

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Lewis Jenkins	Student ID number:	1916185
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:	18 th October 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.

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)

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.

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.

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.

Task 1

“They say professionalism is not the job that you do, it’s how you do it” (Mind Tools, 2009). The days are gone where solely persons in technical or highly paid jobs and degree holders are called ‘professionals.’ Universities open their doors to more students every year by offering degrees in many disciplines and society being more open and inclusive to those not educated to the highest level.

‘Professionalism is defined as the conduct, behaviour and attitude shown by an individual in a workplace or sporting arena’ (Virginia Tech, 2019). This definition, like others published, are too vague or complex to apply across the board. This has meant academics have developed professional characteristics. Piccirilli (2018) developed ten in total and those most applicable to the police are personal appearance, competency, reliability, communication, accountability and to always be ethical. These characteristics amongst others are embedded into student officers from the outset and must be maintained in the workplace.

Joining the police now means probationers must complete a degree or diploma as part of their training. The reasoning behind this is so that police officers are regarded as ‘professionals’ in their field. After all, the police uphold the law, have extensive powers at their disposal and have had the respect of the public for generations. Therefore, it makes sense that they should be considered professionals in their field by completing a degree or diploma.

However, this may generate concerns for new officers as the academic learning may collide with the practical job of policing and alienate or confuse them. This may have the same impact on the public with officers potentially over complicating matters and not getting to grips with the ‘job at hand.’

The qualification is likely to prompt officers to reflect on their working practices and encourage improvement with the help of tutors and senior members of the shift including supervisors and managers. However, the jury is still out in Gwent police as to whether people within the organisation and the public feel the new qualifications will improve the standard of service offered by the police.

According to UK University Rankings and Tables (2021) there are over 150 higher education institutions in Britain and each institution offers hundreds of degree qualifications. This has attracted a wider range of people who have been able to complete a degree in several disciplines. There is also the open university which allows people to study alongside their job.

The days are gone where only people from a wealthy background could complete degrees in subjects such as science, politics, mathematics, history and English literature. Degrees are now available to everyone and offered across sectors such as agriculture, fashion and sport. There is more support available in terms of funding to allow more people to access further education such as government loans, bursaries, as well as local authority and business grants (UCAS, 2014). Employers also sometimes offer to pay towards any fees incurred whilst studying as an incentive to work for them.

As there are so many people achieving degrees and obtaining 'professional' status the police are now having to do the same by offering academic learning to match persons working in other sectors (College of Policing, 2020). Being exposed to higher education, police staff should be suitably prepared to deal with and communicate with people from all walks of society. This is particularly key where police officers are concerned as they are expected to fully understand the law and how to apply it. The police are constantly in the public eye, so higher education will promote discipline and professionalism which should improve relations and instil confidence that the police are able to carry out their duties competently.

Completing police training and the university programme should provide the base skills and knowledge to truly understand the role and further officers. First and foremost, the demands of the job must be met and duties need to be carried out safely and ethically. Once this is achieved, it will allow police staff to delve deeper into understanding society. This will entail focusing on why certain crimes are committed, people's behaviour and how to engage and help the most vulnerable in society.

Police training teaches you to be inclusive no matter what (Metropolitan Police, 2017). Even though this idea is not unique to the police, they expect you to maintain your professional standards by promoting equality and inclusivity. The police operate as a team and there isn't room for discrimination. By joining the police, you need to accept that you will be working with an array of people who are not defined by their gender, sexuality or race etc. All persons join to be part of a team motivated by supporting the community. Although there are persons in society and likely in the police who do discriminate, further education will reinstate that everyone should be treated equally.

There are sections of society which still look up to police officers and if they show that they are practicing and promoting equality then society may be keener to follow. A great example of this is the police flying the LGBTQ+ community flag and promoting events like Pride (BBC, 2013).

As stated, police officers rely heavily on their colleagues and supervisor for support and advice. It is their responsibility to ensure that they are complying with professional standards and are conducting duties in an appropriate and professional manner. Serious breaches are expected to be reported to the professional standards department, but minor issues can be ironed out with the help and advice of colleagues and a supervisor. The benefit of this is that the coaching can be done whilst still on shift and the officer doesn't need to be removed from the environment which can affect confidence negatively and means they don't fall out of touch with the job at hand. It is accepted that the role of a police officer is demanding, stressful and ever-changing (Anderson, Litzenberger & Plecas, 2002) so mistakes will be made. Everyone needs tutoring or coaching occasionally so that the standards of the shift and the police as a whole meet those set out by the public and those at the top of the organisation.

Word count = 1,026

Task 2

Cybercrime consists of several types of crimes which are enabled and committed via the use of technology and/or the use of the internet and is a means and/or target for the attack (Bedfordshire Police, 2021). According to Bryant & Bryant (2019) British residents are now more likely to be a victim of fraud compared to other offences. Cybercrime is so prevalent these days that a cybercrime convention had to be created which is commonly known as the Budapest convention on cybercrime to monitor such crimes (Bryant & Bryant, 2019). In fact, Cybercrime is so prominent now that it is matching other more traditional crimes e.g. theft, criminal damage and public order in terms of crime rates (Office for National Statistics, 2018).

Bryant & Bryant (2019) state that there are five forms of cybercrime; technology as the target of crime e.g. hacking, technology as an aid to crime or 'cyber enabled' e.g. harassment via social media, technology as a communications tool to enact crime e.g. where criminals discuss plans to commit crimes, technology as a witness to crime e.g. CCTV and technology as a storage medium for crime e.g. child pornography.

The extent of the serious offences which can be committed using a mobile phone or behind a laptop screen is frightening (Victim Support, 2020). To name but a few offences which can now be committed digitally as well as physically include fraud, theft, harassment, malicious communications and blackmail. Internet and technology (IT) has been used as a medium for crime for over twenty years and yet it seems as though the police and other organisations who have made unfathomable wealth from IT such as Facebook, Google and Twitter etc are still playing catch up when it comes to preventing cybercrime (Norden, 2013; BBC, 2021).

Strides have been made in preventing cyber enabled crimes such as malicious communications, fraud, threats to kill and hate crimes (RAND, 2020). This progress seems to have been made ever since famous sports persons such as premier league footballers have been racially abused online via social media (BBC, 2021a). More people seem to be prosecuted every day for these type of crimes but there are still doubts over who should be policing the internet and the use of technology e.g. police, companies (The Economist, 2021).

The lay person may think that investigating cybercrime should not be a difficult task after all, there is still essentially a 'paper trail' even online and persons using the internet usually have an account which is linked to their name and in some circumstances their date of birth and address. However, the police find it difficult to trace the individuals who use several and/or fake accounts. You can be anyone on the internet and people can appear to be anywhere in the world by using virtual private networks (VPN) so that they can surf the internet anonymously (Symanovich, 2021).

What is becoming more common these days is sextortion, whereby criminals exploit and blackmail other users by agreeing to engage in what appears to be a live sex chat and then threaten to post their nude pictures over social media if they aren't paid (The Independent, 2021). These persons can be tracked via their usernames and/or email addresses by using digital charter investigation software, but they are often based overseas where the police have no jurisdiction.

Even with these obstacles there is still discontent amongst the public as to how the internet and particularly social media is policed where discrimination is concerned. Even though there is more awareness and less tolerance for discrimination, it seems every day there is a news story about discrimination via social media (MacInnes, 2021). More work needs to be done in order to prevent such crimes rather than solely relying on reactive policing.

Response police officers don't get much time to be proactive as most of their work is reactive. This applies to internet related crimes where a lot of the work is done 'slow time.' There are a variety of ways in which technology (phones, laptops and tablets) can be examined. The issue with most methods are that they take a significant amount of time to return results. If people have been arrested and their technology seized, then this often results in the offender being bailed or released under investigation so that the technology can be scrutinised. This doesn't provide the victim with closure and will increase any anxiety they have, knowing the offender has been released. This is certainly the case where XRY examinations and charter application submissions are concerned.

XRY examinations download all the relevant information sought from a device and are rarely completed for offenders whilst in custody due to logistical and staffing issues. Charter applications are no different and can take months to return results due to some companies not engaging with police as quickly as they could. A charter application is a form which outlines what information is being sought from an account like Facebook for example and gets sent to the relevant company to send the information back to the police. The importance of both XRY and charter investigations is to be specific with what evidence is being targeted, any timescales of when the evidence was produced or shared and to avoid as much collateral intrusion as possible. Such technology can be seized post arrest, as part of a warrant or through consent.

The ease in which offenders can use the internet and technology is concerning and this is what victims of cybercrime fear as the flexibility and ease of access makes them vulnerable to attacks (Victim Support, 2020). Cyber offenders don't have to be in the same room as the victim making them an easy target. Even with all the security measures victims take there is always a way around on the internet. Offenders don't always leave a digital trace, can build fake profiles and can recruit other people to target the victim.

With all this considered, cybercrime can impact victims greatly. People heavily rely on technology, the internet and social media these days and therefore expose themselves by connecting with strangers online, publishing personal data such as names, contact and address details and storing sensitive information such as banking details. Those not from the technological generation are particularly at risk of exploitation (Batt, 2020). We all take measures to keep safe when online but live in fear of the unknown as to when we could be the victim of cybercrime. Therefore, the police need to reconsider their methods and investigations to deter those who commit cybercrime and instil their victims with confidence.

Word count – 1,094

Task 3

Information and intelligence (I&I) is at the core of the police and without it, they would not be able to deal with the incidents they attend efficiently and effectively. This would lead to a lack of public confidence with incidents not being dealt with appropriately.

Due to its importance in modern day policing, intelligence-led policing (ILP) was created in the 1990's and relies on agencies such as social services, council, HMP&P to work together and share their I&I with the intention of 'disrupting, disabling and undermining criminal behaviour' (Stelfox, 2008). ILP aims to find the solution as to why crime is committed by establishing patterns through analysis and implementing strategies to reduce crime (Ratcliffe & Guidetti, 2008).

I&I is learnt daily by all frontline policing staff as they know their communities well. For example, a person suspected of drug dealing is seen in public with another known drug user or dealer. Based on this an intelligence submission could be shared force wide and potentially build upon current I&I. This could progress into a stop search if it's suspected that the persons are in possession of illegal substances. If something is found it could result in arrests and/or warrants. This is an example of a 'snowball' effect of how large amounts of I&I can be learnt and how it can develop from what appears an isolated incident.

There are several ways in which the police gather I&I with some more scrutinised than others. Stop search has been heavily criticised by the public (Keenan, 2020), along with the use of automatic number plate recognition (ANPR) (Lettice, 2006) and automatic facial recognition (AFR) (Bowcott, 2020). These can be used to make arrests, carry out warrants and take positive action to reduce crime which could include implementing crime prevention plans and increasing police visibility in the community.

These strategies are not only used to identify offenders or seize illegal items, but they can also build I&I with the help of systems like Niche, Storm and PNC. Generally anything worth recording as I&I will be placed on Niche as an intelligence submission and will be sent to an intelligence officer for review. Prior to being reviewed, the intelligence will be assessed for accuracy, reliability and whether conditions need to be imposed using the 3X5X2 system (Bryant & Bryant, 2019).

Stop search has been scrutinised by the public as some feel the police are abusing their powers (BBC, 2019). The fact that stop searches can often be carried out subjectively and that officers are aware that they are going to be scrutinised by their supervisor and/or the public means that not many are carried out. However, because stop searches require strong grounds, they can often return positive results and as a result I&I can be submitted about an individual and/or vehicle (Tiratelli, Quinton & Bradford, 2018).

ANPR largely acts as a deterrent and is sometimes enough to stop criminal behaviour in advance (Totalparking, 2021). Cameras are scattered nationwide and are capable of tracking vehicle movements which can be used to prove offences such as stalking, harassment and drugs supply offences. The same also applies to AFR which like ANPR has been met with public resistance (Lettice, 2006; Bowcott, 2020). However, criminals have evaded the police in the past by knowing where the cameras are situated.

AFR is an upgrade on CCTV and identifies offenders using algorithms to compare the face captured and one on police systems or social media (Purshouse & Campbell, 2019; South Wales Police, 2019). These devices can be used to build and apply for orders on conviction such as restraining orders, non-molestation and protection from stalking/harassment orders. They can also be used to form grounds to apply for warrants from a magistrate.

Once the I&I is reviewed by a field intelligence officer (FIO) it can be shared force-wide ensuring the relevant policing staff are informed. I&I is usually communicated via Niche, the main system used by police to record and investigate crimes. However, it can also be communicated via STORM, the command and control system used by police as well as PNC and intelligence bulletins, which are regularly circulated among police staff by the FIO informing them of key I&I.

The methods mentioned have their uses within policing, but some are more limited than others. Stop search is an effective way of deterring individuals from committing crime but has been met with resistance e.g. Brixton riots and has even been labelled as the cause for community unrest and segregation (Murray, 2014). However, Delsol & Shiner (2015) disagrees and states stop search brings the police face to face with the public and is what policing is all about.

The police are always in the spotlight for good and bad reasons but one criticism that seems to be getting louder and louder in the media is the lack of 'presence' police show in the community (Schraer, 2019). This may be due to the operational demand placed on the police, lack of staff or the unwillingness to stop search persons in public due to the strong grounds required to do so and the criticism from supervisors when the search may not have been justified. This means stop search is a valuable tool for when the incident requires a 'swift' outcome e.g. search for stolen goods, drugs or offensive weapons but must be used proportionately.

ANPR was first used in 1979 and is used in a variety of capacities (Doran, 1981). Like stop search it has been criticised by some members of the public for being too invasive (Elite Solutions, 2020). However, AFR seems to be the main topic for discussion as it is probably the most controversial tool used by the police since its initial use by South Wales police

several years ago (Dawson, Davies & Innes, 2018). Due to its recent implementation there isn't enough written on how the benefits of its use outweigh that of its potential breach of human rights. However, the technology should mean that more offenders are brought to justice but the scepticism from the public is understandable.

The best method used by police to gather I&I is the use of intelligence submissions which have no end of possibilities as to what they can achieve and prove their worth when they help form a basis for arrests and warrants. However, they are not submitted regularly enough due to the mass of daily recording and reports officers make. The more I&I police submit, theoretically there should be more grounds to take positive action wherever possible. ANPR, AFR and Stop search are methods which can contribute to better intelligence submissions.

Word count = 1,097

Task 4

Public protection (PP) policing consists of managing and investigating incidents where serious sexual or violent offences have taken place and/or there is a vulnerable victim involved (Guernsey Police, 2018). A victim of crime is a 'person who has made an allegation where they have suffered harm or economic loss' (Crown Prosecution Service, 2016).

A victim can be classified as vulnerable if they have been subjected to a certain type of crime e.g. knife crime, domestic abuse, sexual offences or if they are a child, repeat victim or elderly. Victims are at the centre of the criminal justice system and have been since the mid 1800's. The impact crime has on its victims has been well documented and can have several short and long-term effects e.g. financial, physical and emotional (Shapland & Hall, 2007; DeValve, 2005).

A 'Public protection incident' is a term which encapsulates several types of criminal, domestic and social incidents. These include but are not limited to child neglect, sudden deaths in care and child sexual exploitation (CSE). To investigate these incidents the police have their own unit (PPU) dedicated to managing such incidents as well as other units like Multi Agency Public Protection Arrangement (MAPPA), Violent and Sexual Offender Register (ViSOR) and Management of Sexual Offenders and Violent Offenders (MOSOVO).

MAPPA brings together organisations such as the police, HMP&P, health and local authorities who work together by managing the risk offenders pose to the community. Released prisoners may be subject to MAPPA if deemed to pose a risk of re-offending. The risk varies depending on the individual so MAPPA grades them into three categories 1-3.

Category one are registered sex offenders. Category two includes violent offenders sentenced to twelve months imprisonment or more, those detained under hospital orders, sexual offenders who don't qualify for registration and offenders banned from working with children. Category three offenders pose the most risk so require active multi-agency management from the probation service (College of Policing, 2015).

As part of the prisoners release, they may be required to attend probation meetings, reside at a bail hostel, sign at their local police station notifying police of their living status and may have a curfew. If they fail to comply with these restrictions or are suspected of further offences, they may be liable for arrest and/or recalled to prison (GOV.UK, 2011).

Having so many agencies contributing to the management of offenders may seem confusing, so communication is key. A tool used by the relevant agencies is ViSOR which was introduced in the early 2000's to improve offender management after the abduction of Sarah Payne and Milly Dowler's murder (Edwards, 2003). ViSOR is the platform used by

agencies to share information about an offender. Having one system responsible for offender management, makes it easier for agencies to access offenders records meaning everyone is informed. Although ViSOR sounded promising at its inception, it was discovered that MAPPA agencies were not utilising it efficiently.

Police training teaches officers to have control over their emotions and opinions during incidents they attend. Their personal thoughts and feelings must be left at home but this doesn't stop them from reflecting on the people and incidents they deal with. Classic PP incidents where this could occur are high risk DV individuals or regular missing children. These can be met with little enthusiasm to deal with as the individuals involved never seem to want to help themselves, make the mistake of getting back together and don't respect police.

However, persons involved in these incidents are often vulnerable, or at risk of harm e.g. CSE. Response officers can find it difficult to correlate connections between certain policing incidents e.g. missing persons, DV incidents or drug offences. For this reason, referrals are submitted to social services and PPU can be made aware of any incidents where persons are potentially at long-term risk and need to be managed.

There are over 4,500 known organised crime groups (OCG) operating in the UK which costs an estimated £37 billion annually (National Audit Office, 2019). OCG's are accountable for crimes of CSE, modern day slavery, county lines, human and drug trafficking. They prey on the most vulnerable in society and exploit them for their own benefit by hiding behind the people the police deal with regularly like missing children, drug dealers and thieves. This makes it difficult to target the people recruiting and overseeing the OCG from the top of the organisation.

The national crime agency (NCA) have set out their 2021 annual plan and are aiming to 'reduce the number of victims subjected to exploitation, the impact of serious organised crime in communities, specifically targeting the drug and firearm trade and the harm to victims' (NCA, 2021). They have five priorities to help achieve this; "enhance intelligence, task and coordinate operational response effectively, undertake significant investigations to disrupt threats, develop and deliver specialist services and recruit and retain talented officers capable of carrying out these duties effectively" (NCA, 2021).

Undoubtedly children are the most vulnerable to OCG's today. Longfield (2021) states the necessity for partnership working is critical if we are to stop predators abusing and exploiting children for financial gain. Once a child is tangled in the 'gang world' it is hard to unravel them which will lead to more child deaths. Thompson (2019) states that the best way to combat this is through relationship-based practice and the use of key workers who can provide continuous support and act as role models. This method makes sense as once

children are at risk and involved in OCG's they are either going to get into trouble with the police or the gang if they rebel.

The police need to maintain a professional approach and take missing children reports seriously if they are to prevent them being involved in criminality. This means PPU investigating serious cases and regular detailed referrals being submitted for vulnerable persons to support and manage them. MAPPA meetings need to be held more regularly, as keeping all agencies informed is the best way to manage and protect people from all angles.

MAPPA needs to be used in conjunction with ViSOR so that a repeat of the past does not happen and those at risk of offending are prevented from doing so, as the signs should be clear with regular offender reviews. MOSOVO and the NCA need to show more of a presence in the public to help ease the burden of all other agencies. Even though the NCA 2021 annual report illustrates improvement, more needs to be done to protect the public and the most vulnerable in society.

Word count = 1,093

Task 5

Evidence based policing (EBP) is a practice whereby policing staff review past evidence and use it to better inform them when making decisions (College of Policing, 2019b). Sherman (1998) is said to be one of the pioneers of EBP and it has been lauded as a key strategic mechanism in identifying effective crime prevention and reduction programmes (Dunham & Alpert, 2015). Pepper, Rogers & Martin (2020) states that if the police are now recruiting professionals who are at least degree standard then the police will have to undergo further evolution and underpin the profession using EBP.

The expectation is that new constables will evaluate and reflect on past evidence, models and practices and ascertain whether they are effective. Times are ever changing so it's also worth considering whether they are still relevant today. Therefore the police must start at the beginning, by highlighting the issues in society, what has been done thus far to try and fix the issues and considering alternative approaches underpinned by EBP. This way the police can save time, money and resources by employing methods which are likely to work.

The research which underpins the EBP must be transparent, peer reviewed, have clear limitations and conclusions and ideally trialled elsewhere before implementing it. This way the police will be able to inform and challenge policies, practices and decisions (College of policing, 2019).

Perhaps the most important factor when using EBP is to ensure that the best evidence available is used. This is key when using EBP to avoid wasting time and effort applying poor quality evidence and not getting the desired results. This again refers to the quality of research which has been conducted in obtaining the evidence which Mitchell & Huey (2019, pp. 4-5) documents.

There's an array of policing strategies and programmes to reduce and prevent crime, all with their strengths and limitations, but not enough is written on each method to establish whether they work. Some practices have been 'measured' to an extent and have yielded positive results such as hot spot policing (College of Policing, 2019a), focused deterrence, especially where violent crime is concerned (Braga, Weisburd & Turchan, 2018), problem-oriented policing (POP), directed patrols to reduce certain types of crimes like knife crime and the use of DNA technology for property crimes.

Focused deterrence is an intervention used to reduce violent crimes, drug offences and targeting repeat offenders (Braga & Weisburd, 2012). The deterrence being that offenders are brought to justice swiftly, severely and their punishment is certain (Logan et al, 1980; Nagin 1998; Apel & Nagin, 2011). This serves as an example to those considering committing offences and deterring them. The public may argue that this method is not

implemented enough. However, the courts as well as the police in some cases need to be held accountable for this as news outlets distribute articles regularly illustrating the seemingly too lenient sentences some offenders get. New legislation may be introduced whereby victims have the right to appeal what they feel is a lenient sentence (Hymas, 2021).

Another factor may be that prisons in the UK have been overpopulated for years which may be impacting the decision making of courts. This may be down to lack of investment in offender management and some facilities not being fit for purpose or located inappropriately. HMP Berwyn in North Wales is a 'super prison' which houses offenders from all over the country. Logistically this new prison didn't make sense as transferring prisoners across the country isn't easy and perhaps didn't consider the family members who would want to visit inmates. This may have been a contributing factor with violence and self-harm rates increasing at the prison (O'Murchu and O'Connor, 2019).

Goldstein (1990) is arguably the founder of POP and years prior to writing various articles on POP he believed that the police needed to develop methods of crime prevention rather than just apprehending offenders and bringing them to justice. Although, the public did seem content with this at the time (Wilson & McLaren, 1977).

POP is exactly what it says on the tin. It tries to establish the true problem rather than papering over the cracks. For example, calls for drug dealing and ASB may result in persons being arrested repeatedly but does not address the problem. To prevent it reoccurring the police need to understand why the offences are being committed by looking at the individuals, the location, time of day and correlate these factors to draw conclusions (National Institute of Justice, 2001). This theory has been adopted in the UK and are often called POP plans which are strategies implemented by the police to target high volume crime/ASB areas.

The college of policing (COP) have produced a model dedicated to EBP and is known as the 'ATLAS' model which consists of five segments; Ask, test, learn, adapt and share (COP, 2016). This model scrutinises the evidence obtained to build strategies going forward by asking the difficult but relevant questions, assessing new ideas and approaches and promoting learning and change which can be shared force wide.

There are other crime prevention models which look at 'situational crime prevention' and consists of measures being implemented to reduce crime like CCTV, street lighting and active patrols. These are methods which undoubtedly work and appease the public.

There are behavioural models which are complex as they aim to understand the individuals who offend and change their offending behaviour through rehabilitation. These models are

similar in nature and have been implemented nationwide for years. Rehabilitation is no longer the flavour of week with rehabilitation as we know it being implemented back in 1974 with the Rehabilitation of Offenders Act being passed (Politics.co.uk, 2011) and is the buzz word for youth offenders and the prison and probation service.

Crime prevention models and theory are required to visualise what's needed to get to the root of community issues and to show the public that there are methods behind policing. However, the models and theory ultimately require copious amounts of staff and funding to be implemented properly which hasn't been the case in years gone by (Harrison, 2019). There is a big recruitment drive for officers in the UK, but the public and policing staff are still complaining about the lack of presence the police have in the community and the continuing issues around ASB which leads to serious crimes being committed (Kelling & Wilson, 1982). Models and theories are great in an ideal world but without the necessary funding and tools the cycle will not break.

Word count = 1,085

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GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

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

2. Knowledge and Understanding Skills

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

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

3. Cognitive and Intellectual Skills

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

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

4. Practical Skills

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

5. Transferable Skills for Life and Professional Practice

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

STUDENT FEEDBACK FORM

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

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

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.
Knowledge and understanding (Coherent and detailed)	Major gaps in knowledge and systematic understanding of the subject	Gaps in knowledge, with only superficial systematic understanding.	Limited knowledge and systematic understanding of the relevant	Knowledge is reasonably detailed, accurate with a good systematic	Knowledge is reasonably extensive coherent and detailed.	Excellent coherent and detailed knowledge and systematic	Exceptionally coherent and detailed knowledge and systematic

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 systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	understanding of the field of study and to some extent, current research and scholarship.	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.	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.	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 credible evidence.	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 opinions. Ideas sometimes illogical and contradictory.	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 / mis-interpretation. Asserts rather than argues a case.	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 support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather	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 make mostly appropriate and valid judgements.	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 thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	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, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an

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%
				than argue on the basis of reason and evidence.			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. Weak problem-solving skills in complex and unpredictable contexts.	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 propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	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 appropriate solutions in complex and unpredictable contexts.	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 creativity evident.	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.
Transferable skills for life and professional practice	Communication medium is inappropriate or misapplied.	Communication medium is poorly designed and/or not suitable for the audience.	Can communicate in a suitable medium but with	Can communicate effectively in a suitable format,	Can communicate well, confidently and consistently	Can communicate professionally confidently and	Can communicate with an exceptionally

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%
(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.)	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.	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.	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.	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.	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.	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 appetite for further development.	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.