

## **BSc (Hons) Professional Police Practice**

### **LEVEL 5 - 40 Credits**

#### **Workbook title: Competency Based Workbook 4 (PCDA)**

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

**Learner name: LENNOX - GORDON**

**Learner's University Registration Number:  
1910641**

## **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.

## 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"](https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter%2007%20Assessment%20Taught%20Programmes%20Pages%2072-79-UPDATED-05-11-2019.pdf)  
 es Pages 72-79-UPDATED-05-11-2019.pdf" HYPERLINK  
["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"](https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter%2007%20Assessment%20Taught%20Programmes%20Pages%2072-79-UPDATED-05-11-2019.pdf)  
 assets/documents/academic-office/aqh-chapters/chapters---en/Chapter 07 Assessment Taught Programmes Pages 72-79-UPDATED-05-11-2019.pdf"  
 en/Chapter 07 Assessment Taught Programmes Pages 7 HYPERLINK  
["https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---](https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter%2007%20Assessment%20Taught%20Programmes%20Pages%2072-79-UPDATED-05-11-2019.pdf)

[illegible]

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/> HYPERLINK

["https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf"](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf) HYPERLINK

["https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf"](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf) HYPERLINK

["https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf"](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf) HYPERLINK

["https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf"](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf) HYPERLINK

["https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/R"](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/R) HYPERLINK

["https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf"](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf) HYPERLINK

["https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf"](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf) HYPERLINK

["https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf"](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf) HYPERLINK

["https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf"](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf) HYPERLINK

["https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf"](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf) HYPERLINK

["https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf"](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf) HYPERLINK

["https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf"](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf) HYPERLINK

["https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf"](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf) HYPERLINK

["https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/"](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/) HYPERLINK

["https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf"](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf) HYPERLINK

["https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf"](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf)

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 | <b>Wellbeing and Resilience</b>                                                                   | <b>1000</b> |
| Task 2 | <b>Evidence based policing<br/>Research Methods and Skills<br/>Decision-making and Discretion</b> | <b>1200</b> |
| Task 3 | <b>Vulnerability and Risk</b>                                                                     | <b>1400</b> |
| Task 4 | <b>Conducting investigations<br/>Information and intelligence</b>                                 | <b>1250</b> |
| Task 5 | <b>Digital Policing,<br/>Vulnerability and Risk</b>                                               | <b>1250</b> |
|        | <b>Bibliography</b>                                                                               |             |

### 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:

Throughout this essay, I will be using Driscoll (2007) to explore and reflect on organisational justice within the police force. I will consider the impacts of organisational justice on myself as a police officer, and how it effects my job role. I will look at the police code of ethics and examine how it helps deal with a number of different policing incidents.

Greenberg (1987) introduced Organisation Justice Theory as the way that employees can judge the behaviour of their organisation. This could be, ensuring workplace procedures and policies are adhered to or an outcome of an incident to

be fair and can have a positive or negative impact to the attitudes and behaviours of these individuals towards their organisation and managers (Baldwin, 2016, p1). Organisational Justice is broken down into three different forms; Distributive Justice, Procedural Justice and Interactional Justice.

Distributive Justice is defined as perceived fairness of how rewards and costs should be shared amongst members of the community. (Maiese, 2013).

Within the workplace environment this can come from a number of ways; for example working more hours than your colleagues but receiving the same wages. With the new degree entry programme into the police force, this gives new officers the opportunity to obtain a degree whilst learning on the job, some of which were unable to do so before joining due to cost and other commitments. Since I am nearing the end of my second year I have had many conversations with my colleagues who are finishing their probation period in September due to having a degree. Some are looking at moving to different departments, becoming tutors and even doing additional courses. I have also been looking into a number of different routes but I have found that I am not able to move my career forwards until after my probation which would be after three years. Although I am fully supportive of the degree programme I do feel that in order to make potential job opportunities and progression fair, the probation period should be the same. This will then help keep officers on response for longer. It will help build up vital skills for career progression and will build up and maintain better relationships within the communities.

Procedural Justice focuses on the way the police interact with the public and how these interactions help maintain relationships between police and their communities (National Initiative for Building Community Trust and Justice, No Date). When dealing with the public there are four principals that should be followed; Police are expected to treat people with respect and dignity, be unbiased when making decisions. They need to ensure communities are free to speak openly and freely and ensure that trust is earned through our different motives. Following these principles can help improve community perception of police officers. Building and supporting this relationship shows that we all share the same values and beliefs. To ensure that trust is not lost and everyone is treated fairly, police need to ensure they

use all the correct policies and procedures to make any decisions. Failure to gain the trust from police officers can have a significant impact on public safety and are less likely to cooperate.

Anti-Social Behaviour can happen in many ways and will be present in every community. Some communities suffer minor incidents, for example beggars outside a shop to the more serious incidents of people being the target of abuse due to their race, religion and disabilities. Recognising the vulnerable members of the community and providing them with extra support and reassurance is key to maintaining trust. If these victims feel their views are not being listened to they can lose all trust in the police and then fail to report the incidents. Maintaining this trust is important in order to safeguard everyone within the communities.

Interactional Justice is ensuring supervisors treat their employees with fairness and respect when implementing new policies and procedures. Communication and dissemination of this new information is important to ensure high standards are maintained (Burke, 2017, p301). As police officers we go to a variety of different calls. Being up to date with new procedures is important in our role. I have attended a call that involved an infant death and it was quite a daunting thought of having to attend. I have attended many sudden deaths, some of which have been suspicious, and I have needed CID and CSI to attend. I knew what was expected of me in relation to managing the scene and informing the relevant departments. However whilst at the scene I was informed that a sudden death for a child was treated differently to an adult and that different procedures were put in place, at the time none of my team knew what these were. I was able to communicate with the relevant officers and ensure that this information was relayed clearly to ensure this procedure was carried out correctly. However, I believe more could have been done when this procedure was implemented to ensure that every officer has an understanding of what is expected of them and how it differs from a suspicious adult sudden death. Having this knowledge when dealing with such a sensitive call will help when dealing with the family due to the many questions that they will have. I have since read up on the Procedural Response to Unexpected Deaths in Childhood (PRUDIC) to ensure I have a full understanding of the process.

The Code of Ethics sets and defines the standards of behaviour expected of police officers and staff. This was put in place to ensure that officers can challenge behaviour they deem to be below what is expected of them irrelevant of rank and to help maintain trust within communities (College of Policing, 2021). Even at the recruitment stage the organisation continues to maintain the high standard of behaviours through regular fitness tests, drugs test and vetting. Yearly courses are held to ensure officers continue to uphold the relevant skills and requirements for the job role. The code of ethics and organisational justice work alongside each other to ensure complete dedication of the highest form to the job from all officers irrelevant of rank.

Organisational justice is important in any organisation especially the police force who are in the public eye and answer to the public. When organisational justice has a positive effect on the workplace, it will improve the attitudes and behaviour of colleagues. Morale is significantly improved and recognitions are welcomed. Supervisors are then able to recognise hard work and in turn authorise overtime when it is needed.

Word Count 1095.

## 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.

|                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Give a brief description</b> of the problem including social and legislative contexts and any relevant cultural, ethnicity and language issues.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|

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

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

Justify your intervention and highlight potential consequences.

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

## **ANSWER:**

Throughout this essay I will be using Driscoll (2007) to help me reflect on an incident where a number of different partnerships were involved. I will examine the law and legislation in relation to the children's act (1989) and how I considered a number of different possible outcomes in relation to this incident. I will reflect on the possible consequences of my actions and how through the use of my communication skills I was able to justify my reasoning behind the actions that I took.

Bright and early on a morning shift I responded to a concern call regarding the woman's seven month old granddaughter. She stated that she received a call from her son in law stating that her daughter had been arrested during the night for driving whilst unfit through drink and drugs and subsequently crashed the car. The concern came when the son in law made the same phone call three times with him sounding intoxicated and being unable to care for his daughter.

On arrival at the address my immediate observations was that the child was clean, clothed, smiling and sitting in her bouncer. There were sufficient toys in the room and the house appeared clean and tidy. The father was sat on the sofa a bit confused as to why we had attended his address. The father explained to me that he was intoxicated and had not had a drink in a number of weeks. He then walked towards the kitchen in an attempt to show me that there was no empty alcohol bottles nor was there any alcohol at the address. On walking to the kitchen it was clear that the male was extremely unsteady on his feet and was unable to walk straight. Whilst in the kitchen he used the worktops and the fridge to steady himself and hold himself up. He did confirm that he rang his mother in law because he had

just found out that his partner had been arrested and was currently in police custody. I tried to communicate with him and explain why we were there and what the concerns were, however the male's demeanour was up and down and again appeared intoxicated though either drink or drugs (TABC on the fly, 2021).

Whilst at the address I continually used the National Decision Making Model in order to look at the different options that were available to me. I needed to evaluate these options based on the information that I had and continually assess threat, risk and harm (Roycroft and Roach, 2019, p11). Some of the questions I found myself thinking were; is the male able to look after himself and would he be able to meet the needs of the baby. I considered these questions and my answers and felt that in order to safeguard the child I would need to take appropriate action straight away rather than complete the investigation and put referrals in and for these to be picked up the following day. This decision resulted in the male being arrested for Child Neglect. Neglect is described as failing to provide for a child's basic needs through clothing, hygiene and supervision. Neglect can also happen if the parents become mentally or physically ill and are unable to look after the child and keep them safe. Drinking alcohol and taking drugs can also impair their ability (HM Government, 2015). A search of the address after the male was arrested found a number of blue tablets scattered in the bedroom.

Once the male had left the address I relayed the circumstances of this call to my Bronze inspector, I justified my reasons to him as to why the dad was arrested and what I planned to do in relation to safeguarding the baby. I stated that there was no immediate family available to temporarily look after the child as the family had just moved to Wales and that I felt that police powers of protection should be used. Under the children's act 1989, Police have the power to remove a child from their home address and place them in police protection for up to 72 hours in a safe location (Stephensons Solicitors LLP, No Date). The inspector was happy that this was the most appropriate course of action to take. I then made a phone call to the on call Social Services team to explain the situation in relation to the two different incidents involving the baby's mother and father. They agreed to find the child a temporary foster carer whilst the investigations are carried out. Through using the

correct tone and correct choice of words via the telephone I was able to explain to a number of different agencies and work colleagues my reasoning behind these decisions.(Angelo, 2014, p.18). This good use of my communication has resulted in Social services finding a suitable address for the baby within two hours of my phone call.

Multi-Agency Safeguarding Hubs (MASH) are designed to share information and decision making through a number of multi agencies. These agencies can be from local authority in relation to housing, health agencies and the police (Social Care Institute for Excellence, 2016). The following day a strategy meeting took place in relation to the child. There were a number of different agencies involved including Child Social Services and Health Services. Throughout this meeting a number of discussions were had. These included the two incidents between both parents, The ability of the mother to care and protect the child including what can be put in place in relation to the mother's possible alcohol and drug misuse. With the help and support of these agencies working together over a period of 4 months the child was allowed back into the care of her mother with ongoing support from social services.

On reflection at this incident I felt that I made the correct decision in relation to the safeguarding of the child. Taking a child away from its biological parents is always a last resort and can sometimes be a very difficult decision to make, however I felt that in order for the family has a whole to get the correct support and guidance that was needed this was the best course of action to take. Being able to communicate effectively and efficiently with a number of different agencies has helped ensure that police powers were used effectively and a suitable foster home was found. I now feel that I have increased my knowledge around the police protection powers and feel that if I came across this situation again I would be able to feel more confident in relation to the steps that were needed to take and also be able to help and guide my colleagues if they came across a similar incident.

Word Count 1127.

### **Task 3**

## **Relevant areas of the National Policing Curriculum: Vulnerability and Risk**

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour and reflect on what happened.

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

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

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

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

### **ANSWER:**

Throughout this essay I will be using Driscoll (2007) to help me reflect on a robbery involving a 13 year old victim. I will reflect on my initial actions taken when dealing with the suspect and how I was able to react when more information was provided. I will look at how I have supported the victim and his family through the Criminal Justice process. Show how I was able to communicate effectively with the victim and explain to him the court process and the different special measures that were available to him. I will also explore a number of outside agencies that work alongside the Police that can be used to support the victim and how these partnerships have had a positive effect on the victim.

The initial call I responded to was for a suspicious male approaching children playing in a park and asking them for money. I attended the location on an emergency response and on arrival I spoke to a number of children who were playing in the park who gave a description of a male who had approached them. I then attended the reporting person's address who stated that this male had come into her garden and left when she let the dogs out. I carried out an area search for this male and located him a short distance away. I spoke to him and he confirmed that he had been walking around the estate but he was trying to locate his friends who had his money and mobile phone.

Whilst speaking with the male I received a call via my personal issue radio in relation to a 13 year old child stating he had just been approached by a male carrying a piece of glass and taken £20.00 from his pocket. I was given a description of the person and it matched the man that I was currently with. On receiving this information I asked for more units to attend the location. I then detained this male and carried out a Stop Search under Section 1 of the Police and Criminal Evidence Act 1984. Section 1 of PACE allows the police the power to stop and search a vehicle or person if they have reasonable grounds to suspect that they will find any prohibited and offensive weapons including knives, any equipment relating to certain offences and stolen articles (gov.uk, 2019). The search came back negative.

Whilst waiting for the other units to attend I was approached by a young male and his two friends. He stated that he had just telephoned the police relating to a male taking his money and had positively identified that the male who was detained was the suspect who committed the offence. At that moment I arrested the suspect on suspicion of Robbery. Section 8(1) of the Theft Act 1968 states "A person is guilty of robbery if he steals, and immediately before or at the time of doing so, and in order to do so, he uses force on any person or puts or seeks to put any person in fear of being then and there subjected to force." (CPS, 2017). Additional units then arrived and took the male to custody whilst I have stayed with the victim and his friends.

The victim's father attended the scene and was spoken to in more detail. I informed the family of the different ways that this incident could progress and due to his age I would need to take a first account from him accompanied by an Appropriate Adult. The family agreed for this to happen and made their way back to their home address as I felt the victim would feel more comfortable in surrounding that he was familiar with. Golden hour enquiries are conducted after a crime has been committed to collect and secure any potential evidence that if not secured would be lost. This could be from collecting CCTV, House to House enquiries, locating potential witnesses and the seizure of evidence (Roycroft and Roach, 2019, p.11). I stayed at the location in order to carry out these enquiries before attending the victims address. Whilst at the scene I located the piece of glass used in this incident and

also carried out an area search for the missing money. I liaised with the Crime Scene Investigation (CSI) department in relation to holding the area as a scene but due to its location this was not an option.

I attended the home address of the victim and explained to the family the next steps of the investigation. I adapted my body language and tone in order for him to be able to understand what is happening. I explained to the victim the court process and what is likely to happen if he went to court. The victim began to withdraw and decide that he did not want to go ahead. He did not like the thought of going to court and being in a room with people he did not know. His parents were also apprehensive of this. I explained the special measures that can be put in place for when vulnerable victims have to attend court. I explained that the victim can give evidence via a live link from outside of the court room. If he was to attend court then we could remove the wigs and gowns and also sit the victim behind a screen so he could not see the court (Plotnikoff and Woolfson, 2015, p.9). Once I explained this to the victim and his family they felt happier in the support and the guidance that they would receive from myself and they would be happy to progress the incident.

It is vital that before taking a first account from a child, they understand the difference between right and wrong. In order to check their understanding they are given an example where they choose what they believe is the correct thing to do. If the child decides to lie and pick the wrong option, it is recorded and decreases the credibility of their account. This helps them when it comes to giving correct information in their statement. During the victims account I have not interrupted him, I have maintained good positive body language throughout and have used my active listening skills in order to ensure that no information was misinterpreted (CPS, 2011). Once the first account of the victim was taken I informed them that a video interview would need to be conducted as this would help with the investigation and achieve the best possible evidence in relation to the case. The family decided that it was not a good option for the victim due to his learning difficulties and that the victim would not be able to tell them any additional information.

During the investigation I maintained contact with the victim. I was able to build up a good relationship with the family who expressed their concerns to me that the victim was started to struggle more with his anxiety and also within the school setting. The victim confided in me that he feels more anxious and does not like to be alone when walking to and from school. I was able to submit a Public Protection Notice (PPN). This form was then shared with our partner agencies including the Doctor and the school. The school were then able to put measures in place to help the victim. The victim was given a number of counselling sessions whilst in school and access to a support teacher who he was able to speak with at any time during school. During the investigation I also submitted a Victim Focus referral for the male. This was refused at the beginning however the family were keen for the male to talk and get the support that he needed.

On reflection I felt that I was able to adapt to the situation as it was evolving, I felt that I was able to adjust and change my communication technique depending on who I was dealing with. I do feel that if the golden hour enquiries were carried out sooner and by more officers we would have had the potential to find the money and also locate potential witnesses that possibly had left the area. Building up a good relationship and rapport with the victim and their families is important for trust to be maintained and the confidence in your ability as a police officer to help support and guide the most vulnerable victims. I feel that if the victim and his family did not have the confidence in myself and what I was saying they could possibly have provided a negative account and not wish to progress. Having good working relationship with outside agencies and partnerships is vital for the ongoing support of victims. Without this support this incident could have had a detrimental effect on him and his mental health. This help, support and guidance that this family has received has left a positive picture of the police service and the other services they provide. Upholding trust and confidence within the police force is vital to managing victims of crime.

Word Count 1521.

#### Task 4

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

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

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

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

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

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

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

#### **ANSWER:**

Gibbs' Reflective Cycle was developed in 1988 to give structure in order to learn from experiences. It enables people to examine their experiences to allow them to learn and improve on what worked well or what did not (University of Edinburgh, 2021). Throughout this essay, I will be using Gibbs (1988) to help me reflect on a complex Road Traffic Collision (RTC). I will evaluate the good and the bad of my experiences and express my feelings throughout. I will consider my thought process behind my information and intelligence gathering and how analysing this information gave me new lines of enquiries. I will show how I learnt from my previous investigations and how using that information helped me progress this incident.

During a night shift, I was on mobile patrol with my colleague when we received a call from the control room stating a car had hit an island. On arrival at the scene, we

could not locate the car, it was only after a search of the roundabout did we find it situated in the middle of the roundabout surrounded by trees. We made our way to the car, which had extensive damage to the outside with both air bags deployed. We saw that no one was inside the vehicle or located nearby. This concerned us due to the possible injuries that the occupants may have sustained. Whilst at the car I found a phone and some ID. I asked the control room to carry out a Police National Computer (PNC) check on the ID found and it came back with no licence. Section 87 of the Road Traffic Act 1988 states it is an offence for a person to drive on a road a motor vehicle of any class otherwise than in accordance with a licence authorising him to drive a motor vehicle of that class (Legislation.gov, No Date).

Whilst at the scene the mobile from inside the vehicle rang. Officers spoke to the male on the phone who had stated that he was away in England for the weekend and that the car involved was his. The owner of the vehicle had confirmed that the ID found in the car was a family member who was currently staying with him and he did not have permission to take the vehicle. The owner stated that the male was not from the area and did not know where he would be now. Officers attended the home address of the owner and spoke to their partner, she confirmed that the male did not have permission to take the car and they did not know his whereabouts. The partner provided a statement confirming what the registered owner had said and that she had travelled to England to pick her partner up.

Whilst waiting for recovery to attend, a concern call came out over the radio. A male was located in a car park, extremely confused and intoxicated approximately 2 miles away from the accident. My colleague attended and carried out a person check. The check confirmed he had located the male that was suspected of causing the RTC. The male was subsequently arrested for a number of different offences.

The following day I arrived at custody along with the male's solicitor and appropriate adult ready for interview. Police and Criminal Evidence Act 1984, Code C, Para 1.5A states that an appropriate adult must be provided for any person who is under the age of 18 (Bryant and Bryant, 2020, p570). During the interview, he stated that he had been with the owner of the car all day drinking. He stated that he had been inside this car a lot of times but had never driven the car. He did not remember

anything about the accident and stated the owner of the car had to be driving but he could not remember. He did not know how he ended up to be in the car park and where his belongings were. He could not account for the small cuts to his hand or his trousers covered in mud. Following the interview, he was released under investigation.

Following the interview, I outlined a number of inconsistencies from the account of the owner of the vehicle and their partner in comparison to the detained person's account. Due to the suspect not admitting to any of the offences I asked for a Phadebas test to be carried out on the passenger and driver airbags. A Phadebas test is used to detect amylase in the presence of Saliva (Butler, 2005, p41). The results of this test showed that the DNA of the detained person was on the passenger airbag and the owners DNA was on the driver's airbag.

Following the results of the forensic analysis, I completed a charter application in order to gain cell site analysis of the suspected driver and registered owner's mobile phone. This method is used in order to pin point a mobile phone's activity within a location via text messages, phone calls or a connection to the internet. This can also eliminate a phone from a location (Footprint Investigations LLP, 2015). The results of this part of the investigation put the registered owner within a couple hundred meters of the accident. It also showed the phone call made from the registered owner to the suspected driver just after the accident and a number of other phone calls throughout the night to the suspected driver. This was a major turning point in terms of the investigation due to having evidence that the owner of the vehicle was more than likely the driver of the vehicle at the time of the accident. He could not have been in England as him and his partner stated in their statements. I carried out an Automatic Number Plate Recognition check on his partner's vehicle to check if her vehicle had driven past one of the cameras in the early hours of the morning; it did not, and therefore is inconsistent to her statement in relation to travelling to England in the early hours to pick her partner up. Driving licence checks on the owner of the vehicle showed he only has a provisional licence.

Once all this information was gathered, the owner and his partner attended the police station on a voluntary basis. They were interviewed in relation to all the new information. A voluntary interview is used when the power to arrest is not deemed necessary. The suspects' have the same rights as those that are questioned whilst under arrest. The suspects are interviewed under caution and are free to leave at any time (Pycroft and Gough, 2019, p173).

My feelings throughout this incident have changed in many ways. On my initial attendance, I was concerned for the people involved due to the level of injuries they could have sustained, I felt relief when my colleague found the suspected driver as his injuries were not serious. I felt annoyed as the investigation went on, that the owner of the vehicle had lied to me in relation to where he was at the time of the accident. Looking back at the incident, I feel that if there were more officers available we could have conducted a more thorough area search to try to locate the occupants. Both occupants would have been on foot, and could have been seriously injured, so they would not have been able to get far. In addition, one of them was without his mobile phone and bankcard. Had we done this there would have been a possibility that we would have both occupants of the vehicle in custody.

I learnt to keep an open mind in relation to an incident. I need to learn to not be sucked in to the initial information. I need to analyse and evaluate all the information and communicate effectively with colleagues. Moving forward I have experienced many methods and process used to gather information and intelligence and have been able to disseminate information correctly to a variety of different departments in order to move an investigation forward. I learnt that investigations might not always go the way that is expected which is why it is important to keep up to date with new processes and help maintain knowledge in all areas.

Word Count 1375

## Task 5

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

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

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

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

#### ANSWER:

Digital technologies are systems, resources, devices and electronic tools that store, generate and process data. For example mobile phones, social media, online gaming and online dating (State Government of Victoria, Australia, 2019).

Throughout this essay, I will use Driscoll (2007) to help me reflect on an incident involving a victim being targeted by a number of digital technologies. I will look at the impact this has had on the victim and the number of safeguarding measures I was able to put in place for her.

At the beginning of a shift I attended a call from a concerned neighbour in relation to a female receiving a number of threatening messages, phone calls and voice messages from an ex-partner stating that he was going to burn her property with her and her children inside. I attended the address and spoke to the female. She was very anxious and did not like opening the door fearing that it would be her ex-partner. She told me that she met her ex-partner via a dating app approximately a year ago and split up 5 weeks ago. Since ending the relationship, she had received a number of messages daily, threatening voicemails and voice calls.

During their relationship, she stated that they spoke most nights however he began to show controlling behaviour early in the relationship. She stated that when they first met everything was good however, his behaviour got worse and more controlling when she received text messages and phone calls from her friends whilst with him. Towards the end of their relationship he would not allow her out the house making

the victim feel trapped inside her own home. The female told me that she had just come out of a long term abusive relationship.

The victim gave me her phone to read the messages and listen to the voice mails and recordings, some of which were made from a withheld number. Whilst listening to these messages the victim was on edge, constantly checking her windows and pacing up and down the living room for fearing that the male would return. Whilst taking the statement the victim was concerned that if the male denied making the phone calls from a withheld number how would we be able to show it was him, she was concerned that it would be her word against his and that the male would be free from custody to go wherever he wanted. I told her that this was not the case; once the male was arrested, I explained that we are able to download his mobile phone and any other electronic devices. This shows every phone call, text message, social media message, App and photograph. I was able to reassure the victim that even though the male was ringing off a withheld number we would still be able to trace if it was him making the phone calls.

Once the statement was taken, I was able to discuss the number of safe guarding measures that I was able to put in place for her. Crime prevention is any action that is designed to reduce the perceived level or actual level of crime (Lab, 2015, p.27). Due to the threat of the male burning the house down I submitted a target hardening form. This form helps put things in place for example a cover over the letter box to stop someone setting alight something and then posting it through. I also let the local neighbourhood team aware, this gave the victim reassurance due to the police having more of a presence in the area. I have submitted a Public Protection Notice and also a Victim Focus referral so that the victim can get support throughout the investigation. Before leaving the address I telephoned a friend to stay with the victim so that she was not alone. I also explained to the victim that due to the nature of the threats that the male would now be a high priority suspect. I gave her suitable words of advice in relation to contacting the male and if the male was to make contact or turn up at the address to telephone 999. Arrest enquires were made in his local area however these were negative.

Later on in the evening I responded to a Road Traffic Collision (RTC) involving one vehicle. I arrived at the scene and found there to be six occupants in a four seater car. After taking initial details I was made aware by colleagues that one of the passenger's was my suspect for making the threats. Once the RTC was dealt with I arrested the male for Malicious Communications Any person who sends to another person a Letter, electronic communication or article of any description which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender (Legislation.gov, No Date). Once the male was arrested, I seized his phone and tablet that was in his possession.

Once the male was in custody I completed a Digital Forensic and Cyber Crime Unit (DFCCU) Form. This form allows any electronic device seized in relation to an investigation to be downloaded by a mobile phone examiner. On this form I specified the dates and times of the alleged offence, the victims mobile phone number, the victims social media accounts, the name of the dating app and also the name the suspect uses on social media. Once all this information had been downloaded and a report made it could be cross examined with the witness statement to check for any consistencies.

Looking back on the actions I took in relation to the victim I feel that I was calm and empathetic. I used my active listening skills when the victim was providing me with her statement. I was able to relate with her when she expressed her concerns. I felt my reactions at the scene helped gain trust with the victim and made her at ease. She was grateful for the support that I was able to give her and was also glad that her neighbour had reported this as she told me that she would have ignored it. Rather than taking screenshots of the messages and recordings of the voicemails I did look to seize her phone in order to download the contents. The victim showed me her phone which had no numbers saved and no apps stored on the phone as the male had deleted them all. I felt at the time that the victim had no other means of communicating with police if the male had turned up that it was in her best interests for her to keep her phone. I believe that arresting the suspect the same evening has

improved the victim's confidence in the police. If the suspect had not been located and arrested it would have left the victim feeling scared and vulnerable and could have affected her and her children in a detrimental way.

The use of technology is evolving and becoming increasingly popular with generations of all ages. Many children, some as young as five, often have access to a type of electronic device to play online games. Online predators often play these games and target the most vulnerable people. They use these platforms as they can communicate from a different country and believe that it is more difficult for them to be traced. Being able to educate society on the correct use and dangers of mobile phones, the internet and data apps will help control and manage any possible criminal activity used by these devices. Understanding that data is stored on the devices without the person aware that this is happening, for example location services, can help aid police officers identify potential suspects and witnesses (Information Commissions Office, 2020, p.13).

Word Count 1302.

## **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.

- Angelo, G (2014) *The 7 Effective Communication Skills: How to be a Better Communicator Now*. 1st Edition. United States of America: SN and NS Publications.
- Baldwin, S. (2016) *Organisational Justice*. Internal Report by Institute for Employment Studies unpublished.
- Bryant, R and Bryant S. (2020) *Blackstone's Handbook for Policing Students*. 14<sup>th</sup> Edition. Oxford: University Press
- Burke, R. (2017) *Stress in Policing: Sources, Consequences and Interventions*. Oxon: Routledge.
- Butler, J. (2005) *Forensic DNA Typing: Biology, Technology and Genetics of STR Markers*. 2nd Edition. USA: Elsevier.
- College of Policing (2021) *Code of Ethics*. Available at: <https://www.college.police.uk/ethics/code-of-ethics> (Accessed: 18th April 2021).
- CPS (2011) *Achieving Best Evidence in Criminal Proceedings: Guidance on interviewing victims and witnesses and guidance on using special measures*. Available at: [https://www.cps.gov.uk/sites/default/files/documents/legal\\_guidance/best\\_evidence\\_in\\_criminal\\_proceedings.pdf](https://www.cps.gov.uk/sites/default/files/documents/legal_guidance/best_evidence_in_criminal_proceedings.pdf) (Accessed: 22nd May 2021).
- CPS (2017) *Theft Act Offences*. Available at: <https://www.cps.gov.uk/legal-guidance/theft-act-offences>. (Accessed 18th May 2021).
- Footprint Investigations LLP (2015) *How Does Cell Site Analysis Work?* Available at: <https://www.thecellsiteexperts.uk/how-does-cell-site-analysis-work/> (Accessed: 26th April 2021).
- Gov.uk (2019) *Police 'Stop and Search' Powers*. Available at: <https://www.gov.uk/government/consultations/police-stop-and-search-powers#:~:text=Section%201%20of%20PACE%20provides,of%20certain%20offences%20and%20fireworks>. (Accessed: 18th May 2021).
- HM Government (2015) *What to do if you're Worried a Child is Being Abused: Advice for Practitioners*. Available at: <https://assets.publishing.service.gov.uk/government/uploads/s> (Accessed: 5th May 2021).
- Information Commissions Office (2020) *Mobile phone data extraction by police forced in England and Wales: Investigation Report*. Available at:

[https://ico.org.uk/media/about-the-ico/documents/2617838/ico-report-on-mpe-in-england-and-wales-v1\\_1.pdf](https://ico.org.uk/media/about-the-ico/documents/2617838/ico-report-on-mpe-in-england-and-wales-v1_1.pdf) (Accessed: 26th May 2021).

- Lab.P (2015) *Crime Prevention: Approaches, Practices and Evaluations*. 8<sup>th</sup> Edition. Oxon:Routledge.
- Legislation.Gov (2015) *Malicious Communication Act 1988*. Available at: <https://www.legislation.gov.uk/ukpga/1988/27/section/1> (Accessed: 26th May 2021).
- Legislation.gov (No Date) *Road Traffic Act 1988: Section 87*. Available at <https://www.legislation.gov.uk/ukpga/1988/52/part/III/crossheading/requirement-to-hold-licence> (Accessed: 20th April 2021).
- Maiese M (2013) *Beyond Intractability: Distributive Justice*. Available at: [https://www.beyondintractability.org/essay/distributive\\_justice](https://www.beyondintractability.org/essay/distributive_justice) (Accessed: 18th April 2021).
- National Initiative for Building Community Trust and Justice (No Date) *Procedural Justice*. Available at: <https://trustandjustice.org/resources/intervention/procedural-justice> (Accessed: 18th April 2021).
- Plotnikoff, J and Woolfson, R (2015) *Intermediaries in the Criminal Justice System: Improving Communication for Vulnerable witnesses and Defendants* Bristol: Policy Press
- Pycroft, A and Gough D. (2019) *Multi-Agency Working in Criminal Justice: Theory, Policy and Practice*. Bristol: Policy Press.
- Roycroft, M and Roach, J (2019) *Decision Making in Police Enquiries and Critical Incidents: What Really Works?* London: Springer Nature LTD.
- Roycroft, M and Roach, J (2019) *Decision Making in Police Enquiries and Critical Incidents: What Really Works?* London: Springer Nature LTD.
- Social Care Institute for Excellence, (2016) *Multi Agency Safeguarding Hubs*. Available at: <https://www.scie.org.uk/care-act-2014/safeguarding-adults/safeguarding-adults-boards-checklist-and-resources/collaborative-working-and-partnership/multi-agency-safeguarding-hubs.asp> (Accessed: 14th May 2021).
- State Government of Victoria, Australia (2019) *Teach with Digital Technologies*. Available at: <https://www.education.vic.gov.au/school/teachers/teachingresources/digital/Pages/teach.aspx#:~:text=Digital%20technologies%20are%20electronic%20tools,games%2C%20multimedia%20and%20mobile%20phones.> (Accessed: 26<sup>th</sup> May 2021).
- Stephenson Solicitors LLP (No Date) *Stevensons: Police Powers of Protection*. Available at:

"[https://www.stephensons.co.uk/site/individuals/srvfamily/care\\_proceedings/policy\\_powers\\_of\\_protection/](https://www.stephensons.co.uk/site/individuals/srvfamily/care_proceedings/policy_powers_of_protection/) (Accessed: 14th May 2021).

- TABC on the Fly (2021) *Four Signs a Patron is Intoxicated and When to Cut Them Off*. Available at <https://www.tabconthefly.com/blog/4-signs-patron-intoxicated-cut-off/> (Accessed: 5th May 2021).
- University of Edinburgh (2021) *Gibbs' Reflective Cycle*. Available at: <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle> (Accessed: 20th April 2021).