

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Oliver Smyth	Student ID number:	1920698
Programme:	Graduate Diploma in Policing (GDIP)		
Module:	Operational Policing Practice 3		
Module code:	BMP6002D	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Jane Thomas	Internal Verifier:	
Assignment Title:		Word count (or equivalent):	Essay 5000 Words
Submission deadline:	22 nd November 2021	Return date of provisional marks & written feedback:	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

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

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

Evidenced Based Policing

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

Communication Skills

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

Criminology & Crime Prevention

- Critically evaluate crime prevention theories and strategies

Public Protection

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

Digital Policing

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

Counter Terrorism

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

Response Policing

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

Policing Communities

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

Policing the Roads

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

TASK DESCRIPTION

Students are required to complete a 5000-word essay under the following titles:

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

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

This essay will evaluate the concept of the professionalisation of the police force by considering how maintaining professional standards; ethical, inclusive, coaching and mentoring approaches contribute.

The concept of professionalisation of the police force and the meaning of a profession has been discussed at length through the 20th and 21st Century (Cain, 1972; Evetts, 2011; Greenwood, 1957; Wilensky, 1964). Recently, in the Government's review by Neyroud QPM for Police leadership and training, he provided the framework for policing to move forward into the 21st century with the complexities and challenges a police service now entails (Neyroud, 2011). From his proposals, the police forces across England and Wales moved from largely in house training and development to be more unified and structured under a professional body, which is now the College of Policing (CoP) formed in 2013. This created a single entity acting on behalf of the public to be accountable for the quality of policing and committed to professionalism.

The College of Policing is the body that now provides core knowledge of policing, national policing standards and develops the structure for professional practice and local best practice (Neyroud, 2011). By having a single body, it ensures all forces are training their officers the same and therefore, with the same professional national standards, they are susceptible to greater level of scrutiny. This is because the College itself has a governing body, with lay members and others from outside of the police force to assist and oversee and continuous improvements of the training and development of new police officers and serving officers to ensure there is a form of public accountability.

Holdaway (2017), suggested that the previous system of setting policing standards and decision making processes, headed by the Association of Chief Police Officers (ACPO) for over 2 decades was not transparent, nor held accountable publicly (Neyroud, 2011). This further highlighted the reasons for the Government deciding to create the National Police Chiefs Council (NPCC) as the ACPO had over 200 groups and subgroups across 13 priority areas and this made gathering information difficult and therefore a new system was required. Neyroud (2011) supports this in his report where he was acutely aware of the difficulties facing policing because he was the head of the National Police Improvement Agency (NPIA) before he retired from the police. It was the NPIA's role to disseminate information about best practice and policy and therefore a more direct and publicly accountable body was established to oversee all of Police at a national level.

When the College of policing was formed as the first recognised professional policing body, Dame Shirley Pearce was appointed by the Home Secretary as the independent chair who assisted in creating the Code of ethics (CoP, 2014). In her forewords of the document, she explains:

“The aim of this Code of Ethics is to support each member of the policing profession to deliver the highest professional standards in their service to the public.”

The code of ethics sets out the standards of behaviour that all members of police services are to adhere to and the expectation of the public as a professional body (CoP, 2014). From the beginning of the College of Policing, there was a shift towards more professional characteristic. Neyroud (2011) describes this as being similar to medicine, law and other bodies that have a code of ethics, qualifications and teaching based on the foundations of research.

Prior to the College of Policing, Higher Education (HE) establishments informed leaders of Police that the lack of a professional body was an obstacle for being able to work together effectively. Another reason why a better framework was created for policing to move towards a ‘professional’ occupation. As a result of this, police forces across England and Wales are joining with HE who are being utilised to deliver training, especially in the context of new recruits. By the police forces working together with local universities, who are in turn are delivering the same education to their respected officer, it will improve the development of training and research to support the professional practice in policing.

In relation to coaching and mentoring, an experienced officer mentors new police officers for approximately 3 months when they come out of training. After this, the new police officer if competent continues with their 2-year probationary period where they can seek help from their tutor or team they work in. College of Policing (2021) mentions a tutor is a more experienced or knowledgeable and offers support and guidance to help less experienced officers progress and develop. Neyroud (2011) suggest that the Tutor officers should be ‘an expected role of all those working towards promotion in a line management or team leader role’. This enables police to assist other officers to progress and it not only occurs at the first rank, but throughout every rank, where there are mentors that support officers looking to be promoted gain the experience they require in their career to progress. Mentor schemes are in place without any charge, but simply an effort to increase the development opportunities at key stages within the force and often the process is repeated by those who gained from it in the future to the next generation in their career pathways.

Although the benefits of the tutoring schemes are necessary to bring on new recruits, there is some concern for the growing number of new officers on the front line of policing. It is now the case, where officers who have only 18 months to 2 years into their career are tutoring those coming out of training. These concerns having been raised by England & Wales Police Federation (2021), who reported in October, failings found in system to train new police recruits for the same issues and more. In essence, woefully unprepared and inexperienced tutors, tutoring recruits a few police intakes after them, as often, they are the most ‘experienced’ on shift. There is not a simple solution to this process and it has been seen across the UK that officers do not have much choice in the matter. It will be interesting to see how this affects progression and development and the professionalisation of police forces in the future.

In conclusion, the professionalisation of the police force must encompass all aspects of professional standards and the development of officers from a higher education approach and continued progression within an officers career via tutoring at the beginning and mentoring throughout.

Word Count – 1070

Cain, M. (1972). Police Professionalism: Its Meaning and Consequences, *Anglo-American Law Review*, 1, p217-231.

College of Policing. (2014). *Code of Ethics*. Available: https://assets.college.police.uk/s3fs-public/2021-02/code_of_ethics.pdf. (Accessed 5th Nov 2021).

College of Policing. (2021). *Mentoring*. Available: <https://www.college.police.uk/career-learning/career-development/mentoring>. (Accessed: 5th Nov 2021).

Evetts, J. (2003) The Sociological Analysis of Professionalism: Occupational Change in the Modern World, *International Sociology*, 18(2), p395-415.

Holdaway, S. (2017). 'The re-professionalization of the police in England and Wales', *Criminology & Criminal Justice*, 17(5), p588-604.

Greenwood, E. (1957). Attributes of a profession, *Social Work*, 2, p44-55.

Neyroud, P. (2011). *Review of Police Leadership and Training*. London.

Police Federation. (2021). *Failings found in system to train new police recruits*. Available: <https://www.polfed.org/news/latest-news/2021/failings-found-in-system-to-train-new-police-recruits/>. (Accessed: 5th Nov 2021).

Wilensky, H. (1964). The professionalization of everyone? *American Journal of Sociology*, 70, p137-158.

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

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

- Community policing (strategies and incentives)
- Response policing (public perception and critical/major incidents)
- Policing the roads (application of regulations)
- Counter Terrorism Policing (Structure/ Risks/Insider threat).
- Digital Policing (Internet related crime / Digital evidence retrieval).

NB: If you wish to pursue a detective role within the police service, please choose the following option.

Critically evaluate the role of the police in:

- Conducting Investigations (Volume, serious and complex)

Community policing serves the persons who live in that area on a more personal basis. The National Police Chief's Council lead for neighbourhood policing, DCC Gavin Stephens explains in his Police Vision 2025, that the link between police and the public is vital (NPCC, 2021). He believes that greater policing presence is required in the communities as 'police power depends on public approval' (College of Policing, 2021). In this essay, I will critically evaluate community policing within Cardiff City centre and some of the strategies and incentives involved in policing this environment.

In relation to a City Centre, the dynamics are slightly different to the normal roles neighbourhood policing teams (NPT) outside of a city centre. The general makeup of Cardiff's city centre community are a small number of residents, most of which live in flats and then largely the population is more transient, such as commuters and persons working in the city centre in offices, businesses or shops and restaurants. Following that, there are persons who use the services available and the influx of the tourists or visitors for large events taking place. City centres are often non-stop communities, as when the office working hours finish, the night-time economy, pubs and bars continue through the night. All of these things create a unique policing environment for Cardiff Central NPT with plenty of opportunities to engage with people of all ages and be on high visibility patrol, often on foot, which is less common amongst modern day policing. This is to help the community and public feel safe, and there is a visible presence to help deter and detect crime taking place (Wakefield, 2006).

Patrolling on foot is one of the strategies in place for Cardiff Central's NPT and because much of the centre has shopping centres and pedestrianised areas, this makes sense. Patrolling on foot provides a visible presence and enables the public to see officers in person and be able to talk to them, gain advice, report incidents and help the community feel safe. The primary role of community policing is in the prevention of crime, disorder, and antisocial behaviour (Wakefield, 2006). By being visible, it can help deter low-level crime, but impacts of reducing crime in this way is difficult to show statistically.

Gathering intelligence is part of working in any front line job within the police. In regards to Cardiff City centre, one of the widely recognised initiatives the NPT conduct is that of 'cuppa with a coppa', held at a location where it is freely accessible to the public. In these sessions, officers or PSCOs can be informed about concerns, provide

crime prevention advice and be provided with information or intelligence. This intelligence can then be corroborated and formerly submitted so that it can be shared amongst local officers and wider if necessary.

Within the centre of Cardiff, many businesses, partner agencies and groups work alongside the police. As part of business rates paid to the council the company 'FOR CARDIFF' act as a voice between that of the businesses and police. They have an accredited crime reduction partnership that helps protect businesses and one of their aims is making the city a safer place for customers and employees (For Cardiff, 2021). An initiative set up by SWP led to having two full time police officers working in the interests of 'For Cardiff' and their salaries covered in their budget. This benefitted the city as it provided additional police on foot patrol assisting with dealing with the daily issues. These officers work with the For Cardiff staff, who also carried radios linked to the businesses, most of which have store net radios. Therefore, they assist businesses when there are issues and can assist the police in helping to gain the information prior to police attendance if it is necessary to involve the police at all. If there are crimes occurring, police can assist with target hardening and crime prevention advice to help reduce repeated demands on the service. Working together with partners and businesses can assist in creating resilient communities that are less reliant on police support (CoP, 2021).

Another, less thought about community, is that of homeless persons and rough sleepers, who are vulnerable, and it is the NPTs working together with multi-agency partners that help, assist and engage with them on a daily basis (Cardiff Council, 2017). In relation to the city centre NPT regular calls regard incidents involving persons who are living on the streets. The majority of the calls relate to ASB outside of businesses, involving intoxication; drug taking or visible paraphernalia; begging; safety and welfare, involving overdoses or other medical concerns and a range of other offences that often are shoplifting or public order. This is not to say that the homeless community are nothing but a nuisance, however, it is one of the NPTs roles to engage daily with every person on the streets, to record their interaction and submit relevant information on the associated occurrence relating to homelessness.

This involves information such as, where they are sleeping, who they are with, what are they doing to engage with the services available to them. This is important as many persons in society do not stop and talk to the homeless and is a way of breaking down barriers. By speaking to the homeless daily, forms a more informal relationship and their concerns are taking forward personally to multiagency meetings held at the homeless shelter, The Huggard and Ty Tresillian. One of the strategies in place to encompass all of the organisations is an actual strategy discussion and by sharing this information, it falls in line with the commitments set out in the Cardiff Rough Sleeper Strategy 2017-21 (Cardiff Council 2017). This involves the police, the homeless shelter, the 'outreach team', local homeless charities, probation services, council, enforcement officers and support workers.

By working together, discussions can take place on pressing matters and concerns for individuals such as requirements to engage with the services in order to secure accommodation; or urgent medical appointments; or diversion sessions. These meetings are crucial to improve the lives of those who are most vulnerable on the streets because different services gain different knowledge and understanding of those person involved and sharing the information allows others to assist.

In conclusion, Cardiff City centre has many walks of life, businesses and organisations that make up the sector. The police utilise the partner agencies and businesses and implement strategies and initiatives to gain information, develop intelligence, protect the vulnerable and tackle ASB and crime to ensure the city is safe for the public to enjoy.

Word Count - 1098

Cardiff Council. (2017). *Cardiff Rough Sleeper Strategy 2017-2020*. Available: <https://www.cardiff.gov.uk/ENG/resident/Housing/Cardiff-Housing-Strategy/rough-sleeping-strategy/Documents/Final%20Approved%20Rough%20Sleeper%20Strategy%202017-2021%20AMENDED%20Apr%2018.pdf>. (Accessed: 11th Nov 2021).

College of Policing. (2021). *Modernising neighbourhood policing*. Available: <https://www.college.police.uk/guidance/neighbourhood-policing/foreword>. (Accessed: 10th Nov 2021).

For Cardiff. (2021). *Cardiff Against Business Crime*. Available: <https://www.forcardiff.com/>. (Accessed: 10th Nov 2021).

NPCC. (2021). *Local Policing*. Available: <https://www.npcc.police.uk/NPCCBusinessAreas/ReformandTransformation/LocalPolicing.aspx>. (Accessed: 11th Nov 2021).

Wakefield, A. (2006). *The value of foot patrol: A review of research*. London: Police Foundation.

1000 words - Information and Intelligence/Communication Skills

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

In the following essay will critically evaluate the methods used by the police to gather information and intelligence; how information contributes to the 'tasking and coordinating' process and how information and intelligence is communicated.

The police collect information and intelligence for a policing purpose, every day. The College of Policing (2015) (CoP) states that a policing purpose provides the legal grounds for the collection, recoding, evaluation, sharing and retention of information.

In South Wales Police (SWP), the majority of front line officers use the software database, called NICHE. On this system, information is stored regarding incidents that occur within SWPs area and as a result of this, any person who reports to the police, is a witness, victim, offender or listed as some other link to be added to NICHE. This means details such as personal; addresses; contact information and vehicle registrations will be stored on the system. Furthermore, when more than one person are linked to an occurrence, stored connections can be made between persons as family members, partner relations and associates to build picture of whom those on the system are connected to. This can assist further down the line if person's form part of separate investigations. By accessing NICHE, officers can gather information quickly via police issued phones that can access this data. Officers, whilst on route, during and after incidents continually gather information. On route or during an incident, officers will be informed by public service centre (PSC) or search themselves information regarding a person's warning markers or offending history. This helps inform officers of the risks and those likely to be at the address and if there is information unknown, officers can gather further information at the scene and this can be updated in real time by the PSC. Information gathered in this way is called 'routine collection' (CoP, 2019) and involves other aspects such as arrests, targeted patrols, stop and account or searches.

If the information acquired is of value and has potential to develop intelligence further and build a picture of locations, persons, vehicles, movements, activities then intelligence reports are submitted. This can then be further investigated via 'tasked information' (CoP, 2015), which can involve CCTV systems, internal databases like NICHE and national databases such as the Police National Database (PND) and other aspects of policing, such as Cover Human Intelligence Sources (CHIS). Using CHISs is similar to methods of gathering information used by the British Security Service, where persons outside of the organisation provide secret information about the subject of an investigation (MI5, 2021).

The sources involving CCTV, automatic number plate recognition (ANPR) and surveillance can assist in gathering further information and intelligence as well as reducing crime (Piza et al, 2019). Operators can view real time footage of events ongoing if there are cameras in the locality and feed information to officers on the ground to assist them. Alternatively, due to the vast quantity of cameras, at specific loactions they can be rewound to a specific time in order to establish if anything can be seen in order to progress enquiries. If the opportunities to utilise CCTV have been lost or there are slow-time enquiries that can be made in regards to an investigation or developing intelligence that camera footage can be viewed. This footage if suitable can be used as evidence to prosecute offenders (Ashby, 2017; Pixa et al, 2019) and it can be used to assist identification via retrospective facial recognition (RFR). This is utilised by SWP, and in figures released by the Home Office (2019) report that SWP produce approximately 100 identifications per month with around half of the identifications leading to positive outcomes. As well as this, SWP continues to use live facial recognition (LFR), which together with RFR provide information and intelligence for officers to act on.

There are many methods of obtaining information, which can help build a bigger picture and can be submitted as intelligence reports. Intelligence led policing is used to disrupt criminality (CoP, 2019) and requires officers, other forces, local communities and partner agencies to help develop and corroborate it. Collecting information from other sources that willingly provide it is called 'volunteered information'. It can come from the general public, who often inform the police as they want something done with the information, or anonymously for the same reasons, or from partner agencies that have shared interests, such as social services (CoP, 2019). The more combined this effort is, the more reliable the information can become and can be shared amongst the relevant persons and agencies that it may benefit, for example in reducing threat, risk and harm or enabling action to be taken or safeguarding.

The information and intelligence, known and gathered at the time, is communicated to officers via radios and personal police phones, via the control room who itself will have intelligence officers supporting to provide further information. If there are circumstances that investigations or officer safety for example are ongoing regarding intelligence, then a tasking and coordinating (T&C) process forms a mechanism for decision making at operational, strategic and tactical level (CoP, 2015).

'Strategic T&C' based on intelligence allows senior managers in the police to consider strategic directions to allocate resources where the force requires them to carry out priority actions. Partner agencies may also be in place to assist in forming control strategy objectives by assisting in the development or analysis in order to provide context to 'Tactical T&C'. The tactical element forms the police's response to operational priorities where tactical options can be put in place (CoP, 2015). This can be in the form of certain pre-authorised policies to be put in place, such as taser or firearms policy; dependant on the risk known via intelligence led policing.

At a lower level, occurs a 'Daily Management Meeting' (DMM), where sergeants and inspectors discuss the ongoing day-to-day priorities and objectives via the information and intelligence received to that point. This is often in relation to incidents that have occurred in the last 24 hours; however, attention to outstanding suspects requiring arrest enquiries can also be made. It is in these meetings where supervisors can inform their superior to how they will allocate resources to progress these matters.

In conclusion, there are many methods of obtaining information and intelligence, most of which are done on a daily basis by officers. As well as this, information and intelligence can be provided by the public and partner agencies, where it can be shared in order to assess the information and establish a working strategy or tactical option to develop or action the intelligence.

Word count - 1093

Ashby, M. (2017). The value of CCTV surveillance cameras as an investigative tool: An empirical analysis. *European Journal on Criminal Policy and Research*, 23, p441-459.

College of Policing. (2015). *Intelligence collection, development and dissemination*. Available: <https://www.app.college.police.uk/app-content/intelligence-management/intelligence-cycle/>. (Accessed: 10th Nov 2021).

College of Policing. (2015). *Intelligence management - Governance*. Available: <https://www.app.college.police.uk/app-content/intelligence-management/governance/#tasking-and-coordination>. (Accessed: 10th Nov 2021).

College of Policing. (2019). *Information Management*. Available: <https://www.app.college.police.uk/app-content/information-management/management-of-police-information/collection-and-recording/#routine-collection>. (Accessed: 10th Nov 2021).

College of Policing. (2019). *Road policing Disrupting criminality*. Available: <https://www.app.college.police.uk/app-content/road-policing-2/disrupting-criminality/>. (Accessed: 14th Nov, 2021).

Home Office. (2021). *Fact Sheet on live facial recognition used by police*. Available: <https://homeofficemedia.blog.gov.uk/2019/09/04/fact-sheet-on-live-facial-recognition-used-by-police/>. (Accessed: 10th Nov 2021).

MI5. (2021). *How MI5 Gather Intelligence*. Available: <https://www.mi5.gov.uk/gathering-intelligence>. (Accessed: 10th Nov 2021).

Piza, E., Welsh, B., Farrington, D. and Thomas, A. (2019). CCTV surveillance for crime prevention. *Criminology & public policy*, 18 (1), p135-159.

1000 words - Public Protection

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

This essay will critically evaluate police strategies for dealing with public protection incidents and consider the impact of abuse on victims. It will also include the consideration of the impact of personal attitudes and values on the investigative process and the association between Serious and Organised Crime Groups (OCGs). Many of the incidents police officers attend have victims or aggrieved persons who in the circumstances can be considered vulnerable. This essay will outline public protection incidents relating to adults and children.

In 1997, the Lord Chancellor's department presented a consultation paper to parliament that defined a vulnerable adult as a person:

“Who is or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation” (CoP, 2016).

In relation to response officers, they most commonly attend incidents of domestic abuse where there is usually a vulnerable party. When an adult is a victim of abuse then positive actions must be taken to prevent further harm taking place (CoP, 2018) and safeguarding steps put in place to protect an adult's right to live in safety and free from abuse and neglect (Safeguarding Adults Board, 2021) by providing support and gathering information for public protection notification (PPN) referrals. The PPN are vital as they provide a risk assessment for officers to understand and help identify different aspects of abuse, by the victim answering simple yes or no to a list of set questions relating to Domestic Abuse, Stalking and Harassment (DASH). This provides brief indicators of what impact the incident or ongoing circumstances are having on the victim. At the end of the PPN there is an 'officer's observations' section, where it is normal to explain the situation in full so that if the PPN is shared, the other agencies are up to date. The PPN is then assessed following its submission as standard, medium or high risk by the police public protection unit and then shared amongst other groups such as social services, GP's, school and other support networks if appropriate.

Specific to domestic related incidents, the police will always pursue a prosecution where the victim is willing to support. There are however means to prosecute victimless if there is sufficient evidence to ensure that an offender does not simply get away with their actions. There are other strategies in place that can be applied for by the police such as a Domestic Violence Protection Notice and Order (DVPN / DVPO) which are governed under sections 24 and 33 *Crime and Security Act 2010*. These provide short-term protection if for instance, the offender has not been arrested but positive action is required or an arrest has been made and the investigation is ongoing or likely that the offender is cautioned or 'No Further Actioned' (NFA) (CoP, 2015). This allows conditions to be set against the offender once served the DVPN for 48 hours and can be done without the consent of the victim. The DVPO application is made at Magistrates' Court and if granted, the order carries power of arrest.

In relation to children victims of abuse, whether directly or indirectly it is important they are investigated thoroughly. Any incident where there is a concern for a child, requires a PPN to be submitted. This is because that child may be a danger and the impact of abuse on a child's health, highlighted by Adverse Childhood Experiences (ACEs) (NHS, 2021) requires multi-agency approach in order to protect children. The police must complete actions to safeguard children as a statutory obligation under section 11 of the *Children Act 2004*.

If there are immediate risks or a likelihood of serious immediate harm of a child, then there are police power to protect a child, called a Public Protection Order (PPO), where an officer can remove a child to a place of safety in cases of emergency for up to 72 hours (s46 *Children Act 1989*). This is not issued by the court, however, by informing the local authority immediately, an Emergency Protection Order (EPO) can be applied for at Court (s44 *Children Act 1989*). These actions fall in line with the Government's 'Working Together to Safeguard Children' strategy (HM Government, 2018).

There are children in the care of local authority under a full care order and others in the care of a parent or guardian who have parental responsibility, where that child is not allowed to have interaction with an adult that is deemed a risk. If this is disregarded by the adult and they interact with the child or fail to remove themselves from a situation where the child is contacting them, then a Child Abduction Warning Notice (CAWN) can be served. This is coordinated and served by the police on behalf of the local authority (s47 *Children Act 1989*) or parent or guardian (s2 *Children Act 1989*), which carries the power of arrest if breached.

In relation to OCGs, they can exploit vulnerable people to facilitate criminal activity. Williams and Finlay (2019) state that young people and children are significantly at risk of child sexual exploitation (CSE), modern-day slavery and human trafficking due to county lines activities. County lines is a term used to class OCGs that 'set up' phone lines in county towns in order to profit from illegal activity such as drug dealing. They exploit children and other vulnerable persons to carry out activities for them such as being 'runners' or 'dealers' and often exploit adults in the form of cuckooing their address for the base of the OCGs operations (Home Office, 2020). This effects the vulnerable persons as they are manipulated, groomed and threatened into carrying out activities for the OCG and are exploited in a way that that they fear the consequences of reporting what is happening (NCA, 2017; Williams and Finlay, 2019). This makes identifying the issues difficult for the police, so it is necessary to spot the signs for abuse (Scotland Police, 2021).

In conclusion, public protection is taken seriously by positive action at these incidents to ensure the safety of those involved. Following this, PPNs are completed to ensure multi-disciplinary approach that can support the persons needs. There are strategies to reduce the effects of abuse such as DVPNs, DVPOs, PPOs, CAWNs, that can help safeguard victims from harm. In relation to OCG, vulnerable people are at significant risk of exploitation and responsibilities lie with services to identify vulnerabilities early and protect those that could be at risk of harm.

Word count - 1099

Children Act 1989, c.41. Available: <https://www.legislation.gov.uk/ukpga/1989/41/section/2>. (Accessed: 8th Nov 2021).

Children Act 1989, c.41. Available: <https://www.legislation.gov.uk/ukpga/1989/41/section/44>. (Accessed: 8th Nov 2021).

Children Act 1989, c.41. Available: <https://www.legislation.gov.uk/ukpga/1989/41/section/46>. (Accessed: 8th Nov 2021).

Children Act 1989, c.41. Available: <https://www.legislation.gov.uk/ukpga/1989/41/section/47>. (Accessed: 8th Nov 2021).

College of Policing. (2015). *Using domestic violence protection notices and domestic violence protection orders to make victims safer*. Available: <https://www.app.college.police.uk/app-content/major-investigation-and-public-protection/domestic-abuse/arrest-and-other-positive-approaches/domestic-violence-protection-notices-and-domestic-violence-p>. (Accessed 8th Nov 2021).

College of Police. (2016). *Major investigation and public protection*. Available: <https://www.app.college.police.uk/app-content/major-investigation-and-public-protection/domestic-abuse/first-response/#vulnerable-adults>. (Accessed: 8th Nov 2021).

College of Police. (2018). *Arrest and other positive approaches*. Available: <https://www.app.college.police.uk/app-content/major-investigation-and-public-protection/domestic-abuse/arrest-and-other-positive-approaches/>. Last accessed 8th Nov 2021.

Crime and Security Act 2010, c.17. Available: <https://www.legislation.gov.uk/ukpga/2010/17/crossheading/domestic-violence>. (Accessed 8th Nov 2021).

HM Government. (2018). *Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children*. Available: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf. (Accessed: 8th Nov 2021).

Home Office. (2020). *Criminal exploitation of children and vulnerable adults: county lines*. Available: <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>. (Accessed: 8th Nov 2021).

Mental Capacity Act 2005, c.9. Available: <https://www.legislation.gov.uk/ukpga/2005/9/section/4>. (Accessed: 8th Nov 2021).

National Crime Agency. (2017). *County Lines Violence, Exploitation & Drug Supply 2017*. Available: <https://nationalcrimeagency.gov.uk/who-we-are/publications/234-county-lines-violence-exploitation-drug-supply-2017/file>. Last accessed 8th Nov 2021.

NHS. (2021). *Adverse Childhood Experiences (ACEs) and Attachment*. Available: <https://mft.nhs.uk/rmch/services/camhs/young-people/adverse-childhood-experiences-aces-andattachment/>. (Accessed: 16th Oct 2021).

Safeguarding Adults Board. (2021). *What Is Safeguarding*. Available: <https://www.bcpsafeguardingadultsboard.com/what-is-safeguarding.html>. (Accessed: 8th Nov 2021).

Scotland Police. (2021). *Signs of human trafficking*. Available: <https://www.scotland.police.uk/advice-and-information/human-trafficking/#potential>. (Accessed: 15th Nov 2021).

Williams, A. and Finlay, F. (2019). County lines: how gang crime is affecting our young people. *Archives of Disease in Childhood*, 104 (8), p730.

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

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

This essay will critically analyse the concept of evidence-based policing (EBP) and evaluate crime prevention theories and strategies and it will consider the options available to reduce re-offending.

The concept of EBP has evolved and Sherman's (1998) ideas for policing suggests it should utilise the best available research on the outcomes of work to better implement future policies and procedures and use this structure as a method to evaluate officers, departments and associated agencies. This scientific process will help inform and underpin decisions made by the police practitioners (Pepper et al, 2020) and continuing to progress EBP and the umbrella it covers will help translate the value of research in to delivering effective and efficient policing (Lum and Koper, 2017).

The College of Policing (2016) delivered some insights into EBP with Derbyshire Police that encompassed the model in **Figure 1**.

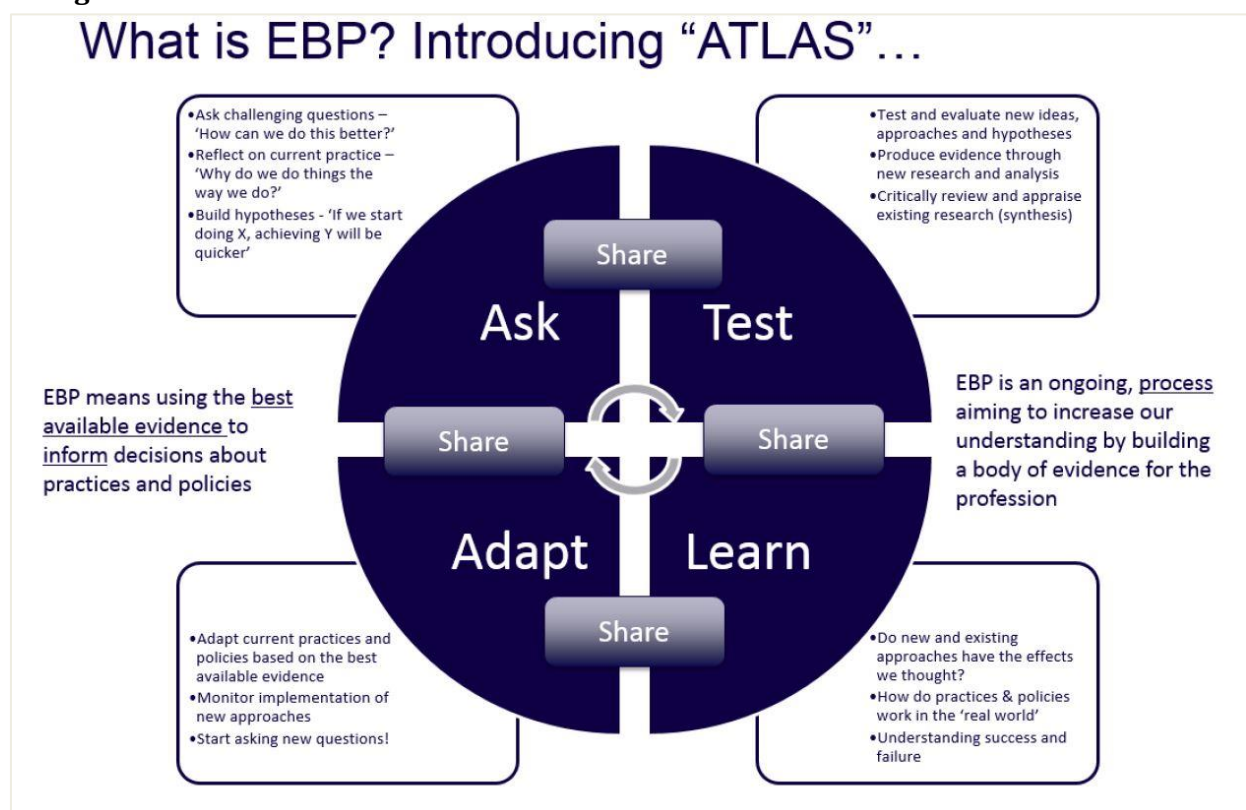


Figure 1: College of Policing present an EBP model - ATLAS (ask, test, learn, adapt, share) model (Source: CoP, 2016).

EBP is about using the best available evidence at the time and the ways in which evidence is collected and used will be different depending on what specific aspect of policing is being targeted or what 'question' is needed to be answered (Tuffin, 2017). By going through the **Figure 1** model to consider what works, police officers and practitioners will have to think about what is being asked, tested, learned, adapted and shared (ATLAS) to gain the best evidence (CoP, 2016). This will help inform practice and the development of knowledge (Pepper et al, 2020), but as with all evidence, it is crucial that persons collecting information, data or those simply reading research papers have an understanding and awareness of the possible presence of biases. This is in relation to 'how good' the evidence is on the premise of how the source was found, the reliability, validity and other factors

and techniques of collection and sampling that could affect the transparency of what is being presented (Tuffin, 2017). Policing needs to improve is evidence-based knowledge and understanding of demand and this is highlighted in the National Police Chiefs Council (NPCC, 2021) Policing Vision 2025. It states most forces do not thoroughly engage in EBP and thus makes it challenging to transform services and resources intelligently to ensure policing achieves greater efficiency and value to the public.

The Policing Vision 2025 (NPCC, 2021) also illustrates the requirement for the police to develop a professional workforce that is prepared to improve upon its skills and abilities to deal with 21st century society problems (CoP, 2021). Problem-orientated policing (POP) is a crime prevention strategy that is used to tackle crime by a structured approach that identifies a problem via analysis of data in order to understand the reasons for the problem so that a tailored response can be formed to reduce the impact on the community and improve police effectiveness (Sidebottom et al, 2020). The implementation of POP, led to the creation of techniques such as the OSARA model (objective, scanning, analysis, response, assessment), which was seen as a crucial factor at reducing and solving crime (CoP, 2021). However, HMICFRS (2020) has found inconsistencies in officers and staff understanding and application of problem solving approaches, which may suggest, the Policing Visions 2025 point on the need to work with higher education as the new police training routes for PCDA and DHEP cover problem solving and orientated theories.

These theories include, Rational Choice Theory (RCT), Routine Activity Theory (RAT) and Problem Analysis Triangle (PAT) (**Figure 2**). The RCT is the theory that explains an offender's preference to carry out crime and the decisions made relate to the evaluating the benefit verses risk of committing a criminal offence (CoP, 2019). The RAT is the theory that a person may choose to offend if the right opportunity arises and there is a motivation to attack a target or the target that may not have suitable protection (Cohen and Felson, 1979). This theory can cover the crime types such as stalking and harassment (CoP, 2019). The PAT shown in **Figure 2** shows the three elements that must be present for a crime to occur.

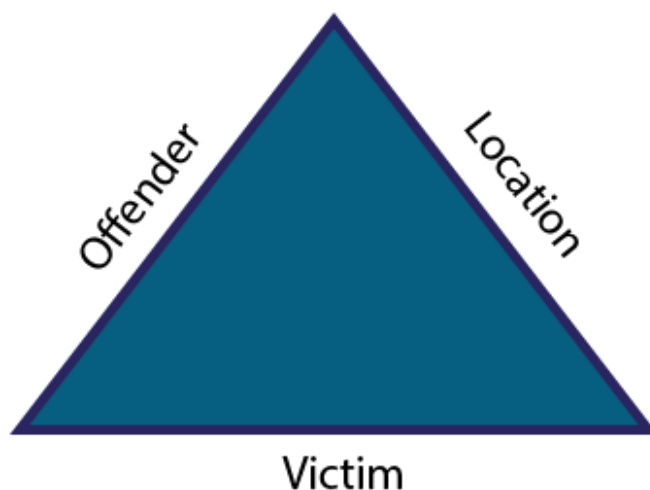


Figure 2: Problem Analysis Triangle. (Source: College of Policing, 2019).

The elements illustrate that an 'offender' and a suitable target ('victim') will come together at a 'location' that is appropriate for the offence, which is often a place without an effective deterrent. Understanding these elements and theories will better enable officers to identify the causes of problems and assist in providing solutions and this could be for example, working with partner agencies to provide support or police community departments to provide target-hardening advice to reduce the chance of offending to occur.

In relation to this, in dealing with arrested or identified suspects, there are avenues that can be explored in order to educate and prevent the person reoffending. At the end of an investigation, one of the options if suitable is an Out Of Court Disposal (OCD). An example of this is call Women's Pathfinder, that is an initiative led by HMPPS with close partnership work with all of the Welsh police forces and other female-focused third-party agencies. The initiative aims to divert woman away from crime by providing community based support to address the issues, that the women have to comply with by attending compulsory sessions (HM Government, 2014; Integrated Offender Management Cymru, 2021). Other OCD strategies involve the work of Youth Offending Teams (YOT), which similarly work in multi-disciplinary partnerships to prevent children being caught in the criminal prosecution system and help them engage with programmes to reduce offending (HMICFRS, 2018). The YOT aim to deal with the needs of a child as a whole and not just focus on the needs linked of the offending. These are positive ways to reduce reoffending and are priorities in the Wales Reducing Re-offending Strategy according to the Welsh Government's Criminal Justice Board (2018) 'Framework to support positive change for those at risk of offending in Wales 2018-2023'.

In conclusion, EBP is important to identify and provide scientific evidence to help inform and promote direction on how to tackle issues and promote change in policy and procedure to help the police become more efficient and effective as the demand for service stretches. The EBP approach will support officer's knowledge on how to address problems and think critically about how to solve the issues as a whole to help reduce reoffending. This approach if not addressed firstly in the community can then become a compulsory scheme to assist an offender's needs to help educate and reduce reoffending via OCD.

Word count - 1094

- Cohen, L. and Felson, M. (1979). Social change and crime rate trends: A routine activity approach. *American Sociological Review*, 44, p588–608.
- College of Policing. (2016). *College and Derbyshire Police host evidence-based CPD for analysts*. Available: https://whatworks.college.police.uk/About/News/Pages/Analyst_day.aspx. Last (Accessed: 9th Nov 2021).
- College of Policing. (2019). *Intelligence Management*. Available: <https://www.app.college.police.uk/app-content/intelligence-management/analysis/>. (Accessed: 10th Nov 2021).
- College of Policing. (2021). *Problem-oriented policing*. Available: <https://assets.college.police.uk/s3fs-public/2021-05/problem-solving-scope-of-practice-guidelines-250521.pdf>. (Accessed: 8th Nov 2021).
- HM Government. (2014). Out of Court Disposals Consultation Response. Available: <https://consult.justice.gov.uk/digital-communications/out-of-court-disposals/results/out-of-courtdisposals-response.pdf>. (Accessed: 6th Oct 2021).
- HMICFRS. (2018). *Out-of-court disposal work in youth offending teams*. Available: <https://www.justiceinspectorates.gov.uk/cjji/wp-content/uploads/sites/2/2018/03/Out-of-court-disposal-work-in-youth-offending-teams-reportb.pdf>. Last accessed 10th Nov 2021.
- HMICFRS. (2020). *'State of Policing: The Annual Assessment of Policing in England and Wales 2019'*. Available from [justiceinspectorates.gov.uk/hmicfrs/wp-content/uploads/stateof-policing-2019](https://www.justiceinspectorates.gov.uk/hmicfrs/wp-content/uploads/stateof-policing-2019). (Accessed: 9th Nov 2021).
- Integrated Offender Management Cymru. (2021). Women's Pathfinder. Available: <https://www.iomcymru.org.uk/Women%E2%80%99sPathfinder/#:~:text=%20Features%20of%20the%20Women%E2%80%99s%20Pathfinder%20Whole%20System,can%20come%20together%20and%20work%20in...%20More%20>. (Accessed: 6th Oct 2021).
- Lum, C. and Koper, C. (2017). *Evidence Based Policing - Translating Research into Practice*, Oxford University Press, Oxford.
- NPCC. (2021). *Policing Vision 2025*. Available: <https://www.npcc.police.uk/documents/Policing%20Vision.pdf>. (Accessed: 8th Nov 2021).
- Pepper, I., Rogers, C. and Martin, H. (2020). Evidence based policing: a view on its development within the police service. *Journal of Work-Applied Management*, 12(1), p.91-96.
- Sherman, L. (1998), *Evidence-based Policing: Ideas in American Policing*, Police Foundation, Washington, DC.
- Sidebottom, A., Bullock, K., Armitage, R., Ashby, M., Clemmow, C., Kirby, S., Laycock, G. and Tilley, N. (2020). *Problem-Oriented Policing in England and Wales 2019*. Problem Solving and Demand Reduction Programme.
- Tuffin, R. (2017). *What is Evidence Based Policing?*. Available: What is Evidence Based Policing? (Accessed: 9th Nov 2021).
- Welsh Government - Criminal Justice Board. (2018). A Framework to support positive change for those at risk of offending in Wales 2018-2023. Available: <https://gov.wales/sites/default/files/publications/2019-03/framework-to-support-positive-change-for-those-at-risk-of-offending.pdf>. (Accessed: 20th Oct 2021).

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

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

2. Knowledge and Understanding Skills

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

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

3. Cognitive and Intellectual Skills

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

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

4. Practical Skills

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

5. Transferable Skills for Life and Professional Practice

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

STUDENT FEEDBACK FORM

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

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

5. Transferable Skills for Life and Professional Practice	20	

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 6

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

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

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

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

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
						appetite for further development.	