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Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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**Learner's University Registration Number:
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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP) - BMPP6001D

Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the Graduate Diploma in Professional Policing Practice. You are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- Wellbeing and Resilience
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

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

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

Advice and support about the completion of this workbook is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

Confidentiality

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

- adhere to guidance in the Candidate Handbook about confidentiality.
- not identify individuals including witnesses, victims, or offenders by name.
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions.
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

1. NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Candidate Handbook.

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is particularly important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Candidate Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

Contents

Component 1 50%	Area of Professional Practice	Word count
Task 1	Vulnerability and Risk Evidence-based policing	2000
Task 2	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 2		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	
	Bibliography	

Task 1

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

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

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

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

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

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

ANSWER:

I attended an incident following a report from the aggrieved that they had been assaulted by a neighbour living opposite. The allegation stemmed from a long running feud between two neighbours residing in a cul-de-sac.

When I arrived at the incident, the matter had concluded and both parties had returned to their respective addresses. I spoke with the aggrieved who explained there was an ongoing feud between themselves and the neighbour opposite over a mutual friendship which ended in less-than-amicable terms.

The allegation was that the defendant had attended at the complainant's address and was kicking the door to gain a response. When the complainant opened the door, they have engaged in a verbal argument and walked outside. At which point the defendant was alleged to have pushed the complainant, who suffers with osteoarthritis, causing them to fall and suffer a bruise to their back. The complainant states that they were unable to defend themselves due to their medical condition which results in reduced mobility.

The complainant provided a full account of the incident, including a section 9 statement. I attended at the defendant's address to speak with them regarding the matter but they refused to open the front door. The injuries sustained amounted to common assault which did not provide a power of entry to the address (Police and Criminal Evidence Act, 1984).

Due to the fact that there was no power of entry, I had to determine an alternative means of resolving the incident. My initial plans to arrange a voluntary attendee interview were unsuccessful. I am aware that the properties in the cul-de-sac are managed through social housing, who are also aware of the ongoing neighbour dispute. After contacting the social housing providers to make them aware, they issued a warning letter to the defendant advising that non-compliance in the police investigation would be in breach of the already issued acceptable behaviour contract (Flint and Nixon, 2006).

The defendant eventually complied and a contemporaneous interview was conducted. The matter was appropriate for contemporaneous interview since PACE Code E only requires audio recording of interviews for indictable and triable either-way offences. The defendant did not wish for a solicitor to be present and made a full admission to the offence and was issued with an out-of-court disposal which required them to attend a Victim Awareness course, including the payment of the course costs.

When evaluating the approaches in relation to people who are vulnerable or at risk, there are two main sections we look at. The first is supporting them; providing access to the tools that allow the person to mitigate their vulnerability. The second is by managing them; implementing measures to ensure that their vulnerability or risk is not exploited.

Safeguarding and support can be offered in multiple ways. The core principles of the police are to preserve life and limb, prevent and detect crime, and preserve the King's peace. Whilst the police have a duty of care to victims of crime, they are not always the most appropriate organisation to implement this support.

The Bichard Inquiry (Bichard, 2004) highlighted failings within the police with regards to information sharing with partner agencies. Since then, the organisation has reformed to provide easy two-way sharing with these agencies. This framework can be used for highlighting concerns, such as those raised about the individuals in the Inquiry, but also used by police to garner support for individuals that are dealt with on a daily basis.

In this incident, I considered the submission of a public protection notification. This is a form of risk-assessment used within the police, albeit different forces have different names for them, and is shared with partner agencies. They tend to be used when police have had to take immediate action to safeguard an individual, such as domestic violence incidents or cases when a police protection order is used to remove a child from an address. This matter, in my professional opinion, did not meet the criteria of immediate intervention. These forms of risk assessment can be shared without the consent of the individual if police believe there to be a substantial risk to the individual.

However, I was cognisant of the fact that the complainant is vulnerable and in need of additional support from the local authority and housing association to try and mitigate future difficulties. In this case, I was able to submit an early help referral. This is not a risk assessment, it is a short form which asks what support is requested

and is sent directly to the local authority. They can only be done with the consent of the individual but provide better support than simple signposting measures, since it removes the responsibility to act from the subject and places it on the authority. By completing this, the social housing provider were made aware of the issues and contacted myself regarding the investigation. After a discussion between the housing provider and myself, we were able to ascertain that the defendant was on an acceptable behaviour contract issued by the courts, at the application of the social housing provider. With this knowledge, the defendant was instructed to engage with my investigation, which led to a swift conclusion for the complainant and a positive outcome.

A further option that can be implemented was a referral to Victim Focus. This charity supports victims of crime by providing advice, target hardening, and acting as their advocate during the investigation. The police have a duty to prevent crime and part of this is by providing crime-prevention advice. Following on from incidents such as this, it is common place for the neighbourhood policing team to attend and provide target hardening advice to mitigate future incidents. Whilst it is established that the police have this duty, the unprecedented demand on policing results in matters with a low threat, risk, and harm, being placed on the “back-burner” (Boulton et al., 2016) and organisations that can assist the police to deliver this service increase victim's confidence in the criminal justice process and reduce repeat victimisation (Johnson, et al., 2017).

In this incident, I considered the different forms of support we can offer as a police service. During the course of the investigation, it was my responsibility to ensure that the victim's code was appropriately communicated to the complainant and assess their needs. I established that the complainant suffered a mental impairment which, on top of their physical ailment, made them vulnerable. As such, the complainant was eligible for an enhanced service under the victim's code (Ministry of Justice, 2020) and I asked whether they would like to provide a video interview to provide their evidence. This is known within the police as an Achieving Best Evidence (ABE) interview – whilst usually applied in child witness and victim cases, they are a method of obtaining substantially greater quality evidence from vulnerable people (Gooch and von Berg, 2019).

When speaking with the complainant, they expressed that they did not want to provide an ABE interview and were happy to provide a written section 9 statement. I considered whether this was the most appropriate method and liaised with my Sergeant who confirmed that it was. Due to the complainant's vulnerabilities, they required an appropriate adult. This is a person who acts as an advocate for the person providing the evidence and assists them in understanding what is asked, ensuring that their basic rights are upheld. An appropriate adult is not a solicitor, their responsibility is not to provide legal advice, but to ensure that their basic needs are being met. An AA must be independent of the investigation, therefore you could not use a person who may be a witness to the incident. In this matter, the complainant was able to contact a friend to assist. If this was not possible, organisations such as Hafal exist to provide this sort of support to members of the community and police (Pierpoint, 2008).

Whilst the aforementioned methods of managing a vulnerable person are usually the most applicable, they only provide a low-level intervention. On the other end of the scale is when a serious risk of harm becomes a serious risk to life. When dealing with such risks, police have a duty to act, and a duty to advise said individuals of the threat. A common approach to implementing this is known as an Osman Warning. The positive obligations of the police are discussed in numerous policing academic papers (Xenos, 2018), where the balance between the police's duty to act is compared against the feasibility to take action. An Osman Warning may be used in circumstances where intelligence suggest a serious risk to life but evidential difficulties prohibit an immediate police response.

Repeat victimisation and repeat offending can often go hand-in-hand. Traditional methods of policing do not account for the needs of the victim or the factors that lead a person to offend (Hall, 2018).

A critical aspect of preventing repeat victimisation is the early identification of a repeat victim. A repeat victim is someone who has been victim of three incidents of similar or linked crime within a three month period. Once a person is identified as a repeat victim, this entitles them to an enhanced service as described by the victim's code (Ministry of Justice, 2020). Of paramount importance when investigating a person who is a repeat victim is to establish why they are being targeted.

Implementing target-hardening can reduce a person being a repeat victim. If the difficulty is increased, the reward minimised, and the chances of an offender being caught, the motivation to target an individual is greatly reduced (Johnson et al., 2017). By conducting an investigation in to the bigger picture, rather than each specific incident, using tools such as OSARA allows a neighbourhood policing team to identify specific traits that make a person or area a repeat victim and establish what the motivation for targeting the individual may be (Sidebottom et al., 2020).

There have been thousands of studies on the best methods of reducing reoffending but the most prominent conclusion is that incarceration rarely provides the most effective outcome and education is more appropriate in the majority of cases (Rowe et al., 2022). Implementing out-of-court disposals (OOCs) is another form of a restorative justice approach (Hoyle and Young, 2003). This has a multitude of benefits; from the offender being made aware of the impact of their actions on a victim through the means of different courses, the victim feeling that their voice has been heard, to the reduced criminal justice costs as less people attend court. Use of OOCs provides a framework of support to a person to divert them from their offending behaviour. It does not restrict the potential of conviction if they don't engage, rather it gives a person the opportunity and support to prevent it happening again. This is commonly known as the revolving door of the criminal justice system whereby offenders are not provided any form of support or diversion, causing their behaviour to become reaffirmed (Maguire, 2021).

[1832 words]

Task 2

This is a reminder that this TASK 2 section is an opportunity for you to answer one question which should be relevant to the “advanced learning” area that you have chosen. The advanced learning lecture that you choose to attend will assist you in answering this task.

Choose 1 of these 5 options to answer

(Note for officers who have an interest in becoming a detective and wish to specialise in this role, you **MUST** choose option 5)

1. Response Policing.
2. Policing Communities.
3. Road Policing.
4. Information and Intelligence.
5. Conducting Investigations.

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

A core part of the policing mission is to prevent crime and disorder. Domestic abuse causes both serious harm and constitutes a considerable proportion of overall crime

You should choose **a domestic abuse incident** that was of a complex nature, in which you played a significant role in providing a response.

Critically assess the challenges associated with a domestic abuse incident that you have attended, and the strategies developed for effective policing in such challenging situations.

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

ANSWER:

Task 2 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

Criminal justice faces ever more challenges from society. While official figures show a drop in police recorded crime in the UK the distribution of crime shows a more complex pattern with violent crime showing a rise.

In regard to community policing chose an incident that you have attended that presented a complex issue for the community, and that you played a significant role in providing a response.

Critically evaluate a range of interventions that you have employed to promote community engagement that assisted in resolving the issue.

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

Answer:

Task 2 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

The police are the lead agency for collision investigation and have the primary duty to investigate and establish the circumstances that have led to road deaths and life changing injuries.

Describe a serious collision that you attended and in which you took a significant role (e.g., initial reporting officer, scene manager, lead investigator).

Critically evaluate the evidence base that you dealt with and strategies that could be implemented to reduce the likelihood of it reoccurring.

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

Answer:

I recently attended a road traffic collision on a busy dual carriageway which was a national speed limit road. The road is unlit, two lanes either side separated by a grass embankment. The incident occurred at approximately 0730hrs on a Monday morning, around the time rush hour started, and it was raining. This incident, whilst not being the most serious for the persons involved, caused the road to be closed for over an hour and substantial effects on the local community.

I was alerted to the incident after numerous 999 calls were made by passers-by who'd reported seeing a motorcyclist laying in the middle of the dual carriageway. When I attended, I discovered the motorcyclist in the road and other motorists swerving around them. The difficulty in this situation was that the motorcyclist had dismounted less than a 100 metres in to the dual carriageway, off of a busy roundabout that adjoined the motorway. Vehicles were travelling at great speed.

My main concern at this immediate time was safety of myself, other responding emergency services, and that of the rider. Due to the poorly lit road, dismal visibility due to the weather, and speed of the traffic, I made the decision to close the road at the roundabout using my police vehicle. This provided a sterile environment for me to manage the scene and conduct my investigation.

As one would expect from a road traffic collision on a busy road, I requested the assistance of roads policing, who were unfortunately unable to attend due to a pursuit which had ended in a police-involved road traffic collision a couple hours prior.

Ensuring that the road was closed in a safe manner, as not to cause any incidents further behind, I approached the rider who was talking but complaining of pain to his neck, collar-area, and leg. The rider had self-extricated his helmet which had made it easier for me to talk with him, but also concerned me that he could have worsened a potential neck injury. After liaising with ambulance on the phone, a short time later an ambulance arrived to treat the male. During this time, I obtained a brief account from the rider, including his details, to conduct the relevant checks.

I crossed the road and spoke with vehicles that had pulled in to a lay-by on the opposite carriageway. The drivers of two vehicles explained that they had been driving behind the rider before the incident occurred. A further vehicle was travelling on the opposite carriageway but witnessed the collision from the other side.

I obtained brief accounts from each of the witnesses separately, as to ensure that the evidence was not contaminated. A full account could be obtained at a later time, since I was not only collecting this information but trying to manage the scene.

The ambulance service advised me that they were concerned for a potential fractured collar bone and potential spinal injury. After immobilising the rider, they conveyed him immediately to hospital. I liaised with my Sergeant who dispatched another officer to the hospital to try and obtain further details and ascertain the severity of the injuries.

I kept the road closed to conduct my investigation, photographing and analysing the scene and involved vehicles, requesting CCTV and ANPR to be checked to determine direction of travel and any involved vehicles. The resultant injuries were a concussion, whip-lash, and a fractured collarbone. Due to this, the forensic collision investigation unit would not attend since the matter wasn't serious enough.

Having reviewed the evidence, it appeared that it was a single vehicle RTC which occurred due to the manner of riding. The road remained closed for approximately two hours due to recovery for the motorcycle being required and highways to clean the fuel which had spilled on to the carriageway.

When investigating road traffic collisions, it can be difficult to prioritise the scene and decide when to delegate scene and casualty management, and start collecting the evidence. In this instance, once the ambulance service had arrived, I was able to start the evidence collection. A journal relating to trauma care provides examples of effective communication and scene management when dealing with multi-agency responses (Mealey and Lax, 2022).

I obtained three witness accounts regarding the collision. The first two were from witnesses who were driving behind the involved motorcycle when the incident occurred. The difficult with the accounts they provided was that prior to my attendance, the two had been discussing what they had witnessed (Loftus and Palmer, 1996). Whilst they both provided the account that the person had been riding in a manner which was dangerous, only one of them had travelled behind him for some distance and the other had simply joined the carriageway at the time the rider did, yet both provided accounts to state that they thought the rider was racing someone due to the erratic manner of riding. The other witness, who had been driving on the opposite carriageway, explained that they had only seen the collision and nothing prior. They explained that the motorcycle had swerved heavily after overtaking another vehicle and over-corrected, at which point it appeared to slide and the rider dismount. Neither of the other two accounts had mentioned another vehicle.

When speaking with the rider, he had provided the account that upon overtaking another vehicle at the appropriate road speed, the motorcycle's front brakes had locked up causing it to become unbalanced and threw him off. Whilst this account claims that other vehicles were not involved, it could not be taken for granted that the rider wasn't trying to hide having been involved in some form of moving traffic offence by racing other vehicles.

I reviewed the scene to try and establish where the rider had dismounted his motorcycle and looked for impact points on the road which would match impact points on the vehicle. I established that the rider dismounted approximately forty metres prior to where the bike lay to rest and that the entire time, the bike was sliding on its right side, as if the wheels had slid out from underneath it when the rider tried to re-correct after overtaking a vehicle. There were no impact points with the kerb or roadside furniture and the front brakes on the vehicle appeared to be functional.

I requested that the vehicle be searched on the automatic number plate recognition cameras to identify a route it had taken up to this point. The system allows vehicle number plates to be tracked by a network of cameras across the United Kingdom (Norris and L'Hoiry, 2017). Once this was complete, I could request a CCTV trawl for the route taken to establish if there were any vehicles driving in convoy.

The CCTV would also provide information as to whether there were any other vehicles involved in the collision, and searches using specific parameters on ANPR led to a potential vehicle, which may have been the one allegedly overtaken by the motorcycle prior to the collision.

After requesting officers attend at the registered owner's address, the enquiries discovered that the vehicle was one in the same and that it had both front and rear dashcam footage, which could be used evidentially (Lallie, 2020). The reviewed footage showed the rider overtaking the vehicle at speed and attempting to pull back in to the nearside lane in a harsh manner, causing the bike to lose control and slide. If needed the footage could be submitted to the forensic collision investigation unit who would be able to establish the speed the motorcycle had been travelling at, at the time of collision (Leifer and Marquez, 2020).

Prevention of crimes and preservation of life and limb are both core principles of policing (Lentz and Chaires, 2007) which are both embodied when preventative measures are implemented with regards to roads policing. Numerous different methods of recovering from a road traffic collision and preventing similar circumstances reoccurring are available, the first of which is work with partner agencies.

On the conclusion of my investigation in to the matter, I completed what is known internally as an "RTC Stats form". This form goes through hundreds of different points about the collision from road surface conditions to lighting, drainage, and everything in between. The purpose is to be shared with the local authority and Welsh Government both of which have a duty of care to ensure that appropriate planning and rectification work is instantiated to promote road safety (Hull, 2005). This allows for analysis to be conducted on similar incidents within specific areas and identify trends which can be useful for discovering specific issues with road safety. Similar to how police share information of vulnerable persons to partner agencies to ensure that safeguarding needs are met, the police share their findings of road traffic collisions to try and prevent their reoccurrence.

A further option of increasing road safety is the spontaneous deployment of mobile speed cameras. Whilst many members of the public believe them to be a form of "cash-generation" in way of speeding fines for the government (Corbett, 2000), studies within the South Wales area show a significantly lower than average number of injurious collisions following the deployment of cameras (Christie, 2003). By liaising with GoSafe – the Wales initiative managing road safety cameras – and targeting these RTC hotspots, along with targeted police patrols, fatal road traffic collisions could be greatly reduced (Norbury, 2020).

Whilst these measures may be helpful to prevent incidents in specific locations, a wider approach and change to public attitude must occur. Just as police do for low-level offences, utilising an out-of-court educational disposal, these also exist for road traffic offences and recently increased to cover more than just speeding offences, but also those relating to the "due care" offence. These courses are evidenced to greatly reduce an individuals chance of being involved in speed-

related road traffic collisions and also reduce reoffending (Barrett, 2018). Not only the positive correlation to road safety, but the implementation of education rather than prosecution has a noticeable impact on positive police perception (Hoyle and Rosenblatt, 2015) and developing trust within communities, all of which are core to the ideas of “policing by consent”.

Public opinion can be further influenced by targeted media campaigns such as the “drink-drive” campaign which runs over the Christmas-period, where a significant increase in alcohol related driving offences occurred (North Yorkshire Police, 2022) during the month of December. Public communication regarding these specific concerns resulted in a greater than average awareness of roads policing related issues, when compared with a sample of public who had not been presented the information. Although there is little empirical evidence to show whether these campaigns have a direct impact of road safety (Guttman, 2014), or whether this is related to any one of a number of other strategies. Regardless, public education on the issues is clearly important to change societal views on the acceptance of driving in a dangerous manner (Barrie, Jones and Wiese, 2011).

[1827 words]

Task 2 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically analyse an investigation, that you have led, commenting on the effectiveness of the National Intelligence Model and the importance of the role played by cross border cooperation in relation to your information and intelligence.

Reference how effective information and intelligence was used within your operation, and how you used specialist intelligence tools to support your complex investigation.

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

Answer:

Task 2 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically evaluate the processes employed in a complex investigation you have been involved in, and the fast-track actions that you have utilised.

Evaluate the support you have provided to victims, witnesses, and offenders (where appropriate) during a complex investigation and reference the management of your own personal values and attitudes in relation to this.

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

Answer:

Authentication signature:

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

Signed: Alexander Robert Moras

Date: 28/10/2022

Bibliography

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

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