

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 4 (PCDA)

**(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 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

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 BSc programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- **Wellbeing and Resilience**
- **Evidence based policing**
- **Research Methods and Skills**
- **Decision-making and Discretion**
- **Vulnerability and Risk**
- **Criminal justice**
- **Conducting investigations**
- **Decision making and discretion.**
- **Digital Policing**

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.

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio.

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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 will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. Therefore, you must:

- adhere to guidance in the Student Handbook about unfair practice and plagiarism;
- 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.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Student 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 very 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 Student 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.***

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Evidence based policing Research Methods and Skills Decision-making and Discretion	1500
Task 3	Vulnerability and Risk	1250
Task 4	Conducting investigations Information and intelligence	1750
Task 5	Digital Policing, Vulnerability and Risk	1500
	Bibliography	
Task 6	OCP	1000
	Total	8000

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:

It has been 10 months since I gained independent patrol status. This time on shift has enabled me to look at organisational justice within my workplace and how it has affected me. I will reflect on my personal experience of organisation justice and how it has impacted me using 'Gibbs' Model of Reflection' (Gibbs' reflective cycle, 2020). I will discuss the steps taken by my force to raise ethical standards within the force.

Organisational justice was first described by Greenburg in 1987 and is described as 'the employee's perception of their organisation's behaviours, decisions and actions and how these influence the employees' own attitudes and behaviours at work' (Greenburg, 1987). The theory of organisational justice suggests that our performance at work is directly impacted by how we feel our company treats us and if we view the procedures as fair or unfair.

Description

In January I had only been on my shift for 4 months when I was faced with some personal family issues. My Mother became ill and was in and out of hospital. I was extremely worried and stressed by the situation especially due to covid regulations and not being able to visit. From the first incident I informed my sergeant what had happened. My sergeant was very understanding and sympathetic and I could not have asked for anymore. She told me that whatever time off I needed was fine and all would be sorted. My mother ended up in hospital for over a month and eventually contracted covid and passed away in February. My sergeant and inspector were both extremely supportive throughout. My sergeant would message me for updates but not in a pushy way, more a caring way. I took a lot of time off from work and used compassionate leave. This was all arranged by my sergeant and inspector so that I did not have this to worry about.

Feelings

Aside from being worried about my mother, I was also trying to get university work completed as well as being new on shift and was concerned about taking time off in my probation period. I was also concerned about how my shift and my sergeant would react to me having a lot of time off when we were so short staffed. After having so long off work, I was anxious about returning. My sergeant took this into account and told me I could take as much time as I needed, I could return on reduced hours or light duties for a while. My sergeant also recognised that the others on my shift were quite young and immature and suggested that it might be a good move for me to move to the other station in Torfaen where I already knew a couple of people from training, and I would be better supported there.

I considered this option and decided that a fresh start in a new station would be the best option for me and proceeded to go ahead with the move.

I was nervous about this at the time as I felt that it would be like starting again, especially after so much time off, but my sergeant double crewed me with one of the other officers for my first set back and this eased me in.

I feel now that it was a good move for me as my team now are very supportive and I have a little less travelling time, so is better for family life.

Evaluation and Analysis

I felt like I was supported throughout the whole experience, not just directly by my sergeant, but by the inspector and persons above her as they were supporting her support of me.

I believe my experience of service in this instance matched up with what is expected in the Police Code of Ethics (CoP, 2021). I was treated with fairness, I believe my superiors acted in doing the right thing which was in my interests at the time, I was treated with respect and my superior's made choices on evidence and their best professional judgement.

Without the support I received, I don't think I would have come through the situation as well as I did. This experience so early on in my service has given my trust in my organisation and helped me feel that they do really care for people, and that I am not just a number.

My organisation is visibly taking steps to raise ethical standards at work. This can be seen from initial training when some officers from the standards department gave a presentation on what is expected of us as officers. I feel that this was an important step to do this so early on as straight away this set the standards and emphasised how important it was to abide by the code of ethics throughout our careers.

My force use 'The Beat', intranet page to display articles about officers who have fallen below what is expected of them and the disciplinary action that they have had to face and occasionally loss of career. This could be used in this manner as a way of reminding officers what is expected of them and the implications of what might happen if they fall below the standards.

There is an internal reporting tool which officers can report other officers if their behaviour falls below the standards expected. This can be done anonymously which may encourage officers more to report people. This emphasises another standard of behaviour which is 'challenging and reporting improper behaviour.' (CoP, 2021)

I feel that newer officers that are on the PEQF framework have more exposure to the code of ethics and standards that are expected due to the assignments that are required to be produced. Officers on this route must consider the standards with each essay and write about them in detail. I think this will benefit the force moving into the future.

To conclude, my experience of organisational justice within the force has been a positive one.

I feel that if any of my colleagues are faced with a similar situation that they would receive the same level of support which is fair and correct.

I am aware that not all supervisors may have acted in the same way and showed such values, but I can only reflect on my experience. I have had a good experience so far of organisational justice and this has established a trust in my organisation and in turn I feel that the organisation can trust me.

(Word count, 1080)

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.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The Police service nationwide rely on partnership and multi-agency approached as a way of working with other agencies to achieve the best result. These approaches be effective at dealing with crime prevention, dealing with offenders, and helping victims.

Since the forming of the Police service in 1829, in the UK, it was widely accepted that police alone were responsible for controlling crime. In 1982 a British crime survey reported that crime was not being reduced and confidence in the police was falling. This survey led to a publication from the home office named, 'Home Office Circular 8/84' (McLaughlin and Muncie, 2001, p305). This publication urged a multi-agency approach to crime prevention and began a change in the way police forces deal with issues involved around tackling crime.

The report stated;

'Every individual citizen and all those agencies whose policies and practice can influence the extent of crime should make their own contribution. Preventing crime is a task for the whole community.' (Home Office, 1984).

Due to these reports it started to become accepted that police could not effectively manage crime and disorder and that a different approach crime was required.

I have responded to numerous incidents which required me to work closely with other agencies, to achieve the best result possible. Partnership approaches differ depending on what the incident is and could involve child protection agencies, domestic violence support, community safety, youth offending teams, local authorities, education services, health services, etc.

I will use Driscoll's Model (Driscoll Model of Reflection, 2021), to discuss and reflect upon one of these incidents where I have used a partnership approach to resolve a problem.

What?

I was allocated a diary car appointment. A young male came to the station with a report regarding his neighbour. The male advised that he lived in some flats and the neighbour directly above him had been threatening him and made a threat to kill him. He reported the neighbour had also been playing loud music and he had heard from other people that the neighbour was a sex offender which had heightened his fears. The male had mentioned in the log that he believed the offence to be a hate crime, when I asked him about this, he mentioned that he has mild cerebral palsy which causes him to limp. He believed due to the male seeing him limp was why he was being targeted.

When asked for details regarding the alleged offences it appeared that all the threats had come from the suspect in his own flat and overheard by the male in his flat. Being in his residence, this immediately ruled out any public order offences. I was also mindful that no threats had been made to the male directly and all other face to face contact between the two males had been civil.

When using the Police National Decision Model (National Decision Model, 2021), to consider my options, I noted that the two neighbours were living in housing association flats as the male had advised the HA previously about the issues he was having.

Problem Orientated Policing (POP) is an idea first devised by Goldstein (1970). (Blake, Sheldon, and Williams, 2010). This concept was to help to identify a specific problem to tackle crime and disorder. The POP approach can be useful in community issues to identify, reduce and/or eliminate the problem (Problem-orientated policing, 2021).

There are tools to assist with the POP approach such as the SARA model. The SARA model was developed by John Eck and William Spelman (1987) and builds on the POP model to Scan, analyse, respond, and assess the issue. I used these models to help me analyse the situation.

Scanning – I identified the problem which from speaking to the male was the male living above him.

Analysis – I needed to look at why the problem is occurring and anyone else with issues, people who can assist me, which in this incident could be the housing association (HA). I need to speak to other neighbours that the male had named were also having issues.

Response – I contacted the HA and asked them if they were aware of any issues between the neighbours. They advised that they were aware of this issue, but they had not had any complaints from other neighbours. The male did not want his name brought up to the problem neighbour in fear of escalation therefore the housing association sent their staff to the neighbour to advise him of the reports. The neighbour denied causing any issues and was advised to be mindful to other neighbours surround him.

I spoke with the neighbours that the male had named, and they stated that other than some loud music at times they had not heard anything else.

Communication was important between me and the housing association so that we were both aware of the plan and what we were doing to attempt to resolve the issue. The HA arranged for a meeting between their staff, the male, and his mother. As a result of this meeting, they confirmed what I initially believed, that it appears the male may have just overheard arguments the neighbour was having on the telephone and convinced himself due to his anxiety that these threats were targeted toward himself. The males mother also confirmed the male has autism which could make him more sensitive to the loud music and arguing going on from upstairs.

Assessment – After discussing the findings with the HA, I advised them that due to insufficient evidence and no further lines of enquiry that there would be no further investigation by ourselves into the matter. The HA advised that they planned to send out a ASB questionnaire to all residents to identify any issues they might be having and that they would communicate the results of this with myself and the neighbourhood team.

Although no criminal offences had been identified, the reporting male still had issues returning to his accommodation due to his anxiety and autism. The HA advised that they would work with the male in this situation to attempt to find him suitable alternative accommodation where he would feel safe.

So What?

I felt sympathy for the male that was reporting the incident as I could see this had affected him and he was so concerned for his safety that he had been staying with a family member.

I feel like it was also quite a significant thing for him coming to the police on his own to report it and I wanted him to feel like we were giving him a good service. After the incident I was happy I had investigated as much as we could and that the outcome was correct.

I was still apologetic that I couldn't do more to help him feel at ease where he was living, therefore the communication with the HA was important, as they were in a better position to help him at this stage after no offences were uncovered.

The impact of working closely with the HA meant that they were able to help the male further now that I could no longer carry on the investigation, rather than telling the male it was the end of the investigation and him thinking he had no further support.

It was also important to keep the neighbourhood team informed of the report as they could offer further reassurance to the male and arrange more patrols around the area to provide a higher visibility and promote confidence in the police.

Now What?

When evaluating the situation, I believe the communication and teamwork with the HA went well from initially contacting them and informing them of the progress of my investigation and sharing information between ourselves.

The use of Pop and the SARA model helped me to break down the problem, understand the issue, who can assist me to gain more information.

The consequences of not investigating the whole incident effectively and not involving other agencies could be very serious. If the threats were directed at the male, he could be in danger of violence. It is also an issue for the male's mental health and state of mind if he feels he has not been listened to and taken seriously regarding the report.

There have been incidents in the past where lessons have been learnt by the police, such as the case of Fiona Pilkington. Pilkington had contacted Police on numerous occasions to report youth throwing stones at her house. These reports were not taken seriously, and this led to Pilkington taking the life of herself and disable daughter. After an investigation into the case, a jury found that the police action had contributed to their deaths (The Guardian, 2021). Due to cases like these, it was extremely important that I maintained regular contact with the male and communicated to him the progress of the investigation. The male was more comfortable communicating by email, and this enabled him to have a direct contact to me if he should need to contact me. Overall, I believe the response was effective and, if offences had been identified, I am confident I would have dealt with these efficiently. If I was to do anything different, I could have spoken to the neighbour myself to back up the HA and restate the issue to him, this may or may not have had more of an influence on his behaviour going forward.

To conclude, although despite the report made from the male which initially appeared quite serious. After breaking down all the information, sharing intelligence and ideas with another agency and using our different specialities to come to a solution, it was clear that the incident was more an issue with the male's anxiety and perception.

It is important that all allegations are investigated with an open mind and that all lines of enquiry are followed, including using partnership approaches to achieve the best outcome for all involved.

After dealing with this incident, although I was unable to help the male directly, I can be confident in approaching other agencies for information and help to resolve certain issues.

(Word Count, 1647)

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.

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

ANSWER:

During my time as a police officer on response many of the calls I have attended involved dealing with vulnerable victims. I will use 'Driscoll's model of reflection', (Driscoll Model of Reflection, 2021), to reflect and discuss one of the incidents I dealt with during my time on response. I will discuss at what vulnerability is and how to assess a persons' vulnerability, as well as how police can provide victims with a good service and help them in the best way possible.

What?

I was allocated to a diary car appointment in which a male had come into the police station to report that he had been the victim of theft within his home. I attended the address and one of the neighbours saw me and asked if she could attend with me as the male was a bit nervous about police and she wanted to support him. When we entered the house, I could see immediately that the male did not look after himself very well. The house was messy and dirty, and the male had a very unkempt appearance.

When I spoke to the male about the incident it was extremely difficult to get information from him. He advised that a female had knocked on his door a few times over the past weeks and asked him for money which he had gone to a cash point and given her. He stated that on one occasion he had invited her inside the house, and she stayed there. When he woke up, he noticed that his laptop and watch were missing. When trying to obtain details regarding the female, dates this may have happened and even the description of the items missing were very difficult for the male to describe.

The following is a definition of vulnerability adopted by the College of Policing;

'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.' (College of Policing, 2021)

It became clear that the male was very vulnerable, and I suspected from the little information he had given me that he was being exploited in some way because of these vulnerabilities.

After talking with both the male and his neighbour it became apparent that the male was alcohol dependant and since his mother passed away 2 years ago, wasn't looking after himself very well. The male advised that he had mental health issues and was previously under care of the local mental health team but had not been seen for 2 years. The male did not have access to a mobile or house phone which is part of the reason he had not

engaged with mental health services for so long, this was due to him running up huge phone bills on adult call lines. The male advised that he would not be willing to provide a statement or consider going to court over the issue and just wanted his things back.

So What?

It was frustrating that the male was unable to give any details about the crime. I had considered an ABE interview with the male due to his vulnerabilities and that someone specially trained to talk to him might be able to obtain a more detailed account from him. I also considered the stress this might have on him and that he was adamant he did not want to progress a complaint and any possibility of identifying the suspect was extremely low.

Due to these factors, I didn't believe there would be a positive outcome for this incident.

I advised I would contact local shops to enquire if anyone had sold them the items. I also decided that the male needed to be safeguarded to prevent this exploitation from reoccurring and relevant referrals put in place. Partnership working when faced with vulnerable individuals is extremely important to police as it is difficult to help individuals alone. Any association with partnership agencies which are more appropriately trained and experienced to deal with certain vulnerabilities are always a positive collaboration.

My main concern for the male is that the female would return and continue to exploit his vulnerabilities. It was already clear that the male was a repeat victim of the female as he stated she had attended his address several times. The male was at risk of further harm, and it was important to safeguard him from this risk.

I advised that I would send appropriate referrals to social services for the male so that they would be able to contact him regarding further help he could receive. I ensured I completed a comprehensive public protection notification for adults when I returned to the station. This is the document which I would detail all the males' vulnerabilities and the incident in details as well as any specific needs the male might have. This document is used on the police system and can be referred to as intelligence for any future incidents and sent to social services so that they can put provisions in place to help the male.

I advised the male that the female should not have been asking him for money and that he did not have to give her any. I also advised that the male should obtain a mobile with no credit on it so that he is able to call emergency services, should he need to. I advised the male that if the female calls again, he should not answer the door and use this mobile to then call 999 and advise police.

The neighbour that attended with me was very supportive and advised that she and other neighbours would keep an eye on the male and would contact police if they see the suspect attended again.

What now?

Modern day society is diverse, and police are having to cope with austerity and providing more of a service with less resources. There are many vulnerable individuals in the communities' we police, all with differing needs and vulnerabilities.

In 2019, a BBC research study showed that from 2014-2018, mental health incidents attended by police in the UK had risen by 28%. (BBC News, 2021)

Police have a role to play in safeguarding and helping vulnerable individuals, but this was never the sole purpose of policing as set out by 'The Peelian principles'. (The Peelian Principles|The Crime Prevention Website, 2021)

Police must attend mental health calls because they are readily available and cannot refuse to attend emergency situations, whatever they might be.

It is a legitimate argument that the more time police are dealing with mental health issues, the less time they are fighting crime.

A report by the telegraph in 2019 suggests that police are spending at least 40% of their time dealing with people with mental health issues. (Charles Hymas et al, 2021).

These figures are unsustainable if they are to continue rising without some sort of solution looked at to cut these figures.

In 2020, the College of Policing set out guidelines which set out to support officers to recognise vulnerable people and individuals at risk of harm. (College of Policing, 2020) These guidelines use evidence-based policing to identify and respond to vulnerability related risks.

The NPCC also set out a 'National Vulnerability Action Plan' in 2020 (NPCC, 2020) which aimed to provide support to policing to deliver 7 identified key themes.

1. Early prevention and prevention
2. Protecting, Supporting, safeguarding and managing risk
3. Information, intelligence, data collection and management of information
4. Effective Investigation and outcomes
5. Leadership
6. Learning and development
7. Communications

In summary of this action plan, when dealing with vulnerability and risk, these themes set out to, identify vulnerability, recognise levels or risk, manage risk, and reach an effective outcome for the victim.

Although there was no positive outcome in this incident in relation to solving a crime, but I would like to think I helped the male to the best of my ability. I stayed and spoke to him, gathering as much information as I could to be able to assess his vulnerabilities and further risk to him. I was then able to use the information to safeguard him against any further risk and pass the information on to partnership agencies in the form of a referral to get him any help he should need again which could help safeguard him against further risk. I would also hope that by providing the best service I could to the male, that he would not be nervous about contacting or talking to the police in future.

(Word Count, 1356)

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.

1750 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

During my time on shift as a patrol officer, there have been occasions where I have had to conduct quite complex investigations. I will discuss a specific incident that I have dealt with and reflect on the incident using 'Driscoll's Reflective Model' (Driscoll Model of Reflection, 2021).

I will explain how I used information and intelligence available and developed this evidence further to arrest a suspect. I will explain how I identified and used the evidence available and was able to collate the evidence to send to CPS and obtain a charge for the suspect.

What?

It was very early morning, and I was just getting changed ready for briefing when I was allocated to an emergency, a burglary in progress. A family had woken to the sound of someone in their shed and had disturbed the suspect. The male suspect was still there in the front garden when they called 999.

On route to the scene, I ensured I maintained communication with FCR who were still on the line to the caller gathering any further information about what the suspect was doing. I asked for a description of the male so that we were able to identify him on arrival or on our way to the address.

On arrival at the scene, it was ascertained by witnesses that the male had left on a bike. As there was no dog unit available to be able to track the male, another unit left to conduct an area search for the male.

I was conscious that from the information given to me by force control and speaking to the family at the address that this was a burglary. The male had trespassed into the family's garden with what I suspected was an attempt to steal items from the shed.

A criminal investigation should now be conducted by myself by using golden hour principles and gathering as much best evidence as possible while the evidence was so fresh.

At this point it was important to abide by 'The Criminal Procedure and Investigations Act 1996' (CPIA) (Criminal Procedure and Investigations Act Code of Practice, 2021). This legislation regulates the procedures of investigating and prosecution of criminal offences. This legislation is accompanied by principles of investigation which all investigators should follow.

As part of the CPIA a criminal investigation is defined as;

'An investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it.' (Investigation, 2021)

I ensured I kept an open mind regarding the investigation and was aware that if a suspect was identified and detained that this could potentially lead to a court case. Therefore, it was important that all actions and evidence is recorded and retained, and correct procedures followed if all material would need to be revealed to the defence as part of the CPIA procedures relating to disclosure.

As an investigator, it is my responsibility to retain everything, written, typed, and captured. Record everything relating to the case, and eventually, reveal all unused material as well as disclosing anything which may 'assist the case of the defence or undermine the case of the prosecution.' (CPS, 2021). Record, retain and reveal, ensures that all evidence and information relating to the case is disclosed to lawyers to prevent miscarriages of justice which have occurred in cases previously.

I ensured that key evidence was retained initially by photographing the scene and tasking CSI to attend to attempt to recover forensic evidence. I considered the weather at this point as the items which may have been tampered with were open to the elements. The day was clear with no rain due, so I decided not to cover these up but advise the family to leave them exactly as they are and avoid the area until CSI arrived.

I took statements from the daughter who initially heard the noise in the garden and woke her father and the father who then confronted the male. The incident was fresh as it had just occurred, and this would be the best time to take accounts and descriptions from the witnesses. The daughter gave a good description of the male that he was wearing pink trainers, green tracksuit with a rip by his left knee.

The daughter had managed to take a video of the male while he was talking to her father, just before he left on the bike. This was very important evidence which we may be able to identify a suspect from, therefore I ensured that this video was sent to me immediately so that the evidence was retained and could not be lost in any way. I conducted house to house to speak to neighbours who may have seen or heard anything, but unfortunately this was negative.

I returned to the station to collate all the evidence I had recovered. Another call came in of two neighbours' garages that had been broken into overnight and a third similar call of a garage to a bungalow broken into. Other officers were attending these calls and due to the similar MO of the offences and all occurring in the same area, I suspected that these burglaries could all have been conducted by the same suspect.

I communicated this with the attending officers and CSI were again tasked to attend. I spoke to the officer attending the third incident who advised he had taken a witness statement from the victim who had seen and spoken to the suspect as the suspect had left his bag there and returned for it. The victim took a photo of the male leaving. On inspection of the photograph and the victim statement, the description of the suspected male matched the description from the initial call I attended earlier that morning. If we could identify the male from these images and descriptions, we had good evidence and a necessity to arrest for these crimes.

My considerations for identifying the male were to disseminate the images to all officers in Torfaen who might be able to identify the male due to previous dealings.

I also considered launching a social media appeal to the public for the public to identify the male. The issue with the later would be that the suspect may see the appeal and dispose of any evidence that could otherwise have been recovered. I decided that the social media appeal would be a last attempt for identification if all other options were unsuccessful.

Later that afternoon a call came in from a female who identified that a named person that she knew was in her neighbours' garden taking items from the shed.

I immediately made my way to the address. On arrival I entered the garden and saw a male by the shed. My attention was drawn to his pink trainers, and I noticed a rip in his green tracksuit bottoms. I suspected due to all the evidence collected that this was the male suspected of the spate of burglaries in the area. I arrested the male on suspicion of the burglaries. On my way out of the garden I saw a rucksack which was open, I could see inside the rucksack were tools, including bolt cutters. On seeing this evidence, I further arrested the male for going equipped. I then conveyed the male to custody while other officers were able to seize the evidence from the garden and obtain a statement from the caller who identified the male. When detaining the male, I considered the 'Human Rights Act' (Human Rights Act, 1998), specifically 'article 5, the right to liberty and security'. I was aware I was taking away the male's liberty but I was also ensuring that I had a lawful necessity to arrest the male to prevent loss to property, and to conduct and prompt and effective investigations, in compliance with the 'Police And Criminal Evidence Act 1984', (PACE, 2021).

There were now 5 separate burglaries, 3 of which we were able to link the male to directly. The suspect was a prolific offender and due to this and his offences while on bail, the best option would be to apply to remand the male. I began the task of putting together the case file of evidence to send to the CPS. Due to the male being remanded this file was a red case which meant it had to be sent to CPS for a decision before the male's custody clock had run out.

The male gave a no comment interview. I was able to submit the file while abiding by all regulations of CPIA. The CPS came back with a decision to charge, the male pleaded guilty in court the next day and was sent back to prison for 59 weeks.

So What?

At the time of dealing with the offences, I was excited to deal with an incident that kept offering new information and intelligence. I had never investigated an incident as big as this, there was a lot of evidence and information to gather, and I was nervous about missing something or not doing something right. I was also quite stressed when putting the case file together as it was a red case and it needed to go to CPS as soon as possible as well as ensuring everything was included and correct.

I had not submitted a red case file previously, but I had submitted some less urgent green files. I had attended a case file input session the previous weeks, so I drew on the information and experience of these and look back at previous case files to enable me to compile the file as quickly as possible.

Positives from this situation were that we were able to get a positive result for the victims and the offender was sent to prison. This also took a prolific offender off our streets for the time he will be in prison.

Now What?

The effect on me from this job was that I feel more confident at conducting a complex investigation in which a large amount of information and evidence has been obtained. I was able to collate this evidence and put a case file together which was successful in obtaining a charge. The incidents happened one after another and came quickly on that day and there was not much time to sit and develop the information. Myself and my colleagues had to act quickly with each incident to conduct golden hour enquiries and gather the best available evidence. We were fortunate to be able to identify the male in this circumstance. This might not have been possible in other incidents and other ways to identify would need to be considered.

I think I dealt with the case well and to the best of my ability by abiding by the key principles of investigation and carrying out the investigation in line with police standards in police (conduct) regs 2012 (ref). These regulations ensured that I acted with honesty and integrity, respect, and courtesy, I ensured that the equality, diversity, and human rights acts were always considered in respect of victims, witnesses, and suspects.

I was also mindful that I conducted the investigation with an investigative mindset as taught in our initial training. This enabled me to understand sources of material, to plan and prepare the investigation, examine the material, to record and collate all the information and evaluate the material.

To conclude, when dealing with criminal investigations that are more complex, it is important for officers to always remain impartial and open minded. It is vital that any information and intelligence obtained is assessed, developed, and shared to produce the right results.

Investigations should be carried out by officers

Professionally and ethically and by adhering to the CPIA. By doing this we can ensure we don't just achieve a result but that we achieve the right result by identifying the right offender.

(Word count, 1916)

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.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Digital Technology now comes in many forms and is used widely around the world. As a response officer, most incident I attend have some form of digital technology involved. It could be harassment by messages over a phone, photographs of injuries or evidence, theft of digital devices, computer fraud and many others. It is important officers are aware of the digital environment we live and work to be able to gather the best evidence to assist an investigation.

I will use Gibbs' Reflective Model (Gibbs, 1988), to reflect about a particular incident that I attended where the caller was a victim of harassment by her ex-partner over many different platforms on her mobile device.

I will discuss the risk and vulnerability of the victim as well as procedures implemented to obtain the evidence required for an investigation.

Description

I was allocated a call to a victim of harassment by her ex-partner. The female attended the station as she had small children and did not want them to know about the problems. The female had been in a relationship with a male she had met as part of a church group for around 3 months. The female ended the relationship when the male started drinking and getting abusive to her, calling her names. On one occasion the male attended her house drunk, grabbed her by the hair and threw her against the sofa.

After ending the relationship, the male moved out of the area, and he didn't see him again.

Since this time the female reported receiving relentless calls, answerphone messages, texts, facebook messages, whatsapp messages and emails from the male. The female was reporting the incidents to police as a last resort as even though she has told the male to stop contacting her, he just doesn't stop.

As the male was her ex, I explained to the female that as per the forces' DV policy (Gwent Police, 2020), I would conduct a DASH (Domestic Abuse Stalking and Harassment) risk assessment which would ask her questions about her experience to assess the risk. The female agreed to this but stated that she had a strong support network and didn't require any contact from support groups. I graded the risk as standard, there were no threats of violence and no threats to attend the address.

I explained that I would need to obtain and examine all the different forms of communication from her ex and record these messages as evidence of harassment. The female explained that there would be hundreds of different types.

I considered the options for obtaining the evidence from the phone. I looked at the risk assessment I had conducted with the female and was mindful of asking her to give up her phone for examination. If the risk was any higher the female could be vulnerable and without a method of communication, had she given up her phone. In a higher risk situation, although it would have taken probably hours to do, I would have to look at

alternative ways of collecting the data such as taking screenshots from my device or having the victim taken them on her phone and send them over to our digital system for storing evidence.

I advised the female that the best and most effective way of capturing the evidence would be to have her phone examined by our specialised 'xry' team. The female was weary of handing her phone over for numerous reasons. One being that she lived alone with 2 small children, and this was her only form of contact, the other that she felt her privacy was being violated as people would be going through everything on her phone.

I understood her concerns and I empathised with her feelings. I explained that we were bound by regulations regarding privacy, and we would only be asking the examiners to look at specific dates and platforms from a specific person and only information relevant to the investigation would be exported to the report.

I advised that I could not guarantee how long I would have her phone but would do my best to have the phone examined in the quickest time possible so it could be returned to her.

I explained that she did not have to give us her phone and it was completely her decision and that if she did not want to that we would have to look at other ways to obtain the evidence.

After careful consideration, the female agreed to give her phone for examination.

I was aware to have the victims phone examined that I would need authorisation from an inspector. I began the process by filling out a 'Digital Processing Authorisation Form (DPNa) form which details why I need to extract information from the device and other alternative methods I have considered. I also provided a DPNb to the female. This gives information about why we need the device and what we will do with her device. This document also gives information about how the data will be stored under Management of Police Information (MoPI) (Management of Police Information, 2021), which abides by data protection laws and regulations (Data Protection, 2021).

After the paperwork was signed and authorised by an inspector, I booked the phone onto the property system and sealed and labelled the device correctly in an evidence bag ready for examination.

The exhibit label records the continuity of the evidence, and this chain should not be broken from when it is seized up until it reaches court if necessary. Anyone who takes control of the exhibit, as in this case the examiner to examine the exhibit, they must record this on the label and produce a statement to record this.

Feelings

I know from previous experience that it can take a long time for someone available to examine a mobile device therefore I was concerned for the victim being without a phone for a prolonged period. There had been no threats from her ex and no threats to attend her address, but I was still mindful that if this did happen that she would have no device to contact the police for help. Having no mobile phone made the female more vulnerable. Due to these concerns, I spoke to the kiosk manager and asked if there was any way the examination could be completed urgently. She advised that if I could take it to the kiosk, she would get the examiner to complete it that day. After getting authorisation from my sergeant to do this, I delivered the phone and had it returned to the female later that evening.

The female was happy with this outcome and didn't envisage that she would get it back that evening.

Evaluation

I believe that by empathising with the victim regarding her phone and understanding the risk that might be associated with her not having a device in case of emergencies led to my actions to attempt to have the phone examination expedited. I was always open and honest with the female, and I made no promises about getting the phone back that day. This created a trust from my victim towards me and helped me feel like I had provided her with additional safeguarding by having her phone back.

One thing that didn't go well with the examination was that the voice recordings were unable to be extracted from the phone.

This was critical evidence as there were over 70 messages, I had to find an alternative way of securing the evidence. I decided to play the recordings on speaker phone and video the messages on my body worn video. BWV is an effective method of capturing evidence and can be stored securely on the police database fully

complying with data protection laws and MoPI. The messages took 90 minutes to record in total, so it did cost time but was the only effective way of gathering that evidence at the time without compromising MoPI regulations.

To conclude when dealing with digital technologies in investigations, it is important to consider limitations of obtaining the evidence and that other alternatives may need to be considered. Asking a victim to provide their phone for analysis can be distressing for them and care should be taken to sympathise with the victim and provide necessary information about why we should need their phone and what we would do with it. Being open and honest with the victim develops a trust in the victim/investigator relationship. Recognising that the victim might be more vulnerable with the removal of a communication device should be considered and if necessary and the risk is too high, alternative solutions should be preferred.

(Word count, 1438)

Task 6

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 5003D; Policing in the workplace 2 and in signing it will be equivalent to 1000 words towards the 8000 words equivalent total.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: *VJEllison_* (Learner – electronic signature accepted.)

Date: 10th September 2021

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