



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

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

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

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Learner's University Registration Number: 2031253

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

Contents

Component 1 50%	Area of Professional Practice	Word count
Task 1	Vulnerability and Risk Evidence-based policing	2000
Task 2	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 2		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	
	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.

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

ANSWER:

The term 'vulnerability' is commonly used to refer to an area of susceptibility that is at risk of exploitation or harm. This broad definition can apply to people, systems, locations, objects etc. For the scope of this article, 'vulnerability' will be discussed in a policing context with reference to the experiences or characteristics of an individual person or group. In this context vulnerability applies to people who are "in need of special care, support, or protection because of age, disability, risk of abuse or neglect" (Vulnerabilities 2022). 'The primary purpose of the police is to prevent crime, disorder and protect people' (PEEL: Police effectiveness 2015 - Vulnerability). Therefore, it is the duty of police to understand, identify and respond to those who are vulnerable to, or at risk of harm. 'Risk' is the likelihood of a person coming to harm or exploitation as a result of their vulnerability. In this article I will briefly reflect on my first experience on initial attendance to a report of a sexual assault and my learnings.

Early on during my tutorship phase of my probation as a police constable my sector received a report of a sexual assault that had occurred during the early hours of the same day. Due to the intimate nature of such offences, it is essential attending officers are emotionally aware of the victims needs and the vulnerable state the victim may be in and respond appropriately. In offences of this nature forensic evidence is vital. In preparation, my tutor and I ensured we had sufficient evidence bags, swabs, and other medical collection kits available. On attendance after gaining the initial account we confirmed it was a report of rape and that the perpetrator may still be in the area. On learning this, we alerted the Sergeant who made his way with other officers to the scene for arrest enquires. Due to contact with the victim my tutor and I were to continue with investigation, evidence collection and not to be in contact at any point with the suspect to prevent evidential cross contamination. If officers have contact with both suspect / victim at scene this may transfer DNA between the two which would have serious consequences to the investigation such as bias or cast doubt of reliability of forensic evidence.

We ensured that the victim was comfortable (as could reasonably be expected). I completed the 'PPD3' form with the victim, which is used to briefly describe the nature of the offence reported. It also serves as a handover document for the RIT (Rape Investigation Team). I then collected hand swab samples. My tutor collected clothing samples and provided instruction to the victim to gather further intimate samples. Throughout this we were now in regular contact with the on-duty CID for investigation advice for fast-track actions described.

When the Sergeant and other officers arrived, we directed them to the flat the suspect had been staying in. The suspect had been visiting for the weekend and was not a local resident. They learned that the suspect had recently left the campus to drive back to a military barracks in England. Further investigation resulted in identifying his social media accounts, which confirmed his employment. From CCTV enquires we learned his vehicle index which was sent over the air for observations. After the account and forensic evidence collection, I noted a security camera on the adjacent building. From the timeframe given I obtained footage of the suspect entering and leaving the victim's flat. I then contacted the relevant military police to assist with arrest enquiries. After a few hours the military police sent me an email that the suspect had been arrested on arrival and placed in a 'dry cell' of the barracks custody suite for the offence of rape (the dry cell is to prevent the suspect from showering and removing potential forensic evidence). The suspect was later interviewed and admitted to the assault.

Prior to attending this call, the thought of attending a report of sexual assault made me nervous. Offences of such an intimate nature can understandably induce intense emotions for all present and the thought of having to question a victim to replay those memories was not something I looked forward to. In addition, I did not want to say anything 'wrong' to unintentionally cause further upset. During the attendance my initial nerves began to subside. My tutor provided calm, reassuring guidance and the victim (while clearly displaying a withdrawn and subdued demeanour) was exceptionally brave in giving her account and providing us with key information. I tried my best to maintain my composure and provide reassurance. At the victim's request two other friends remained for moral and emotional support. After hearing of the negative result of initial arrest enquiries, I was concerned. Not apprehending the suspect in the immediate aftermath of an offence of this type could result in lost forensic evidence, the victim losing faith in police, becoming unsupportive, or the perpetrator having time to think of an alternative account of events. However, after reading the email from the military police of arrest and subsequent admission of guilt I was incredibly relieved of the outcome. I feel proud that I was involved in a multi- team and multi-agency approach to apprehend this suspect. I hope this expedited result can aid the victim in recovering, reduce the impact of a prolonged investigation and offer some form of closure.

Positives from this investigation include gaining trust of the victim, evidence collection (including forensic samples, CCTV of suspect) and co-ordination of other resources which lead to the eventual arrest of the suspect. However, on attendance I was pre-occupied with not upsetting the victim further and collecting forensic evidence, I question whether we would have been able to arrest the suspect on scene if I had just asked that question first. This is the first incident I have been involved with that required multi-agency participation, which includes campus security (proving access to CCTV), as well as the military police - based on the challenges this presents I was pleased to learn there were no barrier to progress in this regard on this occasion. It may have obvious to those present that I was nervous and unfamiliar with this investigation process. While being inexperienced is unavoidable, nevertheless, I believe this can result in observers losing confidence and assurance in the process. Thankfully this experience has made me more confident in attending reports of this nature and the actions required for a successful investigation.

Regardless on the nature on contact with vulnerable members of the public, public authorities have a duty of care when dealing with members of the public to identify any current or potential vulnerability and take measures to mitigate the risk of harm. Failure to do so may have a significantly negative impact on that individual's health and wellbeing. Faced with the situation again, I believe this experience has improved my confidence to gain the trust of victims and witnesses, which will enable their confidence and reassurance in the police the investigative process. I believe I can now better support victims of crimes of this nature, especially after seeing how my colleagues professionally approached this incident. There is certainly a balance to be struck with attempting to gain relevant information from a victim while considering their feelings. Further development of my questioning skills will allow for more effective results and gain more key actionable information sooner. To further develop my knowledge, skills, and response to reports of this nature better, I have enrolled in a SOFR course (Sexual Offence First Responder).

UK legislation contains several Acts that form a legal response that aim to identify and address vulnerability. For example, Section 126 of Social Services and Well-Being Act (2014) describes into law the definition of an 'adult at risk'. Subsection 2 stipulates that where a local authority responsible for the identified vulnerable person has reasonable cause to suspect is an 'adult at risk' they must make reasonable enquiries to decide if any action should be taken to address. The Children's Act (1989) aims to provide a statutory framework for the welfare of children. Some vulnerabilities such as severe mental health conditions may result in a subject making decisions that place themselves or other at risk of harm - in these situations there are various pieces of legislation that provides emergency workers the powers to act in the person's best interest - for instance section 136 of Mental Health Act 1983 and section 5 of the Mental Capacity Act 2005. These Acts details the circumstances to allow detention and treatment of individuals against their will. Linsey (2016) argues that vulnerability should be adopted as a legal tool. This approach allows courts to recognise actions that public authorities can take to provide real solutions. Currently the legal focus is on the victim. Lindsey concludes that future legal work should address perpetrators of abuse but notes that law alone cannot provide a complete solution.

To put such legislation into practise successfully it is key for effective cross authority collaboration. Different authorities will come into contact/ observe vulnerabilities in different contexts; Police or social services may receive a report of concern for an adult or child; medical practitioners may see patients with concerning unexplained injuries or other health concerns. Therefore, it is important that a multi-agency approach is established for avenues of information sharing between authorities. This information should then be readily utilised to view the 'big picture' of a subject and appropriate action taken to mitigate risk. This 'big picture' view may or may not involve criminal investigations. If the subject is identified as a victim of criminal neglect / abuse, then this information could form evidence of an offence. Alternatively, if no crime is identified, then it may provide a suitable opportunity for safeguarding / signposting for other relevant organisation intervention to mitigate risk and improve a subject's health and well-being.

The police have number of tools at their disposal to assist a vulnerable person identified in the course of their duties. Perhaps the most widely utilized tool for safeguarding vulnerable persons is the PPN (Public protection notification). This is a simple form that consist of several questions / observations depending on the concern identified of four main categories - Child concern, domestic abuse, adult at risk and honour-based abuse. When the form is submitted it is reviewed by the PPU (public protection unit). Should the report be sufficient cause for concern, it may be shared with partner agencies to be discussed with risk assessment /action planning to best safeguard the subject. Such forums may take the form of MASH meetings (multi-agency safeguarding Hub), or MARAC meetings (Multi-agency Risk Assessment Conference) for example. The contact details of the subject may also be shared with charities such as Woman's Aid (in the case of domestic abuse) where they can assist the subject with

arranging refuge accommodation, safeguarding, legal advice and other support. However, their effect can be limited to capture the true extent of the situation if the victim refuses to participate.

Regarding domestic violence, police face the difficulty to safeguard victims from their abuser while also respecting their human rights to private life (ECHR 1998). Where a victim is not supportive of police action protection via prosecution is challenging and may not make it to court. In this circumstance repeat victimisation is high. To address this during 2011 – 2012 in England and Wales, the police and courts piloted two short term measures – Domestic Violence Protection Notice / Domestic Violence Protection Orders, and the following years disclosures schemes to allow potential victims, their current partners previous violent history (Bessant 2015). A DVPN is in essence a notice given to an alleged perpetrator in person by police and describes prohibited actions and consequences of breaches for 24 hours to 28 days. While these measures provide temporary relief, their effect may be limited if they do not empower the victim to end the relationship (Bessant 2015). Additional support from agencies such as Woman's Aid may be required to provide the day-to-day support. The involvement of multiple agencies adds layers of complexity that may be a barrier to a victim of repeat abuse to seek help – when considering the psychological effect of abuse on the victim.

As a result of circumstance or disability any person can become vulnerable and unable to protect themselves from harm or exploitation. 'Vulnerability' is a complex topic and as a concept has become a significant area of police resources (Keay and Kirby 2018). Police are arguably best place to identify vulnerability and risk. It is necessary be able to understand, identify and respond effectively to the specific nature of the vulnerability in question. While various legislation and policies have been implemented in recent times each situation will present unique variables therefore further legislation, work and co-ordination is required to empower victims and agencies to better safeguard those who are vulnerable. Therefore, it is essential that legislation, policies and best practice is regularly reviewed, analysed, updated, and implemented to meet current and ever evolving needs.

Word Count 2173

Task 2

This is a reminder that this TASK 2 section is an opportunity for you to answer one question which should be relevant to the “advanced learning” area that you have chosen. The advanced learning lecture that you choose to attend will assist you in answering this task.

Choose 1 of these 5 options to answer

(Note for officers who have an interest in becoming a detective and wish to specialise in this role, you **MUST** choose option 5)

1. Response Policing.
2. Policing Communities.
3. Road Policing.
4. Information and Intelligence.
5. Conducting Investigations.

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

A core part of the policing mission is to prevent crime and disorder. Domestic abuse causes both serious harm and constitutes a considerable proportion of overall crime

You should choose **a domestic abuse incident** that was of a complex nature, in which you played a significant role in providing a response.

Critically assess the challenges associated with a domestic abuse incident that you have attended, and the strategies developed for effective policing in such challenging situations.

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

ANSWER:

A substantial part of front-line policing involves attending domestic incidents between relationships and families (Barrow-Grint et al 2022). The UK government estimates there are over 2 million victims of domestic abuse each year (Domestic Abuse Factsheet 2021). To address this concerning trend the Domestic Abuse Act 2021 was introduced into legislation with the aim of improving the effectiveness and response of the justice system to protect victims of domestic abuse and prosecute the perpetrators. This legislation introduced a statutory definition of domestic abuse which extends beyond physical assaults, to include emotional, controlling, or coercive and economic abusive behaviours. In this article I will reflect on the personal experiences and challenges faced by attending domestic incidents between a mother and daughter. Between May and August 2022 there have been over 130 recorded incidents between the pair where the mother is a victim of her daughter's abuse. I will focus on a particularly challenging incident where I have made the decision to arrest and reflect on this experience and critically assess the challenges of dealing with parental abuse.

Within weeks of completing my tutorship as a student Police Constable my sector received an emergency call of a mother reporting that her teenage daughter was threatening to jump from her bedroom window. This subject did not have any recent or significant historical police contact. I attended with my sergeant. On attendance the subject was in an enraged emotional state - she directed extremely abusive language to officers and her mother. It was clear that the subject was a routine self-harmer as evidenced by the dozens of scars that covered her left arm and left leg. Some of these scars were fresh as her trousers had a concerning amount of semi- dried blood that had seeped through. We resolved this incident by utilizing the power of detention provided by the Mental Capacity Act 2005. The MCA allows for emergency workers to make decisions on behalf of an individual in their best interests and can be utilised in public and private settings. As a result, use of force was required to gain control of the subject - handcuffs utilised and physical restraint to escort the subject from the residence and conveyed to hospital.

On the surface this appeared to be a troubled child in crisis. Medical care would take primacy over police intervention and mental health services such as CAMHS (Children and Adolescent Mental Health Services) would be engaged. Unfortunately, it soon became apparent this was a complex case of domestic abuse where the mother was the victim and the child, the perpetrator. During early incidents every effort was made to find alternatives to arrest. Many officers attempted to investigate if this behaviour was a symptom or expression of other abuse such as Child Sexual Exploitation, however no evidence was discovered to support this theory. Public Protection notifications (PPNs) were submitted frequently - initially as child concern, however when the incidents escalated to criminal damage and assaults the PPNs now included the domestic abuse classification.

On one pivotal occasion, Police were called by social services who had become involved after a few months of repeat incidents. They attended the home address for a support meeting with mother to develop a care plan. This meeting devolved into an assault against mum, the social workers, and threats to harm with an offensive weapon (a hammer, then a pair of scissors). As a result of these disclosures, I arrested the subject and conveyed to custody. Custody soon discovered concealed blades under her self-dressed wounds, they deemed her not fit for detention and 'released under investigation'. To safeguard and prevent escalation of conflict, the subject could not be allowed to return to her mother's, and housing options were limited. As a result Social services arranged

temporary accommodation in a neighbouring city. Officers conveyed the subject, however on route, while in the marked police van cell, I noticed she had pulled something from her hair and attempted to cut herself. I immediately opened the interior cell door took hold of the subject's hands and retrieved the blade of a pencil sharpener. On arrival at accommodation, we transferred care to the social workers. While preparing to leave, we heard the subject screaming which was followed by the front bay window smashing in view of myself and colleague. I felt I had no other option than to further arrest for criminal damage. We then conveyed to a different custody suite and again her detention was refused. With no other options left to house the subject, an Inspector authorised a Police Protection Order (PPO – Section 46 of Children Act 1989) which allows police to keep a child in police care for up to 72 hours in emergency cases where it is believed the child would be likely to suffer significant harm.

This incident was a particularly exhausting, tense, and stressful encounter for my colleague and me. The decision to arrest was not taken lightly, however due to the allegations disclosed, arrest appeared the appropriate option to safeguard the mother and social workers. Faced with the same situation again I would commit to the same actions. While custody refusal presented further challenges and indirectly provided the opportunity for a further offence. Ultimately, the decision to arrest ensured an outcome where all parties involved remained physically safe and well. Further, this event was the catalyst for social services to re-house. Until this point, the various public protection notices (PPN) failed to appropriately convey the seriousness of the situation and the mother remained at significant risk of escalating violence while sharing residence. Where offences are disclosed, this may limit options for resolutions to conflict without arrest (dependent on the level of seriousness / risk). However, there are many police encounters where advanced conflict management skills may provide a suitable intervention, de-escalate, and prevent potential offences.

Early police encounters felt productive with successful attempts to de-escalate high stress situations, get subject required medical treatment and provide referrals to partner agencies. Mother was accepting of help offered to manage her daughter's behaviour. I initially sympathised with the subject and spent many hours trying to understand and reason with her (while in custody the subject will freely talk). I felt progress was being made. As a result of my time listening, empathising, and building rapport, on subsequent contact I could de-escalate situations. I was hesitant to use handcuffs and use of force for fear of further traumatising a distressed, troubled child and damaging rapport built. I was also reluctant to criminalise for what I hoped would be a passing phase following mental health service engagement. However, reflecting on over six months of responding to dozens of calls, I am left frustrated by a seemingly inability to affect a positive outcome for this situation. The subject would appear to show remorse for her actions and stressed she would behave which I initially believed. However, based on the evidence of her repeated, escalating abusive behaviour and observing her interactions with officers unfamiliar with her (i.e., conversations repeat with striking similarity) I am now of the belief that the engagement the subject would offer was possibly an attempt to placate / manipulate for a favourable outcome (i.e. less likely to arrest) for future incidents.

The subject has not had any formal mental health disorder diagnosis and many officers believe her actions are a behavioural choice over a symptom of a mental health disorder. I remain open to the idea that a mental health disorder may drive her behaviour. The mother is understandably distressed by the on-going conflict, and I fear for her long-term mental health and impact this conflict will have on her. Other officers have shared similar feelings of frustration, loss of sympathy and appear emotionally hardened in their responses – this is evidenced by the audible collective sigh whenever the home address is mentioned over the radio.

Encounters with this subject are best viewed with actions that control the situation and ensure the safety of all. The incident in the police van highlights the need for constant vigilance - quick reactions

prevent attempts at self-harm. I also standby the actions taken to arrest to mitigate further harm to mother and social workers. In addition, from attending dozens of these calls, I have become more comfortable with conflict management and more decisive in my decisions when dealing with subjects in distress.

The clear negative from this situation - after all the police, social service, medical and mental health efforts to resolve the situation - it is still on-going following numerous intervention attempts. The subject has been rehoused nearly ten times in a few weeks due to her disorderly behaviour and refusal to submit to curfew which results in frequent missing person reports. On one hospital watch, I attempted to elicit her empathy and inform of the significant, detrimental impact her behaviour is having on her mother's mental health. I hoped this would spark discourse and reflection, however the subject took offence to this and became verbally abusive. I am unsure whether this reaction was an attempt to deflect, illicit a feeling of guilt or that I had simply pushed too far and damaged any previous rapport or goodwill I had managed to build. The mother had previously stated I was the only officer the subject liked; however, this has now changed.

This case highlights the complex nature of child-to-parent domestic. ONS Statistics record an overwhelming prevalence of DA incidents between adults within an intimate relationship where the female is the victim of a male's behaviour (ONS 2022). To deal with such situations there are established processes such as Domestic Violence Protection Notifications/ Orders which seek to address a 'gap' in the legislation (where there is sufficient evidence to charge but the victim needs immediate - pre-trial – protection). Such non-molestation orders aim to prevent contact/ incidents occurring. When the perpetrator is a child, these are not appropriate as the child is also vulnerable with complex needs. Children lack financial independence and are naive to risks of abuse / exploitation outside of a stable home environment.

Social services attempted to address the subject's behaviour, and council the mother frequently failed and often becoming further sources of conflict. Rehousing the subject led to further police calls for service as the subject defies curfew rules daily, staying out all night, being reported as missing and regularly returning to the home address and inciting further conflict. Many attempts to investigate underlying drivers of disorderly behaviour been unsuccessful. Vostanis (2007) wrote about mental health interventions such as cognitive behavioural therapy (CBT) for vulnerable young people to talk through issues through a form of therapy, concluding family therapy as an effective measure to help children who have experienced various past traumas. However, any form of therapy can only be achieved with complaint and willing participants, which at this stage cannot be achieved.

Non – molestation bail conditions were put in place - these were routinely ignored and undermined by both parties. The mother has a strong desire to repair the relationship and protect her child, which is leveraged and exploited by the subject - often threatening self-harm / suicide if mother does not meet her demands. Subsequently, this appears to have reinforced and emboldened subject's disobedient and controlling behaviours. The prospect of criminal prosecution may deter some from pursuing such conduct, however in this case, when this prospect is presented to the subject, she uses it as a rationalisation that it is going to happen anyway, as if she has no control over her actions. The deterrent of prosecution may also be undermined by the mother who (understandably) refuses to support such a criminal prosecution. Holt (2013a p. 99) concludes that existing policy and legislative frameworks are unequipped to respond to parent abuse which mirrors my personal experiences. As of writing a DoLS (Deprivation of liberty Safeguards) application has been requested to the courts, however this has been in process for several months during which time the subject continues to place herself and her mother at risk of immediate harm on an almost daily basis. Further, Holt (2013b p.

144) notes the parent abuse issue as a “*health, legal economic, educational, development and human right issue*”.

This case highlights a significant issue regarding child-to-parent abuse. There is a clear lack of provisions, policies, legislation and guidance for front-lines officers and social services. A variety of measures have been implemented to reduce re-offending, protect mother and daughter which have at present proved ineffective. There has yet to be an effective strategy to mitigate the subjects disorderly and abusive behaviour. From a policing perspective, frontline officers are limited in their responses; removal, arrest, detention are commonly used powers for short term disruption to conflict however this is not a long-term resolution. Family violence research has largely focused on intimate partner and child abuse. Child-to-parent abuse has received little attention. To respond effectively to cases of parent abuse further research, policy, legislation, and guidance is required to empower police and relevant agencies to develop evidence-based, long-term solutions.

Word Count: 2164

Task 2 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

Criminal justice faces ever more challenges from society. While official figures show a drop in police recorded crime in the UK the distribution of crime shows a more complex pattern with violent crime showing a rise.

In regard to community policing chose an incident that you have attended that presented a complex issue for the community, and that you played a significant role in providing a response.

Critically evaluate a range of interventions that you have employed to promote community engagement that assisted in resolving the issue.

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

Answer:

Task 2 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

The police are the lead agency for collision investigation and have the primary duty to investigate and establish the circumstances that have led to road deaths and life changing injuries.

Describe a serious collision that you attended and in which you took a significant role (e.g., initial reporting officer, scene manager, lead investigator).

Critically evaluate the evidence base that you dealt with and strategies that could be implemented to reduce the likelihood of it reoccurring.

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

Answer:

Task 2 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically analyse an investigation, that you have led, commenting on the effectiveness of the National Intelligence Model and the importance of the role played by cross border cooperation in relation to your information and intelligence.

Reference how effective information and intelligence was used within your operation, and how you used specialist intelligence tools to support your complex investigation.

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

Answer:

Task 2 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically evaluate the processes employed in a complex investigation you have been involved in, and the fast-track actions that you have utilised.

Evaluate the support you have provided to victims, witnesses, and offenders (where appropriate) during a complex investigation and reference the management of your own personal values and attitudes in relation to this.

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

Answer:

Authentication signature:

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

Signed: 

Date:

14/01/2023

Bibliography

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

Task 1

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