

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/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.
- 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:

Anti-social behaviour weighs heavily on local communities and impacts public beliefs in the ability of the police to intervene and prevent revictimization and reoffending.

While working for the rape investigation team I was alerted of a report of sexual assault by a 15-year-old female. Little detail had been provided in the initial report which was reported third party following a disclosure to medical professionals at the local hospital A&E. I reviewed the initial report and noted the 15-year-old female was a care home resident that was a frequently reported missing person. I considered the risk and potential vulnerability she posed as being a potential victim of child sexual exploitation. SHUKER (2013) stated children within the care system have been linked to child sexual exploitation (CSE) for many years and the risk posed to these children are not just physical but can also affect their relational and psychological safety.

I attended the hospital and spoke with the victim with the intent to establish more details. The victim was irate and reluctant to speak with officers. I attempted to build rapport with her by using age appropriate and more casual language and avoiding police jargon. I explained clearly to the victim why we were attending to speak with her. Teoh et al., (2010) found child sexual abuse victims benefit from clear informative explanations from investigators. I obtained a first account from the victim and established an offence of rape could be identified from the allegation. The incident was alleged to have happened the night before meaning there were forensic opportunities available. I explained this to the victim and explained the process of a medical examination and asked whether she would be willing to consent to a medical examination. The victim agreed and so I liaised with my supervisor and colleagues to arrange a medical examination as soon as

possible. I was then contacted by the force medical examiner who informed me he would not be available for several hours. I was conscious of the affect this could have on the victim and her indecisiveness on whether to engage. I informed the care home staff member who was present who notified me the victim had disclosed to them she had engaged in drug use while with the unknown suspect of sexual offences. I considered the best interests of the victim and arranged the medical examination for the earliest time available.

The victim told me she felt feelings of self-blame and regret around this incident due to the fact she had run off from care staff and was reported as a missing person at the time the incident occurred. I was conscious of evidence that suggests rape is underreported because victim's self-blame and are blamed by others (Russell et al., 2017). I encouraged the victim by explaining support options available to her including the independent and confidential charity who support at the Sexual Offence Referral Centre where her medical examination was due to take place.

The victim was indecisive and frustrated but later agreed to attend despite the delay for her to have a medical examination taken. The victim appeared for a short time to show no emotion to the incident and appeared calm for a short period. I recognised this to be a part of the acute phase of the rape trauma syndrome (Sandoval, 2002). The victim attended her medical examination and interview despite reservation and showed a range of emotions such as crying, anxiety attacks and periods of shock and denial. I noted as per Scarce (1997) there is no "typical" response among rape victims and observed these behaviours to be a part of the rape trauma cycle (BURGESS & HOLMSTROM, 1974).

Vulnerability is defined as a "person in need of special care, support or protection because of age, disability, risk of abuse or neglect" (Gov, 2022). Police forces are more frequently dealing with vulnerable victims including those with mental health issues. It is estimated that between 20-40% of police calls are mental health related (GOV, 2014). It is important for the police and other professions to effectively support vulnerable victims to reduce harm and prevent further risk. An approach to this is multi-agency working. Agencies can include police forces, probation services, education, health services, housing teams and mental health services (Community Care, 2019).

Atkinson et al., (2002) found several direct benefits of multi-agency services impact on children in need and their families including improved services and direct outcomes as a result. These findings emphasis the importance of a cohesive multi agency approach for the most vulnerable children. It was further noted in these findings that the professionals involved in this approach found the process rewarding and stimulating. This could potentially lead to higher work-place satisfaction and retention for police officers and multi-agency professionals as James-Scotter et al., (2019) found a stimulating work environment is a strong predictor for reducing stress, turnover, and burnout in medical professionals all factors of which that are prevalent in a policing workplace.

However, Stevens (2013) found this multi-agency approach can cause some problems due to the fact different agencies have do not necessarily understand other service's roles, responsibilities, policies, and threshold limits. This could pose the need for an independent board to provide clarity to involved services. It is a possibility further investigation will need to be conducted to provide clarity on this issue posed. These findings are further supported by Parsons (2006) that found a

framework for co-ordination is required between agencies providing services in the protection of vulnerable adults.

Another approach utilised by the police and other professionals to support both vulnerable people and those at risk of harm is the Domestic Violence Protection Notice and Order (DVPN, DVPO). The DVPN/O's are non-molestation and eviction notices that can be issued to a perpetrator immediately after a domestic abuse incident (Moroz et al., 2019). Domestic violence victims are often listed as vulnerable due to a range of factors including childhood adverse experiences, gender, political structure, religious beliefs, understanding and attitude toward violence and societal beliefs (Walker, 1999).

The DVPN/ DVPO process was introduced as a civil order to bridge the gap and provide protection to victims from their domestic violent perpetrators where there is not sufficient evidence to charge and provide the protection of remand or court bail (GOV UK, 2022). Another helpful use of DVPN/ DVPO process is where domestic victims withdraw their complaint against their partner and there are not sufficient outstanding actions to police bail meaning the vulnerable victim is left with no form of protection. In these cases, police need to act against the victims wishes and apply for the DVPN to protect the victim. There is a real requirement for this protection as JUSTICE INSPECTORATES (2017) found the number of occasions where victims do not support police investigations was increasing as between 15-58% in domestic abuse cases. It was also found by JUSTICE INSPECTORATES (2017) that as result of domestic abuse victims withdrawing support from investigations there was a 16% increase in the number of domestic violence protection orders granted which was considered a positive outcome. However, it is noted that forces were using this process to varying degrees and there were not consistencies found across forces.

Moroz et al., (2019) found 6 areas for improvement to increase effectiveness of DVPN/O's including failure to use the process as an early intervention, lack of understanding for the process by police and the courts, the time-consuming nature of the process, concerns about the cost and their value for money, the lack of reporting of breaches and the need for a collaborative approach. This idea of a need for a collaborative approach has been further supported by Jones (2021) who showed findings suggesting there is confusion over welfare checks of the victims and which agency these checks should fall on as the police have no legal obligation to carry out these checks with the victim nor the perpetrator of the abuse. These findings highlight despite the best intention behind the protection notice and order for the most vulnerable domestic abuse victims there is still several areas needing improvement before these vulnerable victims can be best protected by the police forces and other agencies.

Farrel and Bouloukos (2000) found over 40% of crime reported against a person or household is a repeat offence against the same victim in the same year. This is further supported by Bridgman et al., (1997) who stated approximately 4% of victims accounted for up to 44% of crime reported.

The explanation for repeat victimisation varies and Orke et al., (2018) found risk factors such as being persistently targeted within a domestic abusive relationship explains for this repeated victimisation.

To best tackle repeat victimisation, a focus needs to be made on the offenders. It has been found that 10% of offenders account for 50% of all crimes committed (The Home Office, 2001). It is found by researchers Rocque et al., (2014) that as repeat offenders mature, they desist criminal activity. This theory was initially provided by Gleucks (1964) named the "maturation theory".

Other research has suggested repeat reoffending can be tackled when offenders have a supportive family dynamic and live a consistent lifestyle. Family members and support networks to offenders need to provide support by being empathetic and not offending themselves (Maruna, 2010). This idea of consistency to prevent reoffending has been further supported by Bottoms et al., (2011) who found 60% of reoffenders had no work available and often if they did work it was casual and non-structured.

Reducing reoffending has been widely explored and the effectiveness of punishment has been assessed with the question of whether punishment achieves any desired effect. Hucklesby (2013) suggested that offenders who engage with requirements of a probation order are more likely to desist from offending in future. It was further stated by Hucklesby that those offenders that felt like they were respected by probation workers were more likely to comply with orders.

The Skills for Effective Engagement and Development (SEED) project was first implemented by the National offender management service (NOMS) with the aim of having offenders increase compliance with the requirements of their order and as a result reduce reoffending. Sorsby et al., (2016) found an intervention of SEED training can have a positive impact on the offender's motivation to comply with their order. This has been correlated with the therapeutic nature of offenders' compliance with supervision as Ugwudike (2010) found therapeutic benefits of offenders discussing problems with probation workers can motivate offenders to comply. This research identifies areas of short-term compliance from offenders on probation orders. Further research needs to be conducted for this short time compliance to be evidenced as normative compliance and long-term desistance from offending.

Reoffending and revictimization needs to be further researched to effectively measure the short- and long-term effects of what really works to tackle these challenges. Further research would also increase the public dependability of police forces and policing by working in effective and evidence-based policing manner. Personally I note a range of areas for improvement in dealing with victims of crime or anti-social behaviour who are vulnerable including clearly communicating with them in a way they can effectively understand and ensuring that their expectations on an investigation in the nature of sexual offences are managed such as the duration of these investigations and the necessity to be video interviewed as a victim of these offences in order to achieve best evidence and provide the most effective evidence in relation to an investigation of this manner and severity.

WORD COUNT: 1914

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:

N/A TASK 5 CHOSEN

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:

N/A TASK 5 CHOSEN

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:

N/A TASK 5 CHOSEN

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:

N/A TASK 5 CHOSEN

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:

Complex police investigations can inquire the most serious and complex of crimes that have impacts on victims, family, suspects, witnesses, involved officers and the wider community. MacEarchyn et al., (2011) found serious and complex investigations can impact trauma on police officers instantly and on secondary basis years into the future. It is important for officers involved in serious and complex investigations to be aware of their own personal response and attitude towards victims, suspects and witnesses involved in these investigations and have awareness of how their attitude and response can be subconsciously portrayed outward and furthermore how this reflects on the police force as a service.

While working within the Rape Investigation Team as a Detective Constable I was made aware of a report of a sexual assault allegation that had initially been reported as a robbery. Brief details were received at this initial stage including a female had attended a local train station and had visible injuries. The female had told a staff member at the train station she had been assaulted by an unknown Asian male. The victim stated she had received injuries and at the same time the male had stolen her passport. Upon attendance from response officers the female further disclosed she had been raped by this unknown male at his home address.

Response officers made the rape investigation team aware of this allegation and transported the victim to our local police station for investigative and evidential opportunities to be established.

The victim was dropped to our police station, and I introduced myself to her she appeared to be under the influence of alcohol but could still speak in a coherent manner. As per achieving best evidence guidelines and research by Crossland et

al., (2016) I did not delay the first account solely on my understanding that the first account should not be delayed solely on the factor that the victim has potentially consumed alcohol. I established this was an allegation of vaginal rape, assault by beating and theft of a passport by an unknown male she only knew the first name of, and she had met socially.

I made my supervisor aware of the severity of this stranger rape for further officers to be attached the incident. The victim was irate and upset and I first established if any of her injuries required medical treatment as a matter of priority. Once this was established, I next established when this incident had taken place to establish if there were forensic opportunities possible. The victim informed me it had happened earlier that morning. The victim shouted at me and became aggressive, and I attempted to calm her down by giving her space to process her emotions between questions. I was conscious of the Rape Trauma Syndrome the victim could potentially experiencing at the acute stage particularly expressed emotional including being agitated and or hysterical including crying spells or anxiety attacks (Sandoval, 2002).

I attempted to establish whether the victim was willing to make a complaint and she agreed. She was incoherent at this time. I consulted the force medical examiner (FME) and explained how the victim was presenting and details known of the incident at the time. The FME agreed to forensically medically examine the victim. I completed an Early evidence kit with the victim with a range of moods being presented by the victim causing a delay to this kit being obtained. I prioritised the wellbeing of the victim over the evidence available to collect as per South Wales Police's third priority of Chief Constable Jeremy Vaughn's policing priorities that is to protect the most vulnerable people whilst taking prompt action (South Wales Police, 2023).

I then transported the victim to the Sexual Assault Referral Centre (SARC) where she was due to obtain a forensic medical examination. She grew frustrated when in consultation with the doctor and refused to provide a medical examination. I felt frustrated at this decision she had made as I knew the importance of potential forensic evidence available as this was classified as a stranger rape. I also considered the time spent by the SARC staff and the FME and felt their frustration at this time spent.

During the afternoon I noticed my attitude alter toward the victim, I noted feeling frustrated and impatient toward the victim and although I tried not to show this outward it made me feel uncomfortable how I felt this way toward the vulnerable victim. Caringella (2009) found investigators and the criminal justice system have historically treated victims of rape poorly and I was conscious of this. I felt I was acting with the best intentions of the victim in mind. This has been further supported by Myhill et al., (2002) who found that rape victims were only satisfied with police investigations a third of the time.

However, research by Frazier et al., (1996) found a more positive outcome from police investigation of rape and found officers were able to show empathy to victims. I was aware of my response and remained patient with the victim and tried to show empathy and understanding. I gave the victim time to process the reality and extent of the forensic medical examination and I sat with her while she decided whether to continue. She eventually agreed to take part in the forensic medical examination. I consulted with the FME to obtain a body map of injuries sustained to the victim during the assault.

I alerted the FME to the fact the victim had highlighted she did not believe a condom had been used when she was raped. As a result of this the FME made relevant referrals to the sexual health referral clinic and provided the victim with emergency contraception.

After the medical examination the victim informed me, she was too tired to take part in her achieving best evidence interview (ABE) and wanted to do it the next day. I understood this and despite the fact I felt the pressure to obtain her account as soon as possible given the fact she had changed her mind multiple times on making a complaint I took a trauma informed approach as per ABE guidelines. Risan et al., (2020) found a good rapport between investigators and victims throughout the investigation process is essential in working in a trauma informed way.

I sat with the victim with her consent and attempted to identify the location of the incident. I used Google Maps Street View to retrace her steps from what she could recall. Vandeviver (2014) found google maps and street view to be a helpful and accessible aid to investigators in criminological research as it can be used from anywhere at any time. I showed the victim the street view of the train station where she was initially found by police and attempted to retrace her steps. She was suffering memory blanks and could not recall the direction she had travelled.

I then asked her if there were any specific locations, she could recall she told me the name of a grocery shop. She told me the shop was distinct and it looked different to the other locations of that brand store. I loaded google photographs of all of the locations of the store in the local area. The victim took time looking at each location. She then recognised the location of the store she had been in to buy alcohol before the incident took place. She told me she had attended the store with the suspect and his friend and had drive a short distance in the suspects car to his house.

The victim could not recall what time of day she was in the shop but stated it was earlier that day. The victim was frustrated with herself at her lack of memory of the incident and the details around it. Schefflin et al., (1996) questioned whether lack of memories in a victim of sexual offences could be due to dissociative amnesia or a trauma response and memories that are repressed as a result. This has been further supported by McNally (2003) who identified that repressed memories by those who had experienced previous sexual abuse can be recovered later.

Using the information provided by the victim I then attended the shop identified by the victim and watched around 5 hours of CCTV. I saw a female and two males enter the store and I identified the female within the CCTV as the victim. The two males matched the description provided by the victim of the suspect and the friend of the suspect. I observed the vehicle the group left the shop in and I promptly passed this information to my supervisor in order for checks to be made.

The suspect's vehicle was seen on ANPR on the day of the incident placing the vehicle within a local area. The male linked to the car had no local address, another address was checked but the person located at the address who was a family member told attending officers he had no recent known whereabouts for the suspect.

The suspect identified by his description and vehicle had an extensive criminal history and had a range of listed warning markers and flags to consider for officer and public safety when he was located. Tasca et al., (2012) found legal factors and police officers' awareness of suspects' previous incidents affects decision making process in relation to the investigation and the arrest of the suspect

this interesting research highlights the potential subconscious affect officers' mindset has on an investigation and how it can affect suspects associated with the case.

I was then tasked in the company of other officers to complete a vicinity search for the car the suspect was driving to locate the address he was staying at. I located the vehicle parked outside an end of terrace address. The suspect was located within the address and arrested. He was resistant and denied the allegation made against him.

Officers proceeded to search his address to look for the stolen items but none were found. The suspect was detained in the rear of the police vehicle. He was then escorted to custody.

The suspect refused to provide any information to police about the whereabouts of the victim's passport. He also would not provide officers with information like his phone password for his phone to be downloaded. I felt frustrated by the delay the suspect was causing the investigation I tried to explain to him the benefits in relation to him helping us by giving us access to his phone however he did not alter his decision. I noticed myself feel more sceptical of the suspect as he was not willing to engage in the investigation as Roberts (2012) found beliefs relating to the guilt of a suspect by officers can contribute to interviewer bias.

From this complex investigation experienced and supporting research explored through this reflection it can be concluded that awareness is important for investigating officers in relation to their own personal attitudes and values against suspects, witnesses, and victims of these investigations. It is easy for officers to subconsciously feel these emotions but awareness and understanding of this is important to prevent these thoughts impeding on important complex investigations. Furthermore, these differing attitudes and values shown outwardly by officers have the potential to affect the ability to build rapport with persons involved with these investigations and prevents providing victims in particular with the best service possible, this can continue to affect the local and public perception of the local police force.

Word Count: 1918

Authentication signature:

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

Signed: E.L.LEWIS

Date: 12/04/2023

Bibliography

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

Task 1

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