

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP) - BMPP6001D

Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the Graduate Diploma in Professional Policing Practice. You are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- Wellbeing and Resilience
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

You may wish to use the same incidents as you have outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

Advice and support about the completion of this workbook is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. However, you must:

- adhere to guidance in the Candidate Handbook about confidentiality.
- not identify individuals including witnesses, victims, or offenders by name.
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions.
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Candidate Handbook.

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is particularly important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Candidate Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

Contents

Component 1 50%	Area of Professional Practice	Word count
Task 1	Vulnerability and Risk Evidence-based policing	2000
Task 2	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 2		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	
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Task 1

Relevant areas of the National Policing Curriculum: Vulnerability and Risk, Evidence-based policing

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Critically evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm.

Explore what works in relation to tackling repeat victimisation and repeat offending. Consider the use of evidence-based policing.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

The incident with which I played a significant role in relation to my interactions with a victim of crime relates to an incident where a series of domestic related criminal damages and assaults occurred between a mother and her son, who was over 18. My involvement in the investigation began whilst I was completing an attachment in the investigative hub where I was allocated as the Officer in Case whilst the investigation has been completed and case file submitted to CPS.

The son had committed several offences against his mother on a number of dates at different locations. The first incident in this case file was an alleged assault that had taken place a few months prior when the perpetrator had returned to his mothers address intoxicated and whilst demanding she take him home, it has been alleged that he has struck her once to the left hand side of the face and has then rubbed a packet of cream cheese into her face.

The second incident relates to criminal damage that was caused by the perpetrator on the victim's car. Whilst dropping her son to the pub a few weeks later, an argument between both parties has taken place inside the car. The victim stopped the car for the perpetrator to exit and whilst doing so the perpetrator has gotten out of the front passenger side door and kicked the front passenger side wheel arch causing significant damage to the vehicle.

The third and final incident relates to further criminal damage that was caused to the victim's house and her vehicle again. This incident took place a few days after the second incident and was a continuation of the argument that had taken place. The perpetrator had attended the victim's home address where she resides with three of her other children, all of whom are aged between 6 and 15 and are females. Whilst inside the address the perpetrator had become agitated as he had run out of medication which he took for a number of mental health issues. The perpetrator has left through the

side door of the property and slammed it behind him, causing a crack in the glass pane. He has then gone to the front of the property, and it has been alleged that he caused further damage to the victim's car this time on the front driver side of the vehicle.

It was at this point that the injured party has contacted South Wales Police to report all three incidents. A statement of complaint was obtained from the injured party and the defendant was subsequently arrested, which is where my involvement began. I interviewed the defendant where he made a full and frank admission to causing all the offences in breach of Section 1 of the Criminal Damage Act (1971). He has however denied the allegation of the offence of Common Assault as defined by Section 39 of the Criminal Justice Act 1988. The defendant was then bailed for the Case File to be completed and submitted to the Crown Prosecution Service (CPS) where they had advised a charging decision on all the offences proposed by South Wales Police.

Following receiving the charging decision from the CPS; they had advised a Victim Personal Statement be obtained from the injured party, which would cover the costs or estimated costs of getting the property repaired; how the incident had impacted her personally and whether she would like for the courts to apply for a restraining order against the defendant. Whilst arranging for this statement to be obtained, the injured party has stated that she no longer supports police action and would like to withdraw her complaint against the defendant. I advised that as the CPS had already come back with the charging decision that it was no longer a decision that South Wales Police could make, however I took a withdrawal statement from herself to be submitted to the CPS along with the other evidence.

The first thing that we need to understand is what is "domestic abuse" or "domestic violence". Throughout the course of this assignment, I will be using the terms interchangeably to reflect the way that the form of abuse is being talked about in the source material.

In both the discourse surrounding domestic abuse/violence and the practicality of it taking place in the physical world there have been a variety of differing definitions that relate to the meaning of domestic violence. For the course of this essay, I will be using the definition provided by the Domestic Abuse Act (2021). This has helped create a legislative framework for service providers to better tailor their response to these incidents and the support that can be provided to all parties involved. Part 1 of the Domestic Abuse Act (2021) defines domestic abuse as:

Behaviour of a person ("A") towards another person ("B") is "domestic abuse" if—

1. A and B are each aged 16 or over and are personally connected to each other, and
2. the behaviour is abusive.

Behaviour is "abusive" if it consists of any of the following—

- physical or sexual abuse;
- violent or threatening behaviour;
- controlling or coercive behaviour;
- (d)economic abuse (see subsection (4));
- psychological, emotional or other abuse; and it does not matter whether the behaviour consists of a single incident or a course of conduct.

For the purposes of this Act, two people are "personally connected" to each other if any of the following applies—

- A. they are, or have been, married to each other;
- B. they are, or have been, civil partners of each other;

- C. they have agreed to marry one another (whether or not the agreement has been terminated);
- D. they have entered into a civil partnership agreement (whether or not the agreement has been terminated);
- E. they are, or have been, in an intimate personal relationship with each other;
- F. they each have, or there has been a time when they each have had, a parental relationship in relation to the same child (see subsection (2));
- G. they are relatives.

For the purposes of subsection (1)(f) a person has a parental relationship in relation to a child if—

- A. the person is a parent of the child, or
- B. the person has parental responsibility for the child.

The definition of “personally connected” is significant as the above incident that I played a significant role in specifically relates to several instances of abuse between a mother and her son.

According to the Office of National Statistics (2022), 5.0% of the adult population (aged over the age of sixteen) experienced some form of domestic abuse. That data can be further broken down by gender with 6.9% of women and 3.0% of men experiencing domestic abuse in the year ending March 2022. This information is gathered by the Crime Survey of England and Wales (CSEW) and did not show an increase from the last time the survey was completed which was the year ending in March 2020.

Although there was an increase of domestic abuse related incidents to police across England and Wales of 7.7% compared to the previous year, the relationship between perpetrator and victim showed that there was a considerably higher proportion of those experience domestic related abuse from a partner/ex-partner at 3.5% of adults compared to familial abuse at 2.1% in the last year (Office of National Statistics, 2022). An important thing to consider when analysing this data however is that it covers all kinds of familial abuse; such as elder abuse and sibling on sibling abuse and does not necessarily reflect just parent/child abuse. When examining the literature surrounding adolescent-parent abuse Cottrell and Monk (2004) suggest that approximately 9-14% of parents are victims of physical assault from their children, with mothers being the most frequent victims comparatively.

A particular vulnerability that is relevant in this incident was the fact that the abuse had taken place in a single parent household. The victim in the situation was a single mother to 4 children; X the perpetrator who was an 18 year old male, and 3 young women all aged under 15. Research has shown that female single parent household are more likely to experience parent abuse than dual parent homes (Kennair and Mellor, 2007). There are a number of attributes that may give causality to this occurring such as the vulnerability of women in terms of gender power dynamics as well as the increased accessibility of a single female parent due to the parental role (Kennair and Mellor, 2007; Cottrell 2001). Another vulnerability that is identified in this incident as well as across the literature is the families previous exposure to domestic violence. In this instance the mother had previous had to flee her home area following serious inter-partner violence many years ago. A significant proportion of perpetrators of parental abuse have witnessed domestic violence in the household (Kennair and Mellor, 2007). Cottrell and Monk (2004) highlight that the perpetrators often model their behaviour on the violent parent, in particular once they have left; and are more likely to victimise the same person.

When examining the literature surrounding the factors related to parent/child abuse it is important to recognise that there are issues with it being ignored as an issue (Edenborough et al, 2008). Over the past 40 years there has been an increase into the research surrounding “family violence” so that it now includes parent abuse and more specifically child to mother abuse (Jackson, 2003; Stewart et al 2006). This absence of research often makes it more difficult for appropriate services to tailor the response to these situations to provide the most appropriate support to both the victims and perpetrators; as well as to any other parties who may be present in the household. Furthermore Holt and Schon (2018) highlight the issue resulting from the lack of communication with researchers from different fields framing their research in different ways. Psychiatrists have played a significant role in the research however focus on incidents being the result of “mental illness”; whereas criminologists’ analysis has focused on the socio-demographic patterns of offenders and their victims. This varies again from research conducted by those working practically in the field; such as social workers, domestic violence specialists and youth justice academics who portray the issue as one of “dysfunctional families” rather than as instances of criminal offences (Holt, 2012).

Where there is a disparity in the approach and the results to academic research on the topic, it is then difficult to create a suitable response to these incidents – whether that be through the formal criminal justice system or through the integration of other services such as Mental Health Services, Domestic Abuse Workers, or Social Services. What this disparity does highlight is the necessity for there to be increased communication across services when dealing with victims and perpetrators of this kind of abuse. Currently a multi-agency approach is adopted by officers when dealing with these kinds of incidents; with South Wales Police having introduced Public Protection Notifications (PPN). These documents share information across our partner agencies and can be tailored to get those involved the correct form of support.

There are further responses that the Police can apply when dealing with domestic related incidents. One of the keyways in which policing these incidents has improved is through the creation of specific Domestic Abuse Units; who are specially trained officers who deal with extreme instances of Domestic Abuse. Although not relevant to every situation, by engaging in communication with officers from these units, response officers are able to get a better understanding not only of the evidence that they should be obtaining but also of the support available to victims. Another support available to victims are MARACs (multi-agency risk assessment conferences) and domestic violence protection notifications and orders (DVPNs and DVPOs) which can be applied for by officers to the court prior to the case being heard (Walklate et al, 2022). The use of DVPOs was last seen to increase by 16% from 2016 to 2017. In the year ending March 2022 the number of cases discussed at MARACs increased by 5.6% from the year ending in 2021 (Office for National Statistics, 2022). Repeat cases being heard at MARACs has increased from 29.7% in the year ending March 2019 to 33.1% in the year ending March 2022 (Office for National Statistics, 2022). This increase only highlights the vulnerability of Domestic Abuse Victims and it shows the trend for repeat victimisation and offending.

The implementation and effective use of Independent Domestic Violence Advisors (IDVA) in an attempt to address revictimization has been contested since its original introduction by the Home Office in 2005 (Ross, Sebire and Strang, 2022). In relation to the above incident; the victim of domestic violence reported a positive experience from their interactions with an IDVA both from this instance and previous domestic violence they have suffered. However Ross, Sebire and Strang (2022) found that victims supported by IDVAs during the court process were 12% less likely to result in conviction and had a 96% higher risk of being followed by a repeat domestic violence incident.

An issue that is systemic when it comes to the prosecution of domestic abuse is the attrition rate of victims in the process which has been on the increase in spite of interventions by police, CPS and other services (Barrow-Gint, 2016). Robinson and Cook (2006) believe that the current academic literature relating to rates of attrition are limited and do not encapsulate the causes and consequences of the retractions made by victims. Belief that rehabilitation is better than criminal punishment; frustrations with the court process and fear of keeping themselves and family members safe during the court process have been indicated as reasons for retraction in early qualitative studies (Bennett et al, 1999). Whereas Hester (2006) reflects the need for female victims to have immediate intervention in instances of abuse. The desire in these circumstances is for the violence to be stopped immediately is satiated by Police intervention upon being contacted by victims and results in victims no longer engaging in the Criminal Justice Process subsequently.

It is evident that domestic violence will continue to be an issue that repeat offending and victimisation have almost become a part of the ideation around it, due to the proximity of the parties involved. Despite more cultural awareness of the issue, intervention methods and positive outcomes appear to be less frequent. Consideration is required when examining the types of victims and perpetrators and what support can be tailored to them specifically.

Task 2

Choose 1 of these 5 options to answer

(Note for officers who have an interest in becoming a detective and wish to specialise in this role, you MUST choose option 5)

- 1. Response Policing.**
- 2. Policing Communities.**
- 3. Road Policing.**
- 4. Information and Intelligence.**
- 5. Conducting Investigations.**

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

A core part of the policing mission is to prevent crime and disorder. Domestic abuse causes both serious harm and constitutes a considerable proportion of overall crime

You should choose **a domestic abuse incident that was of a complex nature**, in which you played a significant role in providing a response.

Critically assess the challenges associated with a domestic abuse incident that you have attended, and the strategies developed for effective policing in such challenging situations.

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

For the last fifty years, domestic violence against women has been identified as a pervasive and detrimental part of society – with its impacts being felt both by the individual's experiencing the abuse and across the wider community (Stanko, 1985). It is estimated that in 2019 the cost of domestic violence across economic, health and criminal justice systems was sixty six billion pounds (Ross, Sebire and Strang, 2022).

At present there is no shortage of research relating to the experience of women suffering domestic related violence and Lombard & McMillan (2013) suggest that by viewing lifetime prevalence rates we see can reliably see the magnitude of its perpetration in society, with one in four women experiencing domestic abuse in her lifetime.

Domestic Abuse covers a multitude of different types of offending behaviours however in 2021 was consolidated by a legislative definition framed by the Domestic Abuse Act (2021). This has created a much easier framework and understanding not only for the police but for any other partner agencies who interact with the Criminal Justice System and for anyone seeking an understanding into their circumstance and legal protections.

Part 1 of the Domestic Abuse Act (2021) sets out the definition for Domestic Abuse as:

Behaviour of a person ("A") towards another person ("B") is "domestic abuse" if—

1. A and B are each aged 16 or over and are personally connected to each other, and
2. the behaviour is abusive.

Behaviour is "abusive" if it consists of any of the following—

- physical or sexual abuse;
- violent or threatening behaviour;
- controlling or coercive behaviour;

- (d)economic abuse (see subsection (4));
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- D. they have entered into a civil partnership agreement (whether or not the agreement has been terminated);
- E. they are, or have been, in an intimate personal relationship with each other;
- F. they each have, or there has been a time when they each have had, a parental relationship in relation to the same child (see subsection (2));
- G. they are relatives.

For the purposes of subsection (1)(f) a person has a parental relationship in relation to a child if—

- A. the person is a parent of the child, or
- B. the person has parental responsibility for the child.

There has been a dramatic increase in the number of police reports relating to domestic abuse in the last 10 years. In the 12 months leading to 30th of June 2017 there was an 88% increase in the recorded levels of Domestic Abuse when compared to the levels recorded in the 12 months leading up to the 31st August 2013 (HMICFRS, 2017). It can be argued that this is increase in the number of reported levels of domestic abuse is a positive result; whether that be from an increased number of vulnerable victims feeling empowered enough to report crimes and engage with the police; or whether it shows an improvement into how serious forces are taking domestic incidents and more accurate recording of them. As a result of the increase in reporting of domestic abuse, a better understanding of the response to these types of instances and the interventions available, not only through police resources but also through other partner agencies needs to be understood. Berry et al (2014) break down the typology of responses into five primary functions:

- Primary Prevention – stopping the abuse from occurring in the first place
- Identification and referral – for those affected by the abuse
- Protection: Victim Safety
- Protection: Stopping Perpetrators
- Recovery and Reintegration

Further typographies were identified by Berry et al (2014) such as the demographics of those receiving help, the type of help being offered and the sector the help is being offered from.

A complex domestic incident that I attended was in relation to a series of coercive control and different assaults that had taken place between a female aged 24 and her ex-partner who was a male

aged 30. They had been together for approximately 7 years and during that time had had two children together, at the point of my involvement in the incident the children had been removed by social services. It was the removal of the children that had reportedly caused them to separate shortly after.

The incident had initially been reported as a serious of frauds, whereby the ex-partner had purchased several items on finance in the victim's name and was believed to have opened a bank account in her name. The victim disclosed to me that she suffered with learning difficulties and as such wanted her social worker to be present to help her better explain the situation and her circumstances.

Whilst speaking with both parties, I explained that there owing to the victims learning difficulties she would potentially be classed as a vulnerable witness and as such would be eligible for special measures to be applied for under the Youth Justice and Criminal Evidence Act (YJCE Act) 1999. I explained how should she wish for these measures could be applied for if she believed that her disability would have a negative ability to give evidence and potentially be cross-examined.

The YJCE Act (1999) sets out the definition for vulnerable witnesses in Section 16 which makes all children under the age of 18 (apart from those accused) automatically eligible for special measures. In 16(2) it further sets out the following groups of witnesses who are eligible for special measures, those being:

- Witnesses who have a mental disorder as defined by the Mental Health Act 1983
- Witnesses significantly impaired in relation to intelligence and social functioning (witnesses who have a learning disability)
- Witnesses who have a physical disability

Whilst discussing the issues with the victim and her social worker, a history of different forms of domestic abuse was disclosed. This varied from physical violence to criminal damage, coercive control in relation to the controlling of finances or of the victim's behaviour and a number of serious sexual assaults. The legislation that these offences were in breach of were numerous and include but are not limited to the Criminal Damage Act (1971), the Criminal Justice Act (1988), the Sexual Offences Act (2003) and coercive control as defined by section 76 of the Serious Crime Act (2015).

These offences had taken place over the seven-year period that they had been together and showed a pattern of escalation, with more serious and violent offences taking place following the removal of their children in the previous year.

During the disclosure process I could recognise that the victim was feeling uncomfortable from her body language and her reluctance to engage in discussion about the events that had taken place. I asked her further whether she wanted to continue and provide a statement or would she like for us to use special measures so that she could provide a video interview with specially trained officers in a more inviting environment. She discussed it briefly with her social worker and explained that she would feel more comfortable doing this; especially when it was explained that she would be cross-examined on her statement should she provide one. As such I arranged for a video interview to be conducted with the female and her social worker present so that the best possible evidence was obtained from her. Arrest enquiries were conducted for the male following these being obtained. Initially the victim was reluctant to engage with the Police and subsequently the Criminal Justice System; however, following continued support from the Rape Investigation Team and the Vulnerable Adults Unit she supported the prosecution case.

One of the key difficulties in policing this incident of continued domestic abuse was taking into consideration the victims vulnerability owing to her learning disability. From my own personal interactions with the victim, her learning disability made it difficult for her to physically communicate the extent of the abuse that had taken place. She also did not understand what behaviour constituted an offence and what didn't and appeared to be confused as I tried to ascertain what offences had taken place. Owing to the severe nature of some of the potential offences I could observe that she was becoming visibly distressed the more we spoke about them. McCarthy et al (2017) also found this to be the case when speaking to their sample group – with women having particular difficulties talking about sexual violence. This is particularly concerning when considering that women who have a mental disability are disproportionately at risk of experiencing sexual assaults (Berger et al, 2009; Douglas and Harper, 2016). This creates an additional barrier when responding to reports of sexual abuse as a delayed response reduces the evidential window to obtain intimate samples from these victims of crime and often if they are reported a significant time period after the assaults the forensic window will no longer be available.

When compared to the volume of research conduct on women experiencing domestic abuse, there is a much smaller sample that examine the experience of women with physical and mental disabilities (McCarthy et al, 2017). Thiara et al (2012) highlight that even in that specific research there is a dearth of studies or literature relating to those suffering with mental disabilities. This can not be interpreted as these incidents involving these characteristics as uncommon or less severe; the limited literature indicates that approximately 85% of women with disabilities experience some form of domestic abuse and that women with disabilities are 40% more likely to be the victims of domestic violence than those without disabilities (Feuerstein, 1997; Brownridge, 2006).

Walter-Brice et al (2011) concluded from a small qualitative study, which interviewed five women with learning disabilities and had suffered domestic abuse from their partner, that service response from both the Police and Social services were limited and did not offer them any further protection. One of the positive outcomes seen in this study was through effective support networks; with one participant reporting that having a qualified disability councillor present during the police process massively helped in preventing re-victimisation and engagement with the criminal justice process (Walter et al, 2011). This is further highlighted by Brown (1996) who argued that the lack of support services available to disabled women can leave these individual feeling like they are attempting to communicate their experiences on their own.

This research can be implemented when developing responses to domestic abuse as re-victimisation and rates of attrition are already disproportionately high when it comes to dealing with abuse in the Criminal Justice System.

Another difficulty in dealing with this instance of domestic abuse, which is mirrored in the literature, was the continued pattern of offending following the conclusion of the relationship (Fleury et al, 2000). The abuse often will take the form of continued harassment or even escalate when the relationship is coming to a close or as ended (McCarthy et al, 2017).

There are a number of difficulties that can arise from dealing with domestic abuse in the 21st century. With there being more and more ways for perpetrators to commit these offences (such as harassment online or online financial offences) and appropriate responses still being developed by all service providers so that an effective multi-agency approach can protect those most vulnerable in all fields – not just looking at the issue from a Criminal Justice Perspective. A co-operative approach in providing support to these individuals helps to reduce rates of attrition and engagement with the criminal justice system.

By viewing the intersectionality of particular vulnerabilities and domestic violence, such as disability and violence as discussed in this work – but can also include gender, age and ethnicity; service providers can better understand the individuals experience and tailor their response so that it is suited to the needs of those individuals. Walter-Brice et al's (2017) conclusion that once women with disabilities are recognised as women in wider society they can then begin to be recognised as particularly vulnerable to the experience of domestic abuse within intimate relationships, can be expanded upon to include all those marginalised intersectionalities; and hopefully by better understanding those experiences the response can lead to an increase in positive outcomes for those seeking services.

Task 2 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

Criminal justice faces ever more challenges from society. While official figures show a drop in police recorded crime in the UK the distribution of crime shows a more complex pattern with violent crime showing a rise.

Regarding community policing chose an incident that you have attended that presented a complex issue for the community, and that you played a significant role in providing a response.

Critically evaluate a range of interventions that you have employed to promote community engagement that assisted in resolving the issue.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

Task 2 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

The police are the lead agency for collision investigation and have the primary duty to investigate and establish the circumstances that have led to road deaths and life changing injuries.

Describe a serious collision that you attended and in which you took a significant role (e.g., initial reporting officer, scene manager, lead investigator).

Critically evaluate the evidence base that you dealt with and strategies that could be implemented to reduce the likelihood of it reoccurring.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

Task 2 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically analyse an investigation, that you have led, commenting on the effectiveness of the National Intelligence Model and the importance of the role played by cross border cooperation in relation to your information and intelligence.

Reference how effective information and intelligence was used within your operation, and how you used specialist intelligence roles to support your complex investigation.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

Task 2 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically evaluate the processes employed in a complex investigation you have been involved in, and the fast-track actions that you have utilised.

Evaluate the support you have provided to victims, witnesses, and offenders (where appropriate) during a complex investigation and reference the management of your own personal values and attitudes in relation to this.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

Authentication signature:

Please sign to confirm that the work submitted is your own and has not been copied from another:

Signed:

Date:

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