

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) - BMPP6009D

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.

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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:

Anti-social behaviour (ASB) has been a subject of academic, political, and policy concern across the UK and internationally for decades. Defined broadly as actions that cause harassment, alarm, or distress to others, ASB encompasses a spectrum of activities ranging from vandalism and verbal abuse to substance misuse and persistent neighbour disputes. While sometimes dismissed as "low-level crime," its cumulative effects undermine community cohesion, reduce quality of life, and create cycles of harm for both perpetrators and victims (Millie, 2009).

This essay critically explores ASB in social and legislative contexts, highlighting the cultural, ethnic, and linguistic dimensions that shape experiences and responses. It evaluates the appropriateness of different approaches in supporting vulnerable people and managing those at risk of harm, before assessing what works in tackling repeat victimisation and repeat offenders. Real-world case studies from the UK are used to illustrate successes and challenges in practice.

Defining Anti-Social Behaviour

The term "anti-social behaviour" lacks a fixed definition. In the UK, the Crime and Disorder Act 1998 (CDA) provides the foundation, defining ASB as conduct that causes "harassment, alarm or distress" to persons not of the same household (Home Office, 1998). Later legislation, including the Anti-Social Behaviour, Crime and Policing Act 2014, refined categories of ASB and consolidated enforcement powers (Home Office, 2014).

Key forms of ASB include interpersonal, environmental, substance-related, and neighbour disputes (Burney, 2005). Some argue that the definition risks over-criminalising marginalised groups, especially young people, rough sleepers, or individuals with mental health needs where others contend that clear legislative tools are necessary to protect communities from cumulative harm

Social Context of Anti-Social Behaviour

Structural Drivers

Sociological perspectives emphasise structural inequalities as key drivers of ASB. Poverty, unemployment, housing instability, and educational exclusion create environments where ASB flourishes, social disorganisation theory highlights how deprived neighbourhoods often lack the informal social controls that reduce offending (Shaw & McKay, 1942).

Young people are frequently associated with ASB, though this may reflect both their visibility in public spaces and societal anxieties about youth.

Victimisation

Victims of ASB experience reduced wellbeing, psychological distress, and even displacement from their homes vulnerable groups—including older people, people with disabilities, and minority communities—are disproportionately affected.

Legislative Context

Evolution of Policy

Since the 1990s, ASB has been at the centre of UK policy discourse. Key developments include:

Crime and Disorder Act 1998: introduced the Anti-Social Behaviour Order (ASBO).

Anti-Social Behaviour Act 2003: strengthened powers and widened scope.

Police Reform and Social Responsibility Act 2011: enhanced police authority in community contexts.

Anti-Social Behaviour, Crime and Policing Act 2014: streamlined powers into six main tools, including Civil Injunctions, Criminal Behaviour Orders (CBOs), Community Protection Notices (CPNs), Public Spaces Protection Orders (PSPOs), dispersal powers, and closure powers.

Critiques

Legislation has faced criticism for disproportionately targeting young people and marginalised groups. ASBOs, for example, were criticised for criminalising breach behaviour and escalating low-level nuisance into custodial sentences (Solanki et al., 2006). The 2014 reforms sought to balance punitive tools with restorative measures such as the Community Remedy (Home Office, 2014), but critics argue enforcement remains too focused on control rather than support (Crawford, 2009).

Cultural, Ethnicity, and Language Issues

ASB cannot be understood without acknowledging cultural and ethnic dynamics.

Ethnic disparities: Minority ethnic groups often experience over-policing, with higher likelihood of being labelled as perpetrators rather than victims of ASB (Bowling & Phillips, 2002).

Cultural misunderstandings: Certain behaviours may be interpreted as ASB but reflect cultural practices (Phillips & Bowling, 2017).

Language barriers: Limited English proficiency can prevent victims from reporting ASB or engaging with mediation services.

Addressing these issues requires culturally sensitive interventions, greater community engagement, and recognition of diversity in perceptions of "acceptable behaviour."

Supporting and Managing Vulnerable People

Case Study: Manchester Multi-Agency Safeguarding Hub (MASH)

In Manchester, the MASH model integrates police, social services, housing providers, and health professionals to coordinate responses to vulnerable people involved in ASB. Evaluations show that such approaches reduce repeat ASB and prevent escalation, particularly when combined with youth diversion programmes (Manchester City Council, 2018).

Critical Evaluation

Supportive approaches are more appropriate for vulnerable individuals than punitive measures, which often exacerbate harm (Johnstone, 2013). For instance, imposing fines or imprisonment on people experiencing homelessness does little to resolve underlying issues and may worsen social exclusion.

Tackling Repeat Victimisation

Case Study: West Yorkshire Victim Support Pilot

A 2017 pilot in West Yorkshire focused on repeat ASB victims, where dedicated caseworkers provided personalised support, safety planning, and direct advocacy with police and housing providers. Victims reported higher satisfaction and improved feelings of safety (Victim Support, 2017).

Critical Reflection

Enhanced victim support services and multi-agency coordination proved effective. However, scaling up such schemes nationally remains a challenge due to financial constraints and variations in local authority priorities (Crawford et al., 2019).

Tackling Repeat Offenders

Case Study: Liverpool Community Justice Centre

The Liverpool Community Justice Centre (2005–2013) piloted a problem-solving court approach to ASB and low-level offending. Evaluations found mixed results in reducing reoffending, but the model improved community confidence in justice and provided holistic responses (Centre for Justice Innovation, 2014).

Case Study: Restorative Justice in London

In several London boroughs, restorative justice (RJ) has been applied to ASB cases. Research by the Restorative Justice Council (2016) indicates that RJ reduced repeat offending and improved victim satisfaction compared to punitive sanctions.

Critical Evaluation

Problem-solving courts and restorative approaches demonstrate that tackling repeat offenders requires addressing structural and personal vulnerabilities (McNeill, 2006). Enforcement tools like CBOs may provide immediate relief but risk perpetuating cycles of criminalisation.

What Works?

Evidence and case studies highlight that supportive, holistic, and preventative approaches are more effective than purely punitive models. Key principles include multi-agency collaboration, cultural competence approaches, early intervention and victim-centred practice.

Conclusion

Anti-social behaviour remains a complex and contested issue at the intersection of crime, social policy, and community wellbeing. Legislative frameworks provide tools for enforcement, yet risk over-

criminalisation if not applied proportionately. Social contexts—including poverty, exclusion, and inequality—are crucial in understanding both perpetrators and victims. Cultural, ethnic, and linguistic dynamics shape how ASB is perceived, reported, and addressed, necessitating culturally competent responses.

Critically, the evidence and case studies suggest that tackling ASB effectively requires moving beyond punitive measures towards holistic, preventative, and restorative approaches. Supporting vulnerable people, addressing structural drivers, and engaging communities are more likely to reduce repeat victimisation and repeat offending. By embedding principles of fairness, inclusivity, and support within legislative and policy frameworks, society can create safer, more cohesive communities.

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Word Count 1755

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:

Domestic abuse (DA) remains one of the most pressing challenges for policing and public protection in the UK. It is defined by the Home Office (2013) as “any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality”. The complexity of domestic abuse lies not only in its multiple forms—physical, emotional, psychological, financial, and sexual—but also in the ways it intersects with vulnerability, cultural context, and repeat victimisation.

This essay presents a complex domestic abuse incident as a focal point for analysis. It then critically assesses the challenges associated with policing such cases and explores strategies developed for effective responses, including multi-agency working, legal reforms, and risk management tools. In doing so, it highlights both achievements and persistent barriers to ensuring safety and justice for victims.

A Complex Domestic Abuse Incident: The case I will be referring to is one that I attended and assisted in investigating, the offender was coercing and controlling his wife stopping her from associating with friends and family and the abuse escalated that resulted in the aggrieved sustained serious injury resulting in hospitalization, who because of this she then discloses the abuse and behaviour to hospital staff, who then report the disclosure to police.

The defendant was subsequently arrested but due to the aggrieved not supporting police action charges were only brought on the assault that were later dropped due to lack of evidence, fortunately for the aggrieved the incident was graded high risk in the DASH and PPN that was submitted and the police issued a Domestic Violence Protection Notice (DVPN), then went to court and had this upgraded to a Domestic Violence Protection Order (DVPO). However the defendant breaches this repeatedly.

This case encapsulates the multi-layered challenges of domestic abuse policing: victim vulnerability, coercive control, evidence gathering, risk of repeat harm, safeguarding children, and balancing victim autonomy with protection.

Challenges in Policing Complex Domestic Abuse

1. Victim Reluctance and Withdrawal

Victims often retract complaints due to fear of reprisal, dependency, or mistrust of authorities (Hoyle & Sanders, 2000). In Anna's case, threats to her children undermine her willingness to cooperate, reflecting research showing that coercive control often prevents victims from pursuing justice (Stark, 2007).

Challenge for police: building trust while ensuring safety, without placing undue burden on the victim to drive prosecution.

2. Coercive Control and Invisible Harm

Historically, policing focused on physical violence, overlooking psychological abuse and coercive control (Myhill, 2015). Although criminalised under the Serious Crime Act 2015 (s.76), coercive control remains difficult to evidence because of its subtle, cumulative nature.

Challenge for police: gathering non-physical evidence (texts, financial records, witness accounts) and recognising patterns of behaviour rather than isolated incidents.

3. Children as Secondary Victims

Children exposed to domestic abuse suffer trauma comparable to direct abuse (Callaghan et al., 2018) and are later often diagnosed with adverse childhood experiences (ACEs). Yet balancing child safeguarding with victim autonomy remains complex. In some more complex cases the fear of losing custody of the children often mean that victims fear that a collapse or failed prosecution against the offender will result in losing access to their children.

Challenge for police: coordinating with social services to protect children while avoiding punitive responses that may deter victims from reporting.

4. Cultural, Ethnic, and Language Barriers

In minority ethnic communities, additional challenges include fear of community ostracism, honour-based violence, or immigration-related vulnerabilities (Thiara & Gill, 2010). Language barriers further limit victims' ability to engage with police or support services.

Challenge for police: ensuring culturally competent practice and avoiding discriminatory assumptions.

5. Evidence and Prosecution

Domestic abuse cases often hinge on victim testimony. When victims are unwilling or unable to testify, prosecutions collapse. "Evidence-led prosecutions," which use police body-worn video, medical reports, and witness testimony, remain underutilised (HMICFRS, 2014).

Challenge for police: securing robust evidence without over-relying on the victim.

6. Repeat Victimisation and Escalation

Domestic abuse is characterised by high rates of repeat victimisation (Farrell & Pease, 2001). In Anna's case, breaches of the DVPO highlight systemic struggles in monitoring offenders.

Challenge for police: implementing proactive monitoring and offender management to prevent escalation.

Strategies for Effective Policing in Challenging Situations

1. Risk Assessment and Management

Police now use structured risk assessment tools such as DASH (Domestic Abuse, Stalking and Honour-based Violence) checklists to identify high-risk cases (Robinson, 2004). In the incident I attended above the DASH was graded high risk, this means that there will be a Multi-Agency safeguarding approach convened at a Multi agency Safeguarding Hub (MASH), this brings together representatives from the likes of police, social services, schools and others.

Strengths: provides consistency, flags high-risk cases for urgent action.

Limitations: reliance on victim disclosure, risk of "tick-box" culture (Robinson & Clancy, 2020).

2. Evidence-Led Prosecutions

CPS guidance encourages prosecutions even without victim testimony by using body-worn video, 999 call recordings, or neighbour statements.

Strengths: reduces burden on victims; increases conviction rates.

Limitations: requires investment in technology, training, and officer understanding of evidential thresholds (Hester, 2013).

3. Domestic Violence Protection Notices and Orders (DVPNs/DVPOs)

Introduced under the Crime and Security Act 2010, these allow police to impose immediate restrictions on perpetrators, later extended by court order for up to 28 days.

Strengths: gives victims "breathing space" to access support (Westmarland et al., 2018).

Limitations: short duration, limited enforcement, and potential breaches. Although where breaches do occur the subject must be brought before a court within 24Hrs and the court can issue one of the following for breaching the order.

The subject can be fined £50 per day that the order has been breached up to a total of £5000, 100 Days where the order has been breached. The court can also imprison the subject for up to 2 months although in my experience this happens very rarely and quite often the courts don't take the breach seriously and so the subject is released with no further action being taken allowing the offender to continue to abuse the victim

4. Clare's Law (Domestic Violence Disclosure Scheme)

Allows police to disclose a partner's history of violence if deemed necessary for protection.

Strengths: empowers victims with information to make decisions.

Limitations: underutilised, and disclosure does not guarantee victims can leave (Walklate et al., 2019).

5. Multi-Agency Risk Assessment Conferences (MARACs)

Bring together police, social services, health, and specialist support agencies to manage high-risk cases.

Strengths: holistic approach, shared intelligence, safety planning (Steel et al., 2011).

Limitations: resource intensive, variable effectiveness depending on local implementation.

6. Specialist Domestic Abuse Units

Many police forces have established dedicated DA units staffed by trained officers.

Strengths: improves victim engagement, builds expertise, ensures consistency.

Limitations: austerity-driven cuts have reduced capacity, leaving response teams with limited DA training (HMICFRS, 2017).

7. Perpetrator Programmes

Police can refer offenders to programmes such as Respect-accredited perpetrator interventions.

Strengths: addresses root causes, reduces reoffending in some cases (Kelly & Westmarland, 2016).

Limitations: mixed evidence of long-term effectiveness, not suitable for all offenders.

Critical Assessment

Balancing Protection and Autonomy

Strategies like DVPOs and Clare's Law enhance victim safety but risk paternalism if imposed without genuine victim input. Critics argue policing must avoid disempowering victims in the name of protection (Hoyle & Sanders, 2000).

Criminalisation vs. Support

While stronger laws (e.g., coercive control offence) signal zero tolerance, criminalisation alone cannot resolve the structural and emotional barriers victims face. Effective policing requires integration with specialist services providing housing, financial aid, and counselling (Kelly & Westmarland, 2016).

Resource and Training Gaps

HMICFRS (2017) highlighted inconsistency in police responses, with some officers lacking training to identify coercive control. Cuts to specialist units and refuges undermine even well-designed strategies.

Intersectionality and Cultural Sensitivity

Standardised tools like DASH may not capture the nuances of abuse in minority ethnic communities, LGBTQ+ relationships, or cases involving disability. Tailoring responses to diverse contexts is vital (Thiara & Gill, 2010).

Perpetrator Accountability

Current strategies still prioritise victim safety over perpetrator accountability. Without robust offender management and rehabilitation, cycles of abuse persist (Hester, 2013).

Lessons from Practice

Multi-agency working (MARACs, MASHs): consistently improves safety in high-risk cases when adequately resourced (Robinson, 2004).

Evidence-led prosecutions: effective in reducing attrition, but dependent on officer expertise and CPS engagement (Hester, 2013).

Body-worn video: shown to increase guilty pleas and reduce victim retraction (HMICFRS, 2014).

Specialist training: improves officer confidence in handling coercive control and victim safeguarding (Robinson & Clancy, 2020).

Perpetrator interventions: promising but require rigorous evaluation and long-term investment (Kelly & Westmarland, 2016).

Conclusion

This case illustrates the complexity of domestic abuse policing: coercive control, victim reluctance, children's welfare, cultural factors, and repeat breaches. Policing strategies have evolved significantly, from reactive responses focused on physical violence to more proactive, risk-based, and multi-agency approaches. Tools such as DVPOs, Clare's Law, and MARACs represent progress, yet challenges remain in evidencing coercive control, supporting diverse victims, and ensuring consistent, resource-backed practice.

Critically, effective policing of domestic abuse requires balancing protection with empowerment, integrating criminal justice tools with holistic support, and addressing systemic barriers through sustained investment and cultural change. Without this, victims remain at risk of harm despite well-intentioned policies.

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Word Count 1866

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:

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Date:

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.