communities and neighbourhoods is visible and positive, often PCSO's will have the time to attend people's homes simply for a chat or to attend a minor incident such as parking issues. A response officer may be diverted to a more urgent call leaving the minor incident unattended, giving a poor impression to the public detracting from the community cohesion. By having PCSO's available to attend these calls and showing a police presence strengthens the public's positive impression of the police.

Key principles of community policing:

Community policing is a model and style of policing used in British policing and other countries across the globe, however the main principles and objectives are very similar wherever they are implemented (Segrave & Ratcliffe, 2004). British police forces have engaged with communities since being established (Myhill, 2006), although hard to define exactly what this term means, it focuses on the needs and concerns of different communities throughout the UK by different police forces.

Figure 1: Neighbourhood policing guidelines (College of Policing, 2018)



These headings are just some of the ways that Chief Constables can ensure that community policing is conveyed into working practices by police officers and Community Support officers. Officers can utilise different means and methods to provide the forementioned headings.

Problem orientated Policing (POP) is a model whereby policing is concentrated on an area or specific problem to respond to it and reduce or eliminate that problem. The first stage is to identify the problem, this could come from community reports such as anti-social behaviour occurring in an area. By adapting the OSARA model and using it alongside the POP model, officers are able to prioritise where to focus resources by gathering information and intelligence which helps them to understand the problem. From there, they can implement the best tactics and activities which have been identified. The final stage is to assess and review if the work has been effective, or if the process has to start again.

An important part of Community Policing is to be able to share proven initiatives and practices that have had positive outcomes with local sectors and the wider policing community throughout the UK. This ensures that the best practices are applied by tried and tested evidence-based policing. This practice has many rewarding benefits such as better working partnerships within police forces and also other outside agencies (College of Policing, 2018).

Regarding community cohesions and tensions towards the police involving key/critical incidents, it is important for the police service to reflect on critical incidents, whereby the actions and response of the police and specific officers may be scrutinised by the public if the outcome or nature of the incident has an impact on the community (NPIA, 2011).

An example of this, as recent as this year, is the violent disorder seen in Swansea. A peaceful gathering had been organised for a vigil of a local person who had died suddenly. During this vigil a disturbance occurred which involved approximately 200 youths, this culminated in large scale disorder whereby vehicles were set alight and bricks were thrown through house windows terrifying local residents. The police did respond in numbers, but they were assaulted and had missiles thrown at them (ACC Gilmer, 2021).

This type of disorder is unusual and specifically trained officers are needed to deal with these types of incidents, this is because they have additional personal protective equipment that response officers do not have access to, they have specific training to a higher standard and have tactics to respond to these incidents which again, response officers do not have the training or knowledge of (College of Policing, 2021).

Although the police have a duty to protect the public, officer's safety is paramount and improper actions taken without the correct training or equipment could result in serious injury of officers. Senior officers make their decisions based on this and other information that the community may not be privy to, which means that these decisions can often affect the conception or misconception that the community conceives which may affect public confidence (Myhill & Bradford, 2011).

In this example, due to the scale of the disorder and involvement of multiple people, not all of them offenders, the police investigation can be impeded and will take time. This can be attributed to the majority of critical incidents as the complexity of the investigation may be miscalculated by the community, the amount of person-hours it takes to collect and examine CCTV, to acquire statements from witnesses and victims all takes time and cannot be rushed as it must be accurate. Another factor which could exacerbate this could be a lack of communication from the police tied in with a lack of trust of the police from the community (Bhatti, 2016, P108).

In conclusion, it is clear to see that community engagement and cohesion is at the forefront of British policing. The College of Policing emphasise on the importance of Community Policing and using different models to achieve the goal of making communities safer by communicating with the individuals within them and targeting their specific problems.

It is also apparent that when communication breaks down between the police and the community after a critical incident, this has a negative effect on how the police are perceived by the community and could damage the bond between them. This could then result in less reporting of crime from the community which goes against the community policing style adopted by the police in the UK of policing by consent.

Word count - 1068

Title 2: Assess the strengths and weakness of different policing models in relation to crime/victimisation and the public and explore crime prevention theories, initiatives and strategies. Explain and employ analytical products provided by intelligence specialists during an investigation

This essay explores how different models and theories relate to victims and targets of crime, specifically terrorism and how different models and strategies can help reduce the likelihood of an attack and also how the CPTED model ties in with reducing everyday criminal activities.

Crime Prevention Through Environmental Design (CPTED) model:

According to Greater Manchester Police (2021) the CPTED model has 5 principles; physical security, surveillance, movement control, management and maintenance, defensible space.

These principles can be used in domestic settings such as dwellings and gardens, however this essay will concentrate on its use within highly populated civilian targets such as airports, city centres and large venues. These types of locations are classed as soft targets (U.N, N.D.) which are densely populated areas, whereby if a terrorist attack took place, this would inflict a large number of casualties.

The initial phase of the model is designing a defensible space, ensuring the space is defined, using barriers, fences and other features to define the space that is protected.

Physical security such as key card systems, barriers, one way systems and pedestrianised areas are incorporated into the design to prevent attacks, such as vehicle based IEDs (Improvised Explosive Devices) and vehicle attacks, the likes seen in the Berlin Christmas market attack in 2016 (BBC, 2016).

Surveillance such as CCTV cameras and intercoms are used to monitor access, but also used as a deterrent. A physical presence for surveillance and a general deterrent such as security guards or an increased police presence could also be adopted.

Controlling and restricting access and movement is a part of both of the forementioned principles, however, this can be a fluid part of the model as routes can be changed or diverted and barriers utilised during planned events such as a market or fair being set up in a place where there is usually little to no movement or access control. Case studies by Wenzel (2007, P42) support this theory. The management and maintenance of the defined area is imperative of the smooth working of the systems put in place, without good upkeep then some systems may be out of service which could lead to a breach in the armour, leaving the site open to an attack or counter surveillance.

The criminology theory of Broken Windows could be attributed to the CPTED model, if an attacker is performing counter-surveillance and notes that an aspect of the defensive systems is not working or seems to be run down, this could make the area more liable to attack. If the area is well kept and well managed and all of the CPTED features are in good working order, it should seem like a less desirable target to any attacker. This theory could also be linked with general crimes such as theft or assaults or Anti-social behaviour, whereby the CPTED features are likely to decrease this type of behaviour due to the measures put in place, like CCTV cameras or a visible security presence. (Kelling & Wilson, 1982)

There are many positive attributes to CPTED including; increased security regarding access control, less opportunities for spontaneous criminal activity or planned attacks, a safer environment for the public/service users. These are due to the environmental factors

incorporated into the buildings layouts and designs, the measures are built-in to structures and spaces, unfortunately this can often be an expensive task, however it could be argued that if crime prevention is built into an area, and less crime occurs in that area, then money is saved due to police not having to respond to said crime (Geason & Wilson, 1989).

A downside to CPTED is that it may not fully prevent crime, just make it less likely for a crime to be committed. Another negative aspect linked to areas and buildings which have not incorporated CPTED into their designs, would be having to implement the CPTED model, which could be a costly and drawn-out process.

The Problem Analysis Triangle (PAT triangle) which was derived from the Routine Activity Theory (Cohen and Felson, 1979) consists of three initial elements, the first is an offender to commit an offence. The second element, a potential victim or target, and the final element is a place, for example an unlit alley or an insecure vehicle. All three elements together are required for a crime to occur. This simple theory is used by police forces within the UK because it helps officers understand how and why an offence has taken place. Officers can use the information and assess the next steps to reduce the likelihood of this occurring again, which leads onto the secondary parts of the PAT triangle.

With regards to the place, a manager could be introduced who oversees the area and is employed with the upkeep of the area. This can also tie in with the second part of the triangle relating to the target or victim. A guardian could be introduced, such as CCTV cameras, improved lighting or a physical presence such as security guards. The manager would oversee these resources and organise them to prevent or lessen the likelihood of further crimes happening. The final part of the triangle would be a handler for the offender, the police or other offender management agencies could enlist the help of friends or family to help guide the offender and steer them away from this path.

Figure 1 - Pat Triangle (ASU centre for problem-orientated policing, N.D.)



Figure 2 - Outer part of Pat Triangle (ASU centre for problem-orientated policing, N.D.)



The PAT triangle theory could also be incorporated into the CPTED model and the fight against terrorism, as all 3 parts of the initial triangle are present, the only thing stopping an attack happening are the secondary parts of the triangle, such as the guardian or manager, the CCTV systems and a physical presence alongside all of the additional security measures. The measures put in place can actively help reduce other types of crime occurring at these locations, this is due to the increased resources discouraging offenders from targeting the area which is an additional positive for the safety and security of the public.

In conclusion, crime models and theories do have an impact on crime and can help to reduce the likelihood of an attack. This is in part as a result of police having an understanding of the models and theories and putting them into practice which is achievable due to the National Policing Crime Prevention Strategy, whereby information is disseminated throughout police forces so that officers are aware of the resources available to them.

The long-standing models and theories such as CPTED and the PAT triangle have been shown to work in making safer spaces by reducing criminal activity.

Word count - 1116

Title 3: Critically review key issues relating to the complexity and challenges of operational policing, review examples of critical and major incidents and analyse the role of the police within a joint emergency services operation to establish ‘best practice’.

This report will discuss the everyday role of police officers and the various incidents they encounter, including major incidents where a multi-agency approach is needed.

Police officers attend a diverse combination of incidents, a great deal of these are not criminal matters and include calls to police regarding Mental Health (MH), missing persons and anti-social behaviour. College of Policing (2021) states that 83% of calls throughout 2012/13 to police were all non-crime related. This has an impact on the police services as it may not be the appropriate service to deal with these non-crime calls, which in-turn effects the impact of the subject involved. As stated by Lancashire Constabulary (2021), police officers are most likely to attend domestic incidents, MH calls, alcohol related calls, Road Traffic Collisions, assaults and missing persons.

Figure 1: Non crime statistics regarding vulnerable people (Parliament.uk, 2018).

Estimating ‘non-crime’ demand on policing

123. Faced with limited statistics on the level of demand on policing arising from vulnerability and mental health, with vast variations in estimates, we asked forces how many command and control (C&C) calls handled locally resulted in (a) a crime report, (b) a police intervention involving the safeguarding of vulnerable people, and (c) a case involving someone experiencing a mental health crisis. On average, only 14% of calls and 24% of incidents resulted in a crime report, 3% of calls included flags to suggest they involved safeguarding a vulnerable person, and 1% of calls included flags to suggest that they involved a mental health issue. These figures should be treated with caution, as forces used varying methods of identification.¹⁷⁵ The College of Policing made similar estimates in 2015: it revealed that 83% of all “command and control” (C&C) calls during 2012/13 concerned non-crime related incidents, and approximately 2% of incidents reported to the police over the course of a year were linked to mental health.¹⁷⁶

Figure 2: Statistics showing the number of missing people per year in England and Wales (National Crime Agency, 2019).

Financial year	Total Missing related Calls	Year on year change	Missing incidents	Year on year change
2016/17	387,930	15%	286,763	18%
2015/16*	337,649	20%	242,317	15%
2014/15	282,066	4%	210,632	7%
2013/14	270,699	-1%	196,560	**
2012/13	273,319	-3%	**	**

* Figure for 2015/16 is from 42 police forces; does not include data from Dorset Police.

** Prior to 2013/14 the data was not reported in the same manner (the call figure was reported as the number of incidents), and therefore the incident figures are not known.

One of the primary struggles faced by frontline officers relates to calls where persons are suffering with their mental health. An in-depth report from Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS, 2018) regarding the police response to mental health calls examined how the police respond to mental health calls and what can be done to reduce the pressures experienced by the police. The studies conducted by the HMICFRS included talking to police staff at all levels and different roles, focus groups with MH sufferers, senior force leaders were spoken to relating to their concerns and experiences regarding MH, focussing on the police response towards it.

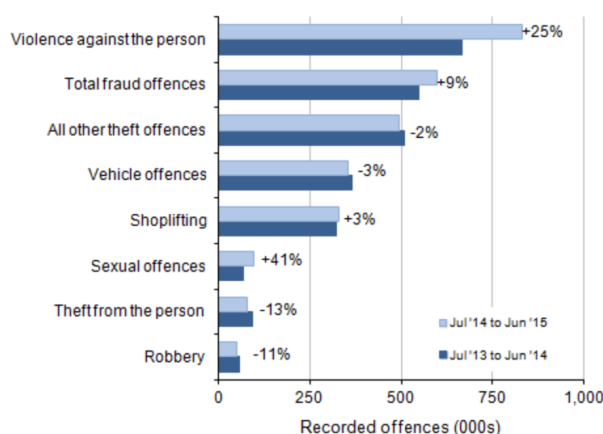
The findings of this report stated that the police were supportive within their approach to MH sufferers, however the police's role within MH incidents was seen to be having to pick up the pieces of the other services and emergency service's failing systems. The report insisted that the police should be "The last resort, not the first port of call" involving MH.

There were some positive outcomes from the report, Kent Police's response towards MH included training team members to be able to deal with MH related calls and repeat callers, recognising these vulnerable people who needed extra support from services. They also developed a telephone advice line which is situated within the control room staffed by a medical professional. In addition to this a qualified MH practitioner can be called to attend incidents. Lincolnshire Police developed their MH triage capabilities by introducing an ambulance which responds alongside officers, this was in a bid to reduce the pressures faced by police officers as the trained medical professionals are best suited to deal with the patient suffering a MH crisis.

Police officers are most likely to attend domestic incidents, MH calls, alcohol related calls, Road Traffic Collisions, assaults and other volume crime (Lancashire Constabulary, 2021).

Figure 3: Volume crimes between 2014 and 2015 (Office of National Statistics, 2015)

Figure 2: Selected victim-based police recorded crime offences in England and Wales: volumes and percentage change between year ending June 2014 and year ending June 2015



This essay will now focus on the response to critical / major incidents and will review a real-life example, the Manchester Arena attack in 2017.

A terrorist who has ideologies and is willing to become a suicide bomber can have specific views:

Figure 4: Reasons why people turn to radicalisation (Horgan, 2009)



Police are trained to respond to crime and emergencies whilst having an investigative mind-set and applying the golden-hour principles. During a major incident, police have to adapt a coordinative role, as well as investigative one, such as liaising with partner agencies, control and commanders, establishing cordons, Rendezvous points and generally ensuring safety and preservation of life. Kerslake (2018) stated emergency services have not dealt with an incident like the Manchester Arena bombing incident, despite having been trained for disasters.

Police officers are trained to assess risk, question everything, and are taught to have situational awareness, they experience every-day challenges and use models like the National Decision Model to confront and overcome them. However, the transition from a lower level of situational awareness into the highest level when attending a major incident, involves different challenges and exposes the need for the immediate change in a police officers' demeanour and response. This relates to the "Coopers Colors" system which is employed by personnel who may encounter a threat (Fairburn D, 2010).

In the Manchester Arena attack, The Honourable Sir John Saunders (2021) highlighted that police and security personnel missed crucial opportunities, such as the terrorist wearing a heavy bag which was visibly noticeable and being over-dressed for a warm evening. He also highlighted that police officers and security personnel should always treat an event like they are

anticipating a terrorist attack, instead of being in the mindset of *'it will not happen to me'*. He did however praise the initial response from first responders, their response would have involved national strategies such as the JESIP and METHANE models which are guides that emergency services adhere to when a major incident is declared.

The JESIP model relates to the co-ordination of the response by the incident commanders and how they work together during the incident by working to the five principles;

Figure 5, the 5 JESIP principles (JESIP, 2021)



The JESIP model ensures that the multi-agency response runs smoothly as each service understand their role within the response to the incident.

Different agencies working together and using these models means a co-ordinated effort can be planned. If a police officer is the first person on scene to a major incident, then they will use the METHANE process to pass on the relevant information needed by all emergency services. These services may take over in the initial incident, for example attending to casualties, securing structures or tending to fires; the role of the police in this situation would be to secure the scene and start the initial investigation.

Figure 6 METHANE (JESIP, 2021)

M	Major Incident declared?
E	Exact Location
T	Type of incident
H	Hazards present or suspected
A	Access - routes that are safe to use
N	Number, type, severity of casualties
E	Emergency services present and those required

Conclusion:

To reduce the strains relating to the everyday complexities and challenges of operational policing, one of the biggest steps is to tackle the issue of police officers attending and dealing with MH calls. The study conducted by the HMICFRS recommended that a new national definition for mental ill health should be adopted, making it easier to identify MH. Alongside this was to review the triage services provided and respond and react to feedback from MH sufferers. These steps will hopefully help reduce the number of MH calls the police needlessly have to attend.

Regarding critical and major incidents, the report into the Manchester Arena bombing revealed a multitude of failings and learning points; however, one thing that was praised was the “fight or flight” attitude taken by first responders and the aid they gave to victims. Important knowledge has been acquired in the aftermath of this atrocious attack which was highlighted in the report.

Word count - 1125 (Including Figures 1 – 6 headings totalling 65 words)

Title 4: Analyse the potential links between terrorism and other forms of criminality and discuss how policing the roads assist in counter terrorism investigation

This report concentrates on exploring how policing the roads can have a positive impact on reducing crime, specifically terrorist activities.

Terrorism, like other forms of serious and organised crime, cannot function without financial backing. This finance may be gained via online transactions, or it may be in physical assets such as drugs or cash. The physical forms of financial support to these organisations will need to be moved and this is where the countries road network inadvertently comes into play (European Commission, N.D.). The UK has a comprehensive strategic road network which links to airports and ports that allow easy access to every part of the UK via motorways and other main roads (Highways England, 2016). These roads are used legitimately by everyday road users, some who may commit minor traffic offences including the fatal five; Careless driving, Drink and drug driving, Not wearing a seatbelt, Using a mobile phone and Speeding, which are the UK's police forces every day pressing issues (Cheshire Constabulary, N.D.). Section 163 of the Road Traffic Act allows officers to stop vehicles, which enables them to enforce sections 164 and 165 of the same act, allowing them to check relevant documents, often criminals will not have the correct documents or insurance allowing officers to investigate, sometimes exposing further offences (Legislation.gov, 1988).

Unfortunately, these same roads are utilised by Organised Crime Groups (OCG), subjects linked to terrorism and other criminals and especially regarding county lines. County lines is a term used to describe drug dealing activity that crosses from larger populated cities and filters down into towns and suburbs. Gangs involved in drugs and other serious offences will capitalise on the road network and the ease of moving product and people by vehicles using these roads (Department for Transport, 2020).

They will often use stolen vehicles, sometimes known as "pool cars" (BBC,2006), these vehicles will often have number plates stolen or copied from a similar vehicle attached to them to hide their true identity in a procedure known as "cloning". Once the vehicle is cloned it is used by multiple offenders within the OCG and is often difficult to be identified as a stolen vehicle by police (West Midlands Police, N.D.).

This method can also be used by terrorist organisations as realistically it is a very simple procedure to undertake. A similar vehicle can be found online and the number plates copied, therefore making the subject vehicle harder to spot and less likely to stand out. These types of strategies could be used by terrorists to stay under the radar and out of suspicion when planning or even carrying out an act of terrorism.

The police use a system that helps detect this criminal activity called Automatic Number Plate Recognition (ANPR). Throughout the UK there are approximately 11,000 ANPR cameras, this camera network will read the number plate of a vehicle driving by and will run it through the system to conduct checks, for example if it has insurance. If the system check returns with a result that no insurance is held, it will alert the operator (Police.uk, N.D.). ANPR can be attached to vehicles, as well as static cameras located in high traffic locations and near to or outside of certain places of interest, e.g. ports, airports and government buildings. These strategically placed cameras feedback information to control centres and officers with ANPR equipped vehicles (Police.uk, N.D.).

The vehicles with ANPR can be strategically located on routes which may have less static cameras, or simply along routes which may encounter more vehicles enabling these vehicles to be run through the system. By using the vehicle cameras and static cameras, a subject vehicle can be tracked. This is accomplished due to officers having affiliated a vehicle with criminal activity, that number plate will then be highlighted to the system so that if it passes an ANPR camera, control and officers can be made aware. This is extremely useful when an operation is in place and certain vehicles of interest are highlighted and can be pinpointed for officers to attend the location.

Police forces and other law enforcement agencies have the capability of placing markers on vehicles, the markers will be fed into the ANPR system and local systems so that the vehicles can be identified by the network of ANPR cameras, the results can be used in real time to place resources at strategic locations to intercept vehicles. The markers can also assist in the historical movement of the vehicle for deeper investigations, such as areas visited, what times they visited them and how long they may have been there. This helps officers build a picture of the routines of the subject.

These proactive and pre-emptive tactics are invaluable in detecting vehicles associated with crime and terrorist activities. Other tactics that may come into play can be attributed to pursuits involving police vehicles and the afore mentioned vehicles. In most forces across the UK, specially trained Roads Policing Unit (RPU) officers and some other departments may undertake pursuits if authorised to do so, response officers are not allowed to pursue vehicles (Kent Police, 2020).

Section 87 of the Road Traffic Regulation Act (1984) provides officers with exemptions to make their way through to emergency situations and also to pursue vehicles. Kent Police (2020) advises their officers that a pursuit must be the last resort and officers must try other options before engaging in a pursuit. There are multiple reasons for this, the most pressing is the safety of all persons involved; the suspect, the police officers and members of the public. The RPU officers are highly trained and will constantly be carrying out a Dynamic Risk Assessment (DRA) which links in with the National Decision Making Model (NDM) to consider if the pursuit should continue, their observations will be fed back to the control room where a supervisor will also be assessing the pursuit.

Conclusion:

Police forces rely heavily on ANPR systems being able to target vehicles of interest by identifying vehicles law enforcement agencies have highlighted, Criminals understand the way that ANPR works and have discovered ways of avoiding cameras using counter surveillance tactics such as cloning a number plate or avoiding routes with ANPR cameras. Although criminals are now aware of the tactics used by police, ANPR is still an invaluable tool for proactive action against terrorism and OCG activity, however it can also be utilised as an evidence-based tool for investigations to gather intelligence for prosecutions.

Word count - 1073

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GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment:

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

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

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

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Do not show bias in your assignment you should present a balanced argument putting forward different perspectives.

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.*

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
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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.
Knowledge and understanding (Sound knowledge and	Major gaps in knowledge with unsatisfactory, uncritical understanding of	Fragmentary knowledge, with only superficial critical understanding.	Limited but adequate knowledge and critical understanding of	Knowledge is reasonably detailed and accurate. A good critical	Knowledge is reasonably extensive. Exhibits very competent	Excellent, detailed knowledge and highly critical understanding of	Exceptionally detailed knowledge and outstanding critical

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%
critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	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.	understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	the well-established concepts and principles of the subject and the main methods of enquiry.	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 or opinion, made without use of any credible evidence.	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 evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	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-interpretation or failure to fully recognise limits of knowledge.	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 tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	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 support appropriate and valid judgements.	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 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.	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 thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of

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%
							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. Very weak problem-solving skills outside the context in which they were first studied.	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 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.	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 always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	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 appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	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 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.	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 links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	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 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	Communication medium is	Communication medium is poorly	Can communicate in	Can communicate	Can communicate	Can communicate	Can communicate

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%
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.)	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 exercise of personal responsibility and decision-making.	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 group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	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 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.	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. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	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 requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	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, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	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 requiring the exercise of personal responsibility and decision-making and an appetite for further development.

