

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/agh-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:

Dealing with support and providing aid to a victim is an integral part of policing. A victim is defined by the Code of Practice for Victims of Crime, also known as The Victim's Code, as "a person who has suffered harm, including physical, mental or emotional, or economic loss directly caused by a criminal offence, or a close relative of a person whose death was directly caused by a criminal offence" (CPS, 2021). In this essay, I will reflect on the policing incident which whereby three Syrian victims suffered racially aggravated public order from known offenders by way of describing and critically evaluating the actions and approaches taken in supporting and managing them against risk. I will explore how the used approaches of a Witness Interview Booklet (WIB), consideration for Achieving Best Evidence (ABE) interviews, dealing via Youth Offending System (YOS), and my multi-agency approach by submitting a Public Protection Notification (PPN) may provide the required outcome of preventing victims from suffering from repeat victimisation, and perpetrators from repeat offending.

I attended a report from a father and his two fourteen-year-old sons stating they had been racially abused. All three victims were Syrian and reported whilst waiting outside school grounds they heard three Caucasian teenage pupils, who were known to them, verbally abuse them by way of using ethnic slurs. As according to the Crime and Disorder Act 1988, I identified a racially aggravated public order offence had occurred as all three victims were subjected to racial abuse due being Syrian (PNLD, 2019). Furthermore, I understood the incident was also a hate crime, as it was perceived by all three the victims that the hostility was as a result of their race (CPS, 2016). The source further states there is no legal definition of hostility, so instead any words spoken with "...ill-will, spite, contempt, prejudice, unfriendliness, antagonism, resentment, and dislike...", will be considered as hostile.

With my knowledge of the Youth Justice and Criminal Evidence act 1999, I also identified the victims as vulnerable: all three under Section 17 as "intimidated witnesses" due to potential "fear" and "distress" in regard to testifying, and the two children were "vulnerable" under Section 16 due to their age (CPS, 2022a). I found this identification to be very important to the case and care towards the victims, "as they are more likely to require specialised assistance". As such, they are given Enhanced Rights, such as "being offered a referral to a specialist support service, being contacted sooner following key decisions, and having access to Special Measures" in accordance with the Victim's Code (Ministry of Justice, 2020). The source further provided that "Right 1: To be able to understand and be understood", and "Right 4: To be referred to services that support victims and have services and support tailored to your needs" are most concern in this incident. I believe on reflection, my early identification of these stipulations ensured these victims received the upmost legal care and comfortability during the following legal processes, and that my actions both upon attendance and subsequently were lawful. I understood the steps needed to be taken in accordance with national guidelines and to achieve the best evidence possible.

In 2002, The Ministry of Justice produced its first guidance "Achieving Best Evidence in Criminal Proceedings: Guidance on Interviewing Victims and Witnesses, and Guidance on Using Special Measures", with the fourth and latest edition being

published in 2020. Generally termed ABE, it offers guidance for investigators regarding interviewing victims and witnesses, including children, and any support expected throughout the investigation and whilst in court (Ministry of Justice, 2022).

In line with ABE, my initial actions were relatively restricted. My first act upon contact with the victims was to complete a WIB with each of them. This essentially involved me asking each of them the four questions: *What happened?*, *When did it happen?*, *Where did it happen?*, and *Who else was there?*, with their responses being measured for the consideration for specially trained officers to then continue the questioning, and for those officers to obtain an initial understanding of the incident and the impact of the incident on the victims. Whilst this stage is essential as it initiated the investigation and identified immediate support needs, it also identified scope for further investigation and the need for further detailed information, especially due to the father ideally needing an interpreter, and the children requiring an appropriate adult present due to their age. The decision was made to seek out ABE trained officers to assist taking accounts from all three victims, to then interview the named youth offenders, and if full admissions were made, to refer the offenders to YOS to facilitate an out of court multi-agency approach to educate the offenders, prevent re-offending and hopefully, prevent all victims becoming victims of such a crime again from the same offenders.

For this investigation, this part would be crucial as it would involve specially trained investigators retrieving detailed information, as compared to the WIB, which would then assist investigators in obtaining evidence of offences and increasing the chance of justice for the victims. Linking back to the rights under the Victim's Code, it would be essential in meeting the need for the victims to be heard and understood. As there may still be the risk these three victims may not disclose all information due to their vulnerability, or through possible fear or distress, this risk is significantly reduced due to the fact specially trained officers will be conducting the interviews.

The YOS works with youths aged eight to seventeen who are offenders display offending behaviour, and are staffed by persons from many different organisations, such as the police, probation, local authority, health, and education, all with the intention to prevent re-offending and prevent anti-social behaviour through a variety

of projects, such as early support (prevention), pre-court services, supervision in the community, family support, initiative projects, and the opportunity for restorative justice where-by victims of crime can meet with the offenders in order to show how impactful their offending had been on them. (BGCBC, 2022).

For this incident, the belief that the local YOS would be an appropriate method of dealing with the offenders and would be able to provide the support needed to the victims is supported by a recent 2022 inspection that rated the service as being good overall, with out of twelve core standards inspected, six were graded as outstanding, four as good, and only two requiring improvements (HMIoP, 2022). Upon reflection, YOS seems to be a very appropriate approach at both supporting vulnerable people and reforming repeat offenders.

A multi-agency approach, such as that from YOS, seemed understandable if different agencies are combatting the same problem. Many problems are now seen as affecting both other professional agencies and the police, and the same could be said regarding this incident. I submitted a Public Protection Referral (PPN), highlighting my findings so far, any concerns I have identified, and what support I believe is needed. This is another approach used by Police and other agencies to support those vulnerable or at risk of harm. PPNs are born out of some police forces and partner agencies establishing a public protection partnership whereby partners:

... can work together to share information, assess risk and agree actions to reduce the risk associated with serious or repeat hate crime. This structure can be especially useful in responding to repeat victims, high-risk individuals, or emerging trends in hate (College of Policing, 2023a).

Despite the positive effects of a PPN, it may take time for them to be implemented due to the nature of numerous agencies' involvement. However, I remain hopeful the long-term positives will outweigh this immediate short-term negative, especially as feedback from a local partner agency found PPN templates police officers use provide them with a better understanding of the problem, the impact of the problem on those involved, and how best to respond to the problem (RSPH, 2020). Reflecting on my research finding how Gwent PPNs are impactful, it suggests this method

would be effective in managing the long-term risk to the three vulnerable victims and help them move on from the incident.

In conclusion, this incident discussed was complex and involved vulnerable victims and youth offenders. My role was governed by procedure and my actions not only instigated criminal proceedings against the offenders, but also ensured the rights and entitlements of the victims were met during the early stage of the investigation. Identifying risk and options to best deal with are important, but there are always going to be difficulties in understanding the full effect of those measures in place. Ultimately, each example would be subjective to that person, and with there being many reasons why a person may become effected again by crime, it is reasonable to presume the cause may not always be safeguarding failures.

Past research shows evidence that ABE, YOS and PPNs can be effective methods of supporting vulnerable persons, persons at risk of harm, and even on those at risk of offending. In fact, Evidence Based Policing (EBP) is one of many methods used by police forces today. EBP is based on the ideas of Professor Lawrence Sherman, who demonstrated his notion in the 1998 Police Foundation article Ideas in American Policing; Evidence Based Policing, that police practices "... should be based on scientific evidence on what works best, and to push research evidence into practice through community and national guidelines" (Sherman, 1998).

The utilising of the ABE process, including the initial use of a WIB, and the multi-agency approach of PPNs to combat risk, have now become an evidence-based approach to policing such an incident. The outcome of the investigation will ultimately depend on the engagement of the victims, the effectiveness of ABE at gaining further information and the identification of any collaborating evidence or lines of enquiry, whilst the management of further risk would be dependent on the success of YOS on the identified offenders, and how the subsequent support is for the victims. I have learnt procedure is in place because of past research, so in response, I expect the different approaches I took in response to this policing incident. EBP provides a trustworthy source of dealing with incidents and has given

me the confidence in the steps I took in dealing with this incident, and of those I will take in the future.

However, I am also aware this can only be the case if the cycle of research and best practice continues, which is no easy task as the police service needs the results of evidence-led research:

... sooner rather than later due to operational necessity. There is a place for deeper scientific analysis of some subjects, but the day-to-day running of the organisation depends upon creating an evidence-based approach invoked by all within, not just the new recruits, and must adopt EBP as a philosophy rather than a tactic, as police are under pressure to deal with a large volume of calls and adapt on a case-by-case basis ... (Pepper et al, 2020).

Word Count: 1837

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:

A criminal investigation is conducted by police officers to identify whether or not a person should be charged or found guilty of an offence, with the investigation being complex if factors such as violence was used or physiological trauma was caused, or if the offence resulted in substantial financial gain for the offender or substantial financial loss for the victim, if the offence was committed by many offenders with the same purpose, or if the offence was sexual in nature (COP, 2021). The complex investigation which I am going to example in this essay is that of a dwelling burglary.

Dwelling burglaries are very intrusive and impactive for the victim. Burglary is defined as “entering a building or part of a building as a trespasser with intent to commit theft, grievously bodily harm, or criminal damage; or having entered as a trespasser, steals or inflicts or attempt to inflict grievously bodily harm” (CPS, 2022b).

This essay will describe and evaluate my role in the initial time critical response to the dwelling burglary, including my actions at the scene and those subsequently, and evaluate how pivotal they were to both the outcome of investigation and in supporting the victim. I will also discuss the importance in understanding how an old philosophy still prevalent today impacted the investigation and played a role in managing my own personal values and eagerness to want to identify an offender and progress the investigation.

I was tasked to investigate a dwelling burglary of a property in a busy residential street. The crime occurred overnight whilst the victim was away. The victim returned to find a glass window had been smashed, and a laptop and numerous boxed flavoured vapes had been taken. The total value of goods taken were relatively low, with the cost to repair the damaged window being the main expense, but the crime surpassed monetary impact only. Violence was used to gain entry, and the victim was understandably shocked and scared.

Dwelling burglaries are massively impactive, and their effects could be long-lasting. In addition to the cost of having to replace any goods taken or to repair damage,

research conducted in 2022 by a UK based research and data analytical site shows victims also experience damaging emotional and psychological effects, with 83.5% of all incidents (attempted and where entry was gained), victims reported feeling emotionally effected, ranging from anger, to fear, and even depression. Some relative facts include 58% reported feeling anger, 52% felt shocked, 40% were fearful, and 35% felt vulnerable. The research worryingly found further 34% of victims had difficulty sleeping, 29% suffered with anxiety and panic attacks as a result, 17% were reduced to crying, and 12% reported going on to suffer depression. (NimbleFins, 2022). Although the source is not academic in nature but is instead commercial, I still believe it provides an insight into the damaging emotional effects a burglary has on the victim. Furthermore, the University of Portsmouth (2016) identified one in ten people move home following a burglary.

Providing a sufficient investigatory response to this burglary was paramount. I wanted to provide the victim the best service I could in my role as an investigator and as a human being. The thought of being a victim of a burglary was terrifying for me, especially as I have a partner and a young child living with me who may also suffer the same damaging emotional effects. I wanted to try my best to support the victim and identify an offender. I was angry but determined, and knew I had to focus my emotions and actions into providing a positive response. I had to do things correctly and systematically. I knew if I did this, the chance of a positive outcome was far greater than if I did not.

The instigation of the Golden Hour Principle, whereby "... effective action can result in securing significant material that would otherwise be lost to the investigation" (HMICFRS, 2023), is vitally important. The Golden Hour concept is one largely used by the medical profession whereby it is believed medical complications could occur if a patient was not managed correctly and the relevant treatment was not provided quick enough, and this notion is relatable to criminal investigations in the way that first actions taken in response to a serious crime may secure or lose evidence vital to the investigation (Police Oracle, 2023). The College of Policing (2023b) simplifies The Golden Hour as "...the period immediately after an offence has been committed, when material is readily available in high volumes to the police".

Obtaining any material relevant to the investigation will massively depend upon my initial actions upon attending the scene. Material would be any information, items, or objects that I could gather from the scene or from any other source, such as witnesses or CCTV, that may capture the offence and possibly identify an offender (College of Policing 2023c). Upon attending, I understood the importance of initiating fast-track actions. Fast-track actions are described as:

... any investigative actions which, if pursued immediately, are likely to establish important facts, preserve evidence or lead to the early resolution of the investigation ... and ... a delay in protecting, preserving, or gathering material may result in evidence being contaminated or lost, and suggest once any immediate priorities are dealt with, a planned investigation should be conducted, with consideration for important factors such as scene management and material gathering, amongst others (College of Policing, 2023d).

I immediately set about protecting the scene by ensuring the property was secured from the public and contamination by way of coning and taping off the entrance to the property from the public footway. I then requested the attendance of Crime Scene Investigators (CSI) to "...document and recover evidence that could potentially link the scene to a suspect or that could help to prove/disprove someone's involvement in a crime..." (Thames Valley Police, 2023a).

I immediately identified a concern, however. The incident had occurred some hours before, so the scene had been open to some degree to the weather, and had been accessed by the victim, his family members, and even neighbours, who showed concern and visited the victim. This would likely cause a problem, as the attending CSI would seek to "... develop and recover physical evidence such as fingerprints, shoe prints and tool marks ... bodily fluids such as blood or saliva, and recover samples from surfaces that have been handled that could be sent for DNA" (Thames Valley Police, 2023b).

I remained hopeful that despite the time delay between the incident and my attendance, some evidence would be retrieved. However, I later learnt that it was

un-successful. I have no doubt the time delay and cross-contamination played a crucial factor here. In anticipation of this, upon my attendance I advised the victim best practice was to keep the scene sterile and to immediately close the scene to prevent contamination. The victim would know what to do if he was to unfortunately suffer such a crime again.

The next task was for me to identify possible witnesses and identify any CCTV that may have captured the incident taking place. The location was a very busy residential street, with houses on both sides of the road. Also, there was a shop on the corner with visible CCTV cameras, along with Local Authority cameras situated on a lamppost at the end of the street, close to the property. The incident occurred sometime over night, after the victim left his address around 20:00 hours and before he returned around 09:00 hours the following day. Due to the time, the chance of there being witnesses to the incident may be low, especially as there were no further calls made to Police reporting the incident, but I remained optimistic and conducted house to house enquiries for the identification of witnesses and possible CCTV footage.

The result of the enquires were disappointing. There were many persons who recalled hearing voices outside sometime in the early hours, but little more. One person recalled hearing voices and witnessing three people run past his address but refused to provide a statement in fear of possible reprisals. Despite several properties having CCTV cameras facing the street, no residents were supportive, stating they were either not working or just dummy cameras. I began to feel an air of reluctance, with many residents fearing reprisals or backlash from supporting police action. The neighbourhood is small, and in my experience, generally there is a struggle to get supporting evidence or testimony from witnesses. To compound the disappointment further, the shop CCTV and the Local Authority CCTV cameras were not working either.

I began to feel subdued but understood that several factors can influence an investigation, such as the old 1829 devised Peelian principle that “Policing in the UK is grounded in the principle of ‘policing with consent’” and “... the notion of ‘policing by consent’ is rooted in the belief that for policing to be effective, there must be

broad public support for a police service's actions" (London.gov.uk, 2023). Still prevalent now, it clearly impacted the processes I employed in this complex investigation, especially if we consider the renowned academic Charles Reith's 1956 evaluation of the philosophy as: "... derived not from fear but almost exclusively from public co-operation with the police, induced by them designedly by behaviour which secures and maintains for them the approval, respect and affection of the public" (Home Office, 2012).

My attention now turned to preventing the victim suffering a burglary again. I advised him to install CCTV cameras and alarms, and asked the local Neighbourhood Policing Team to provide the victim and his neighbours with 'We Don't Buy Crime' packs containing a UV pen to mark their goods with invisible ink only viewable by forensic technology, signs to display on their home warning they are security protected, and pamphlets with further safeguarding advice. This was an important step in helping the victim and his neighbours feel safe, especially as it is considered offenders tend to return to a property or area where they have already committed a crime, but are less likely to target a well secured property or one displaying signs (Gwent Police, 2023). The effectiveness of this action, however, will depend on the victim taking my advice regarding installing CCTV cameras and alarms, and along with his neighbours, using the stickers to display in his windows.

In conclusion, I believe I conducted my role as the initial investigator to the best of my abilities and remained hopeful my fast-track actions and Golden Hour enquiries would yield the identification of an offender. However, some concerns and dependencies were identified during this complex investigation.

Golden Hour enquiries are set out to provide the best chance of an outcome, and by nurturing my own personal values into wanting to support the victim of such an alarming crime into that ethos, I believed I provided an effective personal response by way of securing the scene, requesting CSI, then seeking possible witnesses and CCTV, despite their inevitable disappointing outcomes. However, I believe identified reasons as to why they failed. Furthermore, my understanding of the still relevant principle that policing massively depends on the consent and the support

of the public, helped manage my own personal values and frustration during this investigation, and will undoubtedly help again in the future as I understand obtaining evidence from willing supporters is not guaranteed.

Overall, this incident provided me with the insight that policies are in place to support me in making decisions and acting swiftly to best investigate such a complex crime. However, I have also learnt that despite my own best efforts, ultimately the overall outcome may depend on other factors beyond my control.

Word count: 1951

Authentication signature:

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

Signed: Liam JONES

Date:

18/06/2023

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.

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