

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based
Workbook 2 (DHEP/DET)

To be completed by DHEP Detective students only

(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/aqh-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.*
- *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.*

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Task 1

Relevant areas of the National Policing Curriculum: Vulnerability and Risk, Evidence-based policing

You must choose serious and complex investigation in which you played a significant role with a victim of crime and reflect on what happened.

Give a brief description of the investigation 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 during the investigative process

Explore what works in relation to tackling repeat victimisation and repeat offending during this investigation. Consider the use of evidence-based policing.

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

ANSWER:

This essay will discuss an investigation into the offences of rape, sexual assault by digital penetration and coercive control, in which I played a significant role with both a vulnerable victim and suspect of the crime. I will reflect on the actions I took in the investigation as the Officer in the Case using reflective models such as Gibbs Reflective Cycle (Mindtool Content Team, Mind Tools 2024). I will explore academic research that has provided evidence on how best to tackle repeat victimisation and repeat offending, which is often linked to other crimes such as domestic abuse and coercive control. It has been reported that statistically around 30% of all women who have been in an intimate relationship, report that they have experienced sexual and domestic violence at the hands of an intimate partner (Lilley, C. et al. (2023).

I was tasked with investigating an incident whereby a 17-year-old female alleged that her ex-partner, a male ten years her senior, had been coercively controlling throughout their relationship, before he raped and sexually assaulted her. The victim was often reported missing as a child and had been homeless whilst in a relationship with the suspect. A study of over 2,000 missing youths found that those that repeatedly went missing were more likely to experience repeat victimisation, making the victim in my case extremely vulnerable (Thomas, S.D.M. and Ferguson, L. (2023). Both parties were born into families experiencing economic hardship in towns known for lack of job opportunity (Elliott, L. 2023) and where in Wales, it was reported that in 2023 the most common offences were that of violence and sexual offences, with roughly 39 of 1000 people experiencing the same (Crime Rate, 2024). Both parties were also subjected to adverse childhood experiences (ACEs) throughout their childhoods, which studies

have discovered that ACEs are a central determinant of the health and social well-being of individuals (Waite, R. and Ryan, R.A. 2020).

The College of Policing states that a person is vulnerable if, as a result of the situation or circumstances, they are unable to take care or protect themselves or others from harm or exploitation (College of Policing, 2021). As a result of this and the information already known to me about the victim and suspect, I felt responsible to safeguard both parties as they had attributes that could put them at risk during my investigation. I therefore decided to utilise the 'THRIVE' approach at the initial stage of my investigation to ensure that I upheld one of the core principles of my role as a police officer to protect and safeguard the parties (Williams, B. (2023), (College of Policing (2024). THRIVE is a pseudonym for 'threat, harm, risk, investigation, vulnerability and engagement'.

The victim was vulnerable in many aspects, the law states that any person under the age of 18 years of age is a child (*Children Act 1989*). The victim had been reported missing on numerous occasions before being made homeless, which she felt the suspect took advantage of before giving her a place to stay and offering her alcohol and drugs. She also reported suffering with mental health ailments because of experiencing childhood trauma. The victim also appeared to have poor language skills when conversing with adults.

I then began to plan my fast track actions to assist in the investigation, with the victim and suspect's welfare being paramount. Forensics at the Sexual Assault Referral Centre (SARC) were deemed inappropriate due to the matter being historical and outside of the forensic window. However, the victim was referred to the SARC for further support due to the SARC offering crisis care, emergency contraception and testing for STIs, access to an independent sexual assault advisor (ISVA), as well as referrals to mental health support and sexual violence support services.

As a result of this I identified that the victim would be subject to assistance due to her vulnerabilities under multiple sections of (*Youth Justice and Criminal Evidence Act 1999*). Firstly under s.16 on grounds of her age if she were still under 18 at the time of the hearing, which would afford her the rebuttable assumption of video recorded evidence in chief, if she wished to do so. Secondly under s.16.2 (a) due to her mental disorder and impairment of intelligence and social functioning if the quality of evidence was likely to be diminished by the vulnerability. Furthermore, under s.17.4 of the above act, the victim would be afforded a rebuttable presumption that video recorded evidence in chief would most likely maximise the quality of evidence due to the complaint being that of a sexual offence (*Sexual Offences Act 2003*). However, analysis suggests that a great deal of damage can be done in an interview with a vulnerable witness due to the absence of a legal representative giving advice prior to interview, and that a child's testimony is weakened by the jury watching this video as the witness's evidence-in-chief (Aldridge, M. and Luchuenbroers, J. (2008). This has also been evidenced in cases investigated by my colleagues, where some have reported that the jury seem to be less empathetic when watching a victim give their

evidence on a video recording, instead of witnessing the raw emotion face to face in the court room.

As a result, a more experienced colleague and I attended the victim and discussed the above. We gave the victim the choice of how she wished to give her evidence and she chose to give it via a ABE video recorded interview. During this time my colleague assessed the level of communications skills of the victim had and whether it would be necessary to instruct an intermediary. The decision was made by my colleague that an intermediary was not necessary and an ABE interview was arranged with an Independent Sexual Violence Advisor (ISVA) present. The role of the ISVA is to be independent to the police and to provide support to victim's of sexual violence by liaising with other professionals such as the GP and finding other services that can help such as counselling (New Pathways, 2024).

It has been reported that individuals who have been raped are over 2.5 times more likely to have a history of a neurotic disorder than individuals experiencing no sexual abuse. The ISVA's role is therefore extremely important to support the victim throughout the investigation, as it's been reported that after 24 months of experiencing rape, 45.2% of the rape-exposed women met the cut-off for depression and 32.7% for PTSD, making early counselling intervention imperative (Mhlongo, S. *et al.* (2023). However, academics have argued that the impact of rape on mental health is not always assessed comprehensively in SARCs despite national policy guidance (Brooker, C. and Tocque, K. (2016). Academics have argued that there is not enough mental health expertise within the SARC teams to effectively deal with the mental health impact of rape on victims, with as few as 7% of SARCs having in-house or co-located psychosocial support (Hughes E *et al.* (2023).

Following the interview, I re-watched the recording of the ABE interview and I felt that I disagreed with my colleague in terms of the victim's communication skills. The victim's communication skills appeared a lot younger than her actual age and I felt that an intermediary would have been of assistance in helping with the terms used by the victim for sexual acts and body parts and explaining actions. An intermediary acts as an independent aid that helps facilitate communications between the victim and the police during an ABE interview. This is to ensure that as police we are achieving the best evidence possible, which is set out in the Achieving Best Evidence in Criminal Proceedings Guidance (2022). It has been reported that young children exposed to five or more significant adverse experiences in the first 3 years of childhood face a 76% likelihood of having one or more delays in their language, emotional, or brain development (Westby, C. (2018). This made me feel that the victim in my investigation could have been provided with a better service if we fully understood how her language was effected by the adverse childhood experiences she had experienced and moving forward in my career this is something I feel I will take into consideration.

As a police officer and the importance of staying impartial during an investigation, I felt it necessary to also consider the suspect's vulnerabilities. Upon undertaking the necessary police checks on PNC and NICHE during my investigation, it was apparent that the suspect also had experienced multiple adverse childhood experiences and had an extensive history with police, being both a witness of domestic abuse in his

former family home as a child and it was also noted that his criminal behaviour appeared to escalate throughout his teenage years into adulthood, which ultimately led to him being accused of the serious offences in this essay. I also noted that the suspect had warning markers for mental health and had previously been in prison for supplying class a drugs. A study was completed where the link between adverse childhood experiences and adult males accused of rape was clear, where 75% of the participants had reported experiencing at least one adverse childhood experience in their childhoods (Satapathy, S. *et al.* (2022)). I therefore ensured that following interview, the suspect was given Lucy Faithfull (Lucy Faithful Foundation (2024) and Samaritan (Samaritans (2024) support documents in order for him to access further support.

Whilst in custody it was considered whether the suspect needed an appropriate adult to assist during the interview and it was deemed necessary. Vulnerable suspects are afforded the right to have an Appropriate Adult present to protect their interests during the interview (Pierpoint, H. (2000)). The Appropriate Adult did not intervene during the interview, however statistics show that findings suggest that Appropriate Adults tend to miss opportunities to intervene, but when they do assist, their interventions are appropriate (Farrugia, L. (2022)).

During the investigation it was apparent that the victim had resumed the relationship with the suspect after he sexually assaulted her and raped her due to his level of control over her, making her a repeat victim. During domestic abuse investigations an Independent Domestic Violence Advisor IDVA can be appointed. A study examined 559 domestic abuse trials listed at a specialist domestic abuse court in London in 2016, 2017 and 2018. Cases heard on days with access to the IDVA service at court were found to have a 12% reduced likelihood of their accused abusers being convicted, a 10% increased risk of repeat victimisation and harm of repeat crimes 700% higher than victims whose cases were heard without that opportunity (Ross, J., Sebire, J. and Strang, H. (2022)).

This made me feel that understanding the parties' relationship was as important as investigating the offences of rape and sexual assault by penetration. I was subjected to domestic abuse and coercive control in a past relationship that was investigated by the police. I felt I understood why the victim returned after going through horrific incidents at the hands of the suspect, as understanding the level of mental control during a domestically abusive relationship is paramount in understanding why a person returns to the relationship and becomes a repeat victim. In order to prevent this I signposted the victim to further support that I felt would help her moving forward and give her the skills to ensure she can identify warning signs in future relationships (Freedom Programme (2024)).

As a result of police complaints increasing over several decades in respect of their investigations into rape being inadequate and numerous academics reporting the need for change, a new approach Operation Soteria Bluestone (National Police Chief Council (2024) was adopted using the five pillars in respect of police investigations into rape (Hohl, K. and Stanko, E.A. (2022)). The first pillar being for investigations to be suspect focused, meaning that investigators would need to focus on the suspect's

behaviour and grooming of the victim to understand why an offence has been committed, instead of asking questions in respect of the victim's actions. As a result during my investigation I felt it was important to identify how the suspect had groomed the victim prior to the sexual offences.

Dr.Patrick Tidmarsh conducted research into offender psychology in respect of rape and serious sexual assaults and has provided guidance to officers in College of Policing courses. He stated that the Implicit Theory, that has been considered by many other academics (Polaschek, D.L.L. and Ward, T. (2002) was an essential factor in understanding why offenders commit sexual offences and how to prevent further offending. It was found that offenders would use 4 key stages before committing a sexual assault being:

- 1) Non sexual grooming
- 2) Sexual grooming
- 3) The event
- 4) Maintenance grooming.

Upon considering this information, it was apparent that the suspect in my investigation had done all of these steps. He groomed the victim with a place to stay, alcohol and drugs when she was young, homeless and vulnerable, before moving on to the next steps. I feel that adopting this approach on all of my investigations moving forward will help the jury understand why a rape has occurred which would increase conviction rates and therefore disrupt repeat offenders.

Word Count: 2200

Task 2

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an **serious and complex 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)

This essay will evaluate the processes employed and fast track actions that I utilised in an investigation into domestic abuse and coercive control. I will evaluate the support I provided to the victim, witnesses and offender and discuss the management of my own personal feelings in relation to the matter following being the victim of domestic abuse myself in a past relationship that was investigated by the police. I will reflect on the actions I took in the investigation as the Officer in the Case using reflective models such as Gibbs Reflective Cycle (Mindtool Content Team, Mind Tools 2024).

I was tasked with investigating a matter whereby a member of police staff had witnessed an unknown male push an unknown female on her way into work at the police station. The reporting person who worked as police staff ran into the hub in the station in a panic and stated that whilst driving up the hill to the police station, she witnessed a large male shout aggressively at a female before pushing her into a bush. As a result of this information my initial action was to address the safeguarding of the victim as the matter was live and ongoing. A few of my colleagues and I then proceeded to run down the hill where we located both the parties.

As we approached the parties, we realised that in the panic of leaving the station none of us had grabbed a radio or body worn camera, due to the fact that in the hub you do not use your kit on a daily basis and all of our equipment was located in our vests at the opposite end of the station. Whilst we were approaching the parties, and I knew I did not have the relevant equipment needed to keep my colleagues and I safe which made me feel anxious. The male was large in stature and was

extremely angry. As we did not have a radio to call for further assistance, I used the training provided to me in Officer Safety Training and used tactical communications to convince the suspect to walk with us back to the station for a chat. My colleague began to converse with the victim who followed us to the station shortly after.

Whilst at the station further assistance arrived and we split both the male and female into separate rooms to establish what had happened. The victim began to cry and stated that she had been in a domestically abusive relationship with the suspect for over 20 years but that their relationship had improved recently, and he was receiving help for his cocaine addiction and mental health. The victim initially stated that she did not want to make a complaint and that the matter was just a small verbal argument. However, upon further discussion with the victim she began to go into further detail in respect of the relationship. The victim stated that the suspect had previously been subject of a Domestic Violence Protection Order and that he had complied with it but it had since expired. It became apparent that the domestic abuse was an ongoing issue in the relationship and that the investigation would be complex due to the extensive history of domestic abuse. The victim further stated that that morning, the suspect had taken cocaine and had become angry at the fact that she would not take him to the gym. The victim that agreed to take him, but on route the suspect became violent and began to push her, before they exited the car near the police station, when he pushed her into a bush. My colleagues subsequently arrested the suspect on suspicion of domestic related assault, and he was taken to custody where his detention was authorised.

The victim did not want to provide a section 9 witness statement at that time and was provided with further support information and escorted home by uniformed officers. As the victim was now safe, I returned to the office to start the investigation and plan my fast-track actions. I spoke to the reporting witness who was at work at the police station and prepared a comprehensive section 9 witness statement detailing what she saw and used the acronym ADVOKATE, which stands for amount of time under observation, distance between the witness and suspect, visibility during the observation, obstructions, suspect known or seen before by witness, any reason for remember the suspect, time suspect was under observation and amount of time since event, any errors in description compared with actual description (Essex Police (2021)).

Due to the victim not supporting the police investigation at that time, I recognised that further evidence would be imperative if a victimless prosecution would be possible. It has been reported that as many as 46 per cent of victims withdraw their support for prosecution following an initial complaint in England and Wales and a decisive development in the prosecution of domestic violence was a shift from so-called 'victim-based' policing towards what may be described as 'evidence-based' policing with the adoption of specific evidence gathering techniques (Ellison L (2002)).

I therefore decided to do a CCTV trawl of the area where the incident happened. The incident happened on a secluded road with trees and bushes between the road where the parties were parked and local businesses. However, I attended each business and checked CCTV during the relevant times, and nothing could be seen due to the bushes covering the area where the parties were stood. When I was

walking to the businesses, I noticed the Local Authority had a CCTV camera located at the entrance of the road. I made a telephone call to the relevant Local Authority and they confirmed that the camera was facing in the opposite direction during the time of the incident. House to house enquiries were completed and were negative.

I felt extremely disappointed at the time as this was another negative result during the early stages of the investigation. Due to my personal experience with domestic abuse in a past relationship I felt a personal connection to the case but had to remind myself that it was my duty as a police officer to remain impartial and to remain professional at all times. Marilyn Alioto states that it is important that investigators are reminded that domestic violence does not discriminate and aggressive and consistent prosecution against domestic violence offenders remains a key factor in stopping the cycle of domestic violence. Alioto further states that when victims do not wish to proceed, prosecutors should not be discouraged and instead should seize the opportunity to learn why victims are reluctant to proceed against offenders and understand the cycle of abuse (Alioto, M. (2008).

Prior to the suspect interview I conducted all the relevant police checks on NICHE and PNC. The parties were involved in over 100 occurrences with one another, with majority being reports of domestic violence with no further action being the result due to lack of evidence and the victim not supporting the police investigation. I noted that Social Services had also removed the parties' children from their care because of the domestic violence but the victim had stated at the station that they still have contact with one another. Children are often the invisible victims of domestic abuse and parties think they have not seen or heard anything, but academics have proven that children can be victims of domestic abuse by being present and experiencing adverse childhood experiences that will affect their lives moving forward into adulthood. It has been reported that almost one in two adults in the UK have been exposed to at least one adversity during their childhood and the adverse experiences affect people differently and their impact is complex. Those who experience them are also at higher risk of poor mental health and physical outcomes and even early death (Saul, H. and Gursul, D. (2021).

As a result of my concerns from the information I had ascertained so far I re-contacted the victim and had a lengthy conversation about the historic domestic abuse and her not supporting the police on each occasion. I discussed the fact that she still has contact with her four children and if the abuse was still ongoing how that could affect the children as highlighted by (Lepistö, S., Luukkaala, T. and Paavilainen, E. (2011) . I explained the further support once again that was available to the victim and told her I had in fact used the Freedom Programme myself and it had given me the relevant life skills I needed to break free from the continuous cycle of domestic abuse (Freedom Programme, 2024). The victim thanked me for the information and stated that she often felt that police officers did not understand the predicament she was in, but as a result of me sharing that I had used services before, she felt I understood and then agreed to support the police investigation and provide a section 9 witness statement about what had happened. Following our conversation, I submitted a Public Protection Notice and completed the DASH Checklist to ensure the victim was provided with multiagency support.

Whilst with the victim I explained special measures and what they meant to her in the court process. The victim had stated that she usually would not support the police investigations as she was too afraid to attend court and talk about what her partner had done to her whilst he was present. I therefore explained about section 17 of the *Youth Justice and Criminal Evidence Act 1999* and Achieving Best Evidence 2022 and that if someone is in fear or distress over testifying because of the nature and circumstances of the offence and domestic circumstances that if the quality of evidence was likely to be diminished, we could consider a video interview. I explained the special measures located in the back of South Wales Police Witness Booklet involving screens, live link, evidence in private, removal of wigs and gowns, video recorded interview, pre-trial cross examination and that the Defendant could not cross examine the Defendant himself. The victim then confirmed she did not require any additional support such as an intermediary or aids to communication but would support the investigation moving forward if she was afforded special measures.

The fact that the victim was not initially supporting the prosecution made me feel disappointed, but I understood as the victim was a repeat victim of domestic abuse at the hands of her long-term partner and had always returned to the relationship following past reports. Academics state that victim behaviours are sometimes difficult to understand as 'why does she/ he stay?', however analysis of coercive control offers insight into how it isolates victims from family and friends and where violence is part of the controlling behaviour, the suspect will use the victim's fear of repeated violent attacks as a tactic to make them stay. Furthermore, the tactics used by the perpetrators erodes confidence and forces victims to adapt their behaviour to avoid the abuse (Barrow-Grint, K. *et al.* (2022)). I felt that I understood this and that humanised me to the victim, making her feel more comfortable to discuss why she never supported the investigations.

I also used the Experiential Learning Model to learn from the most recent courses I had been on in relation to domestic abuse. The model uses your experience in engaging in a learning activity, before reviewing what occurred during the activity, process how the activity was performed, before making connections between the activity and life skills and then applying the new skills to everyday life Kolb, D.A. (2015). I applied the suspect focus training I had experienced to remind myself that I should be asking questions as to why the suspect offended, not what the victim did.

I lead the suspect interview and asked the suspect all the relevant questions necessary in terms of the offence and his relationship with the victim. During the interview it felt as if the suspect was trying to manipulate myself and my colleague and blamed the victim for his actions that day. The suspect stated that he previously had been subject of a Domestic Violence Protection Order and that he had complied to it, and asked why would he then assault his partner afterwards when everything was now positive in their relationship. However, I was aware through personal experience and my training as a police officer of the cycle of abuse theory, whereby there are four stages (Angelical Bottaro (2002):

- 1) Tension e.g external stressors

- 2) Incident e.g the tension has built up and needs to be released by the abuser to help them feel as though they have power and control again
- 3) Reconciliation eg. Tension begins to decrease and abuser will try and make things right by offering gifts and being overly kind and loving
- 4) Calm eg. During the calm stage justifications are made to help both partners excuse the abuse.

Following interview I remained impartial and ensured the suspect was provided with further support information and helped him arrange to stay at a friend's address due to his bail conditions. The suspect later changed his plea and plead guilty at court.

Word count: 2200

Answer:

Authentication signature:

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

Signed: Cara Every 

Date:
29th April 2024

Bibliography

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

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