

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 4 (PCDA)

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

Learner name: Morgan Dafydd Emanuel

Learner's University Registration Number: 1910646

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the workplace 2 (PCDA)

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Consider and reflect on the impact of organisational justice on yourself as a member of the police service. (Code of Ethics)

Consider the steps that your organisation is taking to raise ethical standards.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Organisational Justice is defined as “The extent to which employees perceive workplace procedures, interactions and outcomes to be fair in nature” – (Baldwin, 2006). Within this answer I will discuss what ‘organisational justice’ means to me as a serving member of the police service, the steps my organisation are taking to raise ethical standards and manage those who do not adhere to them and how it’s effected myself.

Being a new recruit within the Police service, I am aware all officers must attend performance reviews with their supervisors and training officers as part of their development. These reviews are to assist officers in reflecting on their work and how they can develop themselves going forward. I believe that officers attending performance reviews with supervisors should already have a basic understanding of each other prior to the meeting to ensure both are able to deliver positive and negative feedback, offer praise where appropriate and to develop that recruit’s work ethic. Baldwin (2006) states that ‘performance reviews being conducted by someone who the employee has had little previous contact with’ could be perceived as an organisational injustice. This may be due to the lack of relationship the employee and employer have the different work style the two share or even an unhealthy relationship.

Therefore, organisational justice has affected me as a Police officer in a positive way. As a result of, myself, my supervisor and my area-training officer having a good system of engagement and open communication when conducting monthly reviews, I have been supported and treated fairly in my time as Police Officer. I am supported by my teammates to build on the basic standards and ethics set out by South Wales Police. Despite the way my approach towards victims, witnesses and subjects may differ in certain ways depending on their engagement with me. I will always focus my behaviour around being honest, respectful and accountable for my actions. By having the frame of mind to maintain these core values at all times, regardless of who the recipient is, it allows me to build good relationships with individuals as they understand I’m being fair but direct with them. I understand I have a duty to work

within the guidelines of organisational justice and expected to act in a professional manner whilst on or off duty.

When considering the above, I believe in order for Police organisations to ensure all recruits are treated in line with organisational justice, the organisation must adhere to one of the most basic components of the Code of Ethics being 'Fairness'. The Code of Ethics were introduced by the College of Policing in 2014, initially known as 'The Seven Principles of Public Life' which was published in 1995 by Lord Nolan. These principles were set out to benefit any person who served in the public services. The Codes include the following principles, Integrity, Selflessness, Honesty, Respect, Openness, Leadership and Objectivity. These Codes along with the Standards of Professional Behaviour are the ethics I must adhere to on a day-to-day basis as a Police Constable.

In 2014, The College of Policing outlined that the new frameworks purpose was to set out an ideal standard of behaviour that is expected for everyone working within the Police community to adhere to. The College, based the framework on the original Seven, but added two further Principles including Fairness and Accountability. These principles are now at the heart of every action and model myself, other Police officers and Police staff base our decisions on, on a day-to-day basis.

South Wales Police as an organisation are taking the relevant steps to raise ethical standards by engaging with both officers and the public via their force website. I am aware that South Wales Police have a Joint independent Ethics Committee (IEC), which consist of both independent members and serving Chief Police officers. This committee raises good ethical standards by providing 'advice, support and assistance concerning ethical challenges arising from operational, administrative or organisational matters facing South Wales Police' (South Wales Police, no date). Furthermore, the force upholds the 'Openness' component of the Code of Ethics as the IEC publish their meeting minutes on the South Wales Police website after each meeting. These minutes consist of who attended the meeting, actions, ethical dilemmas and updates from ethics meetings. Despite the IEC dealing with ethical challenges facing South Wales Police, they do not address misconduct or misbehaviour and this will be reported to and dealt with by the Professional Standards Department.

In line with the Codes of Ethics, Police officers must be accountable for their behaviour and in some instances need to be reminded of the standards of behaviour they must uphold. Failure to do so can consequently lead to disciplinary action being taken by the Professional Standards Department. In 2019, PC Rebecca Bryant from South Wales Police was dismissed from the Police force after failing to be 'Open' and 'Honest' to the courts when asked if she knew any of the jurors during a murder trial. As a result of Bryant failing to adhere to the Standards of Professional Behaviour and Code of Ethics set out to her, the convictions of all three murders were overturned and a retrial was required (BBC News, 2019). This highlights that South Wales Police are trying to address any failings of officers to maintain a good level of ethical standards within their organisation. Their disciplinary action against PC Bryant ensured that the trust and respect from the Public is maintained. In

conclusion, the steps taken by South Wales Police to raise ethical standards suggests that organisational justice is a priority within the force.

(933 Words)

Task 2

Relevant areas of the National Policing Curriculum:

Evidence based policing, Research Methods and Skills, Decision-making and Discretion

You must choose **a policing incident** involving a partnership approach which you played a significant role with an offender/service user/victim and reflect on what happened.

Give a brief description of the problem including social and legislative contexts and any relevant cultural, ethnicity and language issues.

What options did you consider when adopting a multi-agency approach?

How did you decide on the most appropriate option to mitigate or resolve the problem and how did you evaluate the available evidence?

Justify your intervention and highlight potential consequences.

1200 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Working in Partnership is defined as 'A relationship in which two or more people, organizations, or countries work together as partners' – (Collins Dictionary, 2021). Within this answer, I will use Borton's Reflective Tool (1970) to discuss my personal interaction with partnership agencies when dealing with a policing matter. I will discuss in depth how I first liaised with partner agencies, the difficulties I encountered during the early stages of investigation, alternative methods I utilized and the positive outcome I achieved.

During morning shifts, my supervisor would routinely check the overnight schedule box, which would account for any non-priority calls that the Public Support Centre (PSC) received over the last 24 hours that were unable to be resourced. Amongst these calls was a report from the British Home Office requesting officers to attend a home address within my working area to issue a Traffic Offence Report on behalf of the Republic of Czech Republic. Looking at this report, there only appeared to be a name, address and date of birth for the potential Austrian citizen involved. Originally, this request appeared to be a simple task whereby my actions were to attend the address associated to the person, issue the report and update the Home Office when completed. Once I had planned actions going forward, I attended the home address, which on this occasion appeared to be a flat above a takeaway store. From attending the address, there was no answer at the flat nor was there any sign of anyone living there. I continued to attend the address on a daily basis over the next week that proved negative for any answer.

The following week, due to the negative results I encountered several implications including the question of where this person was, had this person provided false details to Czech law enforcement and the EU laws that may differ between UK and Czech Republic. First, I began utilizing the police system that I had full access to in order to search for this person, I searched the person's name with different spellings, alternative date of births, associated persons and other addresses which all returned negative for actionable results. Being aware that in the station I worked, the Community Safety Partnership (CSP) Team worked on the floor above me. I decided to liaise with both police and council workers within their team to seek advice, this being the beginning of a multi-agency approach.

The Community Safety Team made me aware of a number of actionable approaches them and myself could conduct in order to try to identify the whereabouts of this person. From the council's approach, they conducted a property search to establish if it was a Registered Social Landlord (RSL) property, this would enable myself to contact that RSL for details regarding their tenants. This search proved negative. The next action they conducted was to request a Land Registry search from the council. The results of this search provided the landlord's details, including name and address. As a result of this I was able to attend the landlord's address who directed me to the letting agency which overlooks tenancies. When contacting the letting agency, there was no person of that name having lived at the address.

Due to brief amount of information I still had regarding this person, I was very mindful not to act immediately on this information and attend any of the associated address. The reason I was sceptical to attend these address was due to the constant mindfulness that this person might already be aware that police are looking for her and may be attempting to avoid police interaction. The consequences of me attending any more addresses without strong evidence placing her in the address could result in this person absconding and becoming a wanted person.

By liaising with our Neighbourhood Policing Team, I scheduled local officers to attend the other flats within the building to conduct house-to-house enquiries. This was in relation to a separate matter in attempt to identify the person living at the address and any other occupants that may be residing there. Following this action, there appeared to be only named residents living at the properties and no other persons present.

Another alternative I utilized prior to attending the address myself was liaising with the Financial Safeguarding Officers within our Economic Crime Unit. Financial checks were conducted on the person named to see if there were any loans, billing addresses or payments associated to them on our systems. Again, this proved negative; leading myself to believe the person in question had in fact provided false details to Czech Law Enforcement. One final option was liaising with the Home Office in order to obtain the vehicle registration to carry out a check on the Police National Computer (PNC). From liaising with them, I immediately sent over the vehicle details to our PNC team who were able obtain an up to date address for the registered owner of the vehicle.

The implication I was now faced with was the person involved was an Iraqi citizen; therefore, I was mindful that when attending the address I might encounter language barriers. In order to address this implication I ensured I printed out both English and Austrian (German) documents in order to discuss the issue to the best of my ability and have a number to hand for Language Line UK. Once in a suitable position to attend the address I attended double crewed along with another officer to serve the report on the named person. Whilst at the address the person was able to communicate slightly in English but fluent in German. I referred to both copies of the documentation and was able to explain the reason I was present and serve the papers with no further issues.

In conclusion, what I have learnt from this Incident, it that despite the vast amount of access Police have in relation to personal data, that access is limited. The support and assistance from outside agencies can prove incredibly beneficial for Police during investigations. By liaising with multiple agencies both internal and external such as numerous Police units, the Community Safety Team, Council and letting agencies I was successful in identifying, locating and serving this person with the Traffic Offence Report. From reading an article on Leadership Excellence, it quotes "Anyone who has never made a mistake has never tried anything new." – (Einstein, no date). The relevancy between this quote and my work during the incident is, despite trying a number of methods to identify this person, all proving negative; I was continuously seeking new ways to get the answer I was searching for. Although I did not gain the answers I was looking for using the original methods, I have now learnt the benefits of partnership working and how working collectively can resolve issues in an efficient manner.

(1138 Words)

Task 3

Relevant areas of the National Policing Curriculum: Vulnerability and Risk

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.

Evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm.

Evaluate what works in relation to tackling repeat victimisation and repeat offending.

1400 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

“Childhood experiences, both positive and negative, have a tremendous impact on lifelong health and opportunity. They provide the building blocks for future learning, behaviour, and health, providing the brain a sturdy foundation for future development – (Shonkoff, 2016). Within this answer I will be using Borton’s Reflective Tool to outline my role during a Domestic Assault which amounted to Section 18 Grievous Bodily Harm with Intent – Offences against a Person Act 1861. I will give an account of my actions throughout the incident. Explaining my thought process and actions from the initial response to the incident, my engagement with a vulnerable victim and her children, my early stages of investigation and the safeguarding for all involved following the incident.

Whilst in briefing at the beginning of a night shift, a report was received via a third party stating that his sister was on the landline with him and requesting Police to attend her home address. It was established that the female had just been assaulted by her partner and she was losing consciousness inside the property. Due to the nature of the incident, I assigned myself along with three additional officers and we made our way to the reported location on an immediate response. As an officer and call handler for emergency services, we use a threat management tool that’s referred to as ‘THRIVE’. This tool assesses risk and decision making in a consistent way using the National Decision Model (NDM) - (West Midlands Police, 2021). THRIVE aligns to the Code of Ethics and considers the threat, harm, risk, intelligence, vulnerabilities and engagement with the reporting person. On route to the call, I utilised the THRIVE approach and established a number of questions before my arrival. I first asked a member of police staff in our Public Support Room (PSC) to carry out a persons and address check on the reporting person in order to ascertain details such as previous police reports, warning markers and associates.

Moments before my arrival at the address which was situated above a pub, our PSC operator was able to pass me further information in relation to persons associated to the address. Results included a female who was a previous victim of domestic violence, had two younger children and no associates within the local area other than her partner who was the domestic aggressor. As described in our university study notes regarding Vulnerability and Risk, 'Victimisation' is the process of becoming a victim, being victimised, being treated unfairly for reason'. On this occasion, the female had potentially fallen victim to the same perpetrator for the second time within the timeframe of two occasions within a twelve month period. This making her a repeat victim. South Wales Police introduced a more effective IT solutions to intelligence in order be more proactive when dealing with serial perpetrators and repeat victims of domestic abuse (HMIC, 2014). Repeat victims of domestic abuse receive a higher level of support in order to safeguard them.

Understanding that there may be children present inside the property and the level of injuries the victim may have sustained, I felt as though my priority at the time would be to secure life and prevent any further injury to persons present. Due to my concern that a person may be injured inside the address I entered the property using my power of entry under Section 17e Police and Criminal Evidence Act 1984. On entering the address my plan of action was to identify any person present, carry out a welfare check on any children present and to safeguard them from any potential harm. Following a brief search and identifying clear signs of an altercation, I located an injured female with severe face injuries, bleeding to the body and a potential broken arm. This injured female was in the company of a 3 week old child. Also present were two younger children in their bedroom who seemed extremely frightened.

I quickly made myself known to the victim and spoke to her calmly and offered reassurance, I was able to establish who was present in the address and that the subject had left prior to police arrival. Now that the level of harm towards the victim was lowered I carried out my own welfare check on other children present to ensure no harm had come to them also. Whilst requesting ambulance to the address to address the victim's injuries, I discussed with her the incident whilst recording on my Body Worn Video. This was proportionate as the initial report stated she was losing consciousness and therefore my mind-set was to obtain as much detail as possible from her in case she lost consciousness and failed to remember at a later time due to memory loss.

By doing this I was able to establish that the perpetrator was in fact the same person from the previous incident. The victim disclosed that she knew the perpetrator had previously been known to assault ex partners and had been arrested as a result. Following the victim disclosing this, my thought process turned to the possibility that this person may be a serial perpetrator and relevant agencies needed to be made aware as a matter of urgency. I considered if the family may be known to Social Services, Police, Council, Early Development Team, Women's Aid or any other support agency. Due to victim being in serious pain, nurturing her 3 week old baby as well as dealing with the mental impact of the incident, I decided not to ask any

more questions directly towards her and discuss the incident with family members who were now present. It was then established that the most recent incident the victim was assaulted in amounted to GBH however would not support prosecution of the perpetrator.

Knowing that there was an unknown amount of history regarding domestic abuse between the parties that hadn't been reported to Police and the issue of that the victim wasn't supporting prosecution, my attention turned to the safeguarding of the children who had been subjected to the abuse. Reading an article on Emotional Intelligence Involving Children, I came across an abstract whereby it stated 'It is now widely accepted that living with domestic abuse (DA) can significantly affect children, with the effects of DA continuing to be felt into adulthood' - (Millar, Devaney & Butler, 2018). This abstract outlines the concerns I felt during the incident and my concerns for the children later in life.

Having received additional support during Police training regarding Adverse Childhood Experiences and having been part of the initial pilot for ACE's when working on the Neighbourhood Policing Team as a Police Community Support Officer earlier in my career, I had a great understanding of signs to look out for when dealing with children subjected to domestic abuse and the support that was available. Following the victim being taken to hospital and all children present being left in the care of family members, I carried out positive arrest enquiries for the perpetrator who was detained, arrested and conveyed to Police custody where he was remanded until the first available court. I then returned to the Police station in order to give a full briefing to my Sergeant and Inspector in order to outline my concerns and my methods to safeguard all persons involved going forward.

(Richardson-Foster, 2012) argues, Police interaction with children in domestic abuse matters put them at even greater risk. By understanding this, I took in to consideration that Police intervention with the children in this matter may not be a positive experience for them and could result in some form of negative encounter next time they see officers. As a result, I decided that I would liaise with supporting agencies and professionals who may be able to offer more relevant support for the family such as emotional and/or psychological support. By submitting a Public Protection Notification (PPN) to our supporting agencies, I outlined minute details of the incident at hand, including my personal concerns for each child depending on their age, the physical and psychological impact of the incident on the victim, each adverse childhood experience I picked up on, this included physical abuse, verbal abuse, domestic violence, alcohol abuse, mental health and incarceration.

In conclusion, I felt the way in which I handled this incident was to the best of my ability as I safeguarded the victim and children, apprehended a dangerous suspect, conducted a fair and thorough initial investigation and made the relevant support agencies aware of the matter to allow the family to receive the best support going forward. These agencies we're able to offer the victim support and educate her on repeat victimisation. Looking back at this incident and reflecting on my actions at scene and my discussions with additional agencies, I don't believe I would change any of my actions and decisions that day. I don't feel as though there could be any better outcome for this incident. As a result of my actions at scene, a de brief took

place the next day with myself, my Sergeant and Local Policing Inspector who both applauded my actions at scene and the professionalism I showed towards all persons involved in the matter.

(1530 Words)

Task 4

Relevant areas of the National Policing Curriculum: Conducting investigations and information and intelligence.

You must choose **a policing incident which is of serious and complex nature** in which you played a significant role with an offender/service user/victim 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.

Consider how you have gathered, analysed and evaluated relevant information or intelligence from a range of sources as appropriate to the policing incident. Additionally, identify how you have developed the information and intelligence for the purpose of informing the tasking and co-ordination process.

Focus on how you have made use of the additional sources of intelligence obtained through this complex investigation and **explain** how you have **applied** learning from previous serious and complex investigations.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Reactive Investigation is defined as “When the crime has occurred and the Police respond by seeking out evidence after the offence has been committed” - (Tong, Bryant and Horvath, 2009:11). Within this answer, I will be using Borton’s Reflective Tool to discuss my initial attendance and investigation to an incident amounting to Section 18 Grievous Bodily Harm with Intent, Offences against the Person Act 1861. I will talk about my arrival at scene, my initial thought process whilst obtaining relevant information and intelligence, my investigation and the golden hour principles I used to obtain best evidence.

During an afternoon shift, Police received a third party report of a male in the middle of the street suffering from a head injury. The male was in severe pain and bleeding profusely from the head outside a shop. A person was seen getting into a vehicle with a tool in their hand, this vehicle then made off from the location in an unknown direction. I was the first officer to allocate myself to the incident and made my way to the location that was approximately 5 minutes away. Whilst on route to the location, I utilized the THRIVE approach and requested additional information from the Police control room regarding the incident. I was able to ascertain details such as the street the injured party was on, the fact the vehicle that made off was white and that the person who got in the white vehicle was a male.

On arrival at the location, there appeared to be no persons present, no signs of an altercation, nor vehicles moving. I made the decision to extend my search on foot and requested my colleague to conduct an immediate area search for an injured person in the marked Police vehicle. Whilst on the street reported, I went into a store that appeared to have CCTV cameras; I liaised with the shop owner and requested to view CCTV footage covering the main road, side street and junction outside. From viewing the footage, I was able to establish the area the assault took place, description of males involved, confirmation of what kind of weapon was used and a registration plate for the suspects' and victims vehicles.

Now that I had confirmation that an offence had taken place, my thought process was to begin preserving evidence, liaising with the correct units, safeguarding the potential victim and to begin a thorough investigation from scene. I then began by updating the control room and my supervisor of information gathered from the scene, requested CCTV operator to monitor cameras in the immediate area and replay footage from previous 30 minutes, a vehicle search to be carried out on the vehicles involved, request both registration plates to be handed over to Automated Number Plate Recognition Unit (ANPR) and be monitored for potential movements, Crime Scene Investigators (CSI) and Criminal Investigation Departments (CID) to be informed and to secure a scene.

The Golden Hour is defined as "The period immediately following the commission of an offence when material is abundant and readily available to the police" – (ACPO, 2005:47). During this time following an offence, it is imperative that investigators establish any evidence, information or intelligence that may be of importance to the incident. The list of material is relentless when it comes to investigations, however, the main areas I focused on were the victim, suspect(s), witnesses(s), evidence, scenes and preventing contamination.

Whilst at the scene I ensured that the physical evidence such as CCTV was downloaded on to a USB stick when I carried out a search of the location whereby the assault took place. When in the street I was able to locate a trail of blood splatter and a small amount of pooling, I could now brief my supervisor that a scene had been established and there was a chance for forensic opportunities. To ensure this blood was not contaminated by others such as road users, members of public or investigators I prevented any persons from entering/exiting the street and set up a police cordon.

After securing both potential evidence and the scene surrounding the area, I was able to liaise with other units in attempt to locate both the victim and suspect. It was established that the victim and the possible suspect lived in the surrounding area. Due to the nature of the offence, the suspect using a weapon to cause the injury and Warning Markers associated to the registered owner of the vehicle, I liaised with my supervisor, Force Incident Manager (FIM) and Armed Response Vehicles (ARV's) with circumstances in order to allow them to progress arrest enquires. Whilst doing this, a report was received from the ANPR unit stating that the suspects' vehicle had triggered a camera heading Westbound via the M4. Following this

information, ARV and other units progressed the matter whilst I attempted to identify and locate the victim.

When awaiting CSI units to attend scene, a male exited a vehicle outside the cordoned area with a number of bandages around his head. The persons matched the victim from CCTV and confirmed he was the one who had been assaulted and the weapon the suspect used was a hammer. Due to the victims head injury I escorted him back to his home address, which was nearby in order to gain first account from him and await ambulance. Now that I had obtained further information regarding the weapon, this was passed on to the units carrying out arrest enquiries to ensure the hammer was seized if located.

Whilst with the victim I ensured my Body Worn Video was recording to ensure anything disclosed was captured for evidential purposes. I discussed the incident with the victim, took photos of injuries and seized clothing off him as it was covered in blood. When at the location I was informed by supervisor units that the suspect had been located and arrested. It was established that the suspect was in different clothing and it was believed he may have returned home to change following the incident. Due to myself making contact with the victim, I considered cross contamination. Following my request from an Inspector to carry out a search of the suspect's home address under Section 18 Police and Criminal Evidence act 1984. I liaised with supervisor to inform him I would be unable to carry out a search of the suspect's house for any clothing or items associated with the offence.

Now that the suspect had been arrested and all safeguarding procedures were completed with the victim, I liaised with CID officers who were happy for the victim to be conveyed to hospital by family and police presence was not required for the time being. I liaised with hospital staff, passed over relevant contact details for myself, supervisor and incident number with control room, and requested all updates to be given when available.

Following this incident and returning to the Police station, I gave a full debrief to CID officers and supervisor who would be progressing the matter. When doing this I was also reflecting on my actions and considering what I may have done differently should this happen again. I believe from my first interaction at scene with the shop owner to the last interaction with the victim, I illustrated a clear understanding of the Police Code of Ethics in particular Leadership. I consider the work I carried out in relation to the Golden Hour principles played a significant role in the investigation. By utilizing a number of resources within the Police and council, I was able to analyse the information and intelligence that was changing all the time in order to develop a working strategy with other units to take immediate action.

(1283 Words)

Task 5

Relevant areas of the National Policing Curriculum: Digital Policing, Vulnerability and Risk

You must choose **an incident** involving digital technologies and reflect on how you provided an appropriate initial police response.

Explain the immediate actions that you took to reduce the risk of harm caused by the incident. Detail who may be more vulnerable in this type of incident.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

As shown on the Crown Prosecution Service webpage, 'Cybercrime is an umbrella term used to describe two closely linked, but distinct ranges of criminal activity' – (CPS, 2019). Within this answer I will discuss examples of cybercrime, a potential incident that would be considered a cybercrime, the risk of harm, and the vulnerabilities surrounding cybercrime.

The two types of cybercrime outlined by the Government's National Cyber Security Strategy (GNCSS) are 'Cyber-dependent crimes' and 'Cyber-enabled crimes'. 'Cyber-dependent crimes' are defined as 'Crimes that can be committed only through the use of Information and Communications Technology ('ICT') devices, where the devices are both the tool for committing the crime, and the target of the crime' – (GNCSS, 2016). 'Cyber-enabled crimes' are defined as 'Traditional crimes which can be increased in scale or reach by the use of computers, computer networks or other forms of ICT (such as cyber-enabled fraud and data theft' – (GNCSS, 2016). Some examples of crime which fall under these definitions are fraud, malicious communications, sharing sexual images of another person without consent, child sexual abuse and online grooming - (CPS, 2019).

During my time as a Police officer, I have not dealt with an incident of this nature. However, for this task I will use a hypothetical situation and explain the initial response I would provide to a report of Malicious Communications by the means of text message. The Malicious Communication Act 1988, is a legislation Police officers are utilising in modern policing when dealing with incidents regarding unwanted electronic communications, indecent or offensive messages and online threats.

If I was the attending officer in this situation, I would take the following steps to address the incident. Firstly, I would obtain all relevant materials and information surrounding the incident, i.e. person(s) involved, nature of messages being received, device(s) on which the messages were received and how the incident has affected the victim. Obtaining this information at an early stage potentially enables me to build

a good rapport with the victim, which would assist with my initial lines of enquiry. When engaging with victims of cybercrime and particularly victims of malicious communications it is fundamental to identify any risks and potential harm that the victim may be subject to.

To identify any possible risks of harm I would ask the victim questions such as, have they blocked the subject(s) number? Have they removed that person from their contact list? Does the subject have any other means of communication with them? Is there potential for this to move offline? And are they aware of any third party being involved? These questions would enable me to establish if the victim was at risk of potential harm or any other future incidents. If the answers provided highlighted potential risk of harm I would submit a Public Protection Notification (PPN) for the victim. A PPN is a document officers submit 'which summarises the vulnerabilities of victims. This notice goes to the force public protection unit (PPU) which uses the information to assess the risk' – (HMIC, 2015). From this referral additional support agencies can make inroads to support and safeguard the victim.

To ensure the best evidence is achieved when investigating incidents involving digital technology, I would seize the digital devices involved under Section 19 Police and Criminal Evidence (PACE) Act, 1984. Officers must have reasonable grounds 'for believing that it is evidence in relation to an offence which he is investigating or any other offence' – (PACE, 1984) in order to seize digital devices, such as mobile phones. Once the mobile phones have been seized, officers will submit a form to the Digital Forensics and Cyber Crime Unit in order for the phones to be downloaded. The purpose of this is to ensure any data on the phone can be examined for evidential purposes. The phone download will also enable the retrieval of any deleted content, which can then be used as evidence. I would explain to the victim that the purpose for this is address their risk of harm and provide reassurance.

Due to the Coronavirus pandemic, it is now more important than ever for Police and support agencies to be educated on the risks individuals may experience as a result of cybercrime. Since the beginning of the Covid-19 outbreak and lockdown procedures 'police-recorded cyber-dependent and cyber-enabled crimes have suffered an increase in the UK' - (Miró-Llinares, et al, 2020). An article published in 2020, 'Cybercrime and shifts in opportunities during COVID-19: a preliminary analysis in the UK' suggests that, 'The increase in cyber-dependent crimes has mainly been experienced by individual victims rather than organisations' - (Miró-Llinares, et al, 2020). It could be beneficial for the Police and support agencies to acknowledge these potential risks, it could be beneficial when engaging with victims who are considered vulnerable. Vulnerability is defined as 'A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation.' – (Northumbria Police, 2017). Despite the article above discussing the individual victims being those who are required to work from home or being home schooled, there is no mention of individuals with health conditions or those 'defined as clinically extremely vulnerable' – (Department of Health and Social Care, 2021). Among the group of persons defined as 'clinically extremely vulnerable' are individuals with learning disabilities. In 2018, The Mental Health Foundations (MHF) published an online article highlighting that 'People with learning disabilities are high risk of targeting' – (MHF, 2018). These

individuals may be more vulnerable than others of becoming victims of cybercrime as they could be more reliant on online engagement due to the limited social interaction caused by Covid-19. It is therefore important for myself as a serving officer to provide advice and support to victims or potential victims of cybercrime.

As the evidence suggests, cybercrime is on the increase. In order to tackle cybercrime, South Wales Police (SWP) have their own cyber unit to tackle online crime. By visiting the SWP website, the organisation offers advice and support for 'How to reduce your chances of becoming a victim, How to spot a fake website and Tips for parents and guardians' – (SWP, no date). In addition to the step by step guide, there is information of relevant support agencies such as 'Cyber Aware' and the 'National Cyber Security Centre'. These can assist victims of cybercrime or members of the public who wish to make their devices safer whilst using the web. As a serving officer, it is important to maintain a good level of knowledge of what cybercrime is and who may be more vulnerable of becoming a victim. Although I have yet to deal with an incident of this nature, I understand the importance of online safety and will continue to develop my knowledge in line with current crime trends in order to support those victims.

(1138 Words)

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.

BBC News. 2021. South Wales Police misconduct officer Rebecca Bryant sacked - BBC News. [ONLINE] Available at: <https://www.bbc.co.uk/news/uk-wales-48705352>. [Accessed 30 June 2021].

Buil-Gil, D., Miró-Llinares, F., Moneva, A. and Kemp, S., 2020. Cybercrime and shifts in opportunities during COVID-19. *A preliminary analysis in the UK*, [Online]. Vol.1, p.47-59. Available at: <https://www.tandfonline.com/doi/full/10.1080/14616696.2020.1804973> [Accessed 29 June 2021].

Code of Ethics | College of Policing. 2021. Code of Ethics | College of Policing. [ONLINE] Available at: <https://www.college.police.uk/ethics/code-of-ethics>. [Accessed 06 April 2021].

Cybercrime - prosecution guidance | The Crown Prosecution Service. 2021. Cybercrime - prosecution guidance | The Crown Prosecution Service. [ONLINE] Available at: <https://www.cps.gov.uk/legal-guidance/cybercrime-prosecution-guidance>. [Accessed 01 July 2021].

G., G. and O., T., 2019. *Adverse Childhood Experiences*. Elsevier.

GOV.UK. 2021. Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK . [ONLINE] Available at: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>. [Accessed 01 July 2021].

GOV.UK. 2021. National Cyber Security Strategy 2016 to 2021 - GOV.UK . [ONLINE] Available at: <https://www.gov.uk/government/publications/national-cyber-security-strategy-2016-to-2021>. [Accessed 01 July 2021].

HMICFRS. 2021. HMICFRS - Home. [ONLINE] Available at: <http://www.hmic.gov.uk/>. [Accessed 30 June 2021].

Livraghi, G., 2009. The Power of Stupidity. Monti & Ambrosini SRL.
Malicious Communications Act 1988. 2021. Malicious Communications Act 1988. [ONLINE] Available at: <https://www.legislation.gov.uk/ukpga/1988/27/section/1>. [Accessed 01 July 2021].

Mental Health Foundation. 2021. New report shows that people with learning disabilities are at high risk of targeting for hate crime yet remain "invisible" in Government crime statistics | Mental Health Foundation. [ONLINE] Available at: <https://www.mentalhealth.org.uk/news/new-report-shows-people-learning-disabilities-are-high-risk-targeting-hate-crime-yet-remain>. [Accessed 01 July 2021].

Millar, A., Devaney, J. and Butler, M., 2019. Emotional Intelligence: *Challenging the Perceptions and Efficacy of 'Soft Skills' in Policing Incidents of Domestic Abuse Involving Children*, [Online]. Vol.34(6), p.577-588. Available at: <https://link-springer-com.ezproxy.uwtsd.ac.uk/article/10.1007/s10896-018-0018-9> [Accessed 10 April 2021].

Our vision, values and ethics | South Wales Police. 2021. Our vision, values and ethics | South Wales Police. [ONLINE] Available at: <https://www.south-wales.police.uk/police-forces/south-wales-police/areas/about-us/about-us/our-vision-values-and-ethics/>. [Accessed 30 June 2021].

Partnership definition and meaning | Collins English Dictionary. 2021. Partnership definition and meaning | Collins English Dictionary. [ONLINE] Available at: <https://www.collinsdictionary.com/dictionary/english/partnership>. [Accessed 05 January 2021]

Police and Criminal Evidence Act 1984. 2021. Police and Criminal Evidence Act 1984. [ONLINE] Available at: <https://www.legislation.gov.uk/ukpga/1984/60/part/II/crossheading/seizure-etc>. [Accessed 01 July 2021].

Police and Criminal Evidence Act 1984. 2021. Police and Criminal Evidence Act 1984. [ONLINE] Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/19>. [Accessed 01 July 2021].

Protecting the vulnerable : Northumbria Police. 2021. Protecting the vulnerable : Northumbria Police. [ONLINE] Available at: <https://beta.northumbria.police.uk/about-us/policies/crime/protecting-the-vulnerable/>. [Accessed 01 July 2021].

Richardson-Foster. Emotional Intelligence: *Challenging the Perceptions and Efficacy of 'Soft Skills' in Policing Incidents of Domestic Abuse Involving Children*, [Online]. Vol.34(6), p.577-588. Available at: <https://link-springer-com.ezproxy.uwtsd.ac.uk/article/10.1007/s10896-018-0018-9> [Accessed 10 April 2021].

Search | College of Policing. 2021. Search | College of Policing. [ONLINE] Available at: <https://www.college.police.uk/search>. [Accessed 02 March 2021].

Stanley, N. and Humphreys, C., 2015. *Domestic Violence and Protecting Children*. Jessica Kingsley Publishers.

The Nolan Principles :: Independent Schools Inspectorate. 2021. The Nolan Principles :: Independent Schools Inspectorate. [ONLINE] Available at: <https://www.isi.net/about/governance-and-management/the-nolan-principles>. [Accessed 06 April 2021].

Tong, S., 2009. *Understanding Criminal Investigation*. 1st ed. Singapore: Fabulous Printers Pte. West Midlands Police. 2021. Home | West Midlands Police. [ONLINE] Available at: <https://west-midlands.police.uk/>. [Accessed 30 June 2021].

www.employment-studies.co.uk. 2021. No page title. [ONLINE] Available at: <https://www.employment-studies.co.uk/system/files/resources/files/mp73.pdf>. [Accessed 30 June 2021].

www.justiceinspectors.gov.uk. 2021. No page title. [ONLINE] Available at: <https://www.justiceinspectors.gov.uk/hmicfrs/wp-content/uploads/police-effectiveness-vulnerability-2015-south-wales.pdf>. [Accessed 01 July 2021].

CONFIDENTIALITY and PLAGIARISM – to be completed by the learner

All information provided in this workbook complies with the guidance on confidentiality. I confirm that all work is my original work and has not been copied. Plagiarism is taken very seriously by the University and the programme.

Signed: M.Emanuel

Date: 05/07/2021