

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: Christian Gumms

Learner's University Registration Number: 2236197

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.

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	
	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:

For this task I will examine a policing incident that I was involved in regarding a victim of a crime and reflect upon what happened. I will evaluate the appropriateness of the approach used in supporting the victim, and what works in relation to repeat victimisation.

The incident in question for this task was a hate crime. The Home Office (2022) defines a hate crime as:

Any criminal offence which is perceived...to be motivated by hostility or prejudice towards someone based on a personal characteristic.

The law in the United Kingdom recognises five personal characteristics that fall under the term of a hate crime (Crown Prosecution Service, 2022). These are race, religion, sexual orientation, disability, and transgender identity. A crime would need to be motivated by hostility or prejudice towards someone with at least one of these characteristics for it to be classed as a hate crime. Some people may have more than one of these characteristics and, therefore, can be a victim of

more than one incident type of hate. In law there is no definition of hostility. Therefore, the everyday meaning of the word will be used by the courts (Crown Prosecution Service, 2022). The Oxford dictionary definition (2022) of hostility is “aggressive or unfriendly feelings or behaviour”, which could be considered the everyday meaning.

The definition was agreed upon by police forces and other agencies that make up the criminal justice system in 2007 (Home Office, 2022). Hate crime legislation is interesting in that the victim themselves does not have to perceive the incident as a hate crime but any other person can perceive the incident as one. Furthermore, the victim does not have to be a member of the protected characteristic. What matters is the perpetrators’ perception of a characteristics of the victim (Crown Prosecution Service, 2022). Hate crimes can be a crime on their own or they can become an aggravating factor to other crimes such as public order offences or assault. Sentences for these crimes can be increased if it is proved that the actions of the offender were motivated by hate (Crown Prosecution Service, 2022).

Police forces in England and Wales recorded 145,214 hate crimes in the year ending March 2023. This was the first reduction in recorded hate crimes since the Home Office started to collect data on this issue in 2013. Out of all hate crimes reported, racially motivated hate crimes account for over two thirds (Home Office 2023).

The incident I will discuss involves an individual who was a victim of an assault. The initial call from the control room, stated that a male had been assaulted in the town centre following an altercation with another male. The victim had since left the area where the assault happened, but he was still in the town centre.

There was very little information regarding the incident and who the suspect and victim were. Due to the lack of information, I did not know at first that this incident was a hate crime. I located the victim who was in the town centre and he told me the circumstances. I could see that the victim was a black male and discovered that the suspect was a white male. Quite often I attend incidents with very little knowledge of what had happened. Therefore, when investigating incidents, it is important that I ask the right questions to gather as much information as possible to build up the picture

of what is going on (College of Policing, 2024). Developing professional curiosity is something that I have become better at doing since becoming a police officer, by not taking things at face value. Moving forward this is something I would like to keep developing. It can be easy to do as little as possible and do the minimum needed in an investigation, but this does not help the victim. What I have learned is that it is better to take time and properly investigate to achieve better outcomes for victims. The way I interacted with the victim went well. I was understanding of his situation and presented myself as there for him. I believe this helped the victim to be open and engage with me. A phrase I have often heard is "it's all about how you talk to people". Looking back at the incidents I have been involved in, they have generally been positive when officers are respectful and understanding. I have seen this with both victims and suspects. A good tool to use when communicating with people is Betari's Box. Betari's Box explains how people's attitudes and behaviour can influence each other when communicating (College of Policing, 2020).

I identified that this incident was a hate crime because the victim told me that he believed the suspect assaulted him because he was black. This was due to the remarks the suspect made to the victim before he assaulted him. The suspect was verbally abusive with racially aggravated comments towards the victim. The victim explained that he was just walking through the town centre and did not provoke the suspect in any way.

I feel hate crimes can be very emotive. To pick on someone based on an immutable characteristic or because of a person's identity seems unnecessary. No one is better than anyone else because of these characteristics. I appreciate that people may want police involvement for these crimes, but I do not believe that police involvement will change the mentality of the perpetrator. People's opinions are deep rooted in their psyche (Luttrell, 2020). While reporting crimes may stop them from happening again (Home Office, 2014), which is what I believe victims want, the mindset of the perpetrator will not necessarily change. However, I believe that actions of people who commit hate crimes must be challenged. A way to measure discrimination and prejudice within society is by using the Allport's scale. Developed by Gordon Allport in 1954, his scale is made up of five different stages of prejudice and discrimination, with each stage becoming more severe than the last one. The first stage is

antilocution. This is when a majority group of people make jokes about a minority group of people. This can also include using stereotypes which can be seen as harmless by the majority group. The second stage is avoidance. This stage is when people in the majority group avoid people who are in a minority group. This can leave people from the minority group feeling isolated or possibly excluded from society. The third stage is discrimination. Discrimination is when a majority group deny a minority group the same opportunities, services, and respect, leaving the minority group at a disadvantage compared to a majority group. Physical attack is the next stage. This is when a minority group are attacked, and their property is damaged or vandalised. The final stage is extermination. This is when a majority group look to total exterminate a minority group (Brown, 2010).

According to the College of Policing (2020) police officers should take reports of hostility and hate seriously. Therefore, I conducted the investigation aware of a possible hate crime. I contacted the local CCTV operators and gave a description of the suspect. The CCTV operators located the suspect, who was still in the town centre. I found the suspect who had been drinking alcohol and was drunk. I asked the local CCTV if they captured the incident on play back. Luckily, the incident was captured, and the suspect was identified committing an offence. CCTV is a fantastic tool and has aided my investigations many times. Following this, I then arrested the suspect for a racially aggravated assault and transported him to custody.

After I arrested the suspect, I then went to obtain a statement from the victim. It is important that a thorough statement is taken, including as much detail as possible. Statement writing is not the most exciting part of police work, but I recognise the need for thorough statements. In reflection, I could have taken more time with the victim to complete the statement, using my laptop computer rather than my mobile phone, to ensure mistakes were not made. I now use my laptop to take statements because it encourages me to take more time with the victim and produces a better finished product. I asked the victim if he wanted to make a Victim Personal Statement (VPS). A VPS is statement which helps the court to understand what impact the incident has had on the victim. A VPS is not evidence, but it can influence the sentence the suspect may receive (Ministry of Justice, 2018). The victim did not know at the time whether he wanted to make a VPS. Therefore, I followed this up

later, after giving him time to decide. The victim did make the VPS when I asked him later. In reflection enabling the victim time to think helped him to decide. Where possible I try and give victims time to make decisions.

Repeat victimisation can be an issue for victims of hate crimes. Proactive interventions designed to meet the individual victims needs will be the most effective ways to reduce or prevent repeat victimisation. Police officers can reduce repeat victimisation by ensuring that they attend incidents involving hate crimes promptly. I attended this incident within a few minutes which enabled me to locate the victim and swiftly detain the suspect reducing further harm. Officers must have appropriate training in hate crimes to be able to provide the right response in an appropriate and sensitive way. Regular visible patrols in hot spot areas can reduce further victimisation (Grove and Rådet, 2012; College of Policing, 2023).

There are computer entries that need to be completed which are specific to hate crime incidents. One of these entries involves the risk assessment. My organisation categorises hate crimes as standard medium or high risk based on what has occurred during the incident. This incident was scored as a medium risk. Hate crimes attract an element of risk that are not present in other crimes. To effectively manage the risk to victims I must be aware of these risks, such as a victim's vulnerability and potential to be victimised again. It is important to consult with the victim regarding the risk assessment. I find that this is something that I have to actively remember to do. It can be easy to work on autopilot and complete the risk assessment alone. However, I believe this to be a disservice to the victim, and I cannot fully safeguard the victim without their input. There have been times where I have not fully engaged with the victim regarding the risk assessment. By doing this I miss out on being able to ask important questions such as whether they have been targeted before, why do they think they have been targeted, and do similar incidents happen in their area. However, moving forward this is something that I strive to be better at. I can do this by ensuring I take my time with the victim and not to rush onto the next incident waiting (College of Policing, 2024).

When dealing with hate crimes I must ensure that I make the hate crime officer aware of the incident. Hate crime officers are police officers who have additional

training around hate crimes and can offer the victim further information and support. As well as ensuring the hate crime officer is informed, I also made sure that the local neighbourhood police sergeant for the area was made aware of what occurred. This allows the neighbourhood team to build a picture of hate crimes in their area and know where to conduct targeted patrols.

In conclusion when I am working with victims of hate crimes, I believe it is important that I deal with these incidents in a sensitive and timely manner. Building a good rapport with the victim is key for the victim to open about what has happened to them and build confidence with the individual and with the wider public to feel reassured that police officers take these types of crimes seriously. Swift action and appropriate risk assessments where the individual is involved helps to prevent the individual from becoming a repeat victim.

Word count: 2031

Task 2

Choose 1 of these 5 options to answer

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

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

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

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

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

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

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

ANSWER:

For this task I will examine an incident involving domestic abuse where I played a significant role. I will critically assess the challenges associated with this incident and look at the strategies that have been developed for effective policing of domestic violence situations.

Response police officers are the core of front-line policing and are usually the first on scene to deal with emergency and non-emergency calls from members of the public. Response policing is a varied role but can be very demanding and officers must be capable in a range of skills to be effective. Some of the roles of a response officer is to protect the public, patrol communities, manage conflict, investigate crimes, and manage critical incidents (College of Policing 2024).

The incident that I will be discussing involves an incident of Domestic Abuse (DA). Domestic abuse is when the behaviour of one person towards another is abusive, they are both aged 16 or over, and they are personally connected. Physical violence, threatening violence, coercive and controlling behaviour are all examples of abusive behaviour (Home Office, 2024).

I received a call from the control room which reported that a neighbour could hear a disturbance in the house next door. As a response officer, you never fully know the situation you are attending and must be prepared for every eventuality. From the experience I have gained in policing so far, the more information I receive prior to attending an incident helps me to be more prepared. The control room gave some information on the house in question. There had been previous DA incidents linked to the address and the names and warning markers were passed regarding the people who reside there. There had been multiple incidents where a male was the perpetrator of DA against a female. Both the male and female were from Poland but had lived in the United Kingdom for several years. The male and female also had one child together. The child was a five-year-old male. This was the first time I had dealt with the couple, but other officers had been to the address due to DA incidents. While all DA incidents are concerning, repeating incidents come with a significant risk to people involved. This risk can be emotional or physical harm to victims and children (GOV.UK, 2022).

I approached the house and tried to listen out for any disturbances at the property and tried to look through the windows to help me gather more information of the situation. This is something I have developed since becoming a police officer. I used to go straight to the front door, but now I take time to assess the situation first to help me assess the situation. I could not hear anything, and the curtains were closed, so I knocked on the door to the front of the property. A female quickly opened the door. I could see that she was in distress from her body language, and I could see she had been crying. I said that we had received a report of a disturbance and asked if I could enter the property and the female invited me in.

Personal safety was at the forefront of my mind at this point. While it is my job to keep the public safe, I must also ensure that my safety and the safety of my colleagues is also protected. I asked the female if there was anyone else in the house. The female said that her partner was in the kitchen. The kitchen can be a dangerous place, due to the number of potential items that could be used as weapons such as kitchen knives. I asked the female to go into another room for us to talk in private, while my colleague was going to talk with the male. Before I spoke with the female, I waited for the male to exit the kitchen and away from the potential dangers present. I ensured that I remained in line of sight with my colleague while we both engaged with the parties. I believe that this was a good strategy and one that I continue to use. It allows me to talk with victims and suspects and reducing the potential risks.

The female reported to me that they had a verbal argument. However, I could see that her hair and clothing was wet, as if something had been poured over her. I challenged the female regarding her original answer to me. It is important that officers have professional curiosity when attending DA incidents. Professional curiosity is where an officer does not take things at face value but use their communication skills to explore and challenge assumptions and understand the complex dynamics of a situation (Collage of Policing, 2021). Officers can use a range of resources to gather information to help identify risks and develop an understanding of the situation. It is important not to just take a person's answer to questions at face value. However, when the situation involves DA, this must be

done with empathy (College of Policing 2021). I was mindful that this was a domestic violence incident, and the female may have some loyalty to the male, or she may be fearful of him. However, to be able to safeguard the victim, I had to know the facts. I continued to probe the issue before the victim said that the male had assaulted her by punching her in the stomach and then poured a drink over her head. My communication skills and engagement with the female were good and she must have felt comfortable to open and tell me what happened. It is always a good feeling when you get people to open up, especially in these types of situations.

Following on from this allegation I shared this information with my colleague and the male was arrested to safeguard the victim and to be able to effectively investigate the crime. My organisation operates a policy of “positive action” regarding domestic violence incidents. This is set out in the Policy on attending DA incidents. Where an offence of DA has been committed, this will usually result in an arrest being made providing the necessity test outlines in the Police and Criminal Evidence Act 1984 is satisfied. While my organisation has this policy, the decision to arrest will always lie with the attending officers, however, if an officer does not arrest a suspect, then he or she must be able to justify why the arrest was not made. This is to ensure that crimes are fully investigated and to ensure victims are protected from any further abuse. The decision to arrest or not should not be made based on the victim’s ability to support a prosecution case. If the victim is not able to support prosecution, then an Evidence led prosecution could be possible (College of Policing 2018).

In this incident discovering who is the victim and who is the perpetrator was straight forward. However, this is not always the case, with both parties often making allegations and counter allegation against each other. Furthermore, DA incidents can often be very complex, and incidents are often reciprocal, with no clear perpetrator or victim. (McQueen 2018). This proves to be a challenge for attending police officers. Perpetrators can be manipulative and may attempt to draw officers into their side of the story. Perpetrators can have injuries which they claim have been done by the victim, however, such injuries may have been sustained by self-defence of the victim (College of Policing, 2018). With this in

mind, it is important to arrest the right person. The suspect will have the opportunity to give their side of the situation later in the interview.

With the perpetrator arrested, the female was then safeguarded from any further abuse from him. The arrest is only a small part of managing the incident, and further investigations, known as “golden hour”, were needed. These were gathering a statement from the victim, completing house to house enquiries and identify any witnesses. Golden hour enquiries are usually conducted at the scene straight after the incident, providing this is suitable (College of Policing, 2024). Officers at the scene should ensure they are victim centred. This means to keep the victim at the heart of the investigation, but also ensure that investigations are fair, with officers looking at all evidence. by officers conduct fair investigations, this then reduces myths and stereotypes of DA incidents and helps to tack biases (College of Policing 2024). One stereotype is that men and boys cannot be victims of DA. In the year ending March 2023 751,000 men experienced DA compared with 1.4 million women (Office for National Statistics 2023). While women make up the most reported DA victims, men are significantly less likely to report DA due to cultural barriers or feeling that they will not be believed (Home Office 2022). This highlights the importance of understanding biases to ensure the right victim is identified. Understanding this helps me to ensure that I am identifying the correct victim.

When dealing with DA incidents, officers are required to complete a Public Protection Notice (PPN). This document is for different agencies to share information to enable them to safeguard victims when they have been identified. A PPN must be completed before the end of every tour of duty. This document is then sent to the Domestic Abuse Unit (DAU) where the information and risk is then assessed by them. According to the College of Policing (2023)

Risk assessment is the process of estimating and regularly reviewing the likelihood and nature of a risk posed by a perpetrator to a particular victim, children or others.

The risk is graded as either standard, medium, or high, and must not be graded any lower than any previous grades that may have been applied. As this document's purpose is for information sharing purposes, the DAU will then share the information with any appropriate services, such as social services, health agencies, or schools with the aim of safeguarding and providing support. I have noticed that PPN's are often an afterthought, and I have fallen into this group. Officers deal with the situation and the PPN is something done at the end and often seen as a "tick box" exercise. However, I recognised that they are a crucial element in safeguarding victims. During this incident I completed the PPN, however, I could have taken more time with the victim to complete it as I feel it was rushed. This incident happened in the early hours of the morning, and I often find it difficult to complete paperwork at these times. I should have properly sat down with the victim and ensured a thorough PPN was completed. Moving forward I will take more time with the victim regarding PPN's.

There was a young child at the incident. The Domestic Abuse Act 2021 recognises children as victims of DA and children are vulnerable, by virtue of their age (Home Office 2022). I conducted a welfare check on the child and ensured that the Child's details were recorded on the appropriate paperwork for an accurate risk assessment to be completed. When children are involved, I usually ask if there are any services such as social services working with the family and ask parents if they would require any additional support. I have worked in children's safeguarding in a previous career. I have developed knowledge and skills to be able to safeguard children, which helps me in my role as a police officer.

Domestic incidents make up a significant number of incidents police officers' attend. DA incidents can involve a significant risk for victims and children and must be taken seriously. It is important that officers take positive action to reduce risk to victims and ensuring they are victim focused, putting the needs of the victim at the heart of the investigation. Officers should seek to empower victims of DA by conducting fair and thorough investigations and attempt to reduce myths and stereotypes associated with DA. Information sharing is key to reducing risk to victims, along with thorough and accurate risk assessments.

Word count: 2014

Task 2 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

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

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

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

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

Answer:

Task 2 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

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

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

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

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

Answer:

Task 2 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

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

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

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

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

Answer:

Task 2 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

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

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

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

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

Answer:

Authentication signature:

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

Signed: 

Date: 04/09/2024

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.

Brown, R. (2010). *Prejudice : its social psychology*. Malden: Blackwell Pub.

College of Policing (2018). *Arrest and other positive approaches*. [online] College of Policing. Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/domestic-abuse/arrest-and-other-positive-approaches>.

College of Policing (2020). *Conflict management skills*. [online] College of Policing. Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills>.

College of Policing (2020). *Responding to hate crimes*. [online] College of Policing. Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/hate-crime/responding-hate-crimes>.

College of Policing (2021). *Curiosity*. [online] College of Policing. Available at: <https://www.college.police.uk/guidance/vulnerability-related-risks/curiosity>.

College of Policing (2023). *Measures to reduce repeat victimisation – burglary*. [online] College of Policing. Available at: <https://www.college.police.uk/research/crime-reduction-toolkit/measures-reduce-repeat-victimisation-burglary>.

College of Policing (2024). *Investigation process*. [online] College of Policing. Available at: <https://www.college.police.uk/app/investigation/investigation-process#golden-hour-eaaa6299-ad83-4e0d-9e3c-00be51961cdd>.

College of Policing (2024). *Response Policing Career Pathway*. [online] College of Policing. Available at: <https://www.college.police.uk/career-learning/career-development/career-pathways/response-policing>.

College of Policing (2024). *Risk Assessment*. [online] College of Policing. Available at: <https://www.college.police.uk/app/civil-emergencies/civil-contingencies/risk-assessment>.

Crown Prosecution Service (2022). *Hate Crime*. [online] www.cps.gov.uk. Available at: <https://www.cps.gov.uk/crime-info/hate-crime>.

Equality and Human Rights Commission (2018). *The Human Rights Act*. [online] www.equalityhumanrights.com. Available at: <https://www.equalityhumanrights.com/human-rights/human-rights-act>.

GOV.UK. (2022). *Tackling Domestic Abuse Plan - Command paper 639 (accessible version)*. [online] Available at: <https://www.gov.uk/government/publications/tackling-domestic-abuse-plan/tackling-domestic-abuse-plan-command-paper-639-accessible-version#prioritising-prevention-1>.

Home Office (2014). *Hate crime action plan: Challenge it, Report it, Stop it*. [online] GOV.UK. Available at: <https://www.gov.uk/government/publications/hate-crime-action-plan-challenge-it-report-it-stop-it>.

Home Office (2022). *Hate crime, England and Wales, 2021 to 2022*. [online] GOV.UK. Available at: <https://www.gov.uk/government/statistics/hate-crime-england-and-wales-2021-to-2022/hate-crime-england-and-wales-2021-to-2022>.

Home Office (2022). *Supporting male victims (accessible)*. [online] GOV.UK. Available at: <https://www.gov.uk/government/publications/supporting-male-victims/supporting-male-victims-accessible>.

Home Office (2023). *Hate crime, England and Wales, 2022 to 2023*. [online] GOV.UK. Available at: <https://www.gov.uk/government/statistics/hate-crime-england-and-wales-2022-to-2023/hate-crime-england-and-wales-2022-to-2023>.

Office, H. (2020). *Statutory definition of domestic abuse factsheet*. [online] GOV.UK. Available at: <https://www.gov.uk/government/publications/domestic-abuse-bill-2020-factsheets/statutory-definition-of-domestic-abuse-factsheet#:~:text=The%20Act%20creates>.

Louise Elizabeth Grove and Brottsförebyggande Rådet (2012). *Preventing repeat victimization : a systematic review : report prepared for the Swedish National Council for Crime Prevention*. Stockholm: Swedish National Council For Crime Prevention.

Luttrell, A (2020). *The Strength of Moralized Opinions* | *Psychology Today*. [online] Available at: <https://www.psychologytoday.com/us/blog/difference-opinion/202007/the-strength-moralized-opinions>.

McQueen, D. (2018). Domestic violence is most commonly reciprocal. *The Psychiatrist*, 35(1), pp.33–33. doi:<https://doi.org/10.1192/pb.35.1.33>.

Ministry of Justice (2018). *Victim Personal Statement*. [online] GOV.UK. Available at: <https://www.gov.uk/government/publications/victim-personal-statement>.

Office for National Statistics (2023). *Domestic Abuse in England and Wales Overview*. [online] Office for National Statistics. Available at:

<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/domesticabuseinenglandandwalesoverview/november2023>.

Oxfordlearnersdictionaries.com. (2022). *hostility noun - Definition, pictures, pronunciation and usage notes | Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.com*. [online] Available at: <https://www.oxfordlearnersdictionaries.com/definition/english/hostility>.