

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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Component 1 50%	Area of Professional Practice	Word count
Task 1	Vulnerability and Risk Evidence-based policing	1903
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		
Option 1	Response Policing	2062
Option 2	Policing Communities	-
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Option 5	Conducting Investigations	-
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Task 1

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

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

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

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

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

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

ANSWER:

Anti-social behaviour (ASB) is defined as “behaviour by a person which causes or is likely to cause harassment, alarm or distress to persons not of the same household as the person” (Anti-Social Behaviour Act 2003, Police Reform and Social Responsibility Act 2011). ASB can cause negative mental health for victims, such as stress and anxiety, and can cause a reduced quality of life as a result (Home Office 2023). CrimeRate (2023) have reported that in 2022, there were 1,039,579 ASB crimes recorded in England and Wales. This shows the scale of ASB issues in England and Wales, and the need for police forces to develop appropriate responses to reduce the impact that these incidents can have on communities and to prevent further issues.

According to Gwent Police (2023) The three main categories for ASB are:

- Personal anti-social behaviour – this involves a person targeting a specific individual or group.
- Nuisance anti-social behaviour – this involves a person or group causing a community.

- Environmental anti-social behaviour – this involves a person's actions having an effect on the wider environment, such as public spaces or buildings (Gwent Police 2023)

In my role as a police constable, I have attended a call involving violent disorder. A large group of young people from a neighbouring area have attended a nearby park during a carnival and have subsequently begun to fight with local people at the carnival. Following police attendance, seven people have been arrested for causing violent disorder.

In this essay, I will discuss this incident and analyse the risks of stop and search powers and how they have led to mistrust in the police. I will then discuss adverse childhood experiences (ACEs) and the relationship between youth violence and ACEs, and the impact of criminalising young people can have as a result. I will then look at the Youth Offending Service (YOS) in Newport and its effect on preventing young people from reoffending (HMI Probation 2016) and discuss the effectiveness of organisations such as this in managing young people. Finally, I will look at the effectiveness of problem-oriented policing (POP) as a method of evidence-based policing and how they are used to prevent ASB.

During this incident, the initial call that was received was for a large group of youths shouting and swearing at each other, which soon turned into a physical fight. It was extremely important to attend and restore order to the area. There was a carnival taking place at the incident location, which meant that there would be families with young children who felt harassed, alarmed and distressed by the ongoing disorder that was being caused. Several officers were dispatched to attend the incident, including Roads Policing and Specialist Operations officers. There is evidence to suggest that foot patrols by police officers have a positive impact on the public (College of Policing 2021). The large amount of police in the area not only acted as a deterrent to prevent further crime, but it also enabled a fast-paced investigation to take place which resulted in seven offenders being arrested. Reduced patrolling of the area in the aftermath of the incident also reassured the wider public who were able to continue about their business. In the aftermath of the incident, increased police powers via Section 60 Criminal Justice and Public Order Act (1994) were temporarily introduced in the vicinity of the incident location. This allowed officers to stop and search members of the public without the reasonable suspicion that is required during a Section 1 Police and Criminal Evidence Act (1984) stop and search. Stop and search powers are already an extremely debated issue in the public. In 2021, the case of Child Q who was a 15-year-old schoolgirl who was strip searched for cannabis and made to remove her menstrual pad resulted in the child requiring therapy (YJLC 2022). Furthermore, one fifth of Section 60 searches involved people under the age 18 between 2020-2021 which shows that young people were disproportionately searched (YJLC 2022). By introducing Section 60 powers, it opened up the prospect of mistrust in the police due to previous failings.

Young people who encounter the criminal justice system from an early age are an extremely vulnerable group and are often at a high risk of developing mental health problem as a result of their ACEs (Turner et al 2021). A way of managing young people and preventing them from being criminalised is by their engagement with youth offending services. There is strong evidence to suggest that there is a link between ACEs and the development of problematic behaviour such as aggression, violence and criminal behaviour (Liddle et al 2016), and Gray et al's research into the relationship between serious youth violence and ACEs supports this, especially in children who have witnessed or experienced domestic violence (2021). This is caused by an increased need to be alert for danger and being quick to react to threats via the fight, flight and freeze survival responses (Gray et al 2021). In Turner et al's (2021) study into the relationship between ACEs and mental health in young offenders, they found that young people with more ACEs are more likely to reoffend than those with less ACEs. This highlights the need to address ACEs effectively, as assessing and address the impact of these ACEs as early as possible results in the best opportunity to prevent a life in criminality for the young person. This shows some of the causes of young offending, so I will now consider some of the impacts that it has on a young person's future.

The Children's Commissioner for England Anne Longfield (2020) found that 76% of children serving custodial sentences go on to reoffend. Additionally, Hillingdon Childcare (2018) stated that criminalising young people is often an obstacle that prevents the child from realising their life prospects. This method of thinking has become Welsh Government policy in attempts to reduce the criminalisation of care experienced children. The All Wales Protocol (2022) highlights the importance of staff in care settings to consider if police intervention is absolutely necessary due to the child potentially having their details "retained on police databases" which could be disclosable in adulthood. The protocol also encourages police to consider community resolutions as an alternate disposal, deciding if an investigation of an offence is in the public interest, or the suitability for referrals to be made to Youth Offending Teams. (All Wales Protocol 2022). Creaney (2012) disputes the idea that early preventative measures have a positive impact on reducing youth offending however, instead stating that a focus on a young person's deficits instead of their strengths appear to "criminalise and draw young people into the youth justice remit unnecessarily".

I will now further evaluate the effectiveness of Youth Offending Services by assessing the HMI Probation report into YOS in Newport. Following a 2014 inspection of YOS in Newport, it was discovered that there was a reoffending rate of 50% (HMI Probation, 2016), which was 12% above the national average. This meant a review into YOS processes was required and in 2016 the findings were published. The 2016 report found that YOS in Newport successfully improved their practices to reduce youth reoffending, and that there was a sufficient amount of

intervention strategies available to those that needed them (HM Probation 2016). It was more critical of YOS' ability to protect children from harm and reduce their vulnerability, however. This is an important finding, as a young person's safety is linked to their likelihood to engage in criminal activity (Davies et al, 2007). The aftercare provided by YOS is also important, as the College of Policing (2017) reporting that those in receipt of an aftercare programme were approximately 20% less likely to reoffend than those who did not receive such a programme.

In order to prevent repeat victimisation and offending, police forces have used various methods of evidence-based policing to develop appropriate strategies. One method of an evidence-based approach to policing is via problem-oriented policing (POP). POP is an approach that is used to tackle various policing issues, including crime and disorder within local communities. This method involves identifying a specific problem, followed by analysis to help understand the cause of the problem which then concludes with a tailored response and then analysis of the success of the response (College of Policing 2017). This method of policing allows for a targeted response to solving issues such as ASB. Problem-oriented policing uses the SARA model (College of Policing 2017), which is:

- Scanning – “identifying and prioritising of crime and disorder problems” (College of Policing 2017)
- Analysis – analysing potential problems and discovering the root causes of the problems.
- Response – developing and implementing ideas that have been identified during the analysis stage to resolve the cause of the problem.
- Assessment – reviewing the impact of the response to the problem and discovering its success.

Hinkle et al (2020) found that POP is associated with a 34% reduction in crime and disorder and that they have more likely to have an impact on crime reduction than crime displacement. This reemphasises the findings of Weisburd et al (2008) which states that although the impact of POP interventions may be slightly disingenuous, POP is overall an effective strategy for modern policing. Despite its apparent effectiveness in modern policing, Armitage et al (2021) highlight the failures in both “implementation and delivery” of POP, including the basic scanning and analysis, an over-reliance on police data, a focus on traditional styles of enforcement in responding, and poor assessments (Armitage et al 2021). Furthermore, they also found that 87% of police officers did not have the time or resources to effectively problem solve (Armitage et al 2021). This is especially true with the rising number of non-crime incidents police have to attend in the modern day, with one UK police force seeing a 313% rise in the number of mental health-related calls they have attended from 2017 to 2022 (BBC News 2023, Institute for Government 2023). As I have previously discussed, ACEs and mental health are predominantly linked so

there is certainly scope for POP to reduce demand for calls such as this. However, it would also require increased support from partner agencies such as mental health charities, who are already “under-resourced, understaffed and overstretched” (Mind 2023)

In conclusion, I have described the ASB incident that I encountered and the social and legislative issues that it raised for the police, including the potential for result in mistrust in the police. Although Section 60 stop and search powers are temporary and introduced to help prevent crime, the disproportionate number of young people who are subject to stop and searches, as well as previous incidents such as that of Child Q in 2021 means that police forces will always be subject to criticism. I have also discussed the effect of ACEs on young offenders and crime, and the effectiveness of YOS in dealing with young offenders of crime. Turner et al (2021) found that the more ACEs a young person has, the more likely they are to reoffend. This means that methods of restorative justice such as YOS have an overall positive impact on offending, as can be seen in Newport in 2016. Finally, I have discussed the effectiveness of problem-oriented policing, which on the surface is an effective method of reducing crime, however in reality is impractical when considering the impact of general demand on policing with non-crime incidents such as mental health calls (Institute for Government 2023).

1903

Task 2

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:

Domestic abuse is defined as an “incident or pattern of incidents of controlling, coercive, threatening, degrading or violent behaviour, which can include sexual violence” (Welsh Women’s Aid 2023, Domestic Abuse Act 2021). These incidents can involve those in or who have previously in marriages, relationships, or relatives over the age of sixteen. In average in the UK, the police receive a call that relates to domestic abuse every 30 seconds, and despite this less than 25% of all domestic abuse is reported (Refuge 2017). Domestic abuse can cause health issues for victims such as chronic pain and increased risk to strokes, as well as depression, substance abuse and social isolation (Brehaut 2019).

According to a Freedom of Information request to Gwent Police, in Newport between July 2021 and June 2022, there were 2992 domestic violence crimes reported to Gwent Police, and in the same timeframe there were 4357 domestic violence incidents reported to Gwent Police (Gwent Police 2022). This is a total of 7349 domestic violence reports, which is just over 20 reports per day over one year. This shows the demand that domestic violence makes for police forces, and the importance for the Police as well as the partner agencies that it works with to be able to properly identify, protect and support those people who encounter domestic abuse.

In my role as a police constable, I have attended numerous calls that involve domestic abuse. In one of these incidents, our Force Control Room have informed me of an ongoing incident in which a person had reported that their neighbour had made a threat to kill them, had assaulted them by pushing them, and had also brandished a knife in their direction.

In this essay, I will use Gibbs’ Reflective Cycle to analyse and assess this incident, and how I dealt with the challenging nature of the call and effectively used police powers to detain the suspect in order to properly safeguard the victim. I will then evaluate the importance of the domestic abuse, stalking and harassment risk assessment (DASHRA) and how it is used to safeguard and protect the victims of events such as this, while also critically analysing the shortcomings of the DASHRA, and how it could be more beneficial for police use.

Based on the information provide to me by the Force Control Room, I began to go through the National Decision Model (NDM) (College of Policing 2013), which is a cyclic process that encourages police officers and staff to structure their decision model in a methodical manner to structure a rationale of what they do during incidents and why. I began to gather intelligence in relation to the alleged offender, and discovered that it was the victim’s ex-partner, therefore making this a domestic incident. The offender had warning markers to suggest that they were violent, and I felt that there was still a high risk to the victim in this incident, as the offender was

also possibly still nearby as they are neighbours. My working strategy would be to arrest the alleged offender with the assistance of a Taser-trained officer due to the mention of a knife and the risk to officers and the general public. The use of a knife as an offensive weapon heightened the threat risk and harm. By going to the call double-crewed, officers would be able to begin to gather evidence and taken account from the victim while also detaining the offender and preventing any further harm being caused and also preventing an escape. I then considered the offences that had initially been disclosed and the powers that this gave me. From the initial report, it was apparent that the offences that I would be investigating were Affray, Threats to Kill and Common Assault. This would give me powers of arrest as well as an arrest necessity in line with PACE (1984).

On arrival at the address, the alleged offender had already left to attend hospital due to an injury that they had suffered after the incident which was caused by them damaging property in their house. I felt that this reemphasised the importance of arresting the subject as although they were no longer at the scene which reduced the risk, their behaviour was clearly volatile and unpredictable. This posed a significant challenge however, as there are numerous hospitals in the local area that the suspect could have attended, and it was therefore important to be able to locate them as soon as possible. This was so there was no risk of the suspect leaving hospital and returning to the address which would have heightened the risk to the victim. This meant returning to the NDM and re-developing a working strategy. I asked the force control room to carry out Automatic Number Plate Recognition (ANPR) checks on a vehicle that was linked to the offender, which allowed myself and another officer to arrive at the correct hospital and arrest the offender, and then wait with them to receive medical treatment and eventually convey them to custody. When looking back at this, I believe that this was the appropriate course of action, as if the offender had not been located and therefore still posed a threat to the wider public. This only re-emphasised the need to arrest the offender, which is supported by Boxall et al's (2016) findings that "offenders with a history of domestic violence were more likely to re-offend.". A method to prevent reoffending that was considered in this incident was to place the offender on bail with conditions to not contact the victim both directly and indirectly. This allows the victim to have respite from the offender while the case is brought to trial (College of Policing 2015), and again emphasises why locating the offender and arresting them was the most appropriate response.

When looking at this incident, there are a variety of challenges that needed to be overcome in order to respond effectively. Firstly, there was the need to detain a violent offender who had been in possession of a knife. According to KnifeCrimes (2023), 20% of all violent crimes are related to domestic abuse, and one in six UK murders are domestic violence related. Being able to detain a violent offender required the use of a Taser-trained officer safely and effectively, which in itself poses another issue as it is estimated that in 2013 only 11% of police officers carried a

Taser (Laville 2013). Domestic related incidents can often be extremely hostile in nature due to the violent and abusive nature of the perpetrator and the police presence (Rakovec-Felser 2014). This means that perpetrator behaviour, coupled with the presence of items such as knives, domestic incidents his means that things can get out of hand very quickly. The importance of victim safety is also crucial in response to these types of incidents as it helps to safeguard them from further harm and get the support they need, and also to secure the best evidence to aid a prosecution. Myhill (2018) found that some officers appeared reluctant to arrest offenders despite there being evidence to necessitate an arrest, and instead opting to “talk over” incidents before leaving. In the incident that I responded to, it would have been irresponsible to not arrest the offender, based on his volatile behaviour during and after the incident, and the prospect of repeat victimisation and further harm for the victim. Although it was not straightforward due to the offender leaving the scene, the use of technology with ANPR allowed for the offender to be located and detained shortly after.

There are a variety of challenges that are associated with domestic abuse incidents. One of the most important aspects of the response to a domestic abuse incident is being able to protect and safeguard the victim in order to prevent them from being the victim in further incidents. A part of the effective policing when dealing with domestic crimes and incidents is via a Domestic Abuse, Stalking and Harassment Risk Assessment (DASHRA). This risk assessment allows for those who complete it to analyse the subject’s circumstances, inform decision making around their safeguarding, enable information sharing and also to ensure of an effective investigation (Richards 2023). Once the DASHRA is completed with the victim, a level of risk is graded in one of three ways (College of Policing 2016):

1. A specialist officer or member of police staff applies a grading.
2. Frontline officers apply a grading, which is then assessed as part of a subset of cases (these reviews are often carried out on medium or high graded cases only).
3. Frontline officers apply a grading, which is then reviewed by a secondary assessor in all cases.

This approach has been criticised by the College of Policing (2016) who found that although police officers and staff found the DASHRA to be valuable in identifying the risks involved in domestic abuse, the tool itself might be more beneficial to a domestic abuse specialist who can “build a better rapport with the victim” in order to further explore the context for their answers (College of Policing 2016). Furthermore, Brown et al (2019) found that the classifications within the DASHRA are too vague, there was “no evidence about its crime preventative impact”, and the risk assessment being open to officer interpretation can result in discrepancies in risk grading (Brown et al 2019). Baldry and Sebire (2016) expand on this point by suggesting that the subjective manner in which the DASHRA is graded by officers

could mean that victims could be offered insufficient levels of support, and that the question set could be difficult for traumatized victims to answer. The limited impact of the DASHRA has been disputed by Horman (2015) who believes that more emphasis needs to be put on training those within the police to properly identify the risks and effects that domestic abuse can have on a victim, which would result in “more appropriate charges being brought” and a “more robust sentencing by the judiciary” (Horman 2015). The DASHRA also gives police officers vital intelligence when providing an initial response. In the incident I have discussed in this essay, I was made aware by the Force Control Room that the offender had previously been graded as both a medium and high-risk perpetrator of domestic violence in previous incidents, meaning I was aware that the offender would need to be arrested as there was a likelihood for further offences if he was not located.

Although the DASHRA is an effective tool that is used by the police to help with the effective management of domestic incidents, by itself it is not enough. For example, Baldry and Sebire (2016) point out that while the police and Criminal Justice System had knowledge of many of the males who have killed their partners, they do not have knowledge of every offender. This poses further problems for the police, as although it would be unethical to have information in relation to every citizen on the Police National Database, there are always going to be offenders and victims of domestic abuse that will slip through the net of the DASHRA.

In conclusion, the domestic abuse I attended required an effective response in order to properly protect and safeguard a victim of serious crime, and to prevent further offences taking place. By gathering initial intelligence, I was aware that I would be responding to an incident involving a violent and serial perpetrator of domestic violence who had used a knife. This provided a challenge as there are a limited number of Taser-trained officer available, but it would provide the best response in being able to safely detain the offender and allowing for a second officer to gather evidence and safeguard the victim. I have also highlighted through the NDM that working strategies can change, and the cyclic nature of the NDM allows for this. By using technology, the offender was located at a hospital and was able to be safely detained and arrested. Finally, I have critically assessed the police use of the DASHRA as a safeguarding tool to effectively police domestic abuse incidents. It is clear that there are limitations to the DASHRA, it does ultimately allow for an initial risk assessment of the incident. I would suggest that further training as Horman (2015) is required to help with identifying risks for victims in order to prevent further offences from occurring.

(2062)

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.

Regarding 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:

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 roles 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: Matthew Davies

Date: 30.10.2023

Bibliography

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

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