

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:Joshua

WILKINS _____

Learner's University Registration Number:

_2134313 _____

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

Word count policy can be found in chapter 7 of the Academic Quality under section

7.7 (this applies to presenting work above and under the specified word count).

[https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter 07 Assessment Taught Programmes Pages 72-79-UPDATED-05-11- 2019.pdf](https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter%2007%20Assessment%20Taught%20Programmes%20Pages%2072-79-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](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	
	Bibliography	

Task 1

Relevant areas of the National Policing Curriculum:

Vulnerability and Risk, Evidence-based policing

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

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

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

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

ANSWER:

During my time as a response police officer I have had several incidents whereby I have played a significant role with a victim of a crime. One of these incidents involved supporting a vulnerable young adult through hardships whereby he was persistently targeted by numerous subjects of crimes both in person and via online communication.

Being vulnerable is defined as “able to be easily physically or mentally hurt, influenced, or attacked”. (Cambridge Dictionary, 2023)

As police officers we must consider a person’s vulnerability or perceived vulnerability as they may be more susceptible to harm if they do not receive suitable or adequate support to help prevent them

from being abused or exploited. The College of Policing have adopted a THRIVE (threat, harm, risk, investigation, vulnerability and engagement) definition of vulnerability. This states that “a person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation”.

By applying the THRIVE approach, it allows police officers and staff to identify an individual's vulnerabilities, understand how the vulnerabilities relate to the situation to increase potential harm or risk of harm, assess the level of harm or risk of harm and then take appropriate action if necessary. (College of Policing, 2021).

It is important as police officers, particularly whilst young in service that we reflect on incidents that we deal with in order to improve our own learning, progress and abilities as a police officer. Using reflective practice regularly can improve an officer's self-awareness and emotional intelligence which improving decision making abilities. It has also been shown to improve an officer's ability to cope with stress. (College of Policing, 2023).

One form of reflective practice is called The Gibbs reflective cycle, which consists of several steps and is aimed at effectively allowing a person to reflect on and analyse a situation or incident. These steps include reflecting on and considering description, feelings, evaluation, analysis, conclusions and actions following an incident. (The University of Edinburgh, 2020).

During my time as a response officer I have dealt with a variety of vulnerable people. On one particular incident, I dealt with a victim who had contacted South Wales Police after receiving malicious communications and threats to kill via online communication and also had the subject turn up at his property and threaten the victim and his family.

The victim of this crime classed himself as vulnerable as he had several factors which he had disclosed to officers. The first being that he had autism spectrum disorder. Autism spectrum disorder is a condition which is linked with brain development that affects how a person can perceive and socialise with others, potentially causing issues in social interaction and communication skills. (Mayo Clinic, 2018). Those with autistic spectrum disorder may find it difficult to communicate and interact with other people, find it hard to consider how other people may think or feel, take longer to understand information and get anxious or upset when in unfamiliar situations or social events. (NHS, 2022).

The victim also had Attention deficit hyperactivity disorder (ADHD), which is a condition that alters people behaviour. Those with ADHD may have difficulties concentrating, may appear restless and may act on impulse. (NHS, 2021). There is also a linked correlation between those with ADHD and other mental health disorders. At least one quarter of people with ADHD also have a diagnosable anxiety disorder. (Story, C, 2017). Those with ADHD are also more likely to suffer sleep problems, substance abuse and show signs of aggression or antisocial behaviour. (Mental Health Foundation, 2021).

The victim also stated that he was unable to read and write without assistance. Approximately one in eight (12%) of the adult population in Wales lack basic literacy skills. (Natural Literacy Trust, 2023). The victim also had a hearing impairment which affected his communication. Hearing loss can make it more difficult to talk with others and is also correlated to loss of cognitive impairment. (Mayo Clinic, 2023). Those with a hearing impairment can also find it hard to engage in conversations and can feel tired or stressed from having to concentrate whilst listening. (NHS, 2021).

He also had a speech impediment, which he stated impacted the way he communicated with other people. Studies have shown that those with speech and language disorders are more likely to commit criminal offences and be involved with the police. Specifically, young offenders with undiagnosed language problems are twice as likely to reoffend within a year. (National Institute for Health and Research Care, 2021); (Langbecker, D, 2023).

The victim was also alcohol dependant. The victim told officers that he consumed alcohol daily and that he would have negative repercussions on his health if he did not consume any alcohol. The victim also explained how alcohol affects his personality and behaviour which could leave him being more susceptible to being a repeat victim. (NHS, 2022); (Gov.uk, 2016).

As a result of the victims vulnerabilities, an appropriate adult was present in order for him to understand and interpret situation. The role of the appropriate adult is to safeguard the rights and entitlements of a person who are suspected of or a victim of a criminal offence, ensuring that they are treated in a fair manner and able to participate efficiently. The victim stated that he would like his

mother to be his appropriate adult and requested that she is present when officers are engaging with him. (National Appropriate Adult Network, 2023).

Prior to this incident, I had dealt with all parties previously when the subject in this incident had assaulted the victim's mother at the victim's home address. The subject had bail conditions not to attend the address or contact the victim and their mother directly or indirectly. The comment regarding turning up at the property increased my concerns due to the previous incident whereby the subject had assaulted the victim's mother, causing actual bodily harm (ABH) level injuries. (GOV.UK, 2004).

The victim and his family had numerous previous dealings with police and stated on the initial call that they had felt 'let down' by South Wales Police as an organisation due to past experiences whereby they felt they did not receive the outcome that they had hoped for.

Prior to my initial attendance, I was aware that dealing with this incident may prove challenging due to the victim and their families perceived vulnerabilities and their mistrust of police due to poor past experiences.

The subject of the incident was the victims ex-partners and their family. This incident was largely a family dispute whereby the victim and their family was receiving malicious communication contact from the ex-partner and her family. I was also aware of the subject and their families due to past dealings both as a victim and a subject or a variety of crimes and incidents.

The victim and subject in this incident were both over sixteen years old and were ex- partners, which by definition would describe the incident as a domestic violence (DV) related incident. Both the victim and the subject were also high risk victims and high risk perpetrators of DV towards each other. This proved challenging as both parties had previously been the perpetrator and also the victim of numerous DV related offences towards each other. Both parties were specifically perpetrators of DV related violence towards each other, which raised concerns as the victim in this case had previously been assaulted by the subject and there were signs that this could happen again potentially causing injury to either party. (Gov.uk, 2024);(College of Policing, 2021).

In order to safe guard both parties, I submitted a public protection notification (PPN) report for both parties to be shared within South Wales Police and external agencies to offer further support to both the victim and their family. A PPN is an information-sharing document that records safeguarding concerns about an adult or child. PPNs are shared with partner agencies to inform a multi-agency response. (His Majesty's Inspectorate of Constabulary and Fire & Rescue Services, 2023);(College of Policing, 2017).

As the victim had several previous incidents which we were aware of that had been reported to us I submitted a critical marker on the address. A critical marker is a safety marker which officers can place on a subject or victims house which will identify that property, or persons within that property as particularly vulnerable for a variety of reasons. I decided to place a critical marker on the victims address as he was a repeat victim of domestic abuse victim and a variety of other crimes and was persistently targeted by numerous individuals, placing both him, his family and his property at risk of coming to harm or damage.

As a result of the ongoing issues with the victim, the property and their family I sent a task to our local neighbourhood policing team (NPT) to make them aware of the ongoing issues. I chose to send a task to NPT to make them aware of the ongoing issues and to request they conduct additional patrols of the area to provide reassurance and a visible police presence for the victim and their family.

I spoke with my line manager regarding a restorative justice approach. Restorative justice (RJ) is a process of dealing with an incident or offence in a way which can often benefit both the victim and the subject. RJ can take the form of victim-offender mediation either by using direct contact with a third party or by using indirect communication such as a letter of apology. The RJ process has to be agreed between both the victim and the subject and can take a variety of forms. (CPS, 2023). I considered this due to both parties reporting similar incidents both as a victim and a subject on each report and the continued ongoing issues and hostility between both parties. Statistics have shown that 85% of victims who took part in the RJ process were satisfied with the process and research has concluded that restorative justice reduces the frequency of reoffending by 14%. However, due to the nature of this incident and the history between both parties my supervisor did not feel that the RJ process would suffice. (Restorative Justice Council, 2023);(A Joint Thematic Inspection by HMIC, HMI Probation, HMI Prisons and the HMCPSP, 2012);(Adler, J, 2016).

Both the victim and the subject had engaged in the Youth Offenders System (YOS) whilst they were juveniles. YOS is a multi-agency team that work with youths who have engaged in criminal activity in an aim to understand why and how they can prevent this from reoccurring.

The team can consist of a mixture of police officers, probation officers, health, housing and children's services, schools and education authorities and charities. (GOV.UK, 2023). Studies have proven that engagement with YOS have reduced rates of reoffending in youths. (Gov.uk, 2022). I did consult with my line manager and consider this as a possible option but both the victim and the subject were ineligible due to their age at the time of the incident.

The outcome of the incident resulted in me submitting a file for CPS charging decision for the ongoing issues. I also contacted the victim's housing association and social services regarding their living situation, requesting that the family be moved to an alternative location as per their wishes. I felt that this was best as the victim and his family had already been targeted at their home address and moving to an alternative address would best safeguard them.

I also requested that social services provide additional support to the victim and their family as they stated they feel that they would benefit from additional support in all aspects. The victim specifically stated that he feels he would benefit from counselling, which I advised his social worker of. Studies have proven that talking counselling can be more curative for depression and anxiety than medication. (Cronin, C. 2020).

The victim also stated that he would like to seek employment and is interested in an apprenticeship as a bricklayer. I discussed this with his social worker and advised him to seek advice from the local job centre or employment coaches. Studies have shown that having employment can have a positive effect on mental health when compared to unemployment. (Modini, M. 2016).

During this incident I did consider evidence based policing (EBP) for best practice and to inform my decision. EBP is using the best available evidence to inform and challenge policies, practices

and decisions. An EBP approach can be used by all parties in collaboration with other parties and external agencies. (College of Policing, 2023).

Upon reflection using the Gibbs reflective practice model, I analysed how I dealt with the situation and felt proud as I rebuilt the victim's trust in police and felt that I made a difference to the victim and their family. Upon reflection and going forward I will continue researching and practicing EBP as the research and statistics accurately show what works in targeting repeat victimisation and helping those who are most vulnerable.

Word count: 2172 words

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.

ANSWER:

During my time as a South Wales police response officer I have attended numerous domestic abuse incidents. Domestic abuse is defined 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 considered abusive if it consists of violent or threatening behaviour, physical or sexual abuse, economic abuse, controlling or coercive behaviour, psychological, emotional or other abuse. It does not matter whether the behaviour consists of a single incident or a course of conduct. (College of Policing, 2021).

When attending domestic incidents it is paramount that both parties are safeguarded and that they are separated to speak to both parties separately so that officers can receive information on what has happened and whether any disclosures of offences or concerns are raised.

Whilst on patrol as a response police officer, I was made aware of a suspected ongoing domestic incident. My colleague and I attached ourselves to the incident and made our way to the location. Whilst on route our control room passed updates that the property that we would be attending had a critical marker logged and that there was a high risk perpetrator of domestic violence (DV) living at the address. The control room passed information that South Wales police had received a 999 emergency call from a neighbour living near the property stating that they could hear shouting, banging and screams coming from within the address.

Our control room then identified information of a male and female living at the property. The male and female were married and were known to police. The male had several flags and warning markers including serial DV perpetrator, violent, assault police, carries weapons, drugs and mental health. The female inside the property was identified as a high risk repeat DV victim from the male.

Warning markers are used on police systems to identify where an individual may pose a risk to others, pose a risk to themselves, be vulnerable or be wanted in connection to an offence. (His Majesty's Inspectorate of Constabulary and Fire & Rescue Services, 2023). Our control room then passed information that there were two young children living at the address, aged four and six years old. There was no information passed during the initial call which could determine whether or not the children were inside the address at this time but my colleague and I considered this as a factor to consider when approaching this incident regarding safe guarding all parties at the property.

Once I arrived at the location I could hear signs of a loud disturbance coming from within the property. I could hear a female voice screaming 'help' and what sounded like glass being smashed from within the property.

I decided to request for further units to attend if possible due to the warning markers of both parties and because I could hear signs of a disturbance from inside the property and the potential risk of escalation or injury to either party or my colleague and I.

My colleague and I have approached the front door of the property and have made the decision to enter the property under section 17 of the police and criminal evidence act 1984 (PACE) in order to preserve life and limb as I ascertained a persons life may be in danger due to the disturbance heard. (Legislation.gov.uk, 2020).

Upon entering the property I could hear signs of a disturbance towards the rear of the property and my colleague and I have headed through the passageway to investigate and to protect all parties. Whilst approaching the disturbance I have shouted 'police' and identified myself as a police officer.

As my colleague and I reached the end of the passageway a male come towards the door to ask why we were inside his property. I have identified myself as a police officer and requested that the male confirms his name. The male confirmed that he is the male who we

had linked on our systems and I asked him is there any other persons inside the property. The male told my colleague and I that his wife was inside the room he had just exited and his two children were in their bedroom upstairs in the property.

My colleague then spoke with the male and requested that they speak privately in the passageway whilst I speak with his partner. The male appeared to be compliant at this time but I was conscious of his warning markers for assault police. I have then entered the room that the male left and there was apparent signs of a disturbance from inside and I saw his wife in tears crying on the sofa in the living room.

The signs of a disturbance from inside included a smashed glass coffee table which had left glass shards over the floor. I approached the female and identified myself as a police officer and asked if she was hurt. The female was crying but stated that she was okay and was not hurt. I asked the female what had happened and she initially would not speak to me and kept repeating 'nothing'. I have then continued engaging in a conversation with the female utilising my verbal communication skills. (College of Policing, 2020).

Studies have shown that often victims of domestic abuse do not disclose what has happened due to fear of the consequences of further violence, fear that they will not be believed and fear of social services involvement and child protection concerns. (Rose, D. 2011). Studies have also shown that often victims will feel the need to 'protect' the abuser and keep the abuse a secret. (Boethius, S. 2020).

I aimed to remain calm whilst talking to both parties, as a study called the Betari box model demonstrates a correlated relation that our attitude and behaviour are affected by others and our own attitude and behaviour can affect others. (Revolution Learning and Development, 2023);(Making Business Matter, 2023);(College of Policing, 2020).

I continued using my verbal communication skills in an attempt to build a rapport with her so that I could ascertain what had happened and safe guard all parties inside. The female has then stated that

she does not want to tell me what had happened as she is scared of her partner and is worried at what he will do if she tells the police what had happened. I informed the female that we are there to help and support her and we will put in all the relevant safe guarding so that she is kept safe and comes to no harm. I could see that she female had reddening to her face and signs of a thickened/bruised lip. I asked the female what had happened and she stated that she had fallen and was fine.

I have then continued utilising my verbal communication skills and engaging in conversation with the female whilst attempting to build rapport. Shortly after she stated that she and her partner had a verbal argument which escalated into him smashing the coffee table with his fist before punching her to the face, causing bruising and a thickening of her lip.

I have then heard over my police issued radio that the further units we had requested on arrival had arrived on scene and were about to enter the property. I have then passed a transmission that we will be arresting the male on suspicion of DV actual bodily harm (ABH) and criminal damage. My colleague has then arrested the male and taken him away from the property.

As I had already engaged and built a rapport with the victim, I requested that my colleagues convey the suspect whilst I remain to complete the outstanding actions and safeguarding process.

I have then asked the female if the children are inside the property as stated by the suspect. The victim confirmed that her two children, aged four and six were in their bedroom upstairs . I have then asked the female if I can go upstairs to conduct a welfare check on both children and to ensure that they are safe and unharmed. The victim was initially obstructive and stated that there was no need to check on the children. I explained to the victim that this is standard protocol as they were at the property at the time of the incident. As previously mentioned, studies have shown that often victims do not disclose domestic incidents due to fears of social services becoming involvement and potential concerns of losing custody of their children, which may have impacted why the female was initially obstructive. (Rose, D. 2011).

I have then gone upstairs and both children were safe and well inside the bedroom watching television. Both children spoke to me and confirmed that they were fine and were unaware of what had happened downstairs other than 'Mammy and Daddy were shouting'.

I had no concerns over the welfare of the children, the children had not witnessed the incident or had come to any harm, had suitable clean clothing on, the house was in a clean and tidy condition and there was sufficient food inside the property. (College of Policing, 2014).

Studies have shown that children who witness domestic incidents may have negative health implications including anxiety, depression, physical health changes, post-traumatic stress disorder and adverse childhood experiences (ACE's). (Monnat, S. 2015).

I have then spoke with the victim and assess her injuries. The victim had a reddened/bruised face and a thickened lip. I asked if she would like to seek medical attention for her injuries as she may have a head injury but she declined.

After continuing our conversation and building that rapport the victim disclosed that there are several incidents that have occurred recently whereby she has been physically assaulted by her husband that have not been reported to police. The victim disclosed that she feels that his violent behaviour is progressively getting worse and she is fearful of him and what he may do. The victim stated that she wanted to leave him and separate but she is too scared to do so.

I have then explained the various forms of safeguarding that police can put in place to keep her safe. I have also explained special measures which officers can request to the court in an attempt to protect the victim and may make them feel more comfortable if the matter was to go to court. Such as a live video link, a screen to separate the view of the suspect and victim, a video recorded interview or removal of gowns or wigs by the judges and barristers. (The Crown Prosecution Service, 2021).

I have also discussed what a victim personal statement (VPS) is to the victim. A VPS is where a victim can explain in their own words how a crime has affected them, whether that be emotionally, financially, physically or in any other form. (College of Policing, 2013).

I have then gone through the Domestic abuse, stalking and harassment (DASH) questions and submitted a public protection notification for the victim. The DASH questions are a set of structured questions which a victim will answer before the information is shared with third parties to establish what structure of support can be offered to best safeguard the victim.

(College of Policing, 2016).

I also submitted a victim support referral form for the victim. A victim support referral form is a form submitted to a third party organisation who can offer support to victims of any crime. (Victim Support, 2023);(Police.uk, 2024).

I also passed the victim information of 'live fear free'. Live fear free is an organisation which provides specialist support and advice regarding violence against women and domestic abuse. (Live Fear Free, 2023).

The victim provided me with a detailed statement providing information on abuse spanning over several years and progressively getting worse. The victim disclosed evidence of stalking and harassment, coercive control and previous non-fatal strangulation, which the subject was later further arrested for and was charged and found guilty of all offences.

Domestic incidents can often prove challenging as the victim may not be forthcoming due to the fear that may be installed in them by their partner and the fear that the incidents may escalate and progressively get worse. It is important that we as officers take every step possible to provide the best support we can and build rapport with the victims in order to take action and safe guard them to the best of our ability.

There can also be difficulties in obtaining an initial disclosure from a victim in a DV case, as there are safe guarding concerns whether attending the address in person or discussing the incident over the phone. It is vital that officers are aware of this and are conscious of safe guarding all parties. (College of Policing, 2015).

Word count: 2153 words

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.

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.

Answer:

Authentication signature: Joshua Wilkins

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

Signed: J.WILKINS Date:

11/03/2024

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.

Adler, J. (2016). What Works in Managing Young People who Offend? A Summary of the International Evidence. Ministry of Justice. ISBN 978-1-84099-737 (ISBN 978-1-84099-737). [Online]. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/4984 [Accessed 1 February 2024].

A Joint Thematic Inspection by HMIC, HMI Probation, HMI Prisons and the HMCPSP. (2012). Facing Up To Offending: Use of restorative justice in the criminal justice system. Criminal Justice Joint Inspection. ISBN: 978-1-84987-99 (ISBN: 978-1-84987-99), p.6. [Online]. Available at: <https://assets-hmicfrs.justiceinspectorates.gov.uk/uploads/facing-up-to-offending-20120918.pdf> [Accessed 3 January 2024].

Boethius, S. (2020). Revealing hidden realities: disclosing domestic abuse to informal others. Nordic Journal of Criminology. 21(2), pp.186-202. [Online]. Available at: <https://doi.org/10.1080/2578983X.2020.178772> [Accessed 9 March 2024].

Cambridge Dictionary. (2023). Vulnerable. [Online]. Cambridge Dictionary. Available at: Cambridge Dictionary [Accessed 04 January 2024].

College of Policing. (2021). Domestic or Relationship Abuse. [Online]. College of Policing. Last Updated: 15 December 2021. Available at: <https://www.college.police.uk/guidance/violence-against-women-and-girls-toolkit/domestic-or-relation> [Accessed 02 January 2024].

College of Policing. (2020). Conflict management skills. [Online]. College of Policing. Last Updated: 02 September 2020. Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills> [Accessed 08 January 2024].

College of Policing. (2020). Conflict management using de-escalation, communication and negotiation. [Online]. College of Policing. Available at: <https://assets.college.police.uk/s3fs-public/2020-09/Conflict-management-guidelines.pdf> [Accessed 02 January 2024].

College of Policing. (2023). Evidence-based Policing. [Online]. College of Policing. Available at: <https://www.college.police.uk/research/evidence-based-policing-EBP> [Accessed 3 February 2024].

College of Policing. (2021). Introduction to vulnerability-related risk. [Online]. College of Policing. Last Updated: 18 September 2021. Available at: <https://www.college.police.uk/guidance/vulnerability-related-risks/introduction-vulnerability-relate> [Accessed 09 January 2024].

College of Policing. (2017). Multi-agency public protection arrangements (MAPPA). [Online]. College of Policing. Last Updated: 21 December 2023. Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/managing-sexual-offender> [Accessed 06 January 2024].

College of Policing. (2014). Police Response to Concern for a Child. [Online]. College of Policing. Last Updated: 24 February 2022. Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/investigating-child-abus> [Accessed 14 January 2024].

College of Policing. (2023). Resources for Reflective Practice. [Online]. College of Policing. Available at: https://assets.college.police.uk/s3fs-public/2020-11/Resources_for_reflective_practice_v1_0.pdf [Accessed 1 February 2024].

College of Policing. (2016). Risk-led policing of domestic abuse and the DASH risk model. [Online]. College of Policing. Last Updated: September 2016. Available at: <https://library.college.police.uk/docs/college-of-policing/Risk-led-policing-2-2016.pdf> [Accessed 14 January 2024]

College of Policing. (2015). Understanding risk and vulnerability in the context of domestic abuse. [Online]. College of Policing. Last Updated: 11 July 2023. Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/domestic-abuse/understan> [Accessed 11 January 2024].

College of Policing. (2013). Victim and Witness Care. [Online]. College of Policing. Last Updated: 27 July 2023. Available at: <https://www.college.police.uk/app/prosecution-and-case-management/victim-and-witness-care> [Accessed 11 January 2024].

CPS. (2023). Restorative Justice. [Online]. CPS. Last Updated: 10 February 2023. Available at: <https://www.cps.gov.uk/legal-guidance/restorative-justice> [Accessed 15 January 2024].

Cronin, C. (2020). What Good Are Treatment Effects without Treatment? Mental Health and the Reluctance to Use Talk Therapy. NATIONAL BUREAU OF ECONOMIC RESEARCH. 27711(August 2020). [Online]. Available at: [10.3386/w27711](https://doi.org/10.3386/w27711) [Accessed 8 March 2024].

GOV.UK. (2024). Offences against the Person Act 1861. [Online]. Legislation.Gov.UK. Available at: <https://www.legislation.gov.uk/ukpga/Vict/24-25/100/section/47> [Accessed 7 March 2024].

GOV.UK (2016). Health matters: harmful drinking and alcohol dependence. [Online]. Gov.uk. Last Updated: 21 January 2016. Available at: <https://www.gov.uk/government/publications/health-matters-harmful-drinking-and-alcohol-dependence/he> [Accessed 06 January 2024].

GOV.UK (2024). Statutory definition of domestic abuse factsheet. [Online]. Gov.uk. Last Updated: 03 January 2024. Available at: <https://www.gov.uk/government/publications/domestic-abuse-bill->

2020-factsheets/statutory- definition- [Accessed 06 January 2024].

GOV.UK (2022). Youth Justice Statistics: 2020 to 2021. [Online]. Gov.uk. Last Updated: January 2022. Available at: <https://www.gov.uk/government/statistics/youth-justice-statistics-2020-to-2021/youth-justice-statist> [Accessed 1 February 2024].

GOV.UK. (2023). Youth Offending Teams. [Online]. GOV.UK. Available at: <https://www.gov.uk/youth-offending-team> [Accessed 11 January 2024].

His Majesty's Inspectorate of Constabulary and Fire & Rescue Services. (2023). Public protection notice (PPN). [Online]. His Majesty's Inspectorate of Constabulary and Fire & Rescue Services. Last Updated: 29 March 2023. Available at: <https://hmicfrs.justiceinspectorates.gov.uk/glossary/public-protection-notice/> [Accessed 06 January 2024].

His Majesty's Inspectorate of Constabulary and Fire & Rescue Services. (2023). Warning Markers. [Online]. His Majesty's Inspectorate of Constabulary and Fire & Rescue Services. Last Updated: 4 April 2023. Available at: <https://hmicfrs.justiceinspectorates.gov.uk/glossary/warning-markers/> [Accessed 06 January 2024].

Langbecker, D. (2023). Long-term effects of childhood speech and language disorders: A scoping review. South African Journal of Childhood Education. 2223-7682(2223-7682), pp.1- 13.

Live Fear Free. (2023). Live Fear Free Helpline. [Online]. Live Fear Free. Available at: <https://www.gov.wales/live-fear-free> [Accessed 11 January 2024].

Legislation.gov.uk. (2020). Police and Criminal Evidence Act 1984. [Online]. Legislation.gov.uk. Last Updated: 01 December 2020. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/17> [Accessed 03 January 2024].

Making Business Matter. (2023). The Betari Box: Exploring Attitude and Behavioural Dynamics.

[Online]. Making Business Matter. Last Updated: 12 March 2023. Available at: <https://www.makingbusinessmatter.co.uk/betari-box/> [Accessed 13 January 2024].

Mayo Clinic. (2018). Autism Spectrum Disorder. [Online]. Mayo Clinic. Last Updated: 06 January 2018. Available at: <https://www.mayoclinic.org/diseases-conditions/autism-spectrum-disorder/symptoms-causes/syc-20352928> [Accessed 05 January 2024].

Mayo Clinic. (2023). Hearing Loss. [Online]. Mayo Clinic. Last Updated: 30 March 2023. Available at: <https://www.mayoclinic.org/diseases-conditions/hearing-loss/symptoms-causes/syc-20373072> [Accessed 06 January 2024].

Mental Health Foundation. (2021). Attention deficit hyperactivity disorder (ADHD). [Online]. Mental Health Foundation. Last Updated: 09 June 2021. Available at: <https://www.mentalhealth.org.uk/explore-mental-health/a-z-topics/attention-deficit-hyperactivity-dis> [Accessed 07 January 2024].

Modini, M. (2016). The mental health benefits of employment: Results of a systematic meta-review. *Australasian Psychiatry*. 24:4(2016:24(4)). [Online]. Available at: 10.1177/1039856215618523 [Accessed 9 March 2024].

Monnat, S. (2015). Long Term Physical Health Consequences of Adverse Childhood Experiences. *Sociol Q*. 56 (4)(56 (4)), pp.723-725. [online]. Available at: 10.1111/tsq.12107 [accessed 7 March 2024]./

National Appropriate Adult Network. (2023). About Appropriate Adults. [Online]. National Appropriate Adult Network. Available at: <https://www.appropriateadult.org.uk/information/what-is-an-appropriate-adult> [Accessed 10 January 2024].

National Institute for Health and Research Care. (2021). Young offenders with undiagnosed language problems are twice as likely to reoffend within a year. [Online]. National Institute for Health and Research Care. Last Updated: 18 February 2021. Available at: <https://evidence.nihr.ac.uk/alert/young-offenders-with-undiagnosed-language-problems-are-twice-as-likely> [Accessed 19 January 2024].

Natural Literacy Trust. (2023). Adult Literacy. [Online]. Natural Literacy Trust. Available at: <https://literacytrust.org.uk/parents-and-families/adult-literacy/> [Accessed 03 January 2024].

NHS. (2022). Alcohol Misuse. [Online]. NHS. Last Updated: 04 October 2022. Available at: <https://www.nhs.uk/conditions/alcohol-misuse/> [Accessed 06 January 2024].

NHS. (2021). Attention deficit hyperactivity disorder (ADHD). [Online]. NHS. Last Updated: 24 December 2021. Available at: <https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/> [Accessed 11 January 2024].

NHS. (2021). Hearing Loss. [Online]. NHS. Last Updated: 06 December 2021. Available at: <https://www.nhs.uk/conditions/hearing-loss/> [Accessed 06 January 2024].

NHS. (2022). What is Autism?. [Online]. NHS. Last Updated: 07 September 2022. Available at: <https://www.nhs.uk/conditions/autism/what-is-autism/> [Accessed 11 January 2024].

Police.uk. (2024). Support for Victims and Witnesses. [Online]. Police.uk. Available at: <https://www.police.uk/pu/support-services/support-for-victims-and-witnesses/> [Accessed 09 January 2024].

Restorative Justice Council. (2023). Evidence supporting the use of restorative justice. [Online]. Restorative Justice Council. Available at:

<https://restorativejustice.org.uk/resources/evidence-supporting-use-restorative-justice#:~:text=Rest> [Accessed 3 January 2024].

Revolution Learning and Development. (2023). The Betari Box Model. [Online]. Revolution Learning and Development. Available at: <https://www.revolutionlearning.co.uk/article/the-betari-box-model/> [Accessed 07 January 2024].

Rose, D. (2011). Barriers and facilitators of disclosures of domestic violence by mental health service users: qualitative study. *The British Journal of Psychiatry*. 198(3), pp.189-194. [Online]. Available at: <https://doi.org/10.1192/bjp.bp.109.072389> [Accessed 9 March 2024].

Story, C. (2017). Relationship Between ADHD and Anxiety. [Online]. Healthline. Last Updated: 06 January 2023. Available at: <https://www.healthline.com/health/adhd-and-anxiety> [Accessed 12 January 2024].

The Crown Prosecution Service. (2021). Special Measures. [Online]. Special Measures. Last Updated: 29 August 2023. Available at: <https://www.cps.gov.uk/legal-guidance/special-measures> [Accessed 05 January 2024].

The University of Edinburgh. (2020). Gibbs' Reflective Cycle. [Online]. The University of Edinburgh. Available at: <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle> [Accessed 3 February 2024].

Victim Support. (2023). How Can We Help - Victim Support. [Online]. Victim Support. Available at: <https://www.victimsupport.org.uk/> [Accessed 05 January 2024].