

APPENDIX GA36b

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:	Michael Alyn PRICE	Student ID number:	1910631
Programme:			
Module:	Operational Policing Practice 2		
Module code:	BMPP5002D	Contribution to Overall Module Assessment (%):	50%
		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.

Over the course of this entry I will be analysing a high-profile incident which had a detrimental effect of the willingness of the public to cooperate and work with the police due to the negative perceptions they have gained through such incidents. I will also be evaluating how community policing is pivotal to developing a strong community ethos and breaking down the barriers that have arose from previous negative interactions and the actions that are vital for success in this matter.

There have been many reported cases over the years through the media which highlight the tension between local communities and the officers who police them, none more so than the incident involving Mark Duggan in 2011. Duggan was shot and killed by armed police after reports that he had been sighted carrying a firearm, officers responded to the scene which resulted in the death of Duggan. This incident resulted in widespread mistrust and anger towards the police due to conflicting reports from the public and the officers involved in the shooting. Due to the public not having faith in the police, this situation escalated into a full-scale riot, and the mistrust towards the police did not just stem from this incident. Dodd (2014) stated *“Two officers testified he had a weapon. The forensic evidence did not support that, and other expert evidence suggested key parts of the police account were incorrect”*.

The relationship between both parties was already fractious but due to the way both parties dealt with the situation, the divide grew even greater and the community's perception of the police was at an all time low. Dodd (2014) goes on to say *“Tottenham is a vibrant, impoverished area of inner north London where those who mistrust the police point to a history of deaths at the hands of the state, and police violence and arrogance. On the police side, officers feel held to ransom by political agitators and the witting or unwitting helpers of local gangsters”*. For many years there has been reports from ethnic minorities of being mistreated by the police, there have unfortunately been occasions where they have been unfairly treated or misjudged, purely as a result of their race and not their actions. Sadly, in circumstances like this these

interactions far too often turn violent due to the distrust and uncertainty from both parties. Due to past events, many felt that the Duggan incident was yet another example of this and they demanded answers. Lipscomb (2020) states *“This is substantial due to the fact that the rate of police killings, especially that of Black men, has drastically increased over the decades. From 1999 to 2011, law enforcement officers within the United States reported killing over 4,500 people, 96 percent of which were done with the use of firearms and 96 percent of them men of color”*.

Troublingly this is not the only high-profile incident where the public’s faith and trust in the police has come under scrutiny, and the integrity of the police has come under question. In more recent times the worldwide coverage of the George Floyd incident highlighted the public’s distrust and willingness to comply with the police due to their actions, which many saw as murder due to Floyd’s race. Barbot (2020) stated *“When I think of the torture and murder of George Floyd at the knee of a White police officer, I feel morally wounded. We’ve been here before”*.

This has caused not only the American public to question the police’s involvement and actions but the whole world to look at their respective forces and ask themselves the question of whether their faith in the police to carry out their roles and responsibilities correctly were justified.

There has long been tension between the police and black communities that has existed for decades, whereas both parties see each other as an inconvenience and an obstacle. To combat this divide and bring some much needed community cohesion, community policing through dedicated neighbourhood teams is critical. The role of community policing is to show the community that the police are there, not to be viewed as an inconvenience but to provide support, reassurance and guidance when needed and for the police themselves to become trusted members of the communities by engaging with its members on a personal level. Blackstones (2020) P156 states *“Neighbourhood policing involves access (accountable named police officers and police community support officers, two-way communication involving careful listening so trust can develop, working together on identifying joint priorities and collaboration on developing solutions”*. By taking this personal approach this will enable the police to develop a working relationship with the community and as a result this can influence the perceptions that the community have towards the police for the better. To enable the police to harbour a strong relationship with the community it is vital that they engage positively with them on a routine basis. The only effective way of achieving the goal of community cohesion is by the police immersing in the community and taking the time and effort to liaise and engage with its members to establish trust between both parties.

There are several key principles that must be implemented to ensure that effective community engagement is achieved, this can be done by speaking with the members of the communities who voice their concerns and implementing a working strategy to ensure that their voices are heard and that they can rely on the police and enter in a two way partnership. Community engagement is beneficial for both parties, as both will communicate on a personal level and build better relationships which will lead towards the shared goal between the police and community Blackstones (2020). P156 will say “*Community engagement is vitally important for effective local policing strategies. Two-way dialogue between the public and police is essential for the police to gain a better understanding of communities and their ‘needs, risks and threats’.*” Communication is only the first step establishing community engagement, it is vital that once the lines of communication has been opened this is followed up by being active in the community so that the improvements that are set out in the strategy now are established for generations.

In conclusion it is evident that there is a divide between the police and the public, particularly the black communities. There are many factors that contribute towards this, such as ethnic minority’s being vastly underrepresented in the police forces but mainly due to the long history of wrongdoings by police. There are a frightening number of cases whereby officers have abused their powers which results in the public finding it difficult to engage and show trust in the police which is rightly justified. Unfortunately, the past events cannot be changed, and they will always have a damaging effect on perceptions towards police, if there is no trust in the police then these communities will not engage when required which only results in both sides suffering. By taking a personal approach through community policing these negative perceptions can be changed for the better. Steps are being taken improve public perception and plans such as the Policing vision 2025 are clear indicators that police forces are trying to improve public perception for the better, the NPCC website states “*Reducing crime and protecting the vulnerable are core priorities for the police service. To achieve this, the service must increase partnerships within the community and with other service providers, protect the rights of victims and engage community-led policing to reduce demand*”.

Final Word Count - 971.

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.

Over the course of this entry I will be assessing the various strengths and weaknesses of two policing models and detailing how they each affect the crime rates, general public and benefit the victims. I will also be highlighting how each model is able to reduce crime by taking vital steps at each point. Lastly, I will be explaining how intelligence specialists are able to take the raw information they receive and by using certain analytical products are able to compile intelligence reports for dissemination.

There are several policing models that are employed by forces across the UK in modern day. The most effective and popular in terms of successfulness are Intelligence-led policing and Problem-orientated policing. Both models have been effective in identifying a certain aspect of crime and acting accordingly with its findings.

Intelligence-led policing (ILP) is a model that has been in use since the 1990's, its basic premise is to collate data from a wide range of official and open sources to enable police analysts and other agencies identify repeat patterns and trends which will enable the police to eradicate certain crimes or provide long term solutions from the data it collects. Burcher and Whelan (2019) say "*Intelligence-led policing (ILP) is a managerial law enforcement model that seeks to place crime intelligence at the forefront of decision-making, Intelligence-led policing (ILP) seeks to move from a "reactive" or "prosecution-directed mode" of policing to a more "proactive" style of crime prevention*".

Intelligence led policing is commonly used for all levels of crime from volume crimes to more serious organised crime. Crime is far becoming more complex, so it is vital that police act in a proactive manner when investigating crime, this is where ILP comes into effect by identifying repeat offenders, vulnerable victims and problem areas to keep the public safe. ILP allows the police to be a step ahead due to being informed with as much information as possible to implement a working strategy and safeguard vulnerable victims and the target area to reduce the possibility of repeat offending.

An important aspect of ILP is working with the public to initially receive the information through effective neighbourhood policing. This enables the public to be able to provide vital information that the police may not be aware of. With the information that is received the police will be able to provide the data to an

intelligence analyse who will be able to verify, sanitise and compile a report to be disseminated through the three levels.

ILP works through three levels which are local levels, regional levels and national level. All these levels are connected, and information is passed freely through each one. Due to the information being shared on three levels, intelligence gathered at level one has the potential to be used nationally and disrupt crime internationally. An example of this being the supply of drugs to a local area being cut off. Each level is linked with partner services and information is shared between agencies to ensure as much information is collected to disseminate as actionable intelligence.

Problem-orientated policing (POP) focuses on addressing the root cause of the problem instead of reactively attending the same calls continuously, College of policing have said “*Problem-oriented policing (POP), also known as problem-solving policing, is an approach to tackling crime and disorder that involves the identification of a specific problem, thorough analysis to understand the problem, the development of a tailored response and an assessment of the effects of the response*”. By combatting the root cause through proactive policing and removing it from the equation before it can escalate, ensures that public safety is increased. The model is assessed and reviewed through implementation of the SARA model which provides a framework that can be utilised to assess problems and develop an action plan, college of policing will say” *POP can be described in the context of the SARA model of problem solving. The model assumes that by identifying and understanding the root causes of a problem or conditions that enable it to persist, the solution developed to tackle it will be effective*”. This coupled with the problem analysis triangle, enables police to analyse key areas to be addressed in order to remove the issue from the equation. Blackstones (2020). P157 says “*This approach has been associated with routine activities theory and problem-orientated approaches. It considers three main points of analysis (victim, location and offender). Solutions are then found through identifying practical measures to address one or more of these points*”.

Community engagement and partnership working with local agencies is integral to the success of POP, through engaging with the public this will allow information to be freely passed to the police so that they understand the issues and will be able to target the root cause of the problem. POP is successful due to community engagement, the members of the community have an involvement and as such this makes them feel safer, along with an increased confidence in the police as the effects of targeting the source of the issue is visible. There is an element of risk associated with POP, it is felt that by taking a stance and removing the aspect of reoffending from one area it effectively moves the problem elsewhere creating the same issue in a new area that had previously not been affected. Although this has not been confirmed the risk is still a

concern. Taken from the college of policing *“Analysis was also carried out to look at possible displacement (crime moving around the corner) or diffusion of benefits (crime reduction in close locations as well as in the targeted location) for place-based approaches to POP. No evidence of significant crime displacement as a result of POP was found and there was some evidence for a greater likelihood of a diffusion of benefits”*.

Both models are successful through the collection and dissemination of information and intelligence. For this intelligence to be disseminated to local areas it first must go through a process by an intelligence analyst. Cope (2004) claims *“Essentially analysts are information translators, whose role is to review information and provide reliable intelligence in a practical and operational format”*. For intelligence to be recorded it is important that it is done so accurately to avoid any mistakes. There are numerous ways to do this, a reliable way of doing so is using a covert human intelligence source (CHIS) who can establish and gather sources of information to be converted into intelligence. It is important to remember that all intelligence that is gathered via a CHIS must comply with the laws set in place, such as RIPA 2000.

Information that an analyst receive can come from three methods, routine collection, tasked information or volunteered information. Once the information is received it is evaluated through the National intelligence model (NIM) which turns the information into actionable intelligence. There are various idea models that intelligence analysts use such as the Intelligence cycle, although effective this has its criticisms. Burcher and Whelan (2019) also said *“The most well-known of such models is the “intelligence cycle.” There are numerous versions of the intelligence cycle; however, they broadly follow the same six stages: planning, collection, collation and evaluation, analysis, dissemination, and feedback. The most common criticism of the intelligence cycle is that the practice of intelligence is much more fluid than as it is depicted in the model. A further criticism is how it views intelligence in isolation, paying no consideration to the broader law enforcement environment in which it sits, including a failure to articulate how intelligence analysis is linked to decision-making”*.

Once all the information has been collated it needs to go through the process of being accurately checked and sanitised, along with a risk assessment conducted before it is ready for dissemination to local areas. For the analyst to correctly disseminates the information, a technique known as ABC is employed which ensures the information is accurate, brevity and clear to reduce confusion.

In conclusion I can see how vital information and intelligence is for the success of both policing models, it enables them to provide protection and reassurance to the communities that require the support. With the increase of crime it is vital that the police are seen to be tackling the issues ahead of time and not blindly reacting to the issues, but instead taking an in-depth look into each issue and providing a long term solution to change, which can only be successful if the intelligence gathered at source from various means is correctly provided to the analyst who, by taking several measures is able to provide concise, detailed reports to the local area to reduce repeat offending and more importantly repeat victimisation.

Final Word Count – 1098.

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'.

For this entry I will be reviewing some of the main issues that directly highlight the daily intricate challenges of operational policing and the steps taken to address these. I will also provide examples of both critical and major incidents while discussing the differences and complexities of both. And finally, I will explain and analyse the role of the police when involved in a joint operation with other emergency services and detail what is best practice at scene.

In modern times, policing has become an ever-increasing challenge and there are many factors that contribute to this. The demand on the police force in recent years has caused many forces and officers to feel a sense of being overwhelmed due to the demand that is being placed upon them at any given time. Police officers in recent times have no other option but to take on various roles that they are not fully equipped to deal with or have not received training for, which undoubtedly provides extra stress on the individual officer and force.

A key example of this would be the increase in the police being the first point of contact for incidents involving mental health. The police are now expected to manage complex situations that have a serious bearing on a person's life without receiving adequate training to effectively deal with the situation at hand. Lane (2019) claims *"Despite estimates suggesting that around 15% of UK police incidents involve people with a mental health concern, officers receive very little mental health training. The police have faced high-profile criticisms over their handling of mental health-related incidents, whereas the underfunding and fragmentation of UK mental health services has led to concerns that police officers are being forced to undertake a primary role in mental health care"*. This inevitably leaves the individual not receiving the correct level of service from the police and places a considerable level of stress and responsibility on the officer who has to deal with the situation underprepared and undertrained. The complexity of crimes has also increased with the popularity of social media and online shopping, this brings with it further complications as many of these online crimes are difficult to investigate due to the sophistication of the offender and the police's inability to effectively investigate due to time constraints and not possessing the correct tools to do so.

With the police having to respond and deal with a multitude of emergency calls and crime levels increasing, this also causes a challenge to operational policing as many officers are unable to effectively manage their workload due to the operational demand and time constraints that are placed upon them. As a result of this demand there are instances where officers have not got the time to conduct a detailed investigation and simply must do the basics due to time constraints. Unfortunately, when shortcuts are taken it is inevitable they will lead to issues occurring.

A critical incident that comes to mind is that of Fiona Pilkington, who was the subject of years of anti-social behaviour that ultimately led to her taking her own life and the life of her daughter Francesca. As stated in Blackstones (2020). P239 a critical incident is *“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 the community”*. The tragic case of Fiona taking her own life essentially was a direct result of the failing of the police force and Fiona losing all faith and confidence in the police to carry out their lawful duty and provide her with the support and reassurance she so desperately needed in her time of crisis. It is vital to remember that each and every incident that officers respond to has the potential to escalate into a critical incident if not correctly identified and managed, also that there may be many underlying factors that will overall contribute to declaring a critical incident before it becomes unmanageable. College of Policing (2013) claims *“Critical incident management (CIM) is intended to provide a response which satisfies the needs of the victim, their family and the community, but also provides an effective and proportionate outcome to an incident”*. As in this case which started off as low level anti-social behaviour that sadly ended with the loss of two lives. As stated on the college of policing website (2013), there are three phases of critical incident management *“Preparing for critical incidents, managing critical incidents and restoring public confidence”*.

Blackstones 2020. P239 goes on to explain that *“A major incident is an emergency that requires the implementation of special arrangements by one or more of the emergency services, the NHS or the local authority. It is likely to involve serious harm, damage, security risk, disruption, or risk to human life or welfare”*. A key example of this would be the London riots which occurred in 2011 that left five people dead, this resulted in several of the emergency services acting together to safeguard and rectify the situation at hand by working together as a collective unit as set out by the joint emergency services interoperability programme (JESIP) that has been developed to allow the core emergency services to respond to major incidents and share the decisions to be made, Blackstones (2020). P239.

When dealing with such an incident it is vital as the first responder that you take a moment to assess the situation ahead of you, once you establish that a major incident has been declared alert the force control room and provide an early update using the mnemonic METHANE, Blackstones (2020). P240 states “*The JESIP M/ETHANE mnemonic can be used to guide decisions during the early stages of managing a major, or multi- agency incident*”. In dealing with situations such as these, a multi-agency approach is the only effective way of dealing with the situation at hand. Each emergency service will have its own dedicated role to fulfil, to co-ordinate the response a joint decision model was created. JESIP have stated “*The overarching aim or purpose for using the JDM is common to all those involved in emergency response - the words in the centre “Working Together – Saving Lives, Reducing Harm”. All commander and responder staff should remind themselves of the importance of this purpose when responding to a multi-agency incident and applying JESIP*”.

The responsibility of the police at a major incident is firstly to save life and limb until relieved by ambulance. Once this has been addressed it is best practise for the police to take charge of the scene and set up an inner and outer cordon to allow for preservation of the scene and for safeguarding reasons and to establish a base that is recognised by all in attendance. Whilst carrying out duties it is also the responsibility of police to establish the cause of the incident and potentially identify whether it is as a result of criminal activity, in such case the area then becomes a scene which has to be preserved as much as possible which adds to the challenges of operational policing.

In conclusion it is important to remember that once the initial incident has been dealt with that it is far from over. The declaration of declaring a critical or major incident and the fall out that goes with it can be extremely detrimental on the victims and the community that it has affected that can only be restored by offering support and reassurance to the community that has suffered through effective communication. The challenges faced by operational officers on a daily basis can seem insurmountable to some but by following the policies and procedures set out this can ease some of the stresses.

Final Word Count – 1029.

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

For this entry I will be analysing and detailing how crimes such as dealing drugs, child criminal exploitation and prostitution can all have a direct correlation into funding terrorism. I will also be covering the benefits of roads policing and stating how this is used to support counter terrorism investigations and disrupt the movements of terrorists and criminals on the roads.

Terrorists have increasingly become far more sophisticated and precise with their attacks in modern times, the nature of these attacks are becoming far more complex and multi-faceted than the general public appreciate or perhaps even realise. With the complexity of these attacks on the increase, this causes a threat not just domestically in the United Kingdom but internationally also. This brings a new set of challenges for the police as these organisations have ties to many criminal enterprises and diversify themselves as much as possible to avoid detection from police.

While many would not consider there to be a direct link between an individual dealing drugs and terrorism, the harsh reality of today is that drug trafficking or other illegal activities are an integral part of financing and supplying members of these terrorist factions with the equipment and means they require to carry out their shared objective.

Terrorism and organised crime syndicates both have a shared goal when it comes to capitalising criminal exploits for money, as such there are instances where criminality directly funds terrorism through various ventures. Terrorist cells from all over the world are directly funding their crusades by involving themselves in organised crime methods such as drugs or prostitution. Terrorists have become opportunistic and will seek revenue to fund their operation however they can and will often exploit vulnerable children with the promise of money or other lucrative means to radicalise those who are vulnerable. The National crime agency state *“Organised crime groups involved in drug trafficking are typically also involved in a range of criminal activity, and the profits from illegal drugs are used to fund other forms of criminal operations, including buying illegal firearms and financing terrorism”*.

The vast network of the roads within the UK allow terrorists and the criminals who fund their actions to travel freely and exploit areas far and wide, although this presents its own difficulties it can also present opportunities for information gathering to implement a working strategy to aid in investigations, as such

terrorism can be combatted via means of roads policing. This method is often used to cause widespread distribution and ensures information and intelligence is gathered through various tactics to disrupt activities from known and potential terrorist. It is no secret that terrorists and criminals use the roads, once a vehicle they use is identified this opens multiple opportunities to gather intelligence. This is implemented through several ways, such as conducting overt and covert patrols of known routes that are used by those involved in terrorism and the use of Automatic number plate recognition (ANPR), College of Policing (2013) claim *“ANPR should always be considered where it is known or believed that a vehicle is involved in an investigation or incident”*. Through ANPR and by utilising policing powers to stop vehicles this will be advantageous in stemming the potential supply of drugs through county lines. Blackstones (2020). P440 states *“All police officers have the legal power to stop any mechanically propelled vehicle on a road (S163 of the Road Traffic Act 1988) and do not need to have any form of suspicion or authorisation”*.

The overt patrol is a particularly beneficial method as it will be able to show a physical presence of police which will ensure the terrorists will have to change their routes and plans to avoid detection, which will hopefully result in them making crucial mistakes that lead to their arrest. Covert patrols also have the same effect, with the added benefit that they are not so easily detected by criminals and terrorists, this enables the police to conduct surveillance and track the movements of offenders undetected which will lead to further intelligence gathering to aid the investigation.. Both the covert and overt method are active ways of gather information and intelligence on terrorist activities.

ANPR is perhaps the most effective tool in allowing police forces across the UK to gather intelligence on the movements of certain individuals and monitor terrorist activity to aid in investigations. ANPR allows data to be continually gathered passively, this data then in turn is developed into usable intelligence. ANPR is an invaluable asset in assisting in investigations such as this. ANPR cameras are able to gather a vehicles registration and collate the information and cross reference through databases to assist the police as a way of combating criminal activity that occurs on the road, College of policing (2013)

ANPR was first introduced in the 1980's and was used directly to aid in counter terrorism investigations in Northern Ireland, since then it has been an integral part of identifying and limiting terrorist and criminals movements, Dorset Police have stated *“Since their introduction in the 1980s for counter terrorism purposes in Northern Ireland, ANPR systems have been shown to be an extremely powerful policing tool in addressing crime at all levels, including serious and organised crime”*

A key example of where ANPR was integral to the apprehension of known terrorist was the in the case of the Glasgow bombings of 2007, ANPR cameras were successfully able to identify and then later locate suspects involved in the bombing and arrest them as a direct result of the correct use of ANPR and roads policing. ANPR is also vital in assisting investigations involving county line gangs who use the roads to allow them to operate across the UK which opens a supply network of illegal drugs to all areas. By investigating and targeting these individuals this takes away the supply of drugs and therefore the opportunity for terrorists to benefit from any financial gain.

In summation I have been able to identify that although there is vast difference between certain volume crimes such as low level drug dealing or perhaps more serious offences like child criminal exploitation they all have the potential to have some involvement in major offences such as terrorism and it should always be a consideration when investigating these offences. In investigating and policing the lower level crimes this takes away the revenue stream that funds the terrorists and has a domino effect of their ability to commit their acts

It is no secret that terrorist's and criminal use the roads to travel freely, but through pro active and passive methods of gathering, analysing and acting upon the information gathered on targeted vehicles this will in turn help stem the terrorists and criminal offenders movements and disrupt their means of travel, funding and activities to take away their ability to effectively travel and commit acts of terrorism. ANPR can single handily complete this task and cause major disruption and intelligence gathering on a national scale to eliminate the resources available and greatly benefit an investigation. Police.uk state *"As a vehicle passes an ANPR camera, its registration number is read and instantly checked against database records of vehicles of interest. Police officers can intercept and stop a vehicle, check it for evidence and, where necessary, make arrests"*. By pro-actively policing volume crimes, county lines and actively policing the roads on which these individuals travel this will have a direct impact to reduce terrorism before it has the opportunity to escalate.

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

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations 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	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	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.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
				logical judgements.		broader field and wider concepts.	Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. 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.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with 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.	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

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