

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: ____ Ffion Barry ____

**Learner's University Registration Number:
____ 2117796 ____**

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	
	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:

Recently whilst on duty as a response Police Officer, I was dispatched to an ongoing emergency incident. A group of youths were loitering on the corner of a street, throwing bricks at a male's house, and shouting and swearing in the street causing nuisance amounting to Anti-Social Behaviour.

When I arrived at the location, I saw that a few of my other colleagues were already on scene and had detained two youths. On the street there were a large group of approximately twenty other youths who were shouting at my colleagues, calling them names, and filming them whilst they were trying to obtain the detained youths' details. My colleagues informed me that the victim witnessed the two youths throw a brick at his window, causing it to smash.

The victim had stayed in his house with the doors locked, as he was petrified of going outside in case the youths decided to start throwing the bricks at him instead of his window. The victim was an elderly gentleman who relied on a walking stick to aid his mobility and would not be able to defend himself very well if he were to be physically assaulted.

Whilst taking a statement from the victim, he explained to me that this was not the first time the youths have damaged his windows; they have been causing a nuisance every day for the past few weeks which had caused him a lot of distress. He had reported these multiple incidents to the police previously but felt that he did not receive much support. He was upset that the situation had escalated to the point where his windows had been damaged, as initially it started off with the youths just loitering in the street and swearing in public. He believed that the police should have dealt with the youths' behaviour sooner, so that the escalation would

have been prevented and any other offences being committed would have been deterred.

After completing the statement, I spoke to my colleague who worked as a police officer on the Neighbourhood Policing Team (NPT). She informed me that NPT were aware of the anti-social behaviour being caused on that particular street and had obtained the details of the two main culprits. They had worked to get Criminal Behaviour Orders (CBO) placed on them upon their conviction of a previous criminal damage on the same street, with the aim of preventing them from committing any further anti-social behaviour. A CBO can be issued to an individual who has been convicted of an anti-social behaviour offence. It can last for a period of up to three years and can invoke certain conditions such as to not attend a particular place (Home Office, 2023a).

According to the College of Policing (2021), “a person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation”. This suggests that when a vulnerable person is unable to protect themselves from harm, then organisations such as the police, NHS, and social services should assume responsibility of safeguarding that person to protect them from the risk of harm (Smith and Tilney, 2007, p.54).

There are different strategies and approaches that these organisations consider when providing support to vulnerable people and it is important to assess which approach would be best suited to the needs of the individual. When a person is identified as being vulnerable by the police, but they have not committed or been subjected to a crime, then there are other partner agencies who would be better suited to providing support (Williams, 2023, p.13).

Using the above mentioned incident I attended as an example; the elderly male was identified as being vulnerable due to his ill health and poor mobility. Whilst the police can offer him support to guide him through the Criminal Justice System as a victim, they cannot offer support for his health concerns as it would not be appropriate. The appropriate partner agency capable of offering support in this case would be a medical professional.

An approach that the Police take when supporting vulnerable people is to complete a Public Protection Notice (PPN). This is a form which documents safeguarding concerns identified by the police in relation to a vulnerable person. The PPN will then be shared with partner agencies to launch a multi-agency response in providing support to that person based on their individual needs (HMICFRS, 2023).

Sharing information amongst agencies is a fundamental element of ensuring that vulnerable people receive the right support from the right service, whilst managing risk and maintaining the person’s welfare (HM Government, 2018). There are many historical cases emphasising the importance of sharing information to manage people at risk of harm and highlight the consequences of when the police and other agencies have failed to do this; the Soham murders being one. The Richard Inquiry Report (2004) derived from the Soham murders case set out to examine police failings in child protection measures and the lack of information sharing. As a result of the inquiry, the Police National Computer was established so that information can be shared across UK police forces and the Vetting and Barring Scheme was created to ensure that those working with children and

vulnerable people are of good character. Attitudes towards the sharing of information became more positive and even became mandatory in policing policies.

However, with the tightening of force policies surrounding sharing information with partner agencies and the introduction of the PPN, one could argue that over time these policies have become more of a perfunctory box-ticking exercise. This view is supported by Cheminais (2009, p.28) who suggests that sharing information through the form of a PPN is a way of “passing the buck” and handing over responsibility to another agency under the illusion of taking positive action and avoiding professional culpability when things go wrong. This projects a negative slant on the purpose of a PPN, which is to help provide support to vulnerable people and those who are at risk of harm. As the PPN is mandatory, police officers may only be completing them to do the bare minimum of what is expected and therefore may lead to referrals that may not be necessary. This could prove problematic for Social Services having to sift through all the PPN referrals in order to find those individuals who need genuine support.

On the other hand, one could argue that if a police officer is required to fill in a PPN, then the individual they have come across must be vulnerable in some way, and therefore would benefit from safeguarding in some capacity. If this is the case, then all the PPN referrals submitted should be acted upon, meaning that they are an appropriate method of supporting vulnerable people (Williams, 2023).

Another approach taken by professionals and the police when supporting vulnerable people and managing those at risk of harm, is conducting a Multi-Agency Safeguarding Hub (MASH). This is a meeting held with members of local agencies and organisations who all come together to develop a working strategy and implement safeguarding measures to support a vulnerable person (Home Office, 2023b).

An advantage of MASH is that the most appropriate mediation is agreed with the individual’s best interests in mind which are relevant to their vulnerability and level of risk (Hampshire County Council, 2023). However, the appropriateness of the MASH is questionable, particularly by those individuals that may not wish to receive any help, even though they require it. An individual may come to the attention of the NHS or the Police in some capacity and as a result of their vulnerability, a referral is made to the MASH on their behalf despite the individual not consenting to said referral. The person may not wish to receive any support from any organisation and may feel uncomfortable that their personal circumstances are being discussed in a meeting without their permission. In this case, the MASH could be seen as inappropriate as it is going against the individual’s wishes. Davids (2008) supports this argument and suggests that this would be a breach of trust, which could lead to the individual not engaging with the services that are being offered and therefore prevent that person from getting the support they need.

This argument can also be applied to Policing. As per national PPN guidance and policies set out by the College of Policing, any incident involving a child requires the police officer to submit a child at risk referral, regardless of the type or severity of the incident, and regardless of consent. If a MASH meeting takes place as a result of this referral and subsequently Social Services take positive action to safeguard the child, this can lead to a breakdown in trust, deterring people from reporting incidents in the future through fear of losing their children (Cheminais,

2009). A criticism of this argument is that it is largely based on individual cases and therefore cannot be generalised when evaluating the appropriateness of the MASH approach to providing support to vulnerable people.

Williams (2023) suggests that there needs to be a happy medium when providing support to vulnerable people; Police and partner agencies should strike a balance between a person's wishes and their best interests.

However, if positive action needs to be taken by an organisation such as the police or Social Services, then the PPN and MASH has achieved its purpose, to identify and assess risk, therefore proving that they are both appropriate methods providing support to vulnerable people.

According to the College of Policing (2020) the Home Office definition of repeat victimisation is "being the victim of the same type of crime more than once in the last 12 months". There are several methods used by the police to tackle repeat offending and prevent an individual from being a repeat victim of a crime.

One of these methods is Evidence Based Policing (EBP) which is concerned with achieving the best available evidence to achieve the best outcome. This has proven to be successful in tackling repeat victimisation, as it can aid the police in understanding why the problem is occurring. If the problem is understood then an effective strategy can be developed to prevent the problem from reoccurring (College of Policing, 2023).

EBP relies on the Problem-Solving Cycle, also referred to as 'ATLAS' to clarify the identified problem, and learn how to overcome it. ATLAS is an acronym of the different stages and stands for: Ask, Test, Learn, Adapt, Share.

The 'ask' stage relates to research and asking questions which will help to understand the problem and establish a hypothesis as to why it is occurring. During the 'test' stage a strategy is formed in the hopes of achieving the best outcome. The 'learn' stage involves identifying whether the chosen strategy has achieved the desired outcome and examining what went well and what didn't. The 'adapt' stage is designed to adjusting the response to reflect the findings in the previous stage. The final 'share' stage promotes sharing what has been learnt with partner agencies, so that tried and tested strategies can be promoted (Williams, 2023).

EBP has been found to be effective in tackling repeat victimisation because it is a qualitative research method, meaning that it focuses on collecting a plethora of detailed data which produces detailed interpretations (Mitchell and Huey, 2019). In other words, when applying EBP to the identified problem, police officers will be able to understand it in greater detail rather than just relying on statistics.

In relation to the incident I attended, EPB could have been utilised by the Neighbourhood Policing Team to prevent the anti-social behaviour from escalating. The youths didn't pay attention to the CBO conditions prohibiting them from attending the street, and so a different strategy should have been implemented. To understand the problem of anti-social behaviour within that particular area, NPT could've spoken to local residents to gain clarity and create a hypothesis as to why the youths opted to loiter on that particular street. For instance, it could be because there is a shop on the corner of the street with free Wi-Fi. During the 'test' stage, a strategy could've been implemented, such as asking the shop owner to set up a password for their Wi-Fi so that the youths can no longer connect to it. Once this had been implemented, NPT could have revisited the residents to see

whether the ASB had stopped and adjust the strategy if it was unsuccessful. Once the problem is solved, NPT can share the results with other departments and apply it to other areas with similar problems.

This is an example of how EBP could have been applied to a real-life situation to prevent escalation from occurring and prevent repeat victimisation.

Word count: 2131

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:

In this task I will be discussing a Domestic Abuse incident which I attended as part of my role as a response Police Officer. I will be explaining the challenges that were presented to me during this incident and how I managed to overcome them based on policing strategies.

Recently whilst on duty as a Police Officer, I was dispatched to attend an ongoing emergency Domestic Abuse incident. The only information passed to me by the control room at the time, was that there had been an altercation involving a male, a female, and their 6-month-old child.

In order to comply with data protection legislation, I will not be disclosing the names of those involved, and will only refer to them as: male, female, and child. Whilst on route to this incident I was informed that during the altercation, the male had hit the child on the head and in response to this, the female fled her address carrying the child and sought safety in her neighbour's address across the street. I was requested to attend the neighbour's address in the first instance, to conduct a welfare check on the child and establish if there were any injuries that required medical treatment. Upon arrival at the neighbour's address, I discovered that the female and the child were no longer there, and had been picked up by the female's father, who turned out to be the reporting person (RP) of this incident. The male had left the address on foot and was most likely still in the local area. Shortly after this, the RP had arrived at the address and disclosed that the female was in possession of a knife and had driven off in her vehicle with the intention of finding the male, her ex-partner, and killing him for hitting their child. She had made comments such as "I'm going to find him and kill him. At that point the child was being looked after by the RP's wife at their address a few streets over. The RP had also disclosed that the female had been drinking vodka shortly before this and was intoxicated whilst driving her vehicle.

At this stage, I had identified several offences; the male had assaulted the child, and the female had committed an offence of threats to kill, possession of a bladed article in a public place, and potentially a drink drive offence. The female and child were initially treated as the victims in this domestic incident; however, the female was now being treated as an offender also. Due to the complexity of this incident, it was clear that it could not be dealt with effectively by response policing alone, and that the expertise and specialist skills of other departments would be required to manage the different challenges involved.

When discussing strategies that enable effective policing, it is important to understand what effective policing is. There is no official definition, and the meaning can be subjective. However, effective policing generally refers to the extent of which policing achieves the prevention and detection of crime, preserving life, and protecting the peace (Bayley, 1996). This subjective definition will be used throughout this task when critically assessing the strategies developed to overcome challenges and deliver effective policing.

The first challenge associated with the Domestic Abuse incident was the dynamic, fast-paced escalation of the situation. Initially the incident started off as a verbal argument between the male and female, then it became apparent that the male

had assaulted the child which developed into the female arming herself with a knife and going out looking to kill the male. Therefore, I had to keep reassessing and prioritising which actions to carry out first and what needed to be completed by other departments as further information was coming to light.

The National Decision-Making Model (NDM) was established by the College of Policing (2013) to aid a decision-maker's rationale. It is a tool that police officers are encouraged to apply to every incident so that informed decisions can be made quickly during high-pressured environments based on different factors. The NDM is comprised of six elements: code of ethics, information and intelligence, assess risk, powers and policies, options and contingencies, action and review.

Some may argue that the NDM is an effective tool during response policing incidents. Roach and Roycroft (2019) maintain this view and state that it can bring clarity to a situation, as well as aiding officers in their decision-making rationale. With a clear justification of why the officer made the decision, accountability and transparency will be upheld.

On the other hand, the NDM has been criticised for being unrealistic. Barrow-Grint et al (2023) argue that during fast-paced, high-pressured incidents, officers realistically do not have enough time to go through the entirety of the NDM before having to make a decision. Similarly, Ratcliffe (2009) suggests that police officers weigh up risks, options, and powers available using natural instincts as well as professional judgement based on experience of previous similar incidents. In other words, the NDM is not an effective strategy developed for policing challenging, fast-paced situations.

When utilising the NDM during the domestic incident, I found it somewhat useful as an aid in making decisions and prioritising actions. On the positive side, weighing up different options available to me at the time and the level of risk posed facilitated the decision that the child needed to be located first and foremost. The NDM also aided me in processing the dynamic situation, filter through all known factors and home in on the essential information needed to prioritise actions. However, I can appreciate Ratcliffe's point of view because I had to make decisions then and there and did not have time to methodically go through the NDM every time a decision needed to be made. Instead, I instinctively considered each element of the NDM without actually thinking about it and relied on professional judgement based on previous experience of dynamic domestic incidents.

Upon review, it can be argued that the NDM becomes second nature to police officers responding to challenging incidents. As mentioned by the College of Policing (2013), the NDM can be used afterwards to justify decisions made at the time of the incident, which promotes accountability and transparency, a vital element of effective policing. Therefore, this demonstrates that the NDM is a useful strategy when aiming to deliver effective policing.

In summary, although there are criticisms surrounding the use of the NDM during high-pressured, dynamic incidents, there are benefits of using it after the incident has been dealt with to justify decision-making rationale.

In relation to response policing at a local level, there are two types of factors which can contribute to diminishing the effectiveness of policing: internal and external factors. Internal factors involve issues going on within the organisation, such as:

low morale, funding cuts, low staffing levels, poor resource management, and lack of training upskill. External factors include socioeconomic backgrounds within local communities, cultural differences, political upheaval, and changes in legislation (Leishman et al, 2000).

A challenge that arose during this Domestic Abuse incident was an internal factor of short staffing levels. The difficulty was trying to balance the number of outstanding actions with the lack of officers available to assist with the enquiries. Unfortunately, the other response officers on my shift were committed with other calls and duties such as hospital watch and conducting suspect interviews, thus were unable to attend the incident with me. This meant that I attended the incident as a single-crewed officer and relied on the control room to deploy officers from other areas and departments to assist me in providing an emergency response to the incident and conduct enquiries. From an officer safety point of view, force policies state that there should ideally always be a minimum of two officers attending domestic related incidents, so that an effective policing response can be delivered, and positive action can be achieved (HMIC, 2014). This sometimes cannot always be the case due to short staffing levels, hence a strategy was developed to overcome this challenge and ensure effective policing.

The strategy developed to overcome short staffing challenges is collaborative working amongst departments and partner agencies, also referred to as a multi-agency approach. An advantage of this strategy is that the workload is shared, meaning that more time can be spent on each action to ensure it is completed to the standard expected in line with policing policies. It also prevents the possibility of shortcuts being taken and actions being missed by officers (Cheminais, 2009). A criticism of this strategy, however, is that there are risks of conflict when working collaboratively with other agencies which could impede the efficiency and delivery of the policing service when responding to incidents. For example, officers from different departments clashing over the completion of certain actions, may cause friction and tension, reducing their ability to deliver effective policing during high-pressured incidents (Pycroft and Gough, 2010).

This concern and risk of conflict surrounding collaborative working has been addressed by the Home Office (2012), who has produced statutory guidance for police collaboration and working with partner agencies. The Home Office has encouraged collaborative working as a means to achieving more efficient and effective policing. In relation to the risk of conflict arising within this strategy, the Home Office has recommended that there needs to be a single point of contact who can take charge of the incident and manage the incident objectively. This approach would prevent any conflict between each department and partner agency, therefore ensuring effective policing is delivered.

Collaborative working was utilised during the Domestic Abuse incident I attended, and the single point of contact was the Force Incident Manager (FIM).

The FIM is an on-duty police officer of Inspector rank who works within the force control room. Their role is to oversee live ongoing incidents and they have the responsibility of managing operational demand, including making decisions regarding the deployment of different units. This role also involves authorising different operational strategies and approaches to dealing with incidents (Lancashire Constabulary, 2023).

The FIM oversaw the management of this incident and took control in organising the deployment of units. It was decided that a firearms unit would conduct an area search for the female with the knife, due to the risk posed by the weapon on officer safety. A traffic unit was also deployed to assist in locating the female's vehicle through the use of ANPR technology. A response officer from another area was dispatched to conduct an area search for the male. The FIM also made the decision to dispatch an officer from the Public Protection Unit to conduct a welfare check on the child, as they specialise in cases involving children and vulnerable adults and are experienced in liaising with Social Services. As those other actions were being conducted by specialist officers, this meant that I was able to focus on completing Golden Hour enquiries and obtaining an account from the reporting person.

As a result of collaborative working, the female was located by the traffic unit and transported to her home address, where I arrested her for the following offences: threats to kill, possession of a bladed article in a public place, and driving whilst under the influence of alcohol. The child was found to be safe and well by the PPU officer and arrangements were made with Social Services for her to be cared for temporarily by her grandparents. Unfortunately, the male was not located, however the threat and risk posed to him from the female was significantly reduced when the female was arrested.

To evaluate whether the strategy of collaborative working was successful in enabling effective policing to take place, I will be using the general meaning of the term 'effective policing', mentioned earlier in this task.

Upon review, life was preserved as the male was safeguarded by the decision made to arrest the female. Crime was detected and further offences being committed were prevented by locating the female and arresting her. The peace was protected by taking positive action during this incident and again, preventing any further offences from being committed.

In summary, although there are criticisms of utilising the collaborative working strategy, it is clear that it was successful in overcoming the challenge of short staffing levels during the incident; thus, allowing the policing of this incident to be effective.

Word Count: 2055

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:

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

Signed: F.Barry

Date: 04/05/2023

Bibliography

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

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