

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	
	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:

My past dealings with anti-social behaviour (ASB) incidents have highlighted that victims often feel harassed and intimidated. They do not understand why they have been targeted and fear retaliation if they report the incident. My experiences reflect the findings of Casey and Flint (2007) and how the fear of retaliation discourages people from reporting incidents. I will describe and critically assess how I dealt with an incident where a family repeatedly reported ongoing issues with a youth whose behaviour had escalated. He became verbally abusive and caused damage to their vehicles. I will discuss how, after assessing all risks, I provided them with appropriate safeguarding measures and specific advice for a vulnerable adult living in the household who had severe mobility and speech issues and who depended on his parents for full time care (Orphanopoulos, 2023, p.26).

I will explore the social and legislative context regarding ASB. In this case as the offender targeted a specific family and not the wider community, I recognised it as personal ASB and not nuisance ASB. I will also describe the impact it had on the family and how I assessed various options to find a long-term solution to prevent repeat offending. Finally, I will critically assess my role in this investigation identifying

the challenges and by reflecting on my actions I will identify areas of improvement using Borton's Model of Reflection (Rolfe, 2014).

As Police Constables, we deal with a wide range of incidents whether high-level crimes e.g., violence or sexual offences or low-level crimes such as ASB (Gov.uk, 2023). I recently attended a family living opposite a public park where ASB is a common occurrence. Two separate incidents were reported, one of criminal damage quickly followed by another of threatening behaviour from an offender believed to be a youth. I initially responded to a report that the offender had thrown stones at their vehicles causing criminal damage as defined in Section 1 Criminal Damage Act 1971 (PNLD, 2021^a). A second visit was necessary to investigate a new report that the offender had become verbally abusive towards the family when they were outside their home; they captured this incident on video. During discussions with the family, I became aware that whilst both parents were concerned for their own safety, they were more anxious about the safety of their vulnerable adult son who had severe physical and learning disabilities. They did not understand why they were being targeted and were concerned about further victimisation. I decided not to speak with the son, who was also a witness, as his disability impaired his ability to communicate effectively.

Using the National Decision Model (NDM) I gathered as much information about the incident so I could assess the threat and risk to the family (College of Policing, 2014). I identified that an adult at risk Public Protection Notice (PPN) would need to be completed to ensure that appropriate safeguarding and support mechanisms were put in place (Bishop, 2015). I explained to the family that a PPN was an information-sharing document which records safeguarding concerns about an adult or child including the circumstances of the incident and that it would be shared with partner agencies. The family questioned social service involvement, but after reassuring them, they gave their consent for the referral (HMICFRS, 2023^b). At this point I felt we had started to build a rapport and they were starting to trust and open-up to me as previous experiences of them reporting incidents had not been positive, and they thought this time would be no different. Building a positive relationship would also encourage them to talk more openly and give an accurate account of what had happened (Nahouli et al., 2021). I felt challenged when the parents

expressed concerns over my age and apparent lack of experience. This made me more determined to gain their trust and give them confidence that I would lead a thorough investigation of their incident. As the male was very loud and over-bearing and I wanted a factual account of what they had witnessed I separated them to ensure an accurate first account was obtained (College of Policing, 2022^a). Both accounts described the same male causing damage to their vehicles by throwing stones. I assessed the damage to be minor paint chips and took photographs to act as physical evidence which would assist with the investigation if the offender was identified (College of Policing, 2022^b). I also reviewed the video footage of the incident which showed the offender wearing school uniform. The parents also alleged that he was being verbally abusive towards them. I noticed that the family had CCTV which could have captured more evidence. However, I was told that it was not operational and was turned off.

In terms of social context, incidents of ASB can dramatically fluctuate over time e.g., across Gwent Police there were 1,174 incidents reported in April 2022 compared with December 2022 where reported incidents decreased to 607 (UKCrimeStats, 2022). Whether as a victim or witness, ASB can have a significant impact on a person's quality of life e.g., loss of confidence or difficulty sleeping (Gov.uk, 2023). As mentioned by Heap (2021) it can also be legally defined as causing or likely to cause a person to feel harassed, alarmed or distressed. Victim Support (2023^a) suggests that ASB can be verbal abuse, threatening behaviour, criminal damage along with harassment and intimidation that can continue for some time, but it may not necessarily be classed as a crime.

Based on the video footage, damage to the vehicles and evidence provided by the parents, I identified numerous offences had taken place all relating to personal ASB where the offender had been causing annoyance to the family under Section 2 of the Anti-social Behaviour, Crime and Policing Act 2014 (PNLD, 2014). I obtained a first brief account and reviewed all evidence to determine what offences were alleged to have occurred. Both parents confirmed that they wanted to make a formal complaint and would appear in court to give evidence. I separated both parents and took statements to corroborate their formal complaint. When taking their statements, I confirmed whether they wanted to complete a Victim Personal Statement (VPS)

explaining that it was another statement which describes how the incident made them feel and if it had any long-lasting effects on their wellbeing (Mastrocinque, 2014). I explained that this could be completed in a few weeks when any effects were known.

Before leaving, I gave them advice to safeguard themselves against further incidents, strongly recommended that they re-activated their CCTV to capture any new occurrences and to avoid their son playing outside their home when school children are passing. They ignored my advice, as the following day the family went outside as the offender was passing. This led to a confrontation between the father and the offender resulting in a further report being made.

To reduce repeat victimisation towards the family, I informed my neighbourhood sergeant of this ongoing issue and recommended that Neighbourhood Officers or Community Support Officers should actively patrol the area. A police presence would reduce the likelihood of repeat incidents and provide a level of reassurance to the family. Research on the effect of police patrol on crime, College of Policing (2021^c) is inconclusive and shows that whilst the effect of police patrols is generally positive, there are many factors that determine its effectiveness or not e.g., one study showed that property crime fell by 31% where marked police cars patrolled the area. Where unmarked police cars were used, property crime did not fall. Overall, I feel that a visible police presence can be a deterrent.

On returning to work from rest days I contacted the family to give them an update; they informed me that they had spoken to a different officer who offered them the option of a Community Resolution (CR). I explained that a CR could be considered as an alternative approach if they did not wish to proceed with the criminal justice process and would accept an apology or compensation but only if the offender was identified, admitted the offence, and was found to be over 18 (Parsons, 2015) and (Justice Innovation, 2020). They stated that this was their preferred option as they thought they would receive compensation for damage to their vehicles even if the offender was not identified. This was incorrect, and I immediately informed them that they would not get compensation unless the offender admits to causing the damage.

On reviewing the video footage, I identified the school uniform that the offender was wearing and made several attempts to meet with teachers to establish his identity. Eventually after negotiating a suitable time, I spoke to teachers who identified it was one of their students and confirmed that they were willing to provide statements to verify his identity. I informed the Schools Liaison Officer (SLO) to make them aware that the student was the subject of an ASB investigation and asked if there any further information that I needed to be aware of. The SLO works with schools to reduce youth crime e.g., ASB (Dyfed-Powys Police, n.d.).

Having confirmed that the offender was a youth, I recalled a recent conversation with my Sergeant who stated that offering a CR was at the discretion of the investigating police officer and alternatives such as Youth Offending Service (YOS) should be offered. A few days later, I called the family to advise them that there was no evidence on the video footage to suggest threatening behaviour or criminal damage and there was insufficient evidence to take this further. I also asked if there had been any further issues and whether they wanted me to conduct a voluntary interview with the offender which could have led to a referral to the YOS if he admitted the offence. A referral can help to understand what triggers offensive behaviour and can reduce the chances of reoffending (Gov.uk, 2022^b). The family confirmed that there had been no further occurrences, retracted all their evidence and confirmed that they did not want to take the matter further. I updated the investigation report and sent it to be closed.

Reflecting on this incident I have identified several areas for improvement. I also recognised the positives aspects of my handling of this incident. The investigation took longer than I expected because of the unavailability of the teachers and my shift pattern. This was a learning point for me, in hindsight I should have arranged an early meeting with the teachers that aligned with my day shift instead of going to the school unannounced.

At the start of the investigation, I overcame a perception by the family that, because of my age, I was inexperienced and could not conduct a thorough investigation. I did not let this influence me and by focusing on the investigation and demonstrating my professionalism, I built a strong rapport with the family, gained their trust, which

changed their perception of me. I do however recognise that I need to continue to work on my self-confidence which will improve my communication skills and the way people perceive me.

As the investigation progressed, the parents became anxious for themselves and their severely disabled son. I provided specific safety advice e.g., turning their CCTV on and not allowing their son to play in the garden when school children were passing. I have reflected on whether I could have provided different safety advice but am happy that my advice was appropriate even though they did not follow it and were potentially putting themselves at risk of further incidents. I recommended to the Neighbourhood Sergeant to increase active patrols in the area during the times they were being targeted, which was generally after school. This proved effective as over a matter of days these incidents stopped. The ideal outcome would have been to stop the victimisation after the first incident, however the second incident happened as I was arranging the patrols.

Using my knowledge of the local area I was able to identify the youths school uniform and following numerous visits to the school I confirmed the youth's identity and age. I could have also used facial recognition which would have identified the offender if he had been previously arrested. Identifying the offender was a positive outcome for my investigation, however when I contacted the family to tell them the offender had been identified they felt relieved but disappointed that they could not claim compensation as he was under 18.

When I called the family to advise them that there was insufficient evidence to take this further, I received an outburst of criticism from the female victim. This was unexpected and totally out of character based on previously conversations with her, but I quickly composed myself and maintained my professionalism. This was a good learning for me in dealing with unexpected confrontational situations.

Overall, this was a good outcome as the repeated victimisation towards them stopped. As they decided to take no further action, I have closed the case and there have been no reoccurrences.

TOTAL WORD COUNT: 2171

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:

When dealing with domestic related incidents, police are often faced with unexpected challenges as the incident evolves. I was recently called to a domestic abuse incident where the victim and the offender were in an established relationship and had a child.

What started as a medium risk domestic violence incident quickly became more complex as the offender made threats to kill himself and the victim before leaving the property with razor blades. I opened a second incident to deal with the offender who I assessed as a high-risk missing person. The initial report, made by the victim's friend, contained very little information, just that a female had been assaulted and a 2-year-old child was also at the address.

I will explore the social and legislative context around domestic abuse and how it can manifest itself in many ways e.g., psychological, physical, emotional, and financial (Victim Support, 2023^b). When questioning the victim, she gave a clear account of what had happened but was very vague about information which could identify the offender's whereabouts. Female victims protecting their offender is well documented as they often fear further consequences to them or their family. It can prevent them reporting incidents or giving a full disclosure to officers about what has happened (Voce and Boxall, 2018, p. 8). This lack of cooperation made it difficult to locate the offender which was the priority given his threats to harm himself. It also became evident that the offender exerted control over the victim as she returned to her house to meet the offender after I had taken her to a safe location. Finally, I will critically assess and reflect on the challenges I faced throughout this incident by using The National Decision Model (NDM) (College of Policing, 2014).

On attending the victim's address, my colleague and I activated our Body Worn Video (BWV) as it was not clear from the initial report whether the offender was still inside. BWV can also be used as a cautionary measure for officers' safety, as domestic related incidents can be unpredictable and if a situation escalates key evidence can be gathered (College of Policing, 2021^a) which could be used if the investigation goes to court (Richard et al, 2018). Although the victim indicated that the offender had left the address, as a safety precaution I conducted a search of the premises which confirmed this.

When speaking to the victim, she was crying and upset, and I noticed that her top was ripped. Knowing the importance of rapport building to gain trust, I spoke to her in a calm, supportive and empathetic manner, reassuring her that she was safe. She started to open-up and give her first account of what had happened. My professional approach was key in establishing what offences had taken place (College of Policing, 2021^b).

The victim described how the offender had assaulted her by kicking her numerous times as she lay on the sofa then dragged her to the floor causing her top to rip. I had concerns over the welfare of her son which I later documented in the Public

Protection Notice (PPN) referral (HMIC, 2015). The victim did not think that he had witnessed this assault, however, she later disclosed that the offender took a toy from her son, who had come into the room, and threw it at the wall causing a small dent.

The victim revealed that the offender took her bank card and threatened to kill her and himself using razor blades he had taken from her address. I immediately reassessed the incident using the NDM (College of Policing, 2014) and whilst the risk to the victim remained medium, I identified the offender as a high-risk missing person, as I had an immediate concern for his safety as he had never made threats like this before. (Norfolk Constabulary, n.d.). Based on this new information I re-evaluated my priorities, in addition to arresting the offender for the domestic violence incident, I would also conduct a welfare check on him. As the offender's whereabouts were unknown, I completed a missing person's report which triggered an alert to all forces so that if the offender was stopped and officers conducted a person check, he would show as missing. The offender should be considered as missing until he is located, and a prevention interview is completed (Gabbert et al, 2020).

From a legislative perspective I identified that the offender had committed numerous offences e.g., Section 39 Criminal Justice Act 1988 where the offender had assaulted the victim numerous times (PNLD, 2022), Section 16 Offences Against the Person Act 1861 where the offender has threatened to kill the victim leading her to be fearful for her safety (PNLD, 2021^b), Section 1 Criminal Damage Act 1971 whereby damage had been caused to the victims wall (PNLD, 2021^a) and Section 1 Theft Act 1968 where the offender has taken the victims bank card without her consent with the intention of permanently depriving her (PNLD, 2023).

After gathering the victim's evidence, I asked if she wanted to make a statement and if she would be willing to attend court, she refused. She gave her consent to take photographs of her ripped top and the damage to the wall. I believed this, along with the 999 recording and BWV was sufficient evidence for a victimless led prosecution. I informed the victim of this making her aware that I would provide her with progress updates (The Crown Prosecution Service, 2022).

In terms of social context when dealing with domestic related incidents, The Crown Prosecution Service charging rate across England and Wales had increased at the end of March 2022 indicating 72.7% had been charged. This percentage was still lower than the rate in March 2018 (Office for National Statistics, 2022). Home Office Crime Outcomes Data shows that there is an increase in domestic abuse victims withdrawing support for police involvement as statistics show in 2020, 54% of victims did not support police action and only 23% did. In 2017 47% of victims did not provide support. (Gov.uk, 2022^a).

As this was a domestic violence incident I asked if she wanted to complete a Domestic Abuse Stalking and Harassment (DASH) form. I explained that it is a risk assessment process for officers to understand the potential risk victims are at from the offender and if she agreed to complete one, would she consent to her information being shared with other third-party agencies that could provide her with additional support (Norfolk County Council, n.d.). She agreed to complete the form but refused to give consent for her information to be shared. I reassessed the risk and threat. She was still at medium risk from the offender as he did not have keys to the property, this was the first reported incident, and she had no visible injuries.

I conducted a welfare check on the child who seemed unaffected by the incident, but he told me that his father had thrown his toy against the wall. Since the child was present during some of the incident, I informed the victim that a PPN referral would be submitted to social services in which I would raise any concerns I had about the incident due to the element of risk identified, as the child had witnessed part of the altercation (Dorset Police, 2015). I asked the victim if she would consent to share the referral with third-party agencies to provide any additional support. She refused.

Having obtained as much information as I could from the victim, I provided appropriate safety advice leaving her with a detailed safety leaflet. I also recommended completing a Target Hardening form which would provide extra

safeguarding measures to her property such as additional locks, door chains, CCTV. She refused (The You Trust, 2021).

I returned to the station, updated both incidents and started an area search for the offender which included conducting voters checks to identify all potential addresses. I also made a Department Work and Pensions request (DWP) for additional information which may lead to his address. DWP holds various data about people including current addresses (Gov.uk, n.d.). The following evening, I returned to the victim's address and made house to house inquiries to determine if neighbours had witnessed anything or had CCTV which could provide additional evidence (HMICFRS, 2023^a). One neighbour stated they saw the offender earlier that day shouting and slamming doors. The victim denied this, stating the offender had not been near her house. This was particularly challenging and frustrating as I believed the neighbour was telling the truth but as discussed above it is not uncommon for female victims to protect their offender. Despite trying several strategies e.g., showed empathy, listened, and reassured her that she would be safe, to make the victim open-up to me she still denied that the offender had been to her house.

As the offender was still a high-risk missing person, I completed a Charter application which led to additional pieces of information being identified, a mobile phone number and an old address. The mobile phone number was current, and I used this to confirm that he was safe. He refused my requests to meet with him, as he did not want to be arrested, but he continued to keep in contact via text. At this point my sergeant reassessed the incident and decided that he was no longer high-risk, but he was still wanted. My inspector subsequently decided not to pursue this as all avenues of enquiries had been exhausted and the victim did not want to press charges.

This has been the most complex domestic violence incident I have attended given that it started as one incident and quickly evolved into two. The incident included threats to kill, coercive and controlling behaviour, potential child welfare issues and a victim who was reluctant to provide the information required to locate the offender and interview him over the allegations. My training provided me with a good framework to deal with these types of incidents and every incident I attend

gives me more experience and confidence to assess a situation and identify the most appropriate approach to support the victim. This incident has also taught me that what appears to be a straightforward incident can quickly turn into something more complicated and challenging. Whilst I have attended domestic violence incidents and missing person incidents, I have never encountered, or been made aware of, both in the same call. This incident has enabled me to consolidate my training, test my understanding of procedures and gain first-hand experience of how an incident can quickly become more complex than first thought.

Several times during this investigation, I became a little frustrated that the victim refused to tell me the address of the offender, who was also her partner. At times like this I cope with frustration by taking a breath whilst I process the information I have and very often reframe the question to see if that will prompt a fuller response. Applying my learnings from a previous incident; I was able to obtain additional information from DWP. Even though I used multiple investigative techniques to locate him, I couldn't. I was, however, able to reassure myself that he was no longer a risk to himself as there was limited communication via texts.

It was disappointing that even though I had built a good rapport with the victim she refused to take formal action or give consent for the referrals I recommended. She did not want to take the matter any further as she felt she needed to maintain a relationship with the offender as she was dependant on him for money and childcare. I thought there was sufficient evidence to progress a victimless led prosecution, but the offender could not be located. I was however able to ensure that the PPN was detailed so that social services were made aware that the son had witnessed some of the incident.

Since I had exhausted all attempts to find the offender, my sergeant made the decision to close the case. It was then reopened by my inspector who tasked me to speak to the victim to determine whether there had been any reoccurrences and whether she knew his current address. She did not but stated that he comes to the house to see his son and remains outside. If I had been able to locate the offender, I would have spoken to my inspector to ask him to review the investigation to see if it met the threshold for a Domestic Violence Protection Notice (DVPN) as short-term

protection plan for victims until a long-term solution is found. If a DVPN is issued to the offender and Magistrates Court grant a Domestic Violence Protection Order (DVPO) it can prevent the offender contacting the victim for 14-28 days (Blackburn and Graca, 2021).

Finally, I did not realise how complex a Charter Application and a 'wanted' application were to complete. This was the first incident in which I needed to complete these forms and I found some of the terminology difficult to understand, maybe because of my dyslexia, and sought advice from my supervisor and colleagues. Since this incident I am much more confident in completing them.

TOTAL WORD COUNT: 2197

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: R.chick

Date: 06/08/2023

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.

Bishop, A. (2015) 'Risk Management in Policing', *Police Services: Leadership and Management Perspectives*, pp. 79-83. Available at:

<http://ndl.ethernet.edu.et/bitstream/123456789/47479/1/395.pdf#page=87>

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Blackburn, K. and Graca, S. (2021) 'A Critical Reflection on the Use and Effectiveness of DVPNs and DVPOs', *Police Practice and Research*, 22(1), pp. 23-39. Available at:

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