

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:

In this essay, I will be discussing a policing incident in which I played a significant role with a victim of crime. I will consider how the incident was dealt with on this occasion and reflect upon my actions using the Experience Reflection Action (ERA) reflective cycle (Jasper, 2013). The first stage of the ERA reflective cycle considers the experience, therefore, I will begin by providing a description of the incident, whilst incorporating how the effects of repeat victimisation were considered. The final stages of the ERA reflective cycle consider reflection and action and I will be utilising these headings to consider how effectively the situation was dealt with and how this will impact upon how I deal with future incidents. Additionally, I will be incorporating research from evidence-based policing to reflect upon my actions and decisions. I will then discuss how I would deal with similar situations if they were to arise in the future.

I attended a policing incident at a dwelling where children who are looked after by the local authority reside. The staff who work at this child placement often contact police due to experiencing problems such as anti-social behaviour (ASB) or due to having to report the young people as missing if they fail to return by their curfew. On attending this particular incident, the staff member who contacted police told me that one of the residents had caused intentional damage to her vehicle that was parked in the staff car park. On this occasion, one of the residents had been demanding that this member of staff collect another resident in her vehicle. The staff had explained to the young person that they would need to wait until more staff arrive as company policy states that there should always be at least two staff present at the home at any given time. The young person was not satisfied with this response and went into the car park and began intentionally damaging the vehicle. The subject began punching and kicking the vehicle and wing mirrors, which caused both wing mirrors to completely detach from the vehicle. The young person then proceeded to pick up a metal garden chair and throw it at the vehicle causing further damage including scratches and dents to the body work of the vehicle. Due to the level of damage caused to the vehicle, it was undriveable as a result.

On police arrival, the young person who had caused this damage had fled the area. I spoke with the involved staff member who was now the victim of the crime and she explained that she was willing to provide a formal complaint to police as this was not the first time that she had been a victim of this sort of crime as the young person had previously caused damage to her other property. Therefore, I communicated with my colleagues at the scene, and we deemed that the most appropriate option would be to locate and arrest the subject for criminal damage. My

colleagues and I conducted an area search and located the young person responsible for the damage. At this time, the young person was arrested and searched before being conveyed to custody. Following this, my colleague and I reattended the victim to obtain a statement and offer safety advice.

As my colleagues and I discussed the most appropriate option to deal with this incident, it was important to note how the effects of repeat victimisation were considered. The victim in this situation had communicated to us that this was not the first time she has been a victim of a crime of this sort, therefore, it was highly important to provide a high level of service and a successful outcome to this victim. Individuals are regarded as repeat victims if they are victims of multiple crimes over a specified period of time (Pease and Farrell, 2016). In this instance, the member of staff had previously had other items of her property damaged by the same young person, and although being exposed to anti-social and other challenging behaviour is associated with her job role, I did not feel this justified the degree of intentional damage caused to her vehicle. Repeat victimisation is a common issue which needs to be tackled, Burquest *et al.* (1992) conducted a study where 296 crime recordings from thirty-three schools in the UK were analysed. The recorded crimes were made up of reported burglaries, assaults, and criminal damage within schools. The findings revealed that out of the 296 crimes reported, 98% were repeat crimes and 79% occurred within in one month of a previous victimisation. This demonstrates a need for crimes to be dealt with effectively in order to reduce the rate of re-offending and revictimisation. It is imperative that re-offending rates are reduced as repeat victims can often suffer as a result of feeling targeted (Upson, 2006). Heap (2021) explored the long-term effects of repeat victimisation using participants who had reported

repeat incidents of antisocial behaviour such as vandalism and criminal damage and found that participations reported feeling an array of negative emotions such as fear, stress, anxiety, and changes to their daily routine. Therefore, in this instance it was important to ensure that the victim received a good policing response and service in order to try and prevent the victim experiencing any adverse consequences of repeat victimisation. Furthermore, if victims feel satisfied with police responses and feel that police are dealing with issues such as ASB effectively, they will be more likely to report these sorts of instances to police in the future rather than trying to tackle these issues alone.

The second stage of the ERA cycle involves reflection. Therefore, in order to effectively reflect upon this incident and decide if the chosen police response was appropriate, it is useful to draw upon evidence-based policing and look at research into this field. Evidence based policing uses the best available evidence to inform police decision and practice (College of Policing, 2022). Research in this field carried out by Farrell (2000) looked at 43 UK police forces and examined their efforts to tackle repeat victimisation. The research concluded that effective approaches involved discussing crime prevention measures with victims, this included discussing alarm installation as well as the installation of other tools such as CCTV. Furthermore, crime prevention advice and support was also deemed as an effective response which was utilised by some forces in the sample, this included attending officers offering information concerning support agencies who could aid victims and offering crime prevention advice packs. Taking this research into account, I feel that I was effective upon providing a response to this incident. Once the subject was booked into custody we returned to speak with the victim. Crime prevention advice

was offered as I discussed safety advice with the victim, this included speaking with a manager about making the staff car park more secure and discussing the possibility of the victim working with a different young person at the children's home until this issue was resolved in order to prevent the victim feeling further targeted by the young person. Additional safety advice was also provided to the victim such as ensuring the victim's phone is to hand and charged at all times as there may be a need to contact emergency services. I also discussed with the victim about contacting 101 for non-emergency police assistance and contacting 999 for emergency police assistance. As the victim was now regarded as a repeat victim, a referral to victim support was also made on our police system. I discussed with the victim what this entailed so that they would be aware of what support would be available to them and who would be contacting them. The victim was also provided with the log number for this incident, which is a unique number used in the police system to identify the incident, I explained how this number should be quoted when contacting police. I ensured that the victim understood the process and what happened next before leaving. I explained that the subject would be interviewed whilst at custody and the victim would then be contacted following this with an interview update. It is important to discuss with victims when they should expect to receive updates and for officers to provide updates regularly, as research by Aihio (2017) suggests that follow up contact from police to victims predicted better victim satisfaction. Ensuring that victims receive adequate updates also enforces one of the victim's rights within the new victim's code which is concerned with victims being provided with information about the investigation and prosecution (Ministry of Justice, 2021).

The final stage of the ERA cycle focuses on action and what actions I would take if faced with a similar policing incident in the future. As discussed above, I feel that there were several factors taken into consideration to ensure that the victim felt listened to and satisfied with the police response. This was of high importance as the victim was a repeat victim and therefore it was important to achieve an effective outcome as being a repeat victim of crime can be detrimental. Therefore, if I was to encounter another incident whereby the victim of the incident is a repeat victim, I would aim to deliver the same level of effective service. Additionally, Hickman and Simpson (2003) looked at a sample of repeat victims who were victims of domestic violence. Their findings concluded that the reporting of future domestic violence incidents was dependant of whether victims felt listened to and received their preferred outcome from police when previously reporting incidents. This shows that it is imperative to discuss with the victims what they want and how they feel the situation would be most effectively dealt with, such as discussing the option to arrest. This action was carried out and became an effective tool in this policing incident and I would therefore ensure to carry out this action in the future, by ensuring victim's wishes are considered.

Overall, I believe that I played a significant role with a victim of crime during this incident, moreover, the victim of crime was actually a repeat victim, which meant that it was of high importance to deliver a good level of service and an effective policing response. Utilising the ERA model, I have been able to recall this incident, reflect upon actions and decisions made and use these reflections to determine how I would deal with similar incidents in the future. In summary, I feel that this incident was well dealt with as the subject was located and arrested which was reassuring to

the victim and ensured the subject was appropriately dealt with. The victim's wishes were considered and discussed before doing so and police also returned to the victim to discuss a safety plan and actions going forward. I feel that the police response was effective as the victim was satisfied with the outcome, which is significant as there are adverse consequences associated with feeling targeted due to repeat victimisation.

WORD COUNT: 1835

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 essay, I will be discussing a complex domestic abuse incident in which I have attended. I will begin by discussing domestic abuse as a whole and the impact of domestic abuse upon victims. I will then reflect upon this incident and my approach to this incident using Borton's Model of Reflection (Borton, 1970). This model is focused upon addressing and considering three main questions; 'What?' 'So What?' and 'Now What?'. In order to address these questions, I will describe the incident that I attended, I will then reflect upon this incident by discussing the challenges involved with this particular incident and how these challenges were overcome. Finally, I will address the 'Now What?' question by discussing what I learnt from this incident and how this will influence my response to similar instances in the future.

Domestic abuse can be described as a range of harm such as physical, emotional, financial and/or sexual abuse between intimate partners or between family members (NHS, 2022). Domestic abuse is a complex phenomenon, and the emotion wellbeing of victims can be significantly impacted both short and long term (McGarry, Simpson and Hinchliff-Smith, 2011). It has been suggested that the constructs of both power and control underpin many domestic abuse behaviours (Myhill, 2015), therefore it is not surprising that many victims of domestic abuse also report experiencing coercive control, this can be defined as actions used by a perpetrator to make the victim dependant on them; often achieved by isolating the victim from support (CPS, 2017). Some examples of controlling behaviour include a perpetrator not allowing the victim to go to work and earn a living, a perpetrator not allowing the victim to see friends and/or family and the perpetrator controlling what the victim eats, wears, or any other of their everyday movements or activities (Bishop and Bettinson, 2018). Controlling and coercive behaviour in an intimate or family relationship was classed as a criminal offence by section 76 of the Serious Crime Act (2015). The Office for National Statistics (2021) reported that in the year ending March 2021, there were 33,954 offences of coercive control recorded in Wales and England, which highlights the prevalence of this offence, and suggests that it is common mechanism used by domestic abuse perpetrators.

The complex domestic abuse incident in which I was involved in began when a female victim attended the police station. The victim explained that she had been married to her partner for 19 years and had been a victim of domestic abuse for around 15 years. The victim explained that she had always been fearful of seeking help and support from police but had recently been in touch with domestic abuse

support agencies who had urged her to report this historic abuse to police for her own safety. The victim in this instance told officers that much of her relationship with her husband had consisted of both physical and emotional abuse, whereby coercive control was a major factor. The victim explained how she was unable to wear certain items of clothing, watch certain programmes on television or even read certain books. The victim stated that all finances were controlled by her husband, and despite her being employed she had very little access to her own earnings. The victim explained that she felt isolated from friends and family as was often told by her husband that people around her did not like her. Research suggests that social isolation is a common mechanism used by preparators of domestic abuse (Carlson, 1984). This can include a perpetrator telling or persuading the victim to end their relationship with other people such as their friends and family and not allowing the victim to engage in any social activities, this is often done so that the victim feels isolated and therefore more dependent on the perpetrator and also reduces the likelihood and opportunity for the victim to confide in someone regarding the abuse that they are experiencing (DV Connect, 2020).

Whilst the victim was discussing the incidents of historic domestic abuse, I documented the disclosures in a Witness Interview-Planning Booklet (WIB). Due to the victim being classed as intimidated, the decision was made that it would be more appropriate for the victim to give evidence by means of an Achieving Best Evidence (ABE) interview rather than providing a traditional written statement. Individuals can be classed as intimidated witnesses under Section 17 of the Youth Justice and Criminal Evidence Act (1999), and this comprises individuals who may be unable to provide evidence effectively and accurately due to fear or distress, and this can be

applicable to many victims of domestic abuse due to the nature of the offence. Moreover, in this instance, the victim's fear of the perpetrator had prevented her reporting the abuse to police for 15 years, so it was reasonable to suggest that the victim would be considered intimidated. Therefore, I documented all initial disclosures from the victim in a WIB which was then passed on to a specialist trained officer who could then conduct an ABE interview with the victim. An ABE interview is a visually recorded interview which can be played as evidence in court (GOV, 2022). Whilst the victim was at the police station, she was receiving several phone calls, voicemails and texts messages from her husband whereby he was demanding to know where she was. The victim also showed officers additional text messages and voicemails of a similar nature that she had received from her husband when she had left home previously without him, which demonstrated a high level of controlling behaviour.

In order to address the 'So What?' question of reflection, it is important to consider what went well with this incident. The first effective action which was taken to safeguard the victim was to arrest the perpetrator. This was done immediately as we recognised the potential risk to the victim if this was not done right away, especially if the perpetrator had suspected that the victim had contacted police. Research suggests that the potential risk to victims of domestic abuse is often heightened when an offender discovers that the victim has contacted police due to the perpetrator's perceived loss of control (Langan and Innes, 1986). Another measure put in place to safeguard the victim was that bail conditions were imposed upon the perpetrator on his release from custody to prevent him contacting the victim or attending the victim's home address, this was done to further safeguard the victim

and prevent attempts of intimidation. This is important as research suggests that is not uncommon for domestic abuse victims to withdraw their support in the prosecution of the perpetrator or withdraw from criminal justice proceedings (Artz, 2011), therefore it was important to put measures in place with the aim of preventing any witness intimidation.

Upon reflection upon their incident, I can conclude that another positive response from police officers was that a Domestic Abuse, Stalking, Harassment and Honour Based Violence (DASH) risk assessment was complete with the victim. This is a tool which asks the victim a series of questions relating to the abuse, the answers to these questions place the victim into three categories which are standard risk, medium risk or high risk (College of Policing, 2022). With the victim's consent, this information is then passed onto domestic abuse support agencies for further support to be offered to the victim. In this instance, the victim was willing to complete the DASH with myself and gave consent for her answers to be shared and therefore she received ongoing support throughout the investigation. This additional support is also important in keeping victims engaged with the criminal justice system.

Whilst there were several positive aspects to this incident in terms of the policing response, there was also one particular challenge associated with this incident. This challenge was finding evidence to prove the offence of coercive and controlling behaviour. Research suggests that there are often evidential difficulties when investigating cases of coercive control, and this is often attributed to the fact that there are less sources of available evidence (Cairns, 2020). In this instance, there was limited evidence to prove the offence, for example the victim did not have

any visible injuries or had not taken photographs of previous injuries, there were no witnesses to the abuse and unlike other crimes, evidence such as CCTV or forensics was not applicable. Therefore, in this instance guidance was needed in order to determine what can be used as evidence in these cases. The Crown Prosecution Service (2017) looks at gathering evidence and case building in these instances and advises that the best sources of evidence in addition to the victim's initial disclosure are further sources of evidence such as phone records, medical records, local enquires and bank records. Therefore, in order to gather evidence for this case, the perpetrators' phone was seized upon arrest and sent for examination. This was able to reveal several arguments between the perpetrator and victim via text message, specifically, the perpetrator demanding to know where the victim was and telling the victim to return home on several occasions. Secondly, I made several enquiries with individuals who I thought would be able to assist in the investigation, for example the victim had a work colleague who was able to provide a statement to police. The victim was also in a new relationship and her new partner had witnessed some of the controlling behaviour and was also able to provide a statement to police. The victim's neighbours and line manager at work were also spoken to. Finally, I was able to access financial records which corroborated the victim's claims of the perpetrator being financially controlling.

Consequently, in terms of addressing the 'Now what?' question, despite experiencing evidential difficulties at the start of the investigation due to not encountering this type of offence before, after researching I was able to uncover additional sources of evidence that were not necessarily apparent at the start of the investigation. Now that I am equipt with this knowledge, I would be more confident

and prepared for dealing with cases of domestic abuse involving an element of coercive control in the future.

Overall, there are several challenges associated with incidents of domestic abuse, as mentioned in this essay a major challenge is maintaining the victim's engagement within the criminal justice process. This challenge is mainly overcome by providing a high level of victim support, which can be achieved by maintaining regular victim contact as well as incorporating other services such as the victim care unit and specialised services such as domestic abuse agencies. In this particular instance, another challenge I encountered was evidencing the offence of coercive control. Coercive control behaviours are often subtle and take place within the home where there are few witnesses to the behaviour. However, this offence can have a detrimental effect on the lives of victims, especially in this case whereby the abuse had been ongoing for around fifteen years, therefore it was imperative to uncover new ways of gathering evidence of this offence and to also explore all potential lines of enquiry.

WORD COUNT: 1845

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:
MEGAN BARRY

Date:
27/04/2023

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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