

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.

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	
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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:

In this task, I will provide an overview of a real policing incident where I played a significant role with a victim of crime. Using this incident, I will reflect on what happened with a specific regard to the legislative, social, and cultural aspects that surrounded the incident. I will also refer to the relevant issues surrounding ethnicity and language that played a factor in this incident. Using my example as context, I will go on to critically evaluating the appropriateness of the various approaches used by professionals and the police service in supporting or managing vulnerable people, and I will explore what approaches work in relation to tackling repeat victimisation and offending.

This task consists of a reflective element, and I will therefore throughout this essay explore my own feelings and decisions at each stage of the incident in order to identify what I could do differently if or when faced with a similar incident in the future.

I was on a night shift during a Saturday in the city centre and a major international rugby fixture had taken place earlier that day in the Principality Stadium. This meant that demand on the police service was stretched with a considerable night-time economy made up of the usual student population as well as rugby fans who had come to the city for the international fixture. I was informed over the radio of an incident just reported whereby a Deliveroo food-courier had been tackled from his pedal cycle and assaulted by two males whilst on the floor. I was informed the incident had only just taken place, so I made my way to the location as an emergency to meet with the victim. On arrival at the scene, I noticed the victim who was sitting on the floor and his pedal cycle was on the floor next to him. The victim hailed me over and when I first saw him,

I immediately observed that he had appeared to sustain injuries to his face, most concerning of which that his left eye was swollen and bruised, and he appeared to be bleeding from his mouth. After taking the victim to the hospital for medical attention, I remained with him in order to speak with him to find out what had happened. It quickly became obvious there was a significant language barrier in place and the victim could only speak with very limited English. Through the use of Language Line, a telephone interpretation service contracted by South Wales Police, I was able to communicate with the victim in his preferred first language of Somali. This allowed me to get a full account of the incident, allowing for the relevant golden hour investigative enquiries to be completed. After speaking to the victim, it was made clear that he was tackled from his bike after being heckled with a racist remark by two people drinking on the street. Once on the floor, he was punched to the face by both males which resulted in his injuries.

From a legislative standpoint, after speaking to the victim, I saw the relevant offences committed as assault causing grievous bodily harm contrary to Section 20 of the Offences Against the Person Act 1861. The points the prosecution must prove for such an offence to be made out are that a person unlawfully and maliciously either wounds or inflicts grievous bodily harm on another with or without a weapon or instrument. Due to the lewd racial comments which were alleged to have been made directly before the assault, the offence was racially aggravated as per section 29(1)(a) of the Crime and Disorder Act 1988. This states that the offence of causing grievous bodily harm can be racially aggravated if at the time of committing the offence, or immediately before or after doing so, the offender demonstrated hostility towards the victim of the offence based on the victim's membership or perceived membership of a racial group or is motivated by hostility towards members of a racial group based on their membership of that group. Once I recognised this, I recorded the incident as a hate crime on the basis of race. Any crime can be tried as a hate crime if it meets the definition as outlined by the Crown Prosecution Service (2022):

"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity."

Denoting a crime as a hate crime means that the victim becomes eligible for enhanced rights under the Victim's Code of Practice (Ministry of Justice, 2020, p. 11). Enhanced rights under the Victim's Code afford the victim being offered referrals to specialist services and more frequent contact with the officer in case regarding the progress of the investigation. As part of my response to the incident, I referred the victim to South Wales Victim Focus and Stop Hate UK with his consent. I also recorded the fact that the victim in my case was eligible for special measures as prescribed in the Youth Justice and Criminal Evidence Act 1999 (The Crown Prosecution Service, 2021). In particular, the victim told me through the use of an interpreter that should the matter proceed to court, he would prefer to give his evidence without having to see the accused party, whether it be through the use of screens or visually recorded interview. It is important however to point out that any decision to grant special measures is reserved for the courts only, the police can only apply for them on the victim's behalf through the completion of an MG02 document.

The language barrier between myself and the victim was on reflection the biggest challenge in my dealing with this incident. I was very anxious about conducting this investigation as I initially made the presumption that my ability to help facilitate a positive outcome for the victim would be hindered by the communication barrier between us. Recent studies have demonstrated the unfortunate finding that non-English speakers are disproportionately represented in those criminal cases leading to a no further action disposal in England and Wales (The Bell Foundation, 2022). In an effort to negate the effect of the language barrier in this case, I utilised a telephone language line interpretation service when initially speaking to the victim at the hospital. When the victim later attended at the police station to take a statement, I had arranged for an independent interpreter from the witness translation service to also attend at the station to allow for a full evidential statement to be taken. For all subsequent victim contact, rather than going through the tedious process of having language line translate our conversation in real time, I enlisted the assistance from a Somali speaking police officer after canvassing all of the Cardiff-based officers on the force intranet pages. I arranged to speak to the victim over group Skype calls with this other officer also present, so that he could speak to the victim and relay what he was saying back to me. I found it a real benefit to this case that the victim was able to communicate with an actual officer in his first language. This not only provided reassurance and confidence to the victim but gave me the satisfaction that I was providing the victim a quality service and upholding the values as set out in the victim's code.

One of the primary approaches used by the police service and other professionals in supporting at risk vulnerable people is multi agency partnership working. Within the police service, there has been a recent increased prevalence in working with third party agencies and local authorities within the last decade (Shorrocks, McManus and Kirby, 2019) and this is best seen through the influx of multi-agency safeguarding hubs (MASH) which bring together professionals from a plethora of local agencies, emergency services, charities and local authority departments into the same room with the sole interest of putting in place rapid and effective safeguarding measures in the interest of vulnerable children and adults at risk (The Home Office, 2014). This approach recognises the existence of specialist non-police agencies which can greatly assist the wider mission in protecting vulnerable children and adults. I referred the victim to my incident as outlined above to the South Wales Police vulnerable adult unit (VAU) by completing a public protection notification report (PPN). The VAU were then able to link in directly with proactive teams, such as Cardiff County Council's early help team who were able to signpost the victim to counselling support available to him within his local community. It is important to note however that in the case of adults at risk, their consent for information to be shared to agencies and departments external to the police is a key consideration due to privacy related laws such as the Data Protection Act 2018, which holds the police accountable for how they handle personal data. Research has also shown that despite the benefits of a multi-agency approach, the various professionals situated within a safeguarding hub frequently misunderstand the roles of other agencies and there are occasions where the definition of an 'adult at risk' can differ from one agency to another, leading to disagreement over what support if any is required (Stevens, 2013).

In relation to violent crime committed in England and Wales, the Crime Survey for England and Wales indicated that 57 per cent of all violent incidents were experienced

by repeat victims (Office for National Statistics, 2019). South Wales Police define a repeat victim quite simply, as someone who has suffered from more than one incident over a specified period. The police address repeat victimisation by using a variety of strategies which are not only limited to partnering with other agencies through the use of safeguarding hubs as I have previously explored. Through advances in technology, the police have been able to utilise surveillance cameras and crime mapping software in order to detect patterns of repeat victimisation and respond accordingly. Studies have shown that almost 90 per cent of police departments amongst 35 UK police forces use geographic information systems as frequently as every week in order to inform hotspots of crime and where to efficiently allocate police resources (Bowers and Johnson, 2014). Crime mapping used in this way can help inform the scanning and analysis processes of the problem-orientated policing approach proposed by Goldstein (Goldstein, 1979). The police may also use technologies like predictive analytics and data-driven models in order to identify those who may be at high risk of becoming repeat offenders and they may intervene before they can commit any further crimes.

Community-orientated policing is another strategy used by the police in order to address repeat victimisation and offending. Neighbourhood policing departments are now commonplace in all police forces and the officers and staff in these departments build proactive relationships with their local community in the mission to reduce the prevalence of anti-social behaviour and volume crime. The broken windows theory (Wilson and Kelling, 1982) is a key underpinning of this style of policing, hypothesising that by targeting instances of anti-social behaviour and minor volume crime such as graffiti and being drunk and disorderly, the police help foster a more civilised environment whereby more serious criminality is discouraged. In my short attachment on the neighbourhood policing team in Roath and Cathays in Cardiff, I helped in co-ordinating a team of police community support officers in a small cul-de-sac which saw an increase in burglaries over a two-month period. By working together with detectives in the criminal investigation department, residents in the targeted area were given reassurance in the form of regular door to door visits by their allocated PCSOs. I also helped arrange a meeting with Cardiff Council in the area who agreed to improve the street lighting and install a CCTV camera on the junction leading up to the cul-de-sac which all helped to deter offenders from returning to the area.

Word count: 2015

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:

In this task, I will provide an overview of a complex domestic abuse incident of which I was the initial responding police officer. Using this incident as a case study, I will go on to providing a critical assessment of the challenges associated with responding to domestic abuse incidents, as well as the numerous policing strategies which have been developed with the aim of effectively dealing with these challenging incidents.

Domestic abuse in the UK is a widespread and increasing issue, and there are countless sources to point out its prevalence. Of notable concern is how the Crime Survey for England and Wales (CSEW) suggested that in the year ending March 2022, just over 2.4 million adults experienced domestic abuse in the UK, with over 70 per cent of these being women (Office for National Statistics, 2022). This concern is exacerbated by the finding that victims of domestic violence are less likely than those of other forms of violence to make police reports (Felson *et al.*, 2002), suggesting the CSEW figures may only be the tip of the 'iceberg of domestic violence' (Gracia, 2004, p. 536).

During a Saturday night shift, I was made aware of a report which had been made to the 999 emergency hotline, stating that a female could be heard screaming and crying from a tower block of flats. The caller was so concerned for the welfare of the female that they deemed it necessary to call the police and ask for an immediate attendance. The call handler also noted that they could hear the female screaming through the telephone line. The incident was understandably designated as a grade one response by the police public service centre (PSC), which warrants an immediate response to the incident and in no later than fifteen minutes from receipt of the initial call. Whilst enroute to the incident, there was an update suggesting a child could also be heard crying from the same address. On arrival at the location, I immediately noticed that there were no clear signs of any disturbance. The reporting person, a neighbour, pointed me in the direction of one of the rooms further down the corridor on the seventh floor. Nothing could be heard from the address when I got close to the door. I knocked the door and was met by a male who was immediately confrontational and asked me to leave. I explained the nature of the report and that I would need to come into the room to assess the welfare of all occupiers, including any children. The male's partner was found in the master bedroom with a 7-year-old child. I turned on the lights to the room and I immediately noticed that the female's left eye appeared freshly bruised and swollen. After separating the male and female for a considerable amount of time, and gaining independent accounts from both, neither account for the female's injury corroborated with each other. The female stated she had recently fell down the stairs in the flat complex and the male suggested that the female had recently been in a traffic accident. The male was subsequently arrested on suspicion of domestic related assault occasioning actual bodily harm (Offences against the Person Act 1861).

One of the primary challenges with the domestic abuse incident I attended was the female victim's lack of support for any police action to be taken. Despite her neighbour hearing her scream from the room, she told me that her injuries were not caused by an assault, despite my strong suspicion surrounding the circumstances of the third-

party report, combined with my observation that her injuries appeared to be recently inflicted and more consistent with an assault rather than falling down a set of stairs. The lack of support for police to act at any potential incident needs to be weighed up with a dynamic assessment of the risk posed to any person if police simply leave without putting anything in place. The authorised professional practice makes it abundantly clear that police officers are duty bound to take 'positive action' when dealing with incidents of domestic abuse (College of Policing, 2015), even in the case where the complainant supports no police action or formal prosecution. Research has indicated that almost 46 per cent of domestic abuse victims withdraw their support for a prosecution and a significant amount of these cases are discontinued as a direct result (Ellison, 2002).

As the officer dealing with my particular incident, I was forced to weigh up pursuing a victimless case and making an arrest despite the victim making her wishes clear that she did not want the male arrested or removed from the property. In making my decision to arrest the male, I saw it primarily as a safeguarding measure to the female and child at the address, this is in stark contrast to non-domestic incidents which result in arrest, whereby the victim supports arrest and my primary considerations are based around gathering evidence (i.e., taking statements, CCTV enquiries, forensics) and interviewing the detainee under caution in custody. It is important to consider that any arrest should be deemed necessary as per the provisions set out in the Police and Criminal Evidence Act 1984. The necessity for my arrest was to protect the two vulnerable persons at the address – the female and the child. The notion of taking positive action at a domestic incident such as this can be seen as a pro-arrest policy – Hoyle (2000, p. 19) states that one of the assumptions of such a policing policy in the context of responding to domestic abuse is that "taking the choice away from victims protects them from retaliatory and intimidatory violence", as well as sending a message to victims and offenders that the police will not tolerate domestic abuse and will always take a course of action.

Another challenge associated with the domestic abuse incident I attended was the need to quickly gather and assess the available information and intelligence on all of the subjects at the scene in order to quickly identify if there is known history on the people involved. This is a key part of the 'national decision model' (College of Policing, 2013) undertaken by police officers whilst dealing with incidents of any nature on the front line. Once all parties had been identified at the scene, I ensured their details were recorded to the live command and control log which allowed for colleagues in the public service centre control room to conduct rigorous checks on numerous systems available to the police. These generally consist of the police national computer (PNC), which was able to indicate that the male at the scene had active markers for using violence against his female partners and had several court orders preventing him from communicating or seeing an ex-partner. Local intelligence checks on South Wales Police operated systems also suggested that the female was a high-risk domestic abuse victim from a previous relationship, and she was classified as a medium risk victim for her new relationship with the male at the address. I was able to quickly assess previous recorded incidents involving the male and female which helped me get information-rich background context on the pair and the child. These systems proved invaluable to me at this incident as neither the male or female wanted to discuss their history or background with us. This allowed me to make the better-informed decision of making an immediate arrest at the scene as opposed to simply

separating the parties for the evening. The information imparted to us whilst on the scene in relation to the male's violent markers helped us to identify and assess the strategy for minimising the threat, risk, and harm not only to the female and child at the scene, but to ourselves as officers, which form the latter parts of the national decision model.

Domestic abuse incidents are by their own nature complex and multi-faceted, not only in relation to the investigation of domestic violence but in the short- and long-term safeguarding of victims and children. Not only do the police have a duty to investigate crime, but the police have a core duty as an emergency service to protect and promote the interests of vulnerable people. This often involves working in conjunction with specialist partner agencies and the sharing of private and confidential police information. Following my initial attendance at the domestic incident I have outlined; I created a public protection notification report which outlined the incident in full and in that report, I made my own observations clear that I believed the female and child were not only at high risk of physical abuse from the male, but psychological and controlling abuse also. The female's reluctance to speak with officers about the relationship made me suspect she may be at risk of controlling or coercive behaviour which in turn may be normalising any of the physical domestic abuse that is taking place, an observation which is rooted in empirical research (Bishop and Bettinson, 2018). My report was subsequently graded as high risk and it was shared with partner agencies, social services, as well as the child's school. The sharing of police information on real cases is strictly controlled and audited due to the sensitive nature of the data and the potential impact on any of the involved people should any information regarding their involvement in a police incident be mishandled and leaked. The need for privacy and confidentiality however must be balanced with the police's duty to safeguard and protect vulnerable people, and for this reason the police are obligated under the Children Act 2004 to share information with outside agencies and social services in respect of children who are exposed to domestic violence and abuse. This took place in my incident, irrespective of the victim not giving her consent for the public protection notification report to be shared to outside agencies.

From the perspective of a front-line police officer, one of the major difficulties I found in responding to this incident as well as policing other incidents involving domestic abuse is the ability to manage my own emotions whilst simultaneously being aware and empathetic to the emotions of those that we serve. This is consistent with what is referred to as 'emotional intelligence', which Salovey and Mayer (1990, p. 189) defined as:

“... the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.”

In the context of policing, an officer's inability to control and suppress their own emotions can lead to serious consequences only for themselves, but for victims and the wider communities that they serve. Police officers need several emotional competencies to be able to carry out their duties successfully. They include empathy, self-awareness, self-regulation and self-confidence (Civil Service Success, 2020). I chose this particular domestic incident to explore in this task as it rigorously tested my tolerance for stress and my ability to understand my feelings and put them to one side in order to provide a professional response and an evidence-led investigation into the

offence. During the early stages of the initial incident, I spoke to the female at the address on her own after we separated the parties to get an independent account from both. I firstly sat her down and tried to make her as comfortable as possible in the realisation that having two police officers in your residence in the late evening must be a stressful ordeal. Whilst I found it incredibly frustrating that the female would not engage with me at the scene, I came to the realisation that her reluctance to speak to me about what had happened could be attributed to several factors, such as the fear of losing her child. Whilst I have never had first-hand experience of this myself, my training and short experience in the job has allowed me to develop empathy for victims of crime and to understand the importance of engaging in active listening during difficult conversations.

Word count: 2005

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:

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: Harry Edgeworth

Date: 05/02/2023

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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