

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

Contents

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

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

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

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

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

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

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

ANSWER:

Introduction

While policing is often a very rewarding job it is by no means simple. This essay will reflect on a policing incident whereby I played a significant role with a victim of crime.

Firstly, I will aim to give a description of the policing incident by describing what happened while using social and legislative context to support this. Secondly, I will evaluate the different approaches police can use to support victims and vulnerable people while accessing the effectiveness of these approaches.

Lastly, I will explore what actions police officers can take in relation to tackling repeat victimisation and repeat offending while looking into evidence-based policing. Throughout this task I will be using 'Bortons Model of Reflection (Borton, 1970) that reflects using three different aspects, these being, 'What?', 'So What?' and 'What Now?'. This method is simple and straightforward to follow and will help assist structure this task.

What?

The Policing Incident

During February of this year, I was working an afternoon shift and I was single crewed. Throughout the afternoon control room received 3 separate calls in relation to a group of youths causing nuisance in a particular neighbourhood. These calls included youths knocking on doors and running away and just generally hanging around the area in groups making people feel intimidated. None

of these calls were graded as an emergency as they were no immediate harm or threats being caused at the time. However, later that afternoon we received a call from an elderly female stating her front window of her flat had been smashed by whom she believed to be youths gathering outside her home address. This was graded as an emergency that was allocated to myself, due to the number of youths alleged to be gathered outside another single crewed unit came along with me.

On route to the call, I asked control room if they were able to call the women to tell her police will be attending as I was worried, she may not answer the door. On arrival I spoke to the victim who was very shaken up and quite clearly upset. The female was 75 years of age, windowed as her husband had recently passed away and had numerous health concerns, because of these reasons we classed this victim as vulnerable. She explained youths have been hanging around in the neighbourhood a lot lately and have been causing nuisance, but she did not think to call the police until her window was smashed.

This incident has caused criminal damage and therefor was classed as such. Criminal Damage has been defined by the Criminal Prosecution service (CPS) as “A person who without lawful excuse destroys or damages any property belonging to another, intending to destroy or damage any such property, or being reckless as to whether any such property would be destroyed or damaged, shall be guilty of an offence” (CPS, 2022)

There are certain points to prove within the criminal damage definition for the offence to be completed. In this case the youths did not have lawful excuse to damage the females window and had no permission from the female to damage her window. A small brick was found inside the female’s property suggesting a brick was used to smash it, this behaviour is reckless as a rational person would understand if you threw a brick at a glass window it will smash. From a quick observation it was clear the offence of criminal damage was completed by the youths.

Alongside the criminal damage there is clear issue of Anti-social behaviour (ASB) within the neighbourhood that I also needed to address. Metropolitan police define ASB as “Behaviour by a person which causes, or is likely to cause, harassment, alarm or distress to persons not of the same household as the person” (Metropolitan Police, 2023). Due to the volume of calls received in relation to the youths I had to visit the neighbours to see how they felt. The ladies whose window was smashed was very distressed when I attended her address and reported to officers there have been ongoing issues in the area for some time and she’s very upset by this.

The College of Policing defines vulnerability as “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” (College of Policing, 2020). In this incident I believe this female would be classed as vulnerable, as she has physical health conditions, lives alone and is aged 75. She also stated to officers she feels as though she is unable to protect herself in her home and feels frightened when youths gather outside due to the number of them. There is a model adopted by forces that normally takes place at the first point of contact which is the call

handler however it can be used throughout a policing incident, this model is called 'THRIVE'. This model looks at the Threat, harm, risk, investigation, vulnerability, and engagement. The reason this model is put in place is so officers can identify vulnerability as early as possible, this then allows officers to deal with the vulnerability with an appropriate response. In this incident THRIVE was put into practice, the threat posed to this elderly female was the damage caused to her window. In this incident there was no physical harm caused to the victim however, there is risk of this causing physiological harm meaning it could lead to fear and being scared in her own home. Officers had to think about the risk of this female becoming a repeat victim and what is the likelihood of this incident reoccurring. It is important officers take the investigation seriously by conducting all golden hour principles and examine why they believed this crime has occurred. The most key element to this investigation was officers understanding this female was vulnerable due to her circumstances. The engagement element is very important for vulnerable victims. Due to this incident I completed a referral to other agencies whereby they can offer extra support and protection such as, installing a ring door bell in the female's house, a fireguard for the letter box and also officer safety advice and extra support.

Even though Anti-social behaviour is classed as a low-level crime it can have a significant impact on some individual's daily lives. Victim Support (2023) state there are numerous ways in which Antisocial behaviour can impact individuals with some of these including, being unable to sleep, not feeling safe in your own home, not wanting to leave your home and not being able to speak to anyone about it. The Home Office (2023) conducted a survey that suggested people who are living in Wales are more likely to experience a significant impact from ASB and 32% of people who conducted the survey stated ASB had an impact on their quality of life. They also suggested that reduced transport links and lack of support services in Wales could impact this.

In relation to victims with physical health conditions this survey suggested individuals with physical health conditions were less able to respond to ASB happening in their area. This includes, not reporting ASB while it is ongoing, not taking part in monitoring ASB and the inability to stop an incident while it is happening.

So what?

There are many ways in which the police and other agencies can help manage vulnerable victims and ways in which they can reduce the cause of the crime. One of the ways police look at supporting vulnerable victims is a Public Health Approach. This approach builds on police experience involving neighbourhood policing and problem solving. It investigates preventative policing, working with partner agencies to solve issues, evidence-based policing, sharing data through agencies and vulnerability (Christmas and Strivastav, 2019). Instead of looking at the problem itself this approach instead looks behind the issue and what is causing the problem. "A public health approach to policing uses the science and art of public health at a strategic and tactical level to reduce vulnerability and thereby demand" (College of Policing, 2021). It is believed you are more likely to come into contact with police, enter the criminal justice system, become a victim and have poor health outcomes depending on a variety of different circumstances.

These circumstances include the education you have, housing and income. This approach was published in 2018, and forces across the UK have made development in implementing this.

It is believed prevention is better than cure and even though there is no simple answer in how to prevent this there are experiences which may lead onto criminal activity.

An example of this is Adverse Childhood Experiences (ACE'S), ACE'S are defined as "Events during childhood that are stressful and may impact upon mental and physical health having effects in childhood and future adulthood" (Scott, 2021, p.6). Experiences could include, witnessing domestic abuse, sexual assault, verbal abuse, parental separation, living with someone with an alcohol or drug abuse and physical abuse, however there are many more examples. Public Health Wales (Public Health Wales, 2015) conducted a study whereby it was suggested individuals who experience 4 or more ACES compared to those who do not experience them are 14 times more likely to be a victim of crime, 15 times more likely to commit a violent offence against a person and 20 times more likely to be incarcerated at some point in their lifetime.

Another approach used by the police to tackle repeat offending or repeat victimisation is Evidence Based Policing (EBP). EBP was first developed by Lawrence Sherman in 1998. Sherman (1998, pp.3 – 4) defined EBP as "The use of the best available research on the outcomes of police work to implement guidelines and evaluate agencies, units, and officers. Put more simply, evidence-based policing uses research to guide practice and evaluate practitioners. It used the best evidence to shape the best practice".

Policing changes overtime and it can be easy for officers to deal with a situation the same as it would always be dealt with, however this theory encourages officers to challenge practices and use evidence to adapt current practices. Evidence-based Policing is now something that is embedded into services and forces have a set budget for research. EBP is an approach which is very up and coming within the police due to officers having to undergo a degree, officers are more likely to conduct their own research and read into policies (Sherman, 2013). This is a positive for police services because with the amount of new officers joining the force, these officers will have a greater understanding about what evidence-based policing is and why it is important within policing, they can also share their ideas with officers who may not understand this. However, a disadvantage of evidence-based policing (Fielding, Bullock and Holdaway, 2020) is the word evidence alone is a very broad term, and evidence can be taken from a very large number of resources and therefore can be time consuming and costly.

A policing model that officers can put EBP into practice is ATLAS, this is an evidence-based approach that makes one think about what it is they are doing. ATLAS is an acronym for Ask, Test, Learn, Adapt and share (Spooner et al, 2022). Firstly, starting with 'Ask', you should ask questions that challenge current practices and processes, 'Test' is evaluating current research, 'Learn' being learning from existing ideas and new ideas, 'Adapt' is changing the current policies by using best evidence and finally 'Share' is to share ideas. The idea of this model is for officers to start thinking about the actions they are taking, whether it's worked well

previously, what hasn't worked well and what can be done to change it.

Now what?

Conclusion

In conclusion, there are many different approaches, policies, and procedures in place to help support and safeguard victims of crime. From the approaches explained in these essays it takes more than the police alone to support victims and put a stop to the issues arising day to day. It is clear there needs to be support from other agencies such as public health, education, social services, and housing play a huge important role in the supporting of victims and helping the police prevent subjects from reoffending. Even though police forces are defiantly better at working with agencies there is still room for overall improvement.

Word Count = 2059

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:

Introduction

Combating serious crime is one of the core policing priorities derived from the Police and Crime plan for Gwent Police. The aim of this priority is to “Improve the overall criminal justice response to violence against women, domestic abuse and sexual violence” (Gwent Police 2023). This essay will aim to critically assess a complex domestic abuse incident in which I played a significant role, the challenges associated with domestic incidents and the strategies and policies in place that provide effective guidance within policing.

Copely (2011) notes reflective practice is an essential skill within the future of policing as this enables officers to apply theoretical knowledge to real life demands. Throughout this essay I will implement the Gibbs Reflective Cycle to reflect on a previous domestic incident I attended. The University of Edinburgh (2020) states Gibbs Reflective Cycle is made of 6 states these being, description, feelings, evaluation, analysis, conclusion, and action plan. These stages will give me a well-structured framework to assist me throughout my essay.

Main Body

Domestic abuse is a complex issue that involves a high proportion of police work. Domestic Abuse is defined by Victim Support as “any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial, emotional” (Victim Support, 2023). Police officers face everyday challenges while dealing with incidents, more so when dealing with Domestic Abuse Incidents. These incidents can be challenging in nature due to a variety of different reasons, some of these including the victims being unsupportive of police action, the high volume of crimes that can occur and the safeguarding that must be put in place to prevent an incident occurring again.

As stated previously I will be using Gibbs reflective cycle to reflect on the incident. With the first aspect being description. In January I was allocated an emergency call in relation to an anonymous female reporting she could hear screaming and shouting from an address nearby. From gathering more information from control room there was a high-risk domestic abuse victim living in this address with a perpetrator who lives with her. Due to the relevant warning marker associated with the address, I attended alongside another double crewed unit. On arrival I knocked the door to which a female answered, the female presented with injuries to her face and was reluctant to let us into the property. From using tactical communication, I was able to gain entry to the property where a male was located inside the address. Both individuals in the house were split apart and I took the role of speaking to the victim. The victim was unwilling to provide me with any information, instead stated injuries sustained were from falling while she was drunk. HMIC (2020) suggested it is often common for victims not to support police action. As a team we were aware of the

dangers posed to the victim and my colleagues decided to take positive action and arrest the male. From making this decision I gave myself a chance to speak with the victim in a safe environment and consider all options and contingencies. We worked as a team to complete the golden hour principles of an investigation, including running persons checks on individuals involved, initiating support and protection for the victim, seizing of evidence related to the offence and house to house to identify any witnesses. We were unable to identify any witnesses as the area we attended do not have confidence or relationship with the police and are reluctant to interact with officers.

While on route to the incident I felt a little nervous due to the warning markers passed over the air in relation to the male and violence, although I know I am fully trained to handle situations involving conflict. From experience I feel as though I was able to gather an understanding of the situation in front of me and during my time speaking to the victim I felt confident in my ability to try and build a rapport with her. I was able to gather from the victim's demeanour that she was very distant and emotional, however she was trying to hide this. I was frustrated as I felt she was not opening up or telling us the whole truth however sympathetic to the fact this is very difficult situation to be in.

Throughout this incident we were faced with both challenges and triumphs. The third aspect of Gibbs reflective Cycle is Evaluation, The university of Edinburgh (2020) suggest to be able to get the most out of a reflection you must look at both the positives and negatives of a situation. Firstly, understanding the importance of getting a domestic abuse incident is something in which helps motivate us as a team to ensure we work together to gain the best outcome possible in these situations. The police competency and values framework is a set of principles set out that should underpin everything we do as a police service, one of these values is we are collaborative. This value states "We aim to work effectively with colleagues and external partners, mutually sharing our skills, knowledge and insights with each other to achieve the best possible results for all" (College of Policing, 2023).

Knowing each other's strengths and weaknesses is something we do well as a team. In this incident I know my strength is to build a rapport with the victim, even though she was reluctant to support police action I was able to use my communication skills to persuade her to complete a Domestic Abuse Stalking Harassment (DASH) form. A DASH is a very important police strategy used to assess the level of risk posed to the victim in the future and must be completed in each domestic situation. "Accurate assessment of risk for future violence is crucial to determining the optimal use of limited resources" (Connor-Smith et al., 2011, p.2518).

From completing a DASH risk assessment I was able to submit a Public Protection Notification (PPN) report, the grading of this report will determine whether or not other agencies are involved. In this case I graded the PPN as high due to the danger posed to the victim. Because of the grading a Multi-Agency Risk Assessment Conference (MARAC) is able to take place. SafeLives (2014) state a MARAC is when a meeting is held on victims of high-risk domestic abuse, representatives from police, health, child protection, housing and independent domestic violence advisors all are present during this meeting. Each sector is able to share information they have in relation to the victim and then are able to set out an action plan going

forward. This is a great benefit to officers as the victim can be supported from a number of different agencies and may be more likely to engage.

Another strength of this incident would be our decision to take positive action by arresting the male and taking him into police custody. Police officers are obliged to take positive action when dealing with domestic abuse incidents for several reasons. As suggested by the College of Policing (2023) arresting a perpetrator has many benefits. These including making the victim feel safer therefor increasing the likelihood of engagement, giving officers time to look at further lines of enquiries, having the option to place bail conditions on the perpetrator, the consideration of a Domestic Violence Protection Notice (DVPN) and lastly ensuring the perpetrators knows this behaviour is not acceptable.

As the victim was not willing to provide a statement or support police action the consideration of a DVPN is highly important. A DVPN can be served on a perpetrator which stops them from having any interaction with the victim for 48 hours.

“The DVPN/DVPO process can be pursued without the victim’s active support, or even against their wishes, if this is considered necessary to protect them from violence or threat of violence” (College of Policing, 2015). A DVPN being issued can be crucial as it gives the victim respite and gives services a chance to engage with the victim.

A weakness throughout this incident as previously mentioned was a lack of support from the victim. As a team we were aware there were further lines of enquiries we must conduct such as house to house enquires, seizing of phones for examination and speaking to any potential witnesses to domestic abuse such as family members. We must conduct these enquiries as we are aware in domestic incidents the victim does not always need to support and instead, we can look at having evidence led prosecutions. The College of Policing (2015) suggest evidence-led cases which do not rely on victim support can be challenging however can be effective. This means the Crown Prosecution Service (CPS) can find a perpetrator guilty from using different forms of evidence such as, 999 recording, police body worn video, witness statements from neighbours who overhear the argument, a first account from the victim in a police pocket notebook and photographs of injuries. However, these cases need to pass the Full Code Test that is set out by the CPS. Without a witness statement it is even more challenging to ensure this test is hit to be able to prosecute.

Another challenged posed to us was conducting house to house enquiries. The area in which the incident took place is a well-known area for us and an area in which members of the public will not cooperate with police. As suggested “The police rely on legitimacy and public support” (Bradford, B. Jackson, J & Stanko, E 2009. P.20). It is unclear to us why in specific areas public have less confidence with the police and without this support gathering evidence becomes more difficult. Without public support policing becomes a lot more difficult and it is a lot harder to gather evidence in these circumstances.

The fourth aspect of the Gibbs reflective cycle is analysis, this gives me the chance to overall make sense of the situation and expand on why I believe things happened. In this case we had a very vulnerable repeat domestic abuse victim, and the biggest

challenge posed to police officers is trying to break this bond. This bond can be explained by something called 'Stockholm Syndrome', even though Stockholm Syndrome is related to kidnapping or being held hostage it is something in which researchers have found has a direct link to repeated domestic abuse. Stockholm Syndrome can be difficult to explain however it is when someone used threats, fear or isolation to trick the victim into believing they cannot escape the situation they are in and the best thing to do is to keep the aggressor happy. Martinez (2001, p.1.) explains there is a lot more to domestic violence than the first assault, she explains by time the first strike happens to the victim, the victim has already psychologically been changed due to control. The victim will then not leave due to numerous reasons that include, humiliation, financial issues, isolation from family, threats of harm and the danger of leaving.

There are multiple reasons why victims struggle to leave their abusers, and this is the biggest challenge police can face. We must be able to safeguard the victim to our best ability, use police policies and procedures while working alongside multiagency to support the victim as much as possible.

Conclusion

Overall, admittedly this was a challenging job to deal with, cases like these are crucial to get right due to the fact the victim's safety is in danger if we get them wrong. I have gone for evidence led prosecution and the case file is now sitting with the CPS to make a decision. I feel as though I conducted the investigation in a way in which I am proud of even though there is still a lack of victim support. I have learnt in some cases even though the victim is not willing to support police action in its entirety, the importance of safeguarding and guidance throughout this process is crucial. I feel using Gibbs Reflective Cycle to structure my reflection worked well as I was able to complete a stage by stage reflection.

If I was to conduct this investigation again, I would keep a copy of organisations in my book to give to the victim at first point of contact as I had to go away and find these before returning them back to the victim. I am confident whatever the result from the CPS that I have conducted this investigation to the best of my ability at the time and I will continue to learn from each situation posed to me as a Police Officer. I did all I could to safeguard the victim even though challenges were faced throughout.

Word count = 2148

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: LMorgan

Date: 07/05/2023

Bibliography

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

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