

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based
Workbook 2 (DHEP/DET)**

***To be completed by DHEP Detective students
only***

**(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) - BMPP6009D

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.

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.*
- *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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Task 1

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

You must choose serious and complex investigation in which you played a significant role with a victim of crime and reflect on what happened.

Give a brief description of the **investigation** 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 during the **investigative process**

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

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

ANSWER:

The term vulnerability is most commonly used when discussing groups of society that have previously suffered oppression or inequality. It is also used to describe people suffering with mental health and abuse whether that be in relation to people or substance (Waiton, 2019). Police are often called because people have been abused physically or mentally, officers must assess the level of risk and implement safety measures including referrals to partner agencies. This essay will critically evaluate the different approaches by professionals and the police in supporting or managing vulnerable people. It will then explore what works in relation to tackling repeat victimisation and repeat offending, I will refer to and reflect on a case I have dealt with whilst on duty. Throughout the essay I will also reflect on my performance during the investigative process, using the ERA Cycle (Jasper, 2013) comprising of three stages: Experience, Reflection and Action.

The case being referred to throughout this essay is a case of Domestic Abuse (DA), whereby the victim, a white, British, female was a repeat victim of the perpetrator; a white, British male. Both parties have substance abuse issues, and the perpetrator thinks abusing women is acceptable. It is common in the UK for women with problematic substance use to experience domestic violence at the hands of their partner (Fox, 2020). There were no apparent ethnic or language issues in this occurrence. The victim was subjected to both physical and mental abuse. She was pregnant, suffering from alcohol addiction and diagnosed with bipolar disorder, depression and anxiety. The victim initially did not support police action, her family feared an eventual escalation of the abuse and reported the matter. The victim is classed as a repeat victim as repeated assaults have taken place with only brief gaps between incidents (Wood et al, 2023). The

victim has experienced multiple ABH level assaults at the hands of the perpetrator and the attacks range from being punched and kicked in the face to being knocked over with a car, fortunately not at high speeds. The trial is due to go to Crown Court and the victim has separated from the perpetrator. She is now supportive of police action.

The social context around this incident should not be understated. In the year ending March 2024 the Office for National Statistics stated that in the United Kingdom, 353 domestic homicides were recorded by the police from March 2021 – 2023. Furthermore, there were “1,350,428 domestic abuse-related incidents and crimes”, however it is impossible to measure the exact number of DA incidents in the UK as the number of unreported cases is unknown. Russell Wate (2015) stated that when a victim of abuse speaks to police, they have been assaulted on average 35 times previously. 33% of all offences recorded that involved “Violence against the person” were domestic abuse-related (Office for National Statistic, 2024). Charities like Women’s Aid, support victims of domestic violence and strive to eradicate domestic and sexual violence against women. They have a 24/7 confidential multilingual help line for victims to call (Women’s Aid, 2023). DA has also been portrayed through the media with soap operas such as “Coronation Street, Emmerdale and Hollyoaks” portraying DA story lines. Production companies will usually seek advice from agencies such as Women’s Aid to ensure these storylines are as accurate as possible (Hague, 2021).

The legislative context in this case is multiple counts of Assault, with the added aggravating factor of Domestic Abuse. The charge of Assault-Actual Bodily Harm (ABH) is outlined in *The Offences against a person Act 1861, S 47*, when the defendant has used unlawful force, either intentionally or recklessly against another person causing the person to suffer an injury. In this case, multiple witnesses saw the perpetrator punch the victim in the face and on one occasion biting her nose. Police officers’ Body Worn Video (BWV) capture the victim with severe bruising to the face and chest as well as cuts to her nose. Therefore, the assault level amounts to ABH, due to the victim suffering more than a graze or minor bruising as stated in the Act (Offences against the Person Act 1861). The DA element is an aggravating factor in this case because as the government legislation *Domestic Abuse Act 2021, S 1*, defines DA; (a) The victim and perpetrator are both over 16 years old and are “personally connected to each other and (b)- the behaviours is abusive”. The act goes on to list types of abusive behaviour and these include “(a)physical or sexual abuse & (b) violent or threatening behaviour” which are both prevalent in this case. Personally Connected is later defined in the Act and the line relevant in this investigation is “(e)they are, or have been, in an intimate personal relationship with each other.”

There are several different approaches and tools the police and other professionals can use to support/manage vulnerable people, this section will aim to critically evaluate the appropriateness of these approaches, starting with the “THRIVE” assessment. “THRIVE” is a risk management tool used to assess Threat, Harm, Risk, Vulnerability and Engagement. The Officer must determine, given the initial circumstances described or observed, how vulnerable a person is, assessing how well they can protect themselves/others or property (Wood, D et al, 2023). The College of

Policing (2021) states that there is a lack of evidence to show that checklists are an effective tool in identifying/managing risk. People who need help tend to be vulnerable in several different ways, therefore a “single tool” may not be capable of identifying all vulnerabilities. Evidence shows that officers should use their professional judgement when engaging with an individual and make informed and influenced decisions (College of Policing, 2021). Reflecting on the incident, the victim was intoxicated. She had severe bruising around her eyes and did not want to engage with police. She stated she had caused the injuries to herself; however, her family informed us this was untrue. This caused me more concern that she may be in fear of repercussions from the suspect if she interacted with police and I realised she was extremely vulnerable. Although the THRIVE tool highlighted vulnerabilities, this alone is arguably not enough to manage threat, risk and harm.

The next tool used is the completion of a “Public Protection Notice” (PPN) by an attending officer - a form that collects details about all those involved and the circumstances surrounding the incidents. As this case was a DA incident, I completed a “domestic abuse, stalking and harassment” (DASH) risk assessment, these are used by the police and other multi agency professionals and are shared between them where necessary (Wate, 2015). The DASH assessment helps identify the level to which a DA victim may be at risk; the form is made up of 21 questions and if a victim receives over 14 “ticks” their case will be classed as high risk. A high-risk case will be reviewed at a “Multi Agency Assessment Conference” (MARAC), (SafeLives, 2025). The victim was not initially willing to disclose information about the assault to me, therefore I started by asking more general questions about the relationship, such as how long they had been together and if they argued often. These background questions helped me build an understanding of the relationship and I was then able to use my professional judgement to conclude that this was a high-risk case. I wrote my reasoning for that conclusion in my rationale on the PPN before submitting it. A study on the DASH assessment conducted in 2019 asking “If DASH is successfully identifying high-risk DA cases”, found that the tool is “underperforming” and states that the “questionnaire is, at best, weakly predictive of revictimization” (Turner et al, 2019). Due to the lack of studies before or since, it is difficult to compare the findings and assess how effective the DASH truly is, nevertheless these results show that predicting revictimization is not enough to tackle and prevent the issue. Furthermore, if as in my case the victim is not willing to answer questions about the assault, then it is down to professional judgement, and this can falter depending on the Officers experience and competency.

As mentioned earlier MARAC is a Multi-Agency Risk Assessment Conference, where necessary partner agencies discuss high risk DA cases, that have been referred via the DASH assessment. The basis of MARAC is that one agency alone cannot stop repeat victimisation, however all agencies working together can have a more significant impact. All agencies involved will share information and offer safe-guarding actions that can be put in place along with preventative measures, to stop repeat victimisation (SafeLives, 2024). A research study conducted by Davies et al (2023), looked at the pros and cons of the MARAC process and the implementation, this study found that the benefits included a “whole-family approach” and a more “Streamlined” system.

Stakeholders' comments included that there was less duplication, and action could be taken much quicker. The study was completed by stakeholders and no victims/perpetrators responded, so further research from their perspective needs to be carried out. (Davies, et al, 2023). I did not have any direct involvement with the MARAC meeting, however in reflection I realise, had I not submitted the PPN and classed this case as high, this would not have been discussed in MARAC and the victim would not have got the support from the joint agencies that she needed and arguably would have been stuck in a cycle of becoming a repeat victim.

Furthermore, if a case goes to court, Special Measures can be implemented if the victim gives evidence. Special Measures are for victims/witnesses who's giving of evidence may be impacted, as they are vulnerable or intimidated and must be approved by the Crown Prosecution Service (CPS). A report carried out by The Home Office (Burton et al, 2006), states that when used, Special Measures were "a clear success", however problems come from the process in implementing the measure with Officers not knowing when/how they should be put in place. Due to this report being conducted in 2006 and evidence-based policing being used in the UK, it could be assumed that improvements have been made in officer training and awareness of special measures. In my experience we were given training on Special Measures and when to use them, due to the vulnerabilities of the victim in this case, I did offer them and she requested to have a screen blocking her view from the suspect, therefore I completed an MG2 as she was vulnerable/intimidated. Special measures are a good tool to aid in tackling repeat victimisation as they make the court process less distressing for victims who are therefore more likely to give evidence if they are in place.

As part of the ERA cycle, the next section of this essay will reflect on this case and consider what actions should or should not be used in the future. Initially the victim would not engage in conversation with me and refused to say how she sustained injuries. Focussing on other topics to build trust and rapport was effective, and the victim began to open up. I gathered contextual information from her friends and family and ensured she had somewhere safe to stay with them so she would not be alone. I also provided contact information for the "Live, fear, free help line" – a confidential help line for victims of domestic abuse (Welsh Women's Aid, 2025). Upon reflection, having this conversation in a more private place may have garnered a more open discussion. Had I been able to persuade the victim to return to her address or a friend's property, she may have felt safer and disclosed details of the situation sooner.

Reflecting has also given me a better insight into understanding how working with partner agencies is hugely beneficial. Using my professional judgement to rate this case as high on the PPN triggered a chain of events that provided all necessary resources to begin working together with the victim through MARAC providing the right support. In the future I will ensure to gain as much insight on an incident as possible, even when the victim isn't willing to disclose information, one must keep an investigative mindset and use all available sources to gather intelligence building a bigger picture and providing the victim with support and safeguarding.

The victim is now recovering from substance misuse and is engaging with police, she has ended her relationship with the perpetrator and has now given a positive statement and supports police action. In conclusion, it is evident in this case that multi partner agency work is a truly effective way to engage with vulnerable people, as one agency alone does not have enough insight. When agencies work together, they establish a wider perspective on the situation allowing effective safeguarding and treatment to be put in place (SafeLives, 2024). Furthermore, police officers must play their role and be able to identify vulnerabilities and ensure the correct steps are taken and safeguarding/support is put in place.

Word count = 2164

Task 2

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an serious and complex 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:

Police Officers at all levels conduct investigations in line with *The Criminal Procedure and Investigations Act 1996, Part 2*, which states officers must “ascertain whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it”. More serious crimes require more complex investigations and Police Officers are ruled by regulations, legislation and standards that they must adhere to during an investigation. This essay will critically evaluate the process and fast track actions employed in a complex investigation conducted during my time as a police officer. I will evaluate the support provided to the victim throughout a complex investigation I played a significant part in and then explore how I managed my own values, attitude and bias. To aid in my reflection I will use the ERA Cycle (Jasper, 2013), which is made up of three stages: Experience, Reflection and Action.

The experience I shall be reflecting on was during my time working with the Rape Investigation Team as part of my training. A call came in from a female who stated she had gone on a date with a male from London who she met online. The date had gone well and she had left and gone back home alone. A short time later the male text her and stated he missed his train and asked if he could stay at her house. The female was reluctant; however eventually allowed him to come over. The female states she made it clear that she would be going to sleep and nothing sexual would occur. As they fell asleep the female stated that the male tried to put his hand down her knickers and she told him to stop. The female then stated that she fell asleep and was woken up by the

male raping her. The female stated she initially did not want to report this but felt she had to because the male worked as a police officer.

All investigations must be carried out in line with laws and legislation which provide a legal framework to the options and choices investigators have and ensure peoples rights are not breached. In the table below (Figure 1) Stainton and Ewin (2022, pp 7) list key legislation and the significance of the different Acts.

Legislation	Significance
Police and Criminal Evidence Act 1984	Police powers; suspect and public rights
Criminal Procedure and Investigations Act 1996	Defines investigation and legislates for neutrality. Provides disclosure rules
Human Rights Act 1998	Creates absolute, qualified and limited rights and the associated duty to protect these rights
Regulation of Investigatory Powers Act 2000	Framework for investigative practice in communications and surveillance approaches
Serious Organised Crime and Police Act 2005	Amends powers of arrest

[Figure 1 – Key legislation table (Stainton and Ewin, 2022)]

To ensure a fair and transparent trial, investigators must have training and knowledge to ensure the Acts are adhered to. The first step of any investigation is to establish if a criminal offence has occurred. In this case the alleged offence is one allegation of rape, as *The Sexual Offences Act 2003, S 1*, states; the male has intentionally penetrated the victim's vagina with his penis. The victim did not consent and the perpetrator did not reasonably believe that the victim consented. In this case the victim alleges that she made it clear to the perpetrator she did not want to engage in any sexual activities. The male has subsequently inserted his penis in her vagina therefore an investigation began.

Once it is established what offence has been committed investigators must start planning. Underpinning any initial response are “the five building blocks of investigation” which are: Preservation of life, Preservation of scene, Securing evidence, Identification of victims (and witnesses) and Identification of suspects. There is no mandated order to the blocks however Preservation of life always takes precedence in any investigation (Carr, Davies and Blockley, 2024). Each building block is a potential source of information which must be investigated and any material that is revealed must be and examined. This is to determine relevancy and then to store said material in a format that is evidentially admissible (National Policing Improvement Agency, 2012). The building blocks provide structure to an investigation ensuring all areas are being equally and fairly investigated. Throughout this investigation my main role within the investigative team was working with the victim and this essay will reflect that.

The Golden Hour is the early stage of an investigation when vital evidence and information is readily available and effective actions to secure evidence during this crucial stage can improve chances of positive outcomes (College of Policing, 2024). The first step of this investigation was to take an initial account from the victim. I attended her address initially and she explained the circumstances. When speaking to the victim I allowed her to give her first account of what had happened without interrupting. I demonstrated active listening using non-verbal communications like nodding, so she knew I was engaged, felt respected and heard. I then asked more detailed questions and completed a PPD3 form. This initial victim account provided several potential sources of evidential material. Material can present itself in many different formats (National Policing Improvement Agency, 2012). In this case the victim stated that the offence had occurred in her bed, consequently the victim's bedroom became a scene. More details about the suspect were taken, including his personal details, social media accounts and a first description. Opportunities for passive data generators (PDG) like CCTV from the bars they attended on throughout the evening were also highlighted, along with text messages from the suspect to the victim after the incident. After completing a PPD3 I reported back to the Sergeant what fast track enquiries needed to be carried out after the initial disclosure, jobs could then be divided up between members of the investigative team to move things along more effectively. To prevent cross contamination, other members of the team attended the suspect's address to arrest and interview him whilst I remained with the victim.

The victim was initially hesitant and unsure if she wanted to provide a full statement and attend court. Reporting a rape or other serious sexual assault can be re-traumatising for victims and conviction rates are low. The Centre for Women's Justice (2020) reported that rape complaints had only a "1 in 70 chance" that suspects will be charged, let alone convicted. Therefore, I tried to offer the victim support and make her reminded her she was in control by explaining all her options and so she could decide what actions she wanted us to take next. Whilst I offered the victim support, I also maintained an investigate mindset which can be broken down into five principals: Understanding the source of the material, Planning and Preparation, Examination, Recording and Collation and finally Evaluation (National Policing Improvement Agency, 2012).

Throughout the investigation, investigators must continually challenge any material they gather, remembering the principle of 'ABC' which stands for 'Assume nothing, Believe nothing and Challenge everything'. This is not to undermine the victim, it is used to ensure all lines of enquiry are followed and all accounts are tested (Carr, Davies, and Blockley, 2024). These principles are in place to prevent Officers' own biases, stereotypes and personal opinions hindering an investigation and allowing them to remain open minded throughout (Stainton and Ewin, 2022). Our biases can occur outside of our consciousness, as we categorise people we meet based on things like race, size and gender. It is not possible to rid ourselves of biases, however if we want to act fairly and impartially and are aware of biases we can override this behaviour and maintain professional standards (Fridell, 2016).

I kept this in mind through the investigation, whilst still managing to build a rapport with the victim. Although the victim had agreed to attend a Sexual Assault Referral Centre (SARC) she could change her mind at any point. Therefore, I used an Early Evidence Kit (EEK) which is a vital fast track tool as they have the potential to eliminate or identify a suspect or substantiate an allegation (Dalton, 2014). I explained the purpose and procedure for the EEK to the victim to give her a better understanding of what was happening. The next fast track action was to seize the victim's clothing that she had worn at the time of the incident. These were seized wearing the correct PPE and sealed in paper evidence bags. I waited at the victim's house until CSI attended to take samples from the victim's bedroom, which I had kept secure by locking the door ensuring no one else could enter. I had also started a scene logbook to record details of anyone entering the scene and the reason.

The victim was tired and did not want to attend at the SARC until the following day after she had slept. The SARC's were designed to act as a multifunctioning medical unit that provides services including, "medical, forensic and psychological care", interviews can also be conducted there. They also offer aftercare for victims such as counselling, which is beneficial after experiencing such a traumatic incident which can have detrimental mental health impacts (Widanaralalage, Murphy and Loughlin, 2024).

I gathered material from the victim's phone, including screen of text messages received once the perpetrator had left. He sent her messages to the effect of "NO ONE TELLS ME NO" and "YOU'RE NOT GUNNA GET ME DONE ARE YOU". Both phones would need to be seized, however this can cause distress, therefore I took the screenshots in case this was the only opportunity. I also carried out CCTV and house-to-house enquiries in the surrounding area to see if there were any more PDG opportunities. Once I left the victim's address, I delivered a comprehensive update of the actions I had completed to my Sargeant so the whole team could be made aware had been completed and what was outstanding. I then carried out CCTV enquiries at the bars they had attended during their date and collected all the available footage. The victim attended at the SARC the following morning and tests were carried out by a medical professional.

As part of the ERA cycle I will now reflect on my actions during the investigation and the support I provided to the victim. The victim in this case had been through a traumatic experience. Speaking to police and providing evidence can be re-traumatising for victims. Throughout this process I tried to support her and make sure she felt believed, by using 'sensitive, non-accusatory and impartial language' (College of Policing, 2024). I wanted to ensure the victim felt like she had choices throughout the investigation as she had been deprived of that during the incident. It is important to ensure victims of rape get the best service possible from police as data from the Crime Survey for England and Wales (CSEW) from 2017-2020 revealed that less than one in six victims (16%) of rape (including attempts) had reported the assault to the police. This is due to several reasons such as embarrassment and shame, but largely because victims feel like police would not believe them or help (Evennett, 2025). Therefore, the victim's experience with first responders can be crucial to ensuring their continued engagement with an ongoing investigation. I was able to build a rapport,

explain every step and make her feel like she had options. UK Parliament figures around 'Rape: Levels of prosecution' released in 2025 show that from July to September 2024 77 cases were dropped as the victim no longer supported prosecution, which is notably higher than for other crimes (Evennett, 2025). I hope the support and respect I gave the victim impacted her continued engagement with the investigation and wider criminal justice system through to conviction.

In conclusion, investigations must be conducted following laws and procedures, when making decisions investigators should refer to tools like The National Decision Model (NDM) (see Figure 2) to aid in the investigative process.

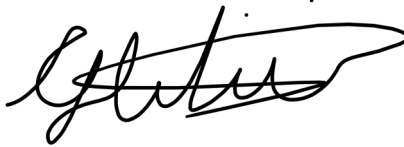


Figure 2 – National Decision Model (College of Policing, 2013).

To make decisions in line with the NDM investigators must be aware of their biases so they can understand and manage them to prevent them impacting an investigation. Keeping an investigative mindset is important along with reflecting on an experience, as it allows us to review and evaluate what we have done well and where we could benefit from learning and improving, to ensure that we are looking at every angle of a case and not creating blind spots due to our personal views. I feel in this case I was able to offer the victim a good level of professional support, whilst also completing fast track actions to gather vital evidence during the Golden Hour. To complete my ERA reflection cycle, actions I will take moving forward are to remember my training and the standards and legislation I should uphold as an officer, this is to ensure my personal biases do not impact investigations. I will also strive to offer victims the best possible service and finally reflect on my experiences so that I am able to improve and grow throughout my career.

Word count = 2116

Authentication signature:

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

Signed:

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Date: 28/04/2025

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