

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

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

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

Learner name: _____

Learner's University Registration Number:

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.
- 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:

Research tells us that criminal activity and anti-social behaviour (ASB) is unevenly distributed (CoP, 2021b). This means that it is often associated with a much smaller group of people, places, neighbourhoods, and environments (CoP, 2021b). Research by SooHyan *et al.* (2017) supports this argument by highlighting that 60% of all criminal activity is experienced by only 5% of known victims. This statistic tells us that once an individual has experienced crime or ASB, they face an increased risk of what is known as 'repeat victimisation' (RV) (Graham-Kevan *et al.* 2015). Weisel (2005) states that violent and 'personal' crimes have the most concerning RV figures (as cited in Graham-Kevan *et al.* 2015). However, Bottoms' (2012) research tells us that those who experience harm linked to ASB are also highly likely to suffer harm repeatedly (as cited in CoP, 2021b). Despite these alarming statistics, when you look at strategies used by the police to combat crime, traditionally, the victim has received far less attention when compared to the offender (Lay *et al.* 2023). Therefore, in this piece of work, I will be reflecting on a policing incident where I played a key role in providing support to a victim of ASB. I will first provide an overview of the incident, including the social and legislative context. I will then go on to reflect on how I supported the victim and will evaluate different approaches that can be used to support vulnerable people at risk of harm. Finally, I will conclude this piece of work by exploring the evidence on what works in tackling RV and reducing ASB.

After receiving a call about an ongoing incident of ASB, I attended the property of the victim to investigate further. ASB is legally defined as '*conduct that has caused or is likely to cause harassment, alarm or distress to any person*' including behaviour that is deemed to be of annoyance or nuisance (Legislation.gov.uk, 2024). Based on the information we received from the call taker, we believed that we were responding to an incident of 'nuisance' ASB (CoP, 2023). The victim informed the call taker that the ASB was becoming a regular occurrence and that it was taking place in the woodland area behind their property. Before arriving, we were informed that multiple people had been seen entering and leaving the woodland area, sometimes carrying alcohol and that there was a

distinct smell of cannabis. When we arrived, we immediately spoke to the victim to gather further information. When questioned about the incident, they confirmed what the call taker had already informed us and provided some further details including rough descriptions of their appearance and approximate ages. They also explained that they had previously challenged the youths about their behaviour, but this had created further issues where members of the group had become verbally abusive and intimidating. This suggested there was also a 'personal' element to the ASB as the victim was personally targeted (CoP, 2023). The victim also stated that when they had returned home, they found rubbish that appeared to have been thrown over their fence and into their back garden.

There are a number of different approaches that can be utilised by the police to support vulnerable individuals who may be at risk of harm. The first approach that I will discuss is the use of risk-assessment tools to help with the early identification of vulnerabilities. When attending a call, it is the responsibility of the responding officer to be professionally curious and to look out for indicators of vulnerability so that high-risk victims can be identified (CoP, 2021a). In the incident described, a full victim risk assessment was carried out upon arrival, and it was apparent that the victim had many personal traits that increased their vulnerability under the circumstances such as their elderly age, their ethnic minority and immigrant status and finally, the fact that they were living alone (Briody, No Date). Given that this was a repeat victim of ASB, it is likely that a risk assessment would have been completed previously. However, as a person's level of vulnerability can change so quickly, it is crucial that a risk assessment takes place every time (CoP, 2021a). If we look at just one of the traits mentioned above, Kober *et al.* (2022) states that individuals viewed to be 'elderly' are typically more vulnerable to adverse neighbourhood conditions. Therefore, we used our professional judgement and classed this individual as a vulnerable victim who required a Public Protection Notification (PPN). For less experienced officers like myself, the use of risk-assessment tools standardise the way that officers assess risk and provides important guidance and support. However, there is also an argument that police officers have become too reliant on 'tools' and 'checklists' that negatively impact their ability to use their professional judgement (CoP, 2021a). Therefore, it is important that they are used with care and that officers continue to use their discretion as we did with this incident.

After speaking to the victim, we attended the woodland area, carried out an area search and attempted to locate the youths. We identified a clearing with some camping chairs where there was clear evidence of alcohol use such as littered cans. However, there were no persons present at the location or in the surrounding area. In line with the Victim Code, we empathised with the victim regarding their experience and then communicated the process of how ASB is dealt with explaining that we would be submitting a PPN and ASB referral on their behalf to ensure ongoing support. We explained that they would receive continued communication about any progress and that information would be shared with the local neighbourhood policing team who would remain vigilant on the issues reported and carry out a further 'check-in' with them. There is strong evidence that increased, or follow-up contact with the victim can significantly improve their relationship with and confidence in the police (HMIC, 2012). Therefore, this is a key part of tackling ASB and RV as victims will be more likely to make contact in times of need (HMIC, 2012). The victim was finally given some general advice on what they should do if the ASB continued such as not engaging and contacting the police immediately.

The actions taken by myself leads me on to a further approach used to support vulnerable people which is multi-agency working and information-sharing. This is essential if we are to stop risk of harm to vulnerable victims from escalating (Home Office, 2013; Wedlock & Tapley, 2016). In the incident described, the PPN submitted included a summary of the vulnerabilities we had identified during our risk-assessment and was referred to our Public Protection Unit. This unit was then responsible for further assessing the level of risk and sharing information with partner agencies if necessary. A benefit of this multi-faceted approach is vulnerable victims can be signposted for further

support that the police may be unable to provide (Wedlock & Tapley, 2016). However, 'backlogs' of PPNs can delay the provision of support and intervention by partner agencies (HMIC, 2015). Furthermore, the effectiveness of multi-agency working is determined by as the quality of the initial risk-assessment, as well as the willingness of agencies to cooperate and information share (HMIC, 2015). For this reason, Barton et al. (2019) state that it is important for new and more experienced officers to undertake training that develops the skills needed to confidently assess risk, needs and vulnerability. HMIC (2015) also found that issues can arise regarding the 'write up' of the PPNs, that being inconsistencies in terms of the quality and quantity of the information that is included. Therefore, their findings support the importance of regular training in this area.

A more general approach that can be used by the police to support vulnerable individuals is building community connections through neighbourhood policing (CoP, 2019). Neighbourhood policing involves small teams consisting of both police constables and PCSOs working amongst smaller neighbourhoods within the confines of a larger response patch. The idea behind this is to provide additional resources to neighbourhoods that have high levels of crime and victimisation (Longstaff *et al.* 2015). As they are working within a smaller area, NPT officers are able to be more present. More visible and accessible police staff helps to create an environment where those who live in the area can build a rapport with the local NPT officers, resulting in more trust and confidence in the police (Longstaff *et al.* 2015). As a result, both those who are anxious about reporting crime or ASB or, those who are vulnerable feel safer to engage with patrolling officers through for example more informational conversations (Longstaff *et al.* 2015). This increases the likelihood of police staff identifying vulnerable individuals in need of support (Longstaff *et al.* 2015). In this incident above, information was shared with the neighbourhood policing team to make them aware of the ASB and the vulnerable nature of the victim. However, past reviews carried out by HMIC (2008) found that there were large inconsistencies in the level of support neighbourhood policing teams were able to offer those identified as vulnerable (as cited in Longstaff *et al.* 2015). It also remains the case that responding to vulnerability is not the responsibility of one individual or team but requires the multi-agency approach mentioned above.

Although there are more strategies to support vulnerable people that I could discuss such as Victim Liaison Officers, I also want to explore evidenced based approaches used by police to tackle both RV and offending of ASB. One of the most popular methods is hotspot policing. Hotspot policing is where police records are used to identify and target smaller areas suffering from persistently high levels of ASB (CoP, 2022). This is achieved through more frequent and visible patrolling (CoP, 2022). It is argued that hotspot policing provides a deterrent for repeat offenders due to the increased likelihood of being caught whilst providing victims with the re-assurance that the issue of ASB is being taken seriously (CoP, 2022). For example, Basford et al 's (2021) research showed that minimal increases in police officer visibility can be effective in reducing community violence and visible street crime when compared to areas not being patrolled to the same degree. The approach can also be used in combination with problem-orientated policing. This involves identifying the 'root cause' of ASB (CoP, 2022). Once the underlying cause of the ASB has been identified, bespoke interventions can be designed to tackle the issue (CoP, 2022). Although this is a more time-consuming approach, there is evidence to suggest that the effects are longer-lasting than visible patrols in terms of reducing re-offending (Braga *et al.* 2019 as cited In CoP, 2022). Additionally, Farrell et al.'s (2012) review of what works in reducing burglaries provides evidence that a problem-orientated approach has the potential to reduce RV. Their research revealed that '*appropriately tailored and implemented situational crime measures*' such as target hardening in the case of burglary have the largest impact on levels of RV (Farrell *et al.* 2012). Their research also revealed that this approach was far more effective than providing victims with basic advice or guidance about the crime they have experienced, a strategy often used by myself (Farrell *et al.* 2012).

Finally, the College of Policing (2024) also discuss the potential benefits of restorative justice in order to tackle ASB. This is a victim-led approach that involves an interaction between the victim and offender that encourages the offender take responsibility for their actions (CoP, 2024). It also gives the offender the opportunity to apologise for their actions and better understand how their behaviour has caused harm (CoP, 2024). Evidence suggests that restorative justice can have an empowering effect on victims by removing the post-traumatic stress of court or legal proceedings (CoP, 2024) There is also strong evidence that it can have a positive effect on re-offending rates in the years that follow the intervention (CoP, 2024). However, although restorative justice positively impacts victim satisfaction (CoP, 2024), a possible critique of the approach is that it does not tackle the underlying causes of crime and repeat offending in the same way as problem-orientated policing. Additionally, restorative justice does not necessarily address the vulnerabilities that make them more likely to experience RV.

The importance of a 'victim-focussed strategy' where the needs and vulnerabilities of victims are a priority has become a greater focus of police forces across England and Wales (Lay *et al.* 2023). Through my experiences with victims who have very different needs and vulnerabilities I have learnt that although my actions must always follow the Victim Code, there is not a one-size fits all approach. Every victim or vulnerable person must be seen as an individual and how I act should reflect this. Completing this essay has also taught me of the importance of my decision-making always being informed by the best available evidence of what works in supporting and managing vulnerable individuals at risk of harm (Lum & Koper, 2024). This will help me to achieve the best outcomes for the victims I support, boosting their confidence and trust in the police to support them when they are at their most vulnerable.

Word Count: 2193

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:

According to statistics, in March 2023, it was predicted that 2.1 million people aged 16 years or over who had experienced domestic violence and abuse (DVA) (ONS, 2023), with 1 in 4 women experiencing DVA at some point during their lifetime (Refuge, 2022). Prior to the 1970's, societal norms mean that incidents of DVA were deemed to be a 'family matter' that should be dealt with privately, rather than a criminal justice matter that would be the concern of front-line policing staff (Stewart, 2001). However, due to the ongoing efforts of organisations and feminist groups such as Women's Aid and Refuge, the seriousness of DVA is now more widely understood (Stewart, 2001). According to Refuge (2022), an emergency call relating to DVA is received by the police every 30 seconds and as the first point of contact in most cases, the actions taken by responding officers are of great importance (Davies & Barlow, 2024). However, the policing of DVA is a complex and challenging issue and throughout the 1980's and 1990's, police forces across England and Wales have faced high levels of criticism for the way that they have handled and responded to incidents of DVA (TPF, 2014). The complexity of the effective policing of DVA is also recognised by academics. Therefore, for the purpose of this essay, I will be reflecting upon personal challenges I have faced when attending a specific incident of DVA as well as lessons learnt regarding the effective policing of DVA.

By law, Domestic abuse is defined in Section 1 of the Domestic Abuse Act 2021 as;

"Behaviour of a person ("A") towards another person ("B") is "domestic abuse" if—

A and B are each aged 16 or over and are personally connected to each other, and the behaviour is abusive.

Behaviour is "abusive" if it consists of any of the following; physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological, emotional, or other abuse,

and it does not matter whether the behaviour consists of a single incident or a course of conduct" (Legislation.co.uk, 2024).

The incident I will be reflecting on is a domestic incident I attended whereby the victim had previously been assessed as a high risk, repeat victim of DVA by their partner, who was also a known perpetrator. On route to the incident, myself and my colleague were made aware that an ongoing domestic incident had been called in by a neighbour who had concerns due to hearing screaming and shouting from a neighbouring property. The only other information provided was the name and address of the victim and suspected perpetrator, as well as being informed of the lengthy history of domestic incidents between the two parties, ranging from verbal arguments to incidents of physical assault. Therefore, as we made our way to the address, we understood the importance of gathering evidence and further information so that we could better understand what had happened. This draws our attention to one of the first challenges of responding to DVA incidents. Responding police constables have a challenging role to carry out when attending DVA callouts (Davies & Barlow, 2024). After soliciting essential information about the events that have occurred, officers must determine whether or not an arrestable, criminal offence has taken place (Davies & Barlow, 2024). However, whilst completing this task, they are also required to assess the ongoing risk to the victim and any children at the property. In doing so, they must also demonstrate that they have taken positive action and preventative measures to ensure that no further offences or harm will happen (Davies & Barlow, 2024). The tasks mentioned above are made even more challenging by the fact that information available to the attending police officers is often lacking in detail (Davies & Barlow, 2024). Further to this, there are many aspects of DVA that are less visible and more challenging to detect such as coercive control (Davies & Barlow, 2024). Therefore, unless there are visible signs of DVA such as evidence of physical assault, when gathering information about what has happened, as an officer you are often dealing with two conflicting accounts of the events meaning you must exercise your discretion and ultimately, take one individual's word over individual (TPF, 2014; Myhill & Johnson 2016).

Upon attending the address, we were met by a family who were initially silenced by our presence. However, the suspected perpetrator then became quite agitated in their presentation, not allowing anyone else to speak whilst also trying to move us along as quickly as possible. Myself and my colleague made sure that all parties were spoken to separately to support us in gaining a true account of what has happened and provide the victim with a greater sense of safety. It soon became apparent that the victim was under the influence of alcohol or illicit substances. However, they were able to engage and disclosed that they had been assaulted by their partner and that they had pushed them before putting their hands around their throat and attempting to strangle them. In this case, there were also physical signs of abuse that supported the victim's account such as redness around her neck. When comparing accounts from the suspected perpetrator with my colleague, they informed me that the perpetrator had maintained throughout their conversation that nothing has happened and that we were 'wasting our time.' When gathering information to determine whether a criminal offence had been committed, we also spoke to the children who were present at the property, again, doing so in a private, safe space, away from the suspected perpetrator. My intention was to check on the children after what is a traumatic experience for most, but also to get an account of what they may have witnessed given that in 75-90% of DVA incidents, any children residing at the property are either present or in the next room and have overheard the events as they unfold (TPF, 2014). Equally, research carried out by CAADA (2014) tells us that of all children exposed to incidents of DVA, 62% have themselves experienced harm of a physical or sexual nature. Therefore, a further challenge in this case was the need to determine whether any arrestable offences against the children had occurred. The children gave similar accounts to what had been given by the primary victim and did not disclose any harm to themselves, nor did the primary victim. However, often, the primary victim may be reluctant to disclose any abusive behaviour or harm caused to their children because they are fearful that reporting this will result in children services becoming involved and, in some cases, the removal of the children (The Guardian, 2014). Therefore, it is crucial that any responding officers understand and remain alert to possible indicators of child abuse as it will not necessarily be disclosed (TPF, 2014).

Having fully investigated the incident, I conferred with my colleague for a final time, and we came to a unanimous decision that the best course of action was to arrest the primary aggressor and safeguard those remaining at the property. A PPN was submitted which included the outcome of the DASH Risk Assessment completed. Government guidelines on the effective policing of DVA stress the importance of multi-agency working and information sharing with other local agencies (TPF, 2014). As my PPN included an assessment of the victim as 'high risk', the case would have been discussed at a Multi-Agency Risk Assessment Conference (MARAC) which would have led to a multi-agency safety plan being created for the victim (TPF, 2014). A study by CAADA found that of all cases referred to MARAC, for approximately 50%, there were no further police calls-outs (as cited in TPF, 2014). Therefore, although police officers are typically the first person to respond to a DVA incident, the above shows that the best outcome is achieved when the actions taken by officers triggers a multi-agency approach that focusses on safety of the victim and children (Saxton *et al.* 2022).

Shortly after arresting the individual my colleague and I reattended the address to take formal statements from all present. However, the victim now appeared to be more sober and we were presented with a new challenge given that they were now less willing to engage. There are a number of barriers that contribute to a victim being unwilling to provide a formal statement to police, which brings us on to a further challenge of under-reporting (CoP, 2021). Less than a quarter of incidents of DVA are reported and this is often for a variety of complex reasons or fears held by the victim (Refuge, 2022). Such fears include the involvement of the police resulting in an escalation of the violence or abuse they are experiencing, or, of not being believed by professionals and being left in more danger due to the officer's failure to act (CoP, 2021). Many victims will have devised their own unique set of survival strategies in order to keep themselves and their children safe (CoP, 2021). As a result, they

may fear that the police becoming involved could have a profound effect on their 'safety' (CoP, 2021). Equally, the perpetrator may have already made a number of threats if the victim was to cooperate with other agencies including threats of death, significant injury, or harm to their children (CoP, 2021). In this case, given that the incident involved a repeat victim, a lack of trust and confidence in the police may have also been a contributing factor due to previous negative experiences (CoP, 2021). It is likely that repeat victims will have encountered multiple different officers and a lack of compassion and respect towards them during previous incidents may negatively influence the likelihood of them being willing to accept support (Saxton *et al.* 2022). Robinson and Stroshine's (2005) research similarly shows that victims' lack of satisfaction with the actions taken by the police can have significant consequences in terms of the victim's long-term willingness to cooperate.

The Police Foundation (2014) states that the effective policing of DVA can only occur if responding officers are able to gain the trust and confidence of the victim. Therefore, when the victim expressed that they were unwilling to provide a formal statement, as recommended in academic literature, I empathised with them on why they had reservations about 'taking action', demonstrating to them that I wanted to understand their concerns in order to support them (TPF, 2014). The victim explained that one of the main reasons that they did not want to make a formal complaint was because they were not only worried about any repercussions from the partner, but also, that they were intimidated by the court process itself, referring to other people's experiences. To address this, I talked the victim through the options available to them to help to understand the process and feel less intimidated about attending court. For example, this was done by discussing ways in which they would be safeguarded i.e., bail conditions and special measures they may be eligible for such as giving evidence from behind a screen, in private or via a live link so that victims do not have to face the accused (CPS, 2023). After taking these steps to reassure the victim, their position on providing a formal statement changed and we were able to proceed with a prosecution. A further challenge with DVA prosecutions is the risk that the victim withdraws their statements at a later point (CPS, 2022). However, it is hoped that the way I engaged with the victim would have prevented this and that the necessary evidence had been gathered to proceed regardless.

This incident has shown that there are a number of challenges that officers face when attending DVA calls. However, as I have shown, there are also a number of strategies that can be used to police DVA effectively. Of particular importance to myself is remaining open-minded, non-judgemental, and fluid in my response. Although there are standard procedures to follow such as gathering evidence, the use of risk-assessment tools (DASH), multi-agency working and information sharing, there does not appear to be a one size fits all approach to the effective policing of DVA. As an officer, it is essential that I use my discretion and take time to understand the dynamics of each individual case. In this case, this required me to empathise, communicate effectively and build a rapport with the victim to increase their trust and confidence in myself. As a less experienced officer, I recognise that I am still learning about the complexity of DVA and am still building the knowledge needed when attending more challenging cases. Therefore, my own experience supports the view of many academics who talk about the importance of specialist training if we are to police DVA effectively as an organisation (Davies & Barlow, 2024). However, I am confident that the more DVA-related calls I attend, the challenges will undoubtedly become easier to deal with.

Word Count: 2156

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: Ryan J Pickford

Date: 05-08-2024

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.

References (Task 1)

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