

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:

An example of a policing incident in which I played a significant role which dealt with a victim of crime and had elements of cultural, ethnicity and language issues is as follows. The suspect in the matter was male and the victim female. Both parties belonged to the Somali community and both had English as an additional language (EAL). It was alleged that the victim in this matter, who shall be referred to as Ms Basha (name changed) had been physically assaulted by her husband Mr Basha in their family home. It was alleged that Mr Basha had struck Ms Basha to the face with an open palm, this strike had caused swelling and a welt on her left cheek. It was also noted that Ms Basha was 37 weeks pregnant at the time of the assault and their 3 year old daughter was present when the assault took place.

Ms Basha called 999 and an emergency response was deemed necessary. I was one of the two officers to attend the call. Upon arriving at the scene we were met by Ms Basha who was clearly very upset, she had a red mark to the left side of her face which resembled a handprint. Also present was a three year old child, however there was no male at the property and the driveway was empty. I quickly established that Ms Basha required an interpreter in Arabic. I was able to overcome this potential barrier by the use of a mobile based interpreter which enabled Ms Basha and myself to communicate clearly. Ms Basha described to us that her and her husband had a miscommunication regarding who was picking their daughter up that morning. Originally she had asked Mr Basha to pick up their daughter as she was feeling tired and was going to get some rest, however she woke up and picked their daughter up from school without informing her husband. He was unhappy that he had also gone to the school to find that his daughter had already been picked up. He returned home, they argued and he struck her to the face with an open palm. She called

Police and he left the property. Ms Basha could not confirm if her daughter had watched the assault because the television was on at the time, however the child was present in the room. The child was pre-school age and unable to communicate coherently. .

I asked her if her husband had ever been violent towards her before. She said that he had always shouted at her and pushed her from time to time if they were in a confrontation. However, she described that in the last few months he had been very aggressive towards her and had smacked her across her legs on numerous occasions and had threatened her with violence. She had not reported any of these instances but that Police had visited recently after a neighbour report. I utilised my Police issued mobile device and looked for any previous instances of reported domestic violence. I could see the report that had occurred six weeks ago. I could also see a collection of reports from four years prior, when Ms Basha had been pregnant with her daughter.

NHS. (2021). Pregnancy can be a trigger for domestic abuse, and existing abuse may get worse during pregnancy or after giving birth.

Domestic abuse during pregnancy puts you and your unborn child in danger. It increases the risk of miscarriage, infection, premature birth, and injury or death to the baby.

It can also cause emotional and mental health problems, such as stress and anxiety, which can affect the development of the baby.

I could clearly see that there was a correlation between Ms Basha's pregnancy and the abuse she had been suffering. I was also aware of the following:

Womens Aid (2015). Black and minority ethnic (BAME) survivors may not report abuse to the police for a range of reasons, including concerns about the impact of stigma on their wider family or community, language difficulties and feeling distrustful of the police because of past negative experiences Pregnancy: 40%-60% of women experiencing domestic violence are abused while pregnant.

The area of the city I was policing has a dense Somali community which for the most part 'Policed itself'. This is clearly a sweeping generalisation, however within the Somali community a lot of domestic issues, even those which involve violence or are considered within the realms of criminality, are dealt with by the community elders.

Womens inclusive team (2021). An explanation of the cultural nuances, like tribalism, that strongly influence how domestic violence is treated in the community. Tribal leaders are often the first point of contact if there is an issue related to marriage or the family. Tribes provide a sense of identity and belonging for community members

Among the members who took the survey, 68% said that if they were experiencing domestic violence, they would first seek help from tribal leaders in the UK or another country before seeking help from authorities like the police

Based on this I was aware that Ms Basha had potentially risked isolating herself from her community by contacting us. Even though Ms Basha had called us and had reported on body worn video that a domestic assault had taken place, she was not willing to provide a statement to this effect. She cited that she was heavily pregnant and had three young children already. The children were aged 3, 7 and 9. She needed the support of her husband over the coming weeks and she believed that our attendance would be enough to deter her

husband from committing further violent offences against her. This was despite the evidence to the contrary of previous reports of violence and subsequent police attendances. Ms Basha also cited that she did not work, and that all money for the household came from Mr Basha. She did not claim any kind of benefits because he had convinced her not to. I am aware that this type of economic control plays a big part in domestic issues that are intertwined in complex social issues.

Child Poverty Action Group (2019). Poorer households show higher rates of domestic abuse. Women in households with low incomes are 3.5 times more likely to experience domestic violence than women in slightly better-off households. The links are complex but one thing is certain: poverty exacerbates the abuse because it increases or prolongs women's exposure to it as it reduces their capacity to leave.

I explained that her husband would be arrested because of the disclosures she had made and that the case would be evaluated at that point. She provided an electronic pocket notebook entry confirming the assault and her wishes for him to not be prosecuted and that she would not be making a statement. I identified a neighbour who was part of the Somali community and someone who Ms Basha trusted and she was left in their care. The neighbour was made aware to contact us when Mr Basha returned home.

Mr Basha was arrested a short time later, after circulating his vehicle through ANPR systems. I interviewed Mr Basha and he recounted to me during the interview, via an interpreter a version of events that mirrored Ms Basha's. However, he insisted that he did not strike his wife and that she in fact hit herself in the face on multiple occasions. He claimed that this act is well known culturally amongst the Somali community and that women tend to do this when they are unhappy. Upon conclusion of the interview I contacted an officer I know to be a liaison officer with strong ties to the Somali community to discuss the case and the version of events put forward by the defendant. I was informed that there is no evidence to suggest Somali women strike themselves and the officer provided a statement to that effect, negating the defendants account.

At this point it was clear that Ms Basha and her children were very vulnerable and needed distancing from Mr Basha and support from outside agencies. Despite Ms Basha's reluctance, her husband could not be allowed to return to the family home at this moment in time, and longer term safeguarding was required for her and her children.

I needed to critically evaluate the situation in order to bring about the desired outcome. The objective was to protect Ms Basha and her children from any continued abuse. To help her to become financially dependent away from her husband and engage services in order to assist with childcare and any other needs. Furthermore if agencies were able to engage with Mr Basha and help him to affect his behaviour positively, this would benefit Ms Basha and her children. This required a multifaceted approach that incorporated outside agencies. I utilised the Domestic Abuse team for advice and spoke with members of the Multi Agency Safeguarding Hub (MASH). I submitted a Public Protection Notice and deemed Ms Basha and her children high risk.

HMICFRS (2023). A PPN is an information-sharing document that records safeguarding concerns about an adult or child. PPNs are shared with partner agencies to inform a multi-agency response.

By submitting the PPN with the following suggestions, it engaged the necessary services to help the family. Nurses, the midwifery team were able to engage and help Ms Basha with the final weeks of her pregnancy. Social services were able to help with the care of her three children and also helped Ms Basha with applying for benefits she desperately needed to gain some financial independence. The local community liaison officer was able to attend a meeting with Ms Basha and the local Somali community leaders and explain the situation she was in and ask for help. This led to women within the local community helping with Ms Basha with childcare and providing support during the final few weeks of her pregnancy. Due to the cultural differences, the fact that the help was given 'blessing' from the community leaders enabled her to access the community for much needed help. Finally Mr Basha was dealt with by way of evidence based prosecution. The evidence consisted of the initial 999 call, disclosures at the scene via body-worn footage, pocket notebook entry that was made at the scene, images of Ms Basha's face and statements from officers. Mr Basha was given bail conditions that kept contact between him and his wife at a minimum for a period of a month. This space would enable social services to attempt to engage with Mr Basha and educate him on his conduct.

In relation to tackling the issue of repeat victimisation there is no 'one stop shop' so to speak. However, as I have discussed above a multifaceted approach can help to educate and empower victims such as Ms Basha. This in turn can provide much needed independence from abusers. I believe that continued support from police and other services is key, especially during the initial stages following a report. A second responder programme can help to reduce further instances of domestic violence.

College of policing (2015). Second responders work with victims to help them to understand the cyclical nature of family violence, with the hope that increasing their knowledge may reduce the likelihood of new offences. They also work to establish greater independence for victims through initiatives like counselling, job training, public assistance or social service referrals, which can provide accommodation relocation.

In the case of Ms Basha, the education and support from social services helped her to gain independence from her abuser. Although, in her case she did not wish to leave her husband or family home at that point in time, so on-going support and monitoring was of the utmost importance. As discussed, education for Mr Basha is also very important:

College of policing (2015). The review discusses other mechanisms directly affecting abusers, including second responders talking to them to make them understand that assault is a criminal act, and that further abuse will result in additional sanctions. It is suggested that increased knowledge and fear of sanctions should help to reduce repeated incidents of violence.

Finally, ensuring that any further victimisation is identified is key. Unfortunately, it is believed that a significant amount of domestic violence occurs without it being reported.

Womens Aid (2022). On average the police in England and Wales receive over 100 calls relating to domestic abuse every hour. According to CSEW data for the year ending March

2018, only 18% of women who had experienced partner abuse in the last 12 months reported the abuse to the police.

Despite these bleak figures, second responder visits, ongoing social service intervention and healthcare screenings can prove invaluable when reducing ongoing victimisation and offending.

Health Policy Partnership (2021). Screening - can identify people affected by these types of violence and direct them to sources of support. In the UK, it is estimated that 80% of women in a violent relationship seek help from health services at least once. Healthcare settings, such as general practitioner (GP) practices, give healthcare professionals an opportunity to routinely screen individuals for possible signs of intimate partner violence and offer specialist help.

Word count - 2198

Task 2

This is a reminder that this TASK 2 section is an opportunity for you to answer one question which should be relevant to the “advanced learning” area that you have chosen. The advanced learning lecture that you choose to attend will assist you in answering this task.

Choose 1 of these 5 options to answer

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

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

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

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

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

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

such challenging situations.

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

ANSWER:

Task 2 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

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

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

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

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

Answer:

Task 2 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

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

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

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

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

Answer:

Task 2 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

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

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

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

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

Answer:

Task 2 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

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

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

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

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

Answer:

In this essay, I will critically evaluate the processes employed in a complex investigation that I was the officer in the case for, and the fast-track actions that I utilised. I will also evaluate the support myself and my team provided to victims, witnesses and the offender during the investigation.

The investigation in question involves two incidents committed by the same suspect on the same night one after another. The first incident was a report made by a group of female victims who witnessed a male standing in their back garden after dark on a Saturday evening at approximately 7pm in winter. The male was pressed against a set of glass doors at the rear ground level of the property and was masturbating. One of the victims used her mobile phone to record 30 seconds of the incident before the male made good his escape. The second incident occurred at approximately 9pm, around two miles away in the city centre. The suspect approached and befriended two 17 year old females, invited them to a 'party' and then lured them into a nearby park. He has then sexually assaulted Victim 1 by grabbing her buttocks and digitally penetrating her vagina. Victim 2 has attempted to run away, however before she could he grabbed her around the throat, punched her to the face and exposed her breasts. During the struggle Victim's bag was handled and broken by the suspect. Both victims have called out for help and members of the public have come to their aid. The suspect made off into the park on a pushbike before he could be apprehended.

As an investigator within the criminal investigation department, I was deployed to the 2nd incident due to the threat, harm, risk, investigation, vulnerability and engagement model (THRIVE).

HMICFRS (2023). A model used to assess the right initial police response to a call for service. It allows a judgement to be made of the relative risk posed by the call and places the individual needs of the victim at the centre of that decision.

The 1st incident was attended by response officers and closed down at the scene pending no further action. At the time of my attendance to incident 2 I was not aware that incident 1 had occurred.

Whenever attending a 'live' scene I always consider the 'Golden hour principles' and possible lines of enquiry these may present.

HMICFRS (2023). The principle that effective early action can result in securing significant material that would otherwise be lost to the investigation.

I initially considered the following evidence to be potentially crucial. Physical evidence from the scene/s, witness and victim accounts and any passive data generators. Furthermore, with any potentially complex investigation I adhere to the following five building blocks of investigation:

College of policing (2023).

Preserve life.

Preserve scenes.

Secure evidence.

Identify victims.

Identify suspects.

Upon attendance at the scene, myself and my two colleagues were able to establish that there was no on-going threat to life and we were very quickly able to identify the victims. Due to the nature of the incident, whilst travelling to the incident I arranged Crime scene investigators (CSI) to attend enabling them to preserve the scenes and secure any evidence. I was able to identify four 'scenes', with Scene 1 being the park itself. This was not currently held and was an outside public space. Scenes 2 and 3 were the two victims. Scene 4 was victim 2's handbag which had been located just outside of the park on the pavement. Preserving scenes 2,3 and 4 was straightforward. However, scene 1 had already had some significant footfall through it and despite it being pitch black, was clearly a thoroughfare for members of the public. Police community support officers were posted at the entrance to the park and the exit which was situated on the other side of the path. There were other routes that the suspect could have taken through the park. However, due to the large scale of the park and the public being present, I chose the path of least resistance, following Occam's razor, and closed the probable direction the suspect would have taken.

Conceptually (2014). Occam's razor is a rule of thumb to suggest which hypothesis is most likely to be true. It doesn't prove or disprove, it simply leads you down the path that's most likely to be correct.

As a contingency, uniformed officers were asked to walk through the park to see if there was any sign of the suspect or cause for us to consider further closures.

Both victims were taken from the scene and examined by forensic investigators at the Sexual assault referral centre. This ensured that forensic evidence was secured and so ABE interviews could be conducted (Achieving best evidence) so we had accounts from both victims. Scene 4 was examined, seized and samples taken to try and establish an identity of our suspect based on the Lochard principle.

Oxford University Press (2023). ..when two objects come into contact with each other something is exchanged and taken away by both objects. This is the basis of the transfer and recovery of all scientific evidence.

Further fast track actions were explored to try and enable us to identify the suspect. Witness statements were taken from members of the public. Council CCTV was obtained and the suspect, based on the descriptions given by the victims was identified leaving the park via the exit that was being held. Based on that CCTV we were able to follow him out of the city centre and towards another area in the city, until he could not be tracked any further. That then gave us the start point for CCTV enquiries to be made locally. This use of passive data generators also allowed us to track the suspect back to the point he met the victims in the city centre. Unfortunately due to the time of night no local businesses were open to obtain a closer image of the suspects face. Due to the initial description given by the victims at the scene we were able to ascertain that the suspect was wearing a very distinctive and brightly coloured puffer coat. This yellow coat, the description of the suspect, and the bike he was riding was passed to the control centre who circulated the individual to all other units on shift.

College of policing (2023). The first chance to obtain material may be the last. Identifying these actions during the initial investigation stage produces the most effective outcome. A delay in protecting, preserving or gathering material may result in evidence being contaminated or lost.

This instance of passing intelligence proved invaluable as I was contacted shortly after by response units who had responded to a call earlier in the night at a nearby house, Incident 1. The footage obtained from one of the victims of that incident showed a male in a yellow jacket matching the same description of the suspect involved in Incident 2. Local CCTV enquiries with an off licence provided us with a still image that we were able to submit to our Retrospective Facial Recognition team, who were able to provide us with a suspect. At this point in the investigation I was able to satisfy the five building blocks of an investigation based on the information.

The identified suspect was a male who had predilection for sexual violence and had previous convictions for similar offences. Due to the escalation of his behaviour that evening, he was arrested the same night at his home address. It was at this point that I needed to evaluate the evidence we currently had and consider any alternative perspectives. Due to the fast-track actions taken initially we had enough evidence to identify the suspect, however this would more than likely fall short of a charging decision based on the full code test, due to the amount of outstanding lines of enquiry.

Oxford University Press (2021). A two-stage test, the first stage is consideration of the evidence. If the case does not pass the evidential stage it must not go ahead no matter how important or serious it may be. If the case does pass the evidential stage, the prosecutor must proceed to the second stage and decide if a prosecution is needed in the public interest.

A charging decision could be sought based on the threshold test, however this is difficult to achieve and if denied could put the suspect back out on the streets on bail for a number of months.

Oxford University Press (2021) The prosecutor must decide whether there is at least a reasonable suspicion that the suspect has committed an offence, and if there is, whether it is in the public interest to charge that suspect. Where a prosecutor makes a charging decision in accordance with the threshold test, the case must be reviewed in accordance with the full code test as soon as reasonably practicable, taking into account the progress of the investigation.

Weighing up the strengths and weaknesses of the case I identified two lines of enquiry that needed to be prioritised whilst the suspect was in custody. The first was PROMAT identification viewings with the victims in line with Code D of PACE.

CPS (2018). The procedures in Code D are designed to test the ability of a witness to identify a suspect he claims to have seen or recognised from a previous occasion. They also require any descriptions provided by the witness to be recorded and retained in order that a comparison can be made with any subsequent identification.

The second line of enquiry was to fast track test forensics. Namely the intimate swabs taken from victim 1, incident 2 and swabs taken from the suspects hands and nails. Also fingerprints left on the glass at incident 1 and the suspect print profile. Based on these two lines of enquiry if they returned positively I knew we would be able to seek a charging decision under the full code test. These lines of enquiry were also realistic and actionable. A decision was returned and the suspect was charged and remanded. At this point there were numerous lines of enquiry to continue to follow to ensure the best possible case was prepared. These included but were not limited to, further extensive CCTV enquiries, PROMAT viewings of victims of incident 1, further forensics in relation to both incidents.

In relation to victims of these matters, I have ensured that they were all referred to victim support services and that special measures were discussed and implemented if required.

CPS (2021). Special measures are a series of provisions that help vulnerable and intimidated witnesses give their best evidence in court and help to relieve some of the stress associated with giving evidence.

I also ensured that my forces witness care team engaged with the victims early on in the process to ensure that there was clarity throughout. I have also ensured that I have kept timely communication with the victims of this matter. In relation to witnesses the same care has been afforded to them throughout the process. The suspect suffers with mental health issues and during his time in custody I ensured he had access to a mental health practitioner and any advice or recommendations from them was followed. Despite my personal feelings that the suspects actions are abhorrent, I have made sure to maintain my impartiality and gather evidence as per my role. I have treated the suspect with kindness and respect he did not afford his victims, however I believe in treating others as you wish to be treated yourself.

Throughout this investigation and subsequent support provided to the victims, witnesses and suspect I am happy with the actions I have taken and feedback I have received. I am also happy that a dangerous sexual offender has been removed from the streets for the time being, safeguarding the victims and any other potential victims. I do believe however that

improvements can be made in relation to the initial attendance and outcome of incident 1. A recent study conducted in the United States has returned data showing an increase of between 5% to 10% of escalating behaviour in perpetrators of flashing. A review is due to be conducted by the College of Policing following the tragic case of Sarah Everard.

Guardian (2023) The review will examine a study from the US that claimed up to 25% of those who committed indecent exposure offences went on to carry out further or more serious crimes. In British policing, it had been seen as a relatively low-level crime with little attention paid to whether a man committing it could escalate their offending. But the US study found that an estimated 5-10% of exhibitionistic perpetrators later went on to contact sexual offending.

I recognise that I am approaching this evaluation of actions with the bleak hindsight that the suspect went on to offend further that night. However, if steps were taken at Incident 1 to try and identify the suspect, Incident 2 could have been avoided and two victims spared potentially the worst night of their lives.

Word count = 2189

Authentication signature:

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

Signed: Christopher Hughes

Date: 4th May 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.

A

B

C

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