

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: 2031223

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:

Within this written piece, I will discuss and reflect on a policing incident I attended of which I played a significant role in with a victim of crime. I will critically evaluate on my approach to the incident and the means of which I helped support a vulnerable person/family who were at risk. The incident in which I will be discussing and reflecting on, relates to a hate crime incident where a mother and her children were being racially abused by a group of children when they were returning home after going shopping. I will also evaluate the different approaches that I underwent to support the victims and outline the different approaches and multi-agency approaches by other professionals and myself as a police officer that were used, in order to offer support towards the victims. I will also outline and explore the positive strategies that can be utilised to help prevent repeat victimisation and reoffending within the community and show what impact these strategies have had in order to tackle these problems. For this incident I am discussing I will use the Gibbs Reflective Cycle in order to reflect this incident which allows me to 'learn and plan from things that either went well or didn't go well' (Gibbs' Reflective Cycle, 2023).

The policing incident involved a mother and her children who were returning home from going shopping and when they were walking, they were receiving words of abuse by a group of children, of which was relating to their race and religion, so there was a hate crime element to the abuse that was being received. It was stated in the call log that these children had been racially abusive to the mother and her daughters by stating that they should go back to their own country and were swearing towards them. As such the mother stated that it made herself and her children feel harassed, alarmed, and distressed (HAD) and stated that she felt victimised and vulnerable while being present in her own home. According to the

Codes of Practice for Victims of Crime a victim is defined as “a person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence” (Gov.uk, 2021).

My colleague and I attended the call and had met with the mother and her children at their house after they had returned from the shop. From the first encounter it was evident that there was a significant language barrier between the mother and the children, and myself and my colleague as it was noted that they were all Czech Republican. In order to cross the language issues, I was facing I evaluated the approaches at hand I could use in order to effectively communicate with the victim in order to gather best evidence and so I was able to offer efficient support. I was aware that officers had a direct contact to our partners Language Line Solutions (Language Line Solutions, 2023) of which officers can contact to provide direct translation over the phone from victim to myself and my colleague, thus gathering the evidence effectively and efficiently. It was then apparent through gathering information from the victim, that in addition to the initial racial abuse that the victims were facing that day, that the mother and the children (who were of ages 5 to 12) so in effect are vulnerable; had been getting repeatedly victimised and targeted for approximately a month or so continuously by the same persons. A vulnerable person is a person who ‘is either a minor or someone who, for physical or mental reasons, is unable to look after themselves’ (UK Practical Law, 2023). At this moment officers have used the approach of rapport building and understood the full extent of the challenges that the victims have been facing from this group of children by using open-ended questions and actively listening to the victims and thus revealing that it was not just this incident which has impacted their lives. ‘Building rapport has been shown to be an important way to improve the accuracy and amount of information elicited from victims and witnesses’ (College Of Policing, 2023). I also gathered from building a rapport with the mother I believed that she just wished for the offenders to be spoken to as she was not aware of other options that were available. I then explained the Restorative Justice (RJ) approach which benefits victims as it ‘is the process of repairing harm caused by criminal behaviour’. It involves communication between those harmed by crime or conflict and those responsible for it’ (Restorative Justice - College of Policing, 2023). Upon critically evaluating the incident, I believed that the fact I spent more time obtaining best evidence in the first instance from the victim through approaches such as Language Line and rapport building by actively listening to them, I was able to greater understand the victim and the challenges they faced in greater detail. ‘Government research demonstrates that restorative justice provides an 85% victim satisfaction rate’ (Restorative Justice, 2022) thus providing the victim with greater satisfaction and from a policing perspective I was able to ensure that positive action was taken and the victim had decided she would like to engage with the RJ approach as she wants the racial abuse to stop towards her and her family. My colleague and I have then obtained that the subjects were heading towards a nearby park and there I have located the group of children responsible. It was evident that the subjects were very young and officers obtained that they were ages of 11 and 12, and due to this I factored in all the options and approaches available to me at present to take positive action and as previously discussed with the victim the approach of Restorative Justice and decided to engage with this approach. According to the Criminal Justice System ‘where possible, we should seek to divert children from the justice system entirely

and address these needs. For those who do offend, our core focus must continue to be rehabilitation, tackling the underlying causes of youth offending, and delivering a system that gives children the support they need to break the cycle of offending and build productive and fulfilling lives' (Gov.uk, 2019). On evaluation I believed this outcome to be the most appropriate outcome for all parties involved as the subject who were children admitted the offence and understood their wrong doing and after my colleague and I spoke to them they understood the severity of the offence that they committed was and through the use of RJ, it helps to prevent reoffending as the children are kept out of the youth justice system and officers intervening in the earliest stage helps prevent re-offending in the future and also provides the victim with greater victim satisfaction. RJ is proven on average to have a '14% reduction in the frequency of reoffending' (Restorative Justice, 2022). Due to the best available evidence my colleague and I had to hand at the time after building a rapport with the victim I was able to use an evidence-based policing approach to make a decision on the best appropriate outcome. 'Evidence-based policing (EBP) means that the best available evidence is used to inform and challenge policing policies, practices, and decisions' (College of Policing, 2023). Due to the nature of the crime and it being hate related I knew upon evaluation of the outcome of the incident I had to do more to tackle repeat victimisation as it was disclosed by the victim that she and her family have been a victim from these children for about a month or so prior. Adopting an evidence-based policing approach I informed the Hate Crime Officer which is South Wales Police force policy to inform them of any hate related crime, in order for them to tackle the matter also and be able to offer the victim/s the best available support possible.

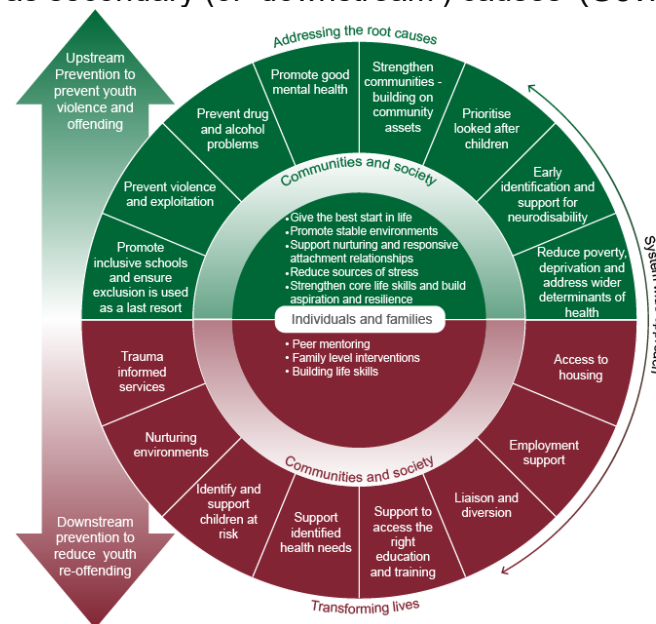
Furthermore, 'a person is to be treated as a repeat victim if they perceive themselves to be so or who have been a victim of **more than one recorded crime or ASB incident within 12 months**. This allows for a series of linked or recurring events that have happened prior to the victim contacting the police to be taken into account as part of a pattern of anti-social behaviour' (Bedfordshire Police, 2022).

For the incident I discussed, due to it involving young children and also people who were vulnerable I made the decision to submit a Public Protection Notice (PPN) which is a police form that is completed and gets reviewed by the Safeguarding Unit. This then gets referred to partner agencies such as Social Services and Children Services which informs them of the incident that has happened in order for them to get support and tackle the issues faced by the children early on which is proven to prevent re-offending as multiple agencies are aware of the circumstances at an early stage. Due to the incident involving children the form will be sent to the Multi-Agency Safeguarding Hub (MASH), 'whereby services are co-located to improve information sharing and respond more effectively to safeguarding needs. They are usually, but not always, focused on the needs of children' (College of Policing, 2023). The primary focus of MASH is to 'improve the quality of information that is shared between professionals to make timely and informed decisions about risk based on accurate and up to date information' (City of Westminster, 2020). This multi-agency approach is proven to help assist with support for vulnerable people such as children by engaging with partner agencies at the earliest stage and deters children away from offending as informed decisions will be made with agencies

‘such as education, housing, probation, the youth offending team and the UK Boarder Agency’ (City of Westminster, 2020).

Agencies such as education, and Youth Offending Team (YOT) can help make joint and informed decisions about the children and understand if there are any complex needs or reasons why the children are offending, and these agencies can work in cohesion with one another to tackle reoffending with young offenders at an early age and try and deter them away from crime. Through partnership and referral to YOT, young offenders are able to get support and partner agencies are able to understand the problem at an early stage and prevent re-offending. It is stated that out of the children who work with YOT that only ‘6% of young people went on to reoffend and become prolific (committing 5+ further offences)’ (Youth Justic Board (YJB), 2023).

To help identify children who are young offenders and to be able to help prevent re-offending at an earlier stage strategies have been put in place such as CAPRICORN (Collaborative approaches to preventing offending and re-offending by children) which sets out ‘a framework to help local authorities prevent young people offending and re-offending, by looking at primary (or ‘upstream’) causes of offending, as well as secondary (or ‘downstream’) causes’ (Gov.uk, 2019).



(Figure 1. (Gov.uk, 2019))

This model and framework which is used by partner agencies and is a system wide approach across professionals such as the justice system and local partnerships details the root causes that can be addressed to prevent youth violence and offending and also help transform lives at a younger age to reduce youth re-offending by helping communities, societies and families.

In addition to multi agency approaches to help prevent youth re-offending and repeat victimisation, a simple and very effective approach is community engagement. Through police teams such as the Neighbourhood Policing Team (NPT) and the PCSO's who are the heart and soul of connecting the community with the police directly, it can ensure members of the public can engage and participate with the police to share information so that repeat offenders and victims

can be identified early on. NPT 'work closely with residents, community leaders, the local authority and other partners to understand and respond to community concerns. By working together and focussing on early intervention, prevention and problem solving we can find long-term solutions to local problems' (South Wales Police, 2023). Through community engagement, priorities in the community can be outlined and then addressed and information can be shared and passed to the Police and Crime Commissioner so he can set out local priorities in the community so they can help tackle crime that is being experienced with the community and help prevent re-offending and repeat victimisation at an early stage.

To reflect and conclude, in order for professionals and partner agencies to provide the most appropriate approaches and best provide support to vulnerable persons such as children, working in cohesion with partners and multi agencies helps outline root causes, and solutions to greater support the vulnerable and prevent repeat victimisation and re-offending and as such an evidence based policing approach is vital. Being in cohesion with several agencies helps greater understand the root causes of repeat offending and repeat victimisation as a whole and helps tackle the problem at its earlier stage.

Word Count - 2180 words

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 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:

Within this written piece I will focus on an police investigation of which I was involved in that was of a complex nature due to what was further obtained and disclosed by the victim the more I investigated the matter. The incident was initially disclosed as a domestic harassment but upon investigating the incident further it was disclosed by the victim and witnesses that there were further offences that needed to be investigated that were of a complex nature. Throughout this piece I will be outlining the processes and actions that were taken by myself and honing in on the utilisation of fast-track actions such as golden hour principles and critically evaluate these actions that were taken. I will also detail the support that I had provided and shown to the victim, witnesses and offender due to the investigation being of a complex domestic nature and will discuss the processes I employed with the victim in order to gather important information within a fast tracked approach. In addition to this I will reference the processes and support given with the strategies I used to manage my own personal values and attitudes in relation to the complex investigation that I played a part in.

The incident started when I was on shift and an emergency call came in that was reporting that they heard screaming and shouting coming from one of the flat upstairs that had been going on for approximately 5 or 10 minutes now, and the neighbour was concerned by this. My colleague and I then made our way to the address and on route another call came in from the next door neighbour of the subject flat stating that they had just seen a male assaulting a female by the front door of the flat and was dragging her in by her hair. On route to the call I was evaluating the process of the National

Decision Model (NDM) and now we have obtained information that allegedly what was a verbal argument could now have turned into a domestic assault of some nature so I needed to assess the threats and risks posed with persons present at the incident and then make decision by considering the powers, policies and options at hand. My colleague and I attended the location and it was evident from outside the block of flats there was a volume of noise coming from one of the top floor flats so we have gained entry and made our way upstairs. On arrival we have met with a male and female who were both quite irate and had evidently been involved in some sort of altercation. Due to the incident being of a domestic nature and South Wales Police force policy, myself and my colleague have separated both parties and spoke to them both individually to greater investigate what has happened. It was then disclosed by the female that she and her partner had ensued in a verbal argument before he has pushed her against a wall twice and began to strangle her for a duration of 5 seconds which caused her airways to block and she was struggling to breathe. In addition to this I could see that the female had an injury to her left cheekbone and have asked her where this injury has come from and she has stated that her partner has punched her to the face.

Based on the disclosure and information obtained I have then conferred with my colleague and made the decision to arrest the male on suspicion of domestic related common assault and non-fatal strangulation and I then called for another unit who could convey the male to custody. Upon evaluation I ensured that the safety of the victim was paramount due to the domestic nature of the incident and ensured the fast tracked approach and positive action by removing the male. Fast-track actions are 'any investigative actions which, if pursued immediately, are likely to establish important facts, preserve evidence or lead to the early resolution of the investigation' (College of Policing, 2023).

My colleague and I have then sat down with the female and I knew the importance of golden hour principles in order for us to establish evidence in the earliest opportunity. I initially offered the female support by stating that she was completely safe with police, and that her partner had been taken to custody. I have then engaged in a conversation with the female to greater investigate the extent to what has happened tonight and it was evident that the female was very upset and scared by what has evidently taken place. My colleague and I tried to obtain as much information as possible from the female but it was evident that she was struggling and was finding it hard to provide further information. The female explained that she wished to disclose what had happened but did not want to attend court as she was scared of the effects and aftermath of it and was scared to see her partner in court. I have then explained to the female the process of special measures which was introduced by the Youth Justice and Criminal Evidence Act 1999 (YJCEA), 'which are a range of measures that can be used to facilitate the gathering and giving of evidence by vulnerable and intimidated witnesses' (CPS, 2023). Special measures are a series of provisions that help vulnerable and intimidated witnesses give their best evidence in court and help to relieve some of the stress associated with giving evidence. Special measures apply to prosecution and defence witnesses, but not to the defendant and are subject to the discretion of the court. This enabled the female to understand that if she wished to give evidence if the matter went to court there are special measure in place such as giving evidence via video link which helps the victim feel safe and less intimidated when giving evidence.

Upon evaluation of this incident it was evident to myself and my colleague that what we were dealing with at present was possibly more complex as the female was very scared to provide any information. My colleague and I have then taken the female back to Rumney Police Station in order to ensure that a safe place was provided for the female to make her feel more comfortable. The female has then explained in the room that she has been in a domestic relationship with her partner for about 3 months now and has detailed that he is very controlling over her, by stating that she cannot see certain friends, and that he controls her finances and where she goes. She has then disclosed that the same evening before police arrived she has returned home from being out with some friends her partner has forcefully strangled her on the bed and has then raped her. Due to the sensitive and complex nature of the disclosure I have then told the female to wait with my female colleague so I can have a discussion with the RIT (rape and investigations team) about how best to deal with this complex incident. It was discussed that a PPD3 should be taken which is a statement of a more investigative nature which greater details and outlines the important facts and information of what has happened and greater hones in specific details by asking certain questions to the victim.

Due to the disclosure that was made after the PPD3 was taken I ensured that evidence was preserved and have spoken to the female and explained that in order to preserve evidence we would need to seize her clothes for forensic analysis but we would take her to the SARC in Cardiff to provide her with the best support regarding this. The SARC (Sexual Assault Referral Centre) 'provide confidential, specialist support to anyone who has been raped, sexually assaulted, or abused' (NHS, 2022). The SARC offers a range of services, including crisis care, medical and forensic examinations, emergency contraception, emotional support and testing for sexually transmitted infections. The female was then taken to the SARC so that she was provided with the best range of support from partner agencies by offering her emotional support as well as being able to forensically examine her in order to best preserve and obtain evidence for the rape.

Upon evaluation of the fast-track actions and processes I ensued, we was able to obtain forensics from within the 72 hour forensic time-frame window from the female in order to best provide us with evidence that proves the offence of rape that was alleged. Due to my actions by obtaining a PPD3 statement and forensics we were able to outline that further offences had been committed. From attending a call that was reported as a verbal argument, I was able to obtain that what was initially an offence of common assault turned into offences of common assault, non-fatal strangulation, controlling and coercive behaviour and rape. Critically evaluating the incident now I believe that I handled the situation well personally and I was able to ensure that best evidence was achieved by greater supporting the victim and noticing from the first interaction where she was evidently scared that there was a more complex nature to this incident that needed to be greatly investigated.

Throughout an investigation, an investigator which was myself in this incident has 'to build and maintain public confidence. The police have a responsibility to ensure that investigations are carried out professionally, **ethically**, and to an agreed standard' (College of Policing, 2023). 'The success of an investigation relies on the goodwill and cooperation of victims, witnesses and the community' (College of Policing, 2023). Upon evaluation of the evidence gathering stage which I primarily conducted with the victim we was able to successfully obtain and

preserve evidence with fast-track actions that I have detailed which in order showed had a greater impact on the victim as she was more willing to co-operate with police when I explained the support that is available to her and made use of processes such as a PPD3, special measure and referral to the SARC. I believe upon reflection that after applying an investigative mindset I was able to greater establish more information that was of a complex and sensitive nature which I believe I would not have obtained if I didn't best support the victim by ensuring positive action was taking and providing support to an evidently vulnerable person at the time.

Throughout the job of an investigator there are different level of investigation required for certain types of crimes which are identified and outlined in the Professionalising Investigation Programme (PIP). The PIP levels are outlines as the following:

- PIP level 1 – priority and volume crime investigations
- PIP level 2 – serious and complex investigations
- PIP level 3 – major investigations
- PIP level 4 – strategic management of highly complex investigations.

(Crime Writing Solutions, 2015).

Crimes such as volume crime which are crimes that take place at a greater volume like criminal damage, assaults and ASB incidents are what is detailed as Level 1 in the PIP scale and is the level that response officers like myself are trained in to conduct investigations. Crimes that are more serious and of a complex nature (although not defined what makes a serious or complex crime) are crimes such as sexual assaults, rape and domestic related incidents such as controlling and coercive behaviour. This set of investigative skills are what is explained at PIP 2 level as it requires a more in depth and complex investigative process which requires a greater use of advanced processes within the police. Throughout an evaluation of the incident that I investigated which was of a complex nature, although all response officers are trained a PIP level 1, I believed that the investigative mindset and approach I utilised throughout the incident is that of a PIP Level 2 accredited level as the incident was of a complex domestic nature and detailed more offences that were later identified through the use of an investigative approach.

Word Count – 2002 words

Authentication signature:

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

Signed: Joshua Gadd

Date: 04/02/202

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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