

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

Learner name: Molly THOMAS

**Learner's University Registration Number:
2117672**

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 just WATCH ONE VIDEO (DO ADVANCED LEARNING MOODLE FIRST)	
	Bibliography	

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:

As a police officer it is important to ensure that your victims are the focal point of all investigations that you conduct. Victim led policing is a concept that is of high importance in policing at the moment and it is an officer's duty to ensure that their victim has confidence in them, and is updated, when necessary, throughout the whole investigation.

The police have a duty to help victims feel safe, assess their immediate needs, and connect victims with service providers and health-care professionals who are in the best position to provide assistance, provide information about the justice process, and afford victims opportunities to tell their story without revictimization or additional trauma (Farrell, A., Dank, M., de Vries, I., Kafafian, M., Hughes, A. and Lockwood, S., 2019).

Throughout this essay I will discuss an incident whereby I played a significant role with a victim of crime. I will be critically evaluating different approaches I used during this investigation by comparing them to approaches that professionals and other police officers may take, in supporting, and managing vulnerable people who could be at risk of harm. I will also explore what works, and what does not work, in

relation to tackling repeat victimisation and repeat offending. I will also use the evidence based policing approach to outline how I came to such decisions when taking or considering different approaches to support this victim.

Evidence based policing (EBP) means that the best available evidence is used to inform and challenge policing policies, practises, and decisions (College of Policing, no date). There are stages of evidence-based policing that I use in my role in order to make an informed decision which gets a positive outcome, by using the evidence available to me, and also using ideas of others. The stages of evidence-based policing I would use in my day-to-day investigations are identifying the problem, understanding it, develop ideas to tackle the problem, plan, implement the idea and evaluate what I did well and what I would do differently in the future. Throughout this essay I will highlight where I used these stages of evidence-based policing in order to make the decisions I did.

An incident whereby I played a significant role with a victim of crime was an investigation of a domestic assault and coercive control. This investigation spanned over 9 months before a charge was authorised on the defendant. Initially the victim did not want to engage with officers with regards to going forward with a formal complaint, she just wanted what had happened logged. The suspect, however, was arrested and brought into custody due to this not being the first time the police had been called for an incident between the two. The victim eventually decided to support a police investigation, and I believe that it was down to the approaches I took to support the victim, and how I used the stages of evidence-based policing to improve the safety and well-being of the victim. I will discuss, analyse, and explore other potential options that could have been used to support this victim throughout the investigation.

I interviewed the suspect, and he was bailed for further enquiries. I contacted the victim and spoke with her following the interview and bail of the suspect. The initial problem I identified here was that she was a repeat victim but was not supporting police action at the time. I understood that this was potentially due to fear of repercussions or the court process. I decided that the best way to support her and lessen her fears was to inform her of the support we could offer her. We discussed how this was not the first incident of this nature between the two and I informed her of all the safeguarding procedures we could put in place for her if she decided to go forward with a complaint.

One safeguarding procedure I made her aware of was special measures. Special measures are a range of measures that can be used to facilitate the gathering and giving of evidence by vulnerable and intimidated witnesses (*Youth Justice and Criminal Evidence act (YJCE)*, 1999). This victim would fall under section 17.4 of the *YJCE Act* 1999, which cover victims of domestic violence. During our conversation surrounding the support we could offer her, she decided that enough was enough and she would support a police investigation. Special measures have been requested for the court process for this victim. I believe that due to educating the victim about what support was available to her through the investigation process, that this gave her the courage to support an investigation. I believe that this was the appropriate approach to take with this victim as she was in fear of going to court and having to face this man. With her support I was able to obtain the best available evidence. I would not do anything differently regarding the way I tackled this initial problem as I believe this was beneficial for the victim and the investigation.

There are many other appropriate approaches that police officers may take when dealing with a vulnerable victim of repeat domestic violence. Another approach an officer may have taken to encourage this victim to support an investigation would be to offer them initial security such as target hardening for situational crime prevention.

Situational crime prevention aims to increase risk and or minimise the reward of committing a crime, making the act too difficult, or the reward for committing the act too low to risk being caught (College of Policing, 2022).

There are 25 different techniques of situational crime prevention which are divided into 5 categories: increasing the effort, increasing the risk, reducing the rewards, reducing the provocations, and removing the excuses (Cornish and Clarke, 2003).

Although using some of these crime prevention techniques would have given the victim more security, I did not deem this applicable in this situation as the current defendant was subject to bail conditions, and the victims fear was not that of any immediate issues but the fear of attending court to give evidence and having to face the defendant. He also had no previous of breaching bail. This was something I would consider putting in place if he did breach his bail. This was discussed with my supervisor, and they agreed that at that point in the investigation, crime prevention

techniques were not needed. I believe that I made the right decision to consider, but not use, this approach to support the vulnerable victim, and this was agreed with my superior.

Situational crime prevention is also more likely to be used in burglaries, robberies, vehicle crimes and neighbourhood crimes. They are tactics that are frequently used for repeat victims of these crimes (College of Policing, 2022).

Another problem I identified was that the victim was very much in fear of this defendant and through experience I understand that the crown prosecution service do not always give lengthy custodial sentences, which would not be a positive outcome for her as he would be back in the public domain. The approach I took in order to overcome this problem, and support this vulnerable victim, with the aim of stopping her being a repeat victim of domestic violence, was offering her the option to let the crown prosecution service know that she would like to have a restraining order put in place against the defendant. This would mean that if the defendant does not serve a lengthy sentence for this offence, the victim will still be safeguarded upon his release as a restraining order may also be put in place. This would hopefully have a positive effect on the defendant as it may stop him from being a repeat offender in this situation and may deter him from exhibiting these types of behaviour in the future, whilst also continuing to safeguard the victim. The victim agreed to this, and the CPS were made aware of the terms she would want imposed upon the defendant as part of the restraining order.

A court can impose a restraining order where the defendant is acquitted for an offence, or upon convicted, alongside a custodial sentence, if it considers it necessary to protect a person from harassment from the defendant (*Protection from Harassment Act*, 1997). These orders are intended to be preventative and protective and are covered under section 5 and 5A of the Protection from Harassment act 1997.

They are appropriate in cases where the victim and defendant are known to each other parties involved have ongoing contact, or there is evidence that the victim has been targeted by the defendant in some way (College of policing, 2021).

A research article by Susanne Strand (2011), found that restraining orders are a useful crime preventative strategy for immediate partner violence.

One approach that was considered in this investigation, but was not used, is a domestic violence protection notice or order (DVPN/O). A DVPN/O is a notice/order

that is issued to the suspect and lays out what they can or cannot do, for a certain period of time. This is used when awaiting a charging decision and to protect the victim if they still have not decided whether or not they want to go forward in supporting a police investigation (College of policing, 2021). A DVPO is a court order and a DVPN is a notice given to the suspect by police whilst awaiting to go before the first court. This approach could have been used this to support this victim, whilst trying to tackle repeat victimisation and repeat offending if the victim decided not to support a police investigation into this matter. DVPN/O are under the Crime and security act, (2010) section 24. Initially the problem I identified was that the victim did not support police investigation into this matter, therefore a DVPN/O was considered. However, when discussing safeguarding with her she was then onboard with a police investigation into this matter.

During the nine months that this investigation was ongoing I had many interactions with the victim and built up what I deemed to be a trustworthy rapport with her. Building a rapport with victims of crime is important in the initial stages of an investigation as it is important for improving on the completeness and accuracy of information provided by witnesses and victims (Nahouli, Z., Dando, C.J., Mackenzie, J.M. and Aresti, A., 2021). Griffith and Johnson (2019) note that building rapport with persons is also imperative for gaining their trust. Trust is also an important characteristic to have between an officer who is in charge of an investigation and a victim.

I believe that having this rapport between the victim and myself enabled her to be forthcoming with any information or evidence that she had that would strengthen the investigation, and ultimately led to the authorised charge. For example, she provided me with her phone to download in order to obtain messages between her and the defendant, and she disclosed to me that there had been further incidents between the two which has not been reported to the police, but she has confided in her friends, which enabled me to obtain further evidence from them.

In conclusion, in the duration of this investigation, I obtained numerous statements from this victim, downloaded her phone, visited her many times to discuss any further lines of enquiry she had, for example obtaining disclosure statements from her friends, and contacted her weekly to update her on the investigation, all of which led to the defendant eventually being charged with a harassment offence. I believe this positive outcome for the victim was down to the

different approaches I took in supporting her, managing her expectations, and safeguarding her, all of which ultimately made it less probable that she will be a victim or at risk of harm at the hands of this individual again. If I had not approached the situation in the way I did, using evidence-based policing and exploring all potential approaches to supporting her and lessening the risk of her being a continued repeat victim of domestic violence, I believe that she would not have supported an investigation and she still may have been in a domestic violence situation today.

Word count: 2031

Task 2

This is a reminder that this TASK 2 section is an opportunity for you to answer one question which should be relevant to the “advanced learning” area that you have chosen. The advanced learning lecture that you choose to attend will assist you in answering this task.

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:

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.

In regard to 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 tools 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:

Since October 2022 I have been working within the criminal investigation department (CID). In CID the types of crime that are investigated are that of a more serious nature and require more of a complex investigation in order to bring criminals to justice. In this essay I will discuss an investigation where I was the officer in charge, from start to finish. I believe that there are parts of this investigation in which I could have done differently, which may have progressed the investigation faster. I had to employ an investigative mindset for the first time in my career in order to progress this investigation.

During this essay I will be using the process of investigation diagram (College of policing, 2013) to identify the stages of the investigation I was at and what was considered.

An investigation is an investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it (Criminal procedure and investigations act, 1996).

The Criminal procedure and investigations act (1996), also states that All investigators have a responsibility for carrying out the duties imposed on them under this code, including in particular recording information and retaining records of other information and other material. The successful management of an investigation requires planning, organisation, control, and motivation.

The first investigation that I was the officer in case for, without the help of a mentor was a burglary.

A person is guilty of burglary if he enters any building or part of a building as a trespasser and with intent to steal, cause damage or inflict grievous bodily harm below, or having entered any building or part of a building as a trespasser he steals or attempts to steal anything in the building or that part of it or inflicts or attempts to inflict on any person therein any grievous bodily harm (*Theft act*, 1968).

In this case an unknown person had entered into a house by causing significant damage to the front door, taken some items from within, and made good their escape. No suspect had been identified, however there had been some incidents that took place during the same evening as the burglary took place, that led me to identifying the suspect. The victim arrived home early hours of the morning to find his front door damaged and open. Whilst he was outside his address and unknown male was talking to residents of the same street about his designer jacket that had gone missing. This male then approached him aggressively and stated, "Sorry about your door, that was me". This male then ran off. The victim gave a description of this male and told attending officers that he would recognise this male again. This was the initial investigation stage.

Earlier on, during the same evening there was a call in relation to a fight breaking out at a different address, whereby a male was accusing people of taking his designer jacket. When officers attended this, the male causing the fight was not present but a person at the address had a screenshot of this males Instagram profile. Persons at the address also gave a description of this male which matched the same description given by the victim in my case. Attending officers took a photo of this and then left. Due to the similar circumstances relating to a missing designer jacket, attending officers made me aware and the two incidents were linked together.

Once I had read over the incident, I was looking at what my options would be during the investigation process, in order to identify this suspect. My initial thoughts were what fast track investigative tactics I could use to identify this suspect, and then what tactics I needed to use throughout this investigation in order to progress it accordingly.

In order to identify the suspect the fast-track tactics I planned to use were open-source checks on his social media, CCTV in the area and speak to people from the first incident to find out if any of them knew who this male was. The investigative tactics I planned to use in order to progress the instigation accordingly were to obtain forensic evidence, identification procedure, arrest strategies and offender management. The At this point in the investigation, I was in the investigation evaluation stage.

The first investigative tactic I implemented was used during the golden hour. The golden hour is the term used for the period immediately after an offence has been committed, when material is readily available in high volumes to the police (College of policing, 2013). I used an internal specialist, the crime scene investigators (CSI) to attend to identify any potential forensic opportunities. I then had to obtain elimination DNA from the victim and submitting an MG21 based on the swabs obtained by CSI when they attended the scene. This came back with a negative result for any named suspects, but there was enough DNA present to be compared to a named suspect if we had one in the future. I would have considered this if we did find a named suspect and they denied the offence.

In interview the suspect admitted having been inside the property, therefore the DNA comparison was not needed. I believe that this was a good investigative tactic to have utilised from the start as if he had denied the offence then I could have conducted further forensic enquiries.

The first fast track enquire I utilised was collating CCTV. The area in which the offence took place in, is quite built up and there are a variety of shops and businesses around the area. This was ideal for CCTV enquiries in order to try and identify a suspect. I attended a shop near to the offence address and obtained CCTV. This CCTV showed a male, matching the description given in both of the above incidents, in the area, at the time the offence took place. The footage was not clear enough for retrospective facial recognition (RFR). This CCTV did, however, give light to specific clothing the male was wearing at the time the

offence took place which would be searched for during a section 32 search upon arrest of the suspects home, or a section 18 search after arrest.

One thing I would have done differently for this investigative tactic is further CCTV enquiries. If I had conducted further CCTV enquires, I may have been able to get clearer footage, from a better CCTV system in order to carry out RFR checks to identify the suspect sooner. This was a fault on my part, and I reflected upon this and will recognise this in the future. In this incident I was lucky that open-source checks identified this suspect. If this was not the case, I would have had to have reconsidered further CCTV lines of enquiries, but due to time elapsed since the incident occurring the system may not have retained the footage and this would have had a negative impact on the investigation.

I another investigative tactic that I considered in the initial investigation stage, was the identification procedure. The victim stated that they had seen who they believed was the suspect due to the significant comment made, and they stated they would be able to recognise them again. I explained that this may be something that would be utilised in the future stages of the investigation to the victim, and he was happy to do so if necessary.

An identification procedure must be held whenever a witness has identified a suspect or purported to have identified a suspect prior to any formal procedures being held, or there is a witness available who expresses an ability to identify a suspect or there is a reasonable chance they will be able to identify a suspect, or the suspect disputes being the person the witness says he or she has seen (College of policing, 2013).

The identification procedure was only to be used if the suspect denied the offence in interview and then the victim would be given the opportunity to identify the suspect if he was able to. In this incident that suspect admitted to the offence so there was no need for an identification procedure. This is another investigative tactic that I am happy that I considered as part of the investigation process as it would have been another way to try and identify the suspect.

I then decided to use open-source checks on the Instagram handle as another fast-track tactic to identify this male. I filled out the relevant paperwork and tasked the intelligence team. This investigative tactic was a positive line of enquiry as it led me to identifying the suspect, which ultimately progressed the investigation into the suspect management stage.

The open-source checks gave me this person's name, where he went to university, his hobbies, his email, where his home address was and access to other social medias he held. This person matched the same description as the male on CCTV, and the male described by persons involved in both of the incidents that had occurred. However, these checks did not give me the address he resided at in my force area. This is where I utilised a specially trained internal officer to assist me with my enquiries. The neighbourhood policing teams has a university liaison officer that helped me to obtain this information.

Once I had identified the suspect, I put together an arrest strategy in case I was not the officer who would have arrested him. An arrest strategy would outline the offence the person was to be arrested for, any items to be searched for upon arrest, any addresses to conduct arrest checks at and any other relevant information. In this stage of the investigation, I believe that I could have been more proactive as an officer when making attempts to locate this individual. I did conduct arrest enquiries myself when I was able to, but I did not utilise my team, department, and other departments to ask them for assistance with this too. I believe this is because I was relatively new to the department and was potentially nervous to ask for help. My supervisor brought this up to me and made me aware that I was able to ask for help and this is something I will now do in the future in order to locate suspects quicker.

I completed all the background checks on the suspect and identified that he had no previous convictions. In interview the suspect admitted to causing the damage to the door but stated his intent was not to steal anything from within, therefore we could not prove the offence of burglary. I was now at the stage of my investigation where I conduct an evidential evaluation to decide whether further investigation was needed for a charge, or if this would be dealt with in another way. I looked at my options and considered that due to the suspect having no previous, admitting to the offence of criminal damage, him being young and having his future ahead of him, and due to only being able to prove the offence of criminal damage, he was eligible for a conditional caution. I believe that this was the most appropriate way to deal with this suspect as it would hopefully deter him from offending in the future and gives a young student a chance to have a future without having a criminal record behind him. I discussed this with the victim, and he was happy with this.

In conclusion I am confident in all the fast-track actions I used to identify the suspect. However, I do believe that I did make mistakes, for example overlooking the

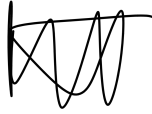
need for more CCTV, which could have had a negative effect on the investigation if other areas did not help me identify this suspect. The investigative tactics I used during this investigation aided me in locating the suspect and also ones I considered, but did not use, would have been very beneficial to me if the suspect had denied the offence in interview. I am also happy with how I dealt with the suspect. The outcome I choose was beneficial for the victim, and also did not ruin the suspects chance of a bright future because of a silly mistake he made. In the future I will learn from my mistakes I made and ensure I am thorough when I conduct fast track actions to identify somebody and utilising my resources.

Word Count: 2080

Authentication signature:

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

Signed: Molly Rae Thomas

A handwritten signature in black ink, consisting of a series of loops and a vertical line on the left, representing the name Molly Rae Thomas.

Date: 03/05/2023

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.

College of Policing, (no date), Evidence-based policing.
Available at: [Evidence-based policing | College of Policing](#)
(Accessed: 18 April 2023)

College of policing (2021), Effective investigations.
Available at: [Effective investigations: Improving the application of the investigative mindset \(college.police.uk\)](#)
(Accessed: 12 April 2023)

College of policing (2013), Investigation Process
Available at: [Investigation process | College of Policing](#)
(Accessed: 11 April 2023)

College of policing, (2021), Protective measures and civil orders.
Available at: [Protective measures and civil orders | College of Policing](#)
(Accessed: 19 April 2023)

College of policing, (2022), What is situational prevention of crime?
Available at: [What is situational crime prevention? | College of Policing](#)
(Accessed: 21 April 2023)

College of policing, (2013), Working with suspects.
Available at: [Working with suspects | College of Policing](#)
(Accessed: 14 April 2023)

Crime and security act, 2010, section 24.
Available at: [Crime and Security Act 2010 \(legislation.gov.uk\)](#)
(Accessed: 20 April 2023)

Cornish, D.B. and Clarke, R.V., 2003. Opportunities, precipitators, and criminal decisions: A reply to Wortley's critique of situational crime prevention. *Crime prevention studies*, 16, pp.41-96.

Criminal Procedure and investigations act, 1996, Codes of practice.

Available at: [Criminal Procedure and Investigations Act 1996 \(section 23\(1\)\) Code of Practice \(publishing.service.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/53/section-23-1/code-of-practice)

(Accessed: 13 April 2023)

Griffith, A.N. and Johnson, H.E., 2019. Building trust: Reflections of adults working with high-school-age youth in project-based programs. *Children and Youth Services Review*, 96, pp.439-450.

Farrell, A., Dank, M., de Vries, I., Kafafian, M., Hughes, A. and Lockwood, S., 2019. Failing victims? Challenges of the police response to human trafficking. *Criminology & Public Policy*, 18(3), pp.649-673.

Nahouli, Z., Dando, C.J., Mackenzie, J.M. and Aresti, A., 2021. Rapport building and witness memory: Actions may 'speak' louder than words. *PloS one*, 16(8), p.e0256084.

Protection from Harassment act, 1997, Section 5 and 5A.

Available at: [Protection from Harassment Act 1997 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1997/42/section-5)

(Accessed: 19 April 2023)

Strand, S., 2012. Using a restraining order as a protective risk management strategy to prevent intimate partner violence. *Police Practice and Research*, 13(3), pp.254-266.

Available at: [Harvard-eng v.1.2.pdf \(uwtsd.ac.uk\)](https://www.uwtsd.ac.uk/eng/v1.2/Harvard-eng_v.1.2.pdf)

(Accessed: 18 April 2023)

The Theft act, 1968, Section 9(1)(A) & Section 9(1)(B).

Available at: [Theft Act 1968 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1968/61/section-9)

(Accessed: April 17 2023)

Youth Justice and Criminal Evidence act, 1999, Section 17.

Available at: [Youth Justice and Criminal Evidence Act 1999 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1999/40/section-17)

(Accessed: 27 April 2023)