

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:

Within this essay, I will discuss an incident I have dealt with as response officer, where I have played a significant role with a vulnerable victim of anti-social behaviour. The notion of problem orientated policing will be touched upon, whilst exploring the approaches taken in order to support the victim. Throughout, I will reflect on what happened through the use of the Gibbs Reflective Model. Gibbs Reflective Model is a theoretical model used in reflective practice, with the stages of this model being description, feeling, evaluation, analysis then action (Mindtools, 2023). These stages will be displayed throughout this essay, whilst relating them my incident.

To begin, the definition of vulnerability will be examined. To be vulnerable tends to be associated with the fact that you may need special care, support or protection; this can be due to a variety of reasons, such as age and disability (Gov.uk, 2022). When an individual is deemed as vulnerable, they are less likely to be able to protect themselves from potential harm, which then places these individuals at risk (West Somerset Healthcare, 2023).

The first stage of Gibbs' Reflective Model touches upon describing what has happened, who was involved and what I have done (Mindtools, 2023). My colleague and I had been asked to attend an elderly lady's address as per request of her son, who did not live nearby. He explained that he had not heard from his mother in a few days which was out of the ordinary for her. Whilst discussing his concerns further, he elaborated that his mother's behaviour had changed over the recent months; he stated that his mother was a sociable, outgoing person who had excitement for life. However, within the past 3 months his description of this mother changed drastically; she was being described as having low mood, little motivation to go outdoors and on the edge of becoming a recluse. This lady has begun to isolate herself in which Gov.uk (2022) explain is more likely to take place when the individual in question is vulnerable. Additionally, Barbosa et al (2019) explain that aging tends to be associated with the increase of vulnerability too, so this was in the forefront of our mind when being made aware of this lady. As a result, we then made our way to her address to conduct a welfare check on this lady. Additionally, we were keen to see whether there was a reason behind her shift in behaviour, and whether we could help her in anyway.

When my colleague and I have attended this lady's address, there were approximately 15 young children playing within the estate. They were all running around screaming with joy; despite being quite loud, it was to be expected from a group of children having fun. We have proceeded to make our way to the lady's address, where she allowed us in. She has explained that the children had moved onto the estate approximately 4 months ago and, using Gibbs' second stage of the model, I was able to reflect on the fact that this lady was feeling scared within her own home (Mindtools, 2023). She explained that their shrieks, despite being playful, cause her a fright. She then stated that she is scared to leave the house when they are in the vicinity just in case she gets caught up in their game; she explained that she had poor mobility, causing her to use a walking stick to get around as a result. Due to this she was nervous that she would fall because of them running around her. As Age UK (2019) explain, the older generation are likely to experience social isolation if they feel in fear of those who live within their community, which is exactly what the elderly lady was going through. Furthermore, the neighbourhood you reside is said to have a significant influence on the wellbeing of older people (Age UK, 2019). So within this scenario, it was clear that

the community she was living in was having a detrimental impact on her wellbeing. I recall feeling a sense of pity for this vulnerable individual; she was in a state of distress, in which I was determined to turn around. Officers have then explained to her that the behaviour described is deemed as 'anti social behaviour'.

Anti-social behaviour is defined as behaviour which has caused, or is likely to cause, some form of harassment, alarm or distress to another person (Wood and Blackburn, 2021). This could involve noise, verbal abuse, vandalism, littering and more (Citizens Advice Scotland, 2023), thus exactly what the elderly lady had been experiencing. Wood and Blackburn (2021) emphasise that the responsibility of dealing with anti-social behaviour is shared by the police, local authorities and other partner agencies. As the police, it is important to work with the local council to find long term solutions for ASB in the area; despite this, the police are able to deal with ASB straight away, resulting in an immediate short-term solution (Wood and Blackburn, 2021). The ASB victimisation this lady was experiencing had undeniably negatively impacted on mental health, a notion in which Heap (2020) addresses.

Officers have spoken to the children and have explained that an elderly lady lives in the estate, whilst pointing to her house and explained that, despite them not meaning to, they loud playing was frightening her. You could see the confusion in their face's, and I recall one saying in confusion "but we're not being scary". This was amusing to me, because he was right, but that does not deter the lady from fearing what I was now able to identify as anti-social behaviour. Adding to this, it is important to recognise that not all anti-social behaviour should be deemed as a 'crime' (Wood and Blackburn, 2021), in which I emphasised to the children. This conversation ended with me requesting for them to play the other side of the estate, away from the lady's house.

I have submitted a Public Protection Notice (PPN) for this lady, under the category of vulnerable adult. BCP Council (2023) explain that PPNs are used to risk assess the individual through the use of multiple questions, then a referral to the Multi-Agency Risk Assessment Conference (MARAC) can follow if necessary. Officers have the responsibility to decide the level of risk posed to the individual, with these stages being high, medium and standard. I recall placing this lady within the medium category,

which indicated that she could benefit from extra support (College of Policing, 2021). From this referral, if the lady wanted, additional support could be offered to her, in which she seemed in favour of.

Now, the notion of problem orientated policing will be explored in relation to how my colleague and I have helped this vulnerable individual. The College of Policing (2022b) explain that problem orientated policing follows specific steps to tackle crime and disorder; these steps are scanning, analysis, response and assessment, also known as SARA. The 4 logical stages of problem orientated policing in relation to tackling antisocial behaviour will now be discussed, whilst relating its stages to my policing incident.

The first stage is scanning. This refers to the identification of the problems which cause harm and ultimately call for police attention - its purpose is to focus on the specific problem which is having a detrimental impact on the community (College of Policing, 2022b). As has been touched upon, the issue in relation to the incident I was involved in was the anti-social behaviour of these kids; their excitable playing and noise was causing distress to an elderly, vulnerable resident in the community.

Analysis is the next step of problem orientated policing. This is where you explore the causes of the problem in question - at this stage, you will understand where and when the problem is concentrated and what may draw vulnerable victims or likely offenders to there (College of Policing, 2022b). Through discussing this matter with the lady, we were able to identify that this issue arose when the kids had finished school, so weekday evenings, and throughout the weekend. This suggested that the kids did not necessarily have a safe space to play, other than outside their houses.

Response is the third stage the SARA model. The College of Policing (2022b) explain that this is where the focus should shift to the specific crime or disorder that has taken place. Effective problem-solving surrounds choosing responses that make sense

given what has been taken into consideration at the scanning and analysis stage (College of Policing, 2022b). When deciding how you are going to respond to an incident, such as ASB, you will need to critically assess what has been done in the past to address the specific issue and why the issue is still taking place; with this information you will then be able to adjust your response as sees fit (College of Policing, 2022b). Our response to this anti-social behaviour was looking into the availability of afterschool activities in the area and access to community centres. This led to the discovery that the local community centre had an age restriction of 13+, so at this stage the kids who were causing the nuisance could not even relocate there. Whilst discussing this with the Council, they expressed that they were under the view that teens were at most need of benefitting from community centre accessibility. Even though this may be true, this eliminated the large number of individuals who did not quite reach this age bracket. Officers have then briefly explained the incident in the community, which resulted in the centre reassessing the restrictions they have placed on the community centre.

Following attending this lady's address, we have liaised with the local PCSO's and have requested that they keep an eye on her and the estate; they assured me that they would do so during their regular patrols. Following the discussion with the Council regarding the access to the community centre, I was given a direct point of contact. I recall contacting this specific community centre approximately 1 month after attending the elderly lady's address. They informed me that they have now dropped any form of age restriction for access to community centre and assured me that they were grateful for the suggestion because they have seen a noticeable increase in the number of youngsters at the centre each day. I have asked PCSO's to ensure that the kids on this estate, and their parents, were aware of this too.

The final step of problem orientated policing is the assessment stage. This is where you will determine whether your response to the specific issue has worked out as intended, whether this is reducing the issue or eliminating it fully (College of Policing, 2022b). Here, you will examine whether your approach to the incident has worked in relation to the desired outcome and whether anything should be changed in relation

to your response in the future (College of Policing, 2022b). I have caught up with this lady following the changes in her community. The lady I was met was a very happy, upbeat member of the community; the difference in her was incredible. She went onto thank me for all the work I did in relation to the children playing outside her address and explained that she now leads a far more relaxing life day to day.

Through the use of Gibbs' Reflective Model, I will now delve into stage evaluation phase (Mindtools, 2023). Due to assisting with the mentioned incident early on in its course, we were able to ensure that this vulnerable individual returned back to her old, happy ways. As Innes and Western (2010) explain, victims are influenced by the quality of the first contact from police. Due to our first interaction with this lady being positive, emphasised by her thanking officers, this is likely to mean that she will report further issues she may face and will not 'suffer in silence' (Innes and Western, 2010).

The final stage of Gibbs' Reflective Model is action (Mindtools, 2023). Following my work in relation to this incident, I have reflected in the fact that young children are not the only ones who may be excluded from aspects in society, such as from community centres. Due to the expectation of loneliness and isolation associated with the elderly (AgeUK, 2019), I believe that older members of the community could benefit from programmes which enable them to socialise together. This would then enhance their quality of life, which will ultimately decrease the level of vulnerability they are deemed to be (Barbosa et al, 2019).

To conclude, this essay has displayed an incident where I have supported a vulnerable individual of the community, who was a victim of anti social behaviour. Throughout, Gibbs' Reflective Model has been utilised, which has resulted in a thorough reflection of exactly what happened.

Word count: 2141

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:

Within this essay, I will discuss the prevalence of domestic abuse incidents in relation to response policing. Whilst doing so, I will discuss a specific domestic incident I have attended as a response officer, and explore the challenges associated with it. From this, strategies developed within situations of this sort will then be explored. Throughout this essay, Borton's 'what' model of reflection will be utilised; this model is based on 3 key questions 'what? so what? now what?' (Janse, 2022). These three stages will structure my essay.

To begin, I believe it is important to define what 'domestic abuse' is, and what it entails. Women's Aid (2022) explain that domestic abuse can be classed as an incident, or pattern of incidents which consists of controlling, threatening, violent, coercive and degrading behaviour; in the majority of instances, this is perpetrated by a partner, but is by no means limited to this. When I first became a response officer, I was in disbelief at how many domestic incidents we would be deployed to. This shock is highly likely to be associated with the fact that domestic abuse is often seen as a 'hidden crime' (Elkin, 2022), so as a member of the public, I was oblivious to incidents of this sort despite them perhaps being all around me. Further from this point, Elkin (2022) explains that the police do not get a true depiction of the extent of domestic abuse incidents either; despite there being 1,500,369 domestic abuse related incidents reported in England and Wales in 2022, domestic abuse incidents are likely not to be reported to the police (Elkin, 2022), an aspect in which I will touch upon later in this essay.

I will now utilise Borton's first stage of his reflective model, 'what', to explain the policing incident I have attended, which surrounds a domestic incident. Using this model, what I have seen, what I have done, and what was I trying to achieve (Janse, 2022) will be explored.

My colleague and I were deployed to an emergency incident following a call of an alleged assault; the reporting person was the victim's sister, who had been contacted by the victim in panic due to her husband just punching her to the face. It was explained on the call text that the victim stated that they would not forgive the sister if she called the police and said she would not talk to her again if she did so. This attitude is not uncommon for victims of domestic abuse; Evans (2023) explains that victims will tend to have negative feelings towards friends or family who may be trying to rescue them from their abuse. Using the second stage of Borton's reflective model, I was able to reflect on the fact that even though we had not interacted with the two individuals involved within this situation, we already had enough grounds to arrest this male based on the initial disclosure.

When we have arrived at the premises, the female victim has let us in to her house without question. Even though we have been let into the premises voluntarily, we could have had powers to enter this lady's house. Thomas and Rathmell (2014) explain that Section 17 of the Police and Criminal Evidence Act (1984) grants officers the power of entry to officers; they can therefore enter a premises, without a warrant, to arrest a person for an indictable offence, arrest a person for a public order offence or to save life and limb. We did not know the level of the disclosed assault, so could have lawfully entered her property as a result. Immediately we have asked where her husband was, in which she stated he left prior to our arrival. Officers have then searched the house, which confirmed this detail. We have then proceeded to ask the lady what had happened that evening. She explained that her husband had been on an alcohol induced rage, which he had subsequently taken out on her. He had punched her to the face and had thrown household objects at her.

A key role of response officers is to offer a 'public protection notice' to any person who has been victim to domestic abuse; therefore we have proceeded to completing this, with consent, with the lady within this scenario. This is an information sharing document which allows officers to record any form of safeguarding concerns (South Wales Police, 2002). This process has the intention of risk assessing each victim, resulting in them being offered protection and assistance based on their deemed risk.

The information obtained by the PPN is then reviewed by a specialist member of the Public Protection Unit and is then actioned in accordance with the deemed level of risk (South Wales Police, 2002). Through asking this lady the multiple Domestic Abuse Stalking and Harassment (DASH) questions, it came to our realisation that the abuse she had been experiencing at the expense of her husband was far from limited to the events of this incident.

She was able to explain that she was very frightened of her husband and any further violence perpetrated towards her, which naturally gave us as responding officers the impression that this was not the first instance of violence. Furthermore, the behaviours in which she was describing were examples of coercive control; this is defined as a pattern of behaviours a perpetrator uses to gain control and power, which can include acts of intimidation, threats, and humiliation (Sheley, 2020).

Now, Borton's second phase of the reflection process, so what, will be utilised to analyse the incident (Janse, 2022). I recall feeling a sense of frustration at the female following this disclosure; I was in disbelief at how an individual could stay in such a volatile relationship. However, it is easy for those who hear about domestic abusive relationships to not understand why the victim decides to stay with the abuser. Lebow (2021) states just a small sample of the hundreds of reasons for this; denial, guilt or shame, hope for a better future, financial dependency, fear of retribution and so on. Within this scenario, I believe the latter two reason resonated with this lady. Now, my feelings towards victims of domestic violence have changed following seeing with my own eyes the reasons victims stay with their abusers.

Following this, my colleague and I then decided that this male would need to be arrested for domestic related common assault as well as coercive control. It was no surprise that within this circumstance, attending officers certain that this female would be high risk in relation to the Public Protection Notice which would be submitted for her.

Attending officers then had the intention of obtaining a witness statement from this lady. We have explained that this statement would act as a statement of complaint against the assault received from her husband and the coercive controlling nature of his behaviour. This is when the first challenge associated with this domestic incident arose because the lady has stated that she did not want to proceed with making a statement of complaint. This was not surprising to us as responding officers because as, Wood and Blackburn (2022) have explained, most victims either refuse to make a statement or withdraw statements as soon as making them. Despite this being a challenge, and not necessarily uncommon in domestic situations, officers still had the power to arrest the perpetrator because of the disclosure of an offence.

When it was explained to this lady that her husband would be arrested regardless of whether she supported police action or not, her attitude changed. She began to change her whole story and explained that all the behaviour described was a fault of her own; she stated that she provoked him to hit her that evening so she should be the one who was to be arrested. Despite this, the decision to arrest lies in the hands of involved officers and is not determined by the view of victims (College of Policing, 2015).

We explained that we understood that she did not want to get her husband into trouble, however because of the disclosure we had received he would need to be questioned regardless. At this point, the challenge of an unsupportive victim arose. This resulted in hostility towards officers, in which I recall feeling a sense of guilt because of the sense of betrayal she was portraying. Despite this sense of hostility, it is important for officers to remember to not base an arrest on the willingness of a victim to testify (College of Policing, 2015). Perhaps the female was displaying this frustration because she did not believe this would end the violence, which is a reason why women are less likely to seek criminal sanction for violence against them (Wood and Blackburn, 2022). Furthermore, it was evident that this lady was trying to protect her abuser; Evans (2023) explained that this is an aspect of 'Stockholm syndrome'. Another aspect of Stockholm Syndrome is that the abused person is reluctant to press any form of charges against the abuser and tries to stop the police from arresting their partner

(Evans, 2023). This is exactly what took place here, seen when we were leaving her property; she stated, "You are not actually going to arrest him are you?". We have confirmed that he would be and have explained that even if she did not see it now, arresting her partner for the disclosed offences would be the lead to best outcome; potentially being free of abuse. Throughout this challenging encounter, I remained respectful to the victim's decision to not provide a statement and did not push her in anyway. Gupta (2023) explains that confidential hotlines, such as Live Fear Free, should be encouraged to victims of domestic incident, something in which I really emphasised to the victim.

It was lucky that my colleague and I had activated our body worn camera's prior to attending the address, because the version of events this lady gave us after realising he was going to be arrested couldn't have been more different. It is imperative that response officers activate their body worn video (BWV) as soon as they arrive an emergency call. This is because BWV recordings can provide excellent evidence due to their ability to accurately record significant statements made, record the demeanour of those at scene, which ultimately have a have significant dramatic impact (College of Policing, 2022a). Within this incident, the victim's initial disclosure was captured on BWV which could then be used against her abuser.

Thankfully, we had all of the disclosure we needed. Even though South Wales Police are victim led regarding how to proceed with the investigation, in circumstances like this we are able to go victimless. Ashman Solicitors (2022) explain that victimless prosecutions are also known as evidence-based prosecutions, which refer to when Crown Prosecution Service brings a case against a perpetrator of domestic violence without the input or support of the victim. This is what my colleague and I were looking to pursue. The College of Policing (2022a) have explained that response officers have the responsibility of providing detailed statements which are crucial in matters where victims refuse to provide one, which is exactly what my colleague and I did within this scenario. We believed that through disclosure statements from the reporting person, us as attending officers and the body worn video of the victim's disclosure, we would have enough to prosecute this man.

The College of Policing (2015) explain that police officers have a duty to take positive action following domestic abuse incidents, and within this scenario, the positive action was in the form of an arrest. My colleague and I have located this male at an associated address and have subsequently arrested him for the above offences. This arrest was more than necessary, supported by the Police and Evidence Act 1984; an arrest is necessary to protect a vulnerable person, prevent any further injury and to allow an effective investigation (College of Policing 2015), in which all relate to my policing incident. As a result of the evidence, we had obtained this male received bail conditions to not have any contact with the victim.

Borton's final stage of the reflective model, now what, will now be utilised. This has the ability to suggest actions after an event, and thinking about what should be done next (Janse, 2022). Following this incident, I recall rethinking the way in which I approach domestic situations. Now, I will refrain from the natural impulse to rescue the victim from their abuse and instead digest that the abused is the only one who can make the ultimate decision to get help and leave (Verywell Mind, 2019).

Within this essay I have explained a policing incident involving domestic violence. Through the use of Borton's reflective model, I have been able to systematically assess the challenges associated with it, for example hostile victims. Furthermore, Borton's reflective model has allowed me to better my practice towards domestic abusive situations in the future, through emphasising the importance of supporting the victim.

Word count: 2176

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:

Authentication signature: *Ffion Rees*

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

Signed: *Ffion Rees*

Date: 07/08/23

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.

Age.uk (2019). *Improving later life vulnerability and resilience in older people*. Available at: https://www.ageuk.org.uk/globalassets/age-uk/documents/reports-and-publications/reports-and-briefings/health--wellbeing/rb_april15_vulnerability_resilience_improving_later_life.pdf (Accessed: 03 August 2023).

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