

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

Learner name: Constance Milton

Learner's University Registration Number: 2222784

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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:

I am going to be critically evaluating the appropriateness of different approaches by third-party agencies and by the police when supporting and managing vulnerable people. I will also be exploring and looking at evidence-based policing and how that can be beneficial when the police are dealing with repeat victims and offenders.

The incident I will be discussing is an incident involving a mother who was the victim in this incident and her son who is a repeat offender of assault on his mother. The male is under the age of sixteen. Due to the age of the offender, thirteen years old I was unable to go through the domestic violence process with the victim. The Domestic Abuse Act 2021 states that "A and B are each aged 16 or over and are personally connected to each other" (*Domestic Abuse Act 2021*).

I attended a home address where the mother called the police due to her thirteen-year-old son who was only in the house being physically aggressive towards her

over a social media app on his phone. When I arrived with my colleague the mother answered the door, I could see physical marks on her face, neck and forearms and she was upset. When we entered the property, the son came down the stairs and started verbally abusing me and my colleague. The son then ran out of the back door and down the alley behind the house. I tried to catch him but decided to stop chasing and speak with the victim to gain an understanding of what had happened. The victim explained that she has been having problems with her son for months and that he is physically attacking her in the house, that he is not coming home, and that she believes he is involved in distributing drugs in the area via the social media platform, Snapchat. In July 2023 the BBC investigated the use of Snapchat in Wales and its relation to organised crime gangs and drugs, "I know these gangs do not just use social media to sell their drugs - they also recruit children" (Khaira, 2023). When questioned further on this by myself, the victim explained how she had seen photos on his phone of him and boys of a similar age holding small plastic wraps and holding large amounts of cash in his hands. She has also found substantial amounts of money in his bedroom hidden in the back of toys.

Youth Offending Service (YOS)

The victim spoke to my colleague and I who asked for help with her son and asked what options she had to get some support. I explained that there are numerous options for her with regards to this incident, due to their being physical violence I explained that there is an option to arrest him for common assault. However, after explaining that this could lead to a criminal conviction, she declined to make a formal complaint and statement. I suggested an alternative disposal method which would be bringing him in for a voluntary interview. A voluntary interview takes place under caution at a police station where questioning occurs with a solicitor and due to his age, an appropriate adult. (JD Spicer Zeb Solicitors, n.d.). I explained to the victim that if he admitted to the allegation then a referral to the Youth Offending Service (YOS) could be considered.

According to Brighter Future for Children, YOS prevents children from getting criminal records which could have a detrimental impact on their adult life. YOS helps

the prevention of re-offending and helps educate them rather than criminalise them. (Brighter Futures For Children, n.d.). The professional organisations that work within YOS to help support youth offenders are:

1. The Police

The police are the first point of contact for the victim and offender. The police receive and process referrals which feed into the YOS. They issue out-of-court disposals to young people and the police also assist in the dissemination and recording of intelligence and sit on multi-agency meetings to discuss young people and how to support the families and the third-party agencies work together.

2. The Local Authority

Each youth offending service is housed by a local authority and they oversee the staffing and running of the YOS. This includes policy writing and organisational logistics. The social workers/ senior practitioners and support workers within the YOS, along with other support staff deliver the front-facing work with the young people. "The YOS works in partnership with local agencies to provide several initiatives to support and enable children to raise their awareness and understanding of risky behaviours whilst also increasing their self-esteem and self-confidence. Most of the projects run by the YOS are educational and enhance the skills and knowledge of the children they work with" (Blaenau Gwent CBC, 2022). This includes assessment and intervention, and also linking in with other agencies to share information about young people.

3. Health

The health element of YOS provides consultation for young people, with consent, who are displaying mental health concerns. They can assist in liaising with Child and Adolescent Mental Health Services (CAHMS). YOS also have a substance misuse

worker who provides health advice for young people with substance misuse concerns.

4. Education

Similar to health, they can access school records to provide information about a child and their attendance. They also assist with career guidance. "What is vital is that the YOT police officer remains a point of contact for schools-linked officers (and where these are not in place, the local neighbourhood officers) and ensures there are joined-up practices for information sharing between schools, pupil referral units and the YOT" (The Role of the YOT Police Officer, n.d.). School liaison officers would be used to communicate with the offender's school or college to work with the offender and their family.

5. Probation

Probation can provide information on adults of concern living with children and also assist in the youth-to-adult transition for young people turning 18 who will need supervision via probation. However not relevant in this incident with the offender and his mother.

The victim and mother of the offender were happy to consider a voluntary attendance interview in the coming weeks and I arranged with the mother that I would be in touch with a time and date for this to take place at the police station. The victim told my colleague and I where her son usually goes if they have argued and when located to bring him back to the family home as her husband and the offender's father will be home to help her when their son returns.

The Youth Offending Service also takes into consideration the victim's needs and they work with the victim to support them, it is a voluntary process and if they accept the help they are kept up to date, allowing them to feel supported and heard by

speaking to the YOS team about their feelings and experience. "The YOS operates within the principles of Restorative Justice/Restorative Approaches. Wherever possible and appropriate, all victims of crime committed by children will be given the opportunity to be involved in Restorative Justice processes" (Blaenau Gwent CBC, 2022).

My colleague and I did an area search of where the offender's mother believed he had run off. We were in our marked police car when we spotted the male walking towards us; we exited the vehicle and stopped the male who had calmed down a lot by this point, however, was still verbally aggressive towards both my colleague and me. As this male had previously run away from us both my colleague and I were aware that he could do so again, detained the male whereby I used physical force to take hold of him. "Force is the exercise of physical coercion by the police in the performance of their duties...without the use of force, this duty would become quite difficult" (www.123helpme.com, n.d. Using my tactical communication and use of force on the male he did not resist and didn't try to run away; however, I believe this was because I had my hands on his jacket. I explained to him why I was holding onto him and why I was not letting go. By explaining my use of force, the male understood and began to calm down.

Once the offender had stopped being verbally aggressive, I let go of him and told him to sit in the back of the police car so I could explain to him what the next steps were. I explained to him that we had spoken to his mother and that he would be required to attend the police station in the coming weeks to speak to officers with regard to the alleged assault on her. This news appeared to have affected the offender and he started getting upset and started to cry. My colleague and I placed him in the back of the marked police vehicle and conveyed him back to his home where his mother and father were waiting.

When I arrived back at the police station, I submitted a Public Protection Notice (PPN) "A PPN is an information-sharing document that records safeguarding

concerns about an adult or child. PPNs are shared with partner agencies to inform a multi-agency response” (His Majesty’s Inspectorate of Constabulary and Fire & Rescue Services, 2023). Gwent Police also have Operation Quartz, this operation advises schools before the next school day on issues with regards to their pupils. As the offender was a child and, therefore a vulnerable individual I submitted a PPN for him. The PPN that I submitted goes to local social services, it was sent to child social services for the offender and I also made reference to the difficulties the parents are having with the child and that they would also value some help and support from agencies, therefore I also submitted the PPN to adult social services so they can benefit from help and advice from professionals in the local area. “UK police have a statutory responsibility to protect all individuals in need, at risk of abuse, or who have been abused, by making appropriate safeguarding referrals to the local authority” (Ford et al., 2019). Not only did I submit a PPN to child and adult social services with regards to the family but I also informed the school liaison officer in which the young offender attends. “The philosophy of liaison, therefore, places a high emphasis upon improving both the police image and the relationship between young people and the police, and it is in this light that liaison has been advanced as a means to combat the deterioration of police-youth relations” (Hopkins, et al., 1992). I did this because the school liaison officer has a good relationship with the school and therefore can help support the school on how to work with the offender positively. The school liaison officers can also conduct inputs in the school on relevant issues to the public without pointing any direct fingers at the offender and therefore keeping a positive attitude and relationship with school liaison officers and the public.

Two weeks after the voluntary attendance interview was completed at the station with the youth offender, their appropriate adult and a solicitor present, and whereby the offender admitted to assaulting his mother in the interview. Due to this being his first offence and because he admitted to committing assaulting his mother in the interview an out-of-court disposal was given to the young offender. After briefing my sergeant on the interview, it was discussed and agreed to submit a YOS referral to the team whereby third-party agencies and the police could work with the offender and his family to help support all parties involved by educating and providing methods, such as counselling to the offender to deal with any underlying issues.

Looking back at this incident I am happy with how I dealt with the situation, and this was also the first YOS referral that I submitted. The only difficulty I found when referring the offender to YOS I would have appreciated seeing this process first-hand and how it benefitted the offender and their family. It is difficult to understand the efforts these services go to and how much effort the offender and their families give to these situations when I pass the details on, and I do not see any further updates.

Word count – 2,055

Task 2

Choose 1 of these 5 options to answer

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

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

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

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

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

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

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

ANSWER:

I am going to critically assess the challenges associated with a domestic incident I have attended. I am also going to assess the strategies developed for effective policing in such challenging situations.

Women's aid defines domestic abuse as "an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, but also by a family member or carer" (Women's Aid, 2022). This definition by WHO demonstrates how wide-ranging domestic abuse can be.

A Pakistani female has attended the police station with her brother to disclose the mental and physical abuse she has had to endure over a number of years by her husband. The female did not speak or understand English very well, therefore her brother was used initially as a translator. She told me that her husband has been financially and mentally torturing her for many years. While she was translating through her brother, she disclosed that two days ago her husband had raped her. According to the *Pakistan Demographic and Health Survey*, 28 per cent of women aged between 15 and 49 have experienced intimate partner violence (National Institute of Population Studies, 2019).

I clarified what she meant, spoke to the on-duty Detective Sergeant (DS) and informed them of what had just been disclosed to me by a vulnerable female. The female was more concerned about the mental and financial abuse that she had come to speak to the police about, so I had to explain to her the seriousness of the allegation and what was going to happen next. A police-approved interpreter was brought in and a Sexual Offences Liaison Officer (SOLO). SOLO officers are trained specifically for serious sexual offences and rapes. These officers are asked to deal with these allegations as they are specially trained to gather the right information from the victim (College of Policing, n.d). This was important to make sure that the process for such a serious offence was correctly done and that the right questions

were asked by trained officers to obtain the best evidence during the forensic window.

The Challenges

There are a vast variety of challenges police officers have to face when dealing with any domestic abuse incident. From having to deal with incidents which involve children, heterosexual relationships, homosexual relationships and incidents involving vulnerable people, e.g., people with disabilities or cultural and religious differences. In the above incident, there were numerous cross-culture differences and challenges which created a barrier between the victim and me. These barriers were:

1. Language Difference

It was difficult speaking to the female due to the language barrier, fortunately, the female brought her brother whose English was still not perfect and it would have been easier if both the female and I translated through him. However, once the female accused her husband of raping her translating anything to do with the incident was no longer possible. Even though the brother appeared to be impartial I did not want to jeopardise the case by speaking through a family member who may not be impartial or biased. The family member may also adjust the wording used by either the victim or myself and therefore result in a miscommunication and potentially incorrect information. "Researchers found women valued having access to services with staff who could speak the same language as them and understood their experiences" (Imkaan, n.d.). Due to what the female has reported I knew the process was to speak to the Detective Sergeant on duty, speak to the Wales Interpretation and Translation Service (WITS) to organise a translator to come down to the station to help the female translate and arrange for a SOLO officer to attend.

It is incredibly important to provide the correct language and use interpreters in domestic abuse incidents for several reasons. The Use of Interpreters in Domestic

and Family Violence Incidents guide issued in 2015 by the Queensland Government issues a number of benefits of why police should use interpreters:

“- Ensuring non-English speakers and other people requiring language assistance have equal access to justice within the legal system.

-Helping the officer understand what has happened and to respond appropriately”

(Use of Interpreters in Domestic and Family Violence Incidents, n.d.). I spoke to the female and asked her which language she would like to speak in when the SOLO officer came in to speak to her, through her brother she asked for Urdu.

2. Cultural Values

In the incident that I was dealing with the victim was more concerned about the emotional and mental abuse that her subject was subjecting her to and did not see the rape element of the abuse to be the main reason why she came to the police station to speak to officers. It was difficult to explain to her, especially due to the language barrier that her husband raping her was something the police will have to address first in the domestic abuse and look at the mental and emotional abuse once this has been addressed correctly. “Awareness of cultural values and differences is also of utmost importance when we think of the systems that interact with victims of domestic violence. Taking the time to understand a survivor’s cultural values may inform how police, counsellors, case workers, judges, and other providers approach a victim” (www.genesisshelter.org, n.d.).

I believe speaking to the victim and explaining to her that all elements of abuse are important and thanking her for coming in and speaking to me, but I had to be careful when explaining to her that the physical abuse that her husband has done to her was not acceptable and that this will need to be addressed first. It is not uncommon for women to endure violence, whether that be physical, mental, financial, or sexual. Women who have experienced this for several years may be unable to even recognise it as violence let alone do something to stop it (Zarar, R. 2018, p.161). I informed the SOLO officer of this so she could speak to her with the translator in the

room so they could inform her through her first language the importance of why the police are taking this element so seriously.

3. Social Differences

The Domestic Abuse Act 2001 defines the term 'domestic abuse' as "Behaviour of a person ('A') towards another person ('B') is domestic abuse if -

- (a) A and B are each aged 16 or over and are personally connected to each other, and
- (b) the behaviour is abusive.

Behaviour is abusive if it consists of any of the following –

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (see subsection;
- (e) psychological, emotional or other abuse; and it does not matter whether the behaviour consists of a single incident or a course of conduct" (*Domestic Abuse Act 2001*).

Even though there are social differences between Pakistan and UK culture as well as religious differences, the fact of the matter is that domestic abuse, in any form, is against the law in the UK and therefore unacceptable no matter where the individuals have come from. "In Pakistan, men are generally considered superior and women are seen as chattels who are expected to be dutiful to husbands and children, especially as they lack economic security" (Rabbani, F, et al., 2008).

Many women in Asia, including Pakistan are subject to this sort of discrimination all their lives. From witnessing it to experiencing it themselves they find themselves lower down in society compared to men and are therefore so reliant on them it is

difficult to break the cycle. (Rabbani, F, et al., 2008). Domestic violence is a social problem, especially in countries like Pakistan and religions like Muslim. The resolution to such issues requires new policies and legislation to help and protect women.

Strategies Developed

There are a number of strategies that police officers develop for effective policing concerning domestic abuse and some of these strategies may work on some victims more effectively than others. Finding ways in which officers can help and support victims can be difficult, however, several strategies such as emotional intelligence, using empathy, emotional management and building a rapport with victims are some of the strategies I have used when dealing with victims of domestic abuse and they have been successful and effective in helping those victims. "Police officers need to have the necessary professional skills and 'soft skills' such as Emotional intelligence, in order to discharge their professional responsibilities effectively" (Millar, et al., 2018). Below I will be discussing a range of strategies that I developed for effective policing with regards to the above incident.

"Emotional intelligence describes the ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of oneself, of others, and of groups" (Serrat, 2015). As a police officer, it is important to maintain professionalism no matter how difficult the situation is. Emotional detachment is important while dealing with members of the public but also remembering to not completely dismantle your emotions. Emotional intelligence was as important as ever with regard to this incident due to the nature of the allegation and the vulnerable female coming to the police station to report her husband. "By developing their emotional intelligence individuals can become more productive and successful at what they do, and help others become more productive and successful too" (Serrat, 2015). I maintained composure with the victim and initially gathered the information I believed was important before going to speak to the Detective Sergeant. I discussed with them the incident and what I had gathered so far, they gave me a list of actions to take with

regards to arranging an interpreter, discussing with the victim if they would be willing for us to complete a medical examination on them, arrange for a SOLO officer to come down to the station and gather additional information to complete a Public Protection Notice (PPN) for her and her two children.

Empathy is described as, “the ability to share someone else’s feelings or experiences by imagining what it would be like to be in that person’s situation” (Cambridge Dictionary, 2019). It is really difficult in some domestic incidents I get called to perceive some victims as the actual victims. Certain behaviours or levels of intoxication of the victim when officers arrive at the scene make it difficult not to perceive some victims in a negative light. Nevertheless, it is important to maintain professionalism and empathy towards the victim of any domestic incident and try to help them.

Eliasson and DeHart explain in their research article, *Police Officers’ Empathy Toward Victims: A Question of Innocence* they discuss how police officers use empathy to help communicate with the victim. However, it can sometimes allow the officer to get emotionally invested in the case (Eliasson, DeHart, 2023, p.6). The negative side of using empathy as a strategy for effective policing in domestic abuse incidents is that officers may become too invested in the victim or the case and therefore it may influence how the interview goes with the suspect or how they write up the incident on the police system.

Similarly, rapport is, “a good understanding of someone and an ability to communicate well with them” (Cambridge Dictionary, 2019). Finding common ground helps put victims at ease. Taking time with any victim is important for a successful investigation, however, I felt that building rapport with this individual who had come to the police station to tell officers that her husband had been abusing her was extremely important to get right. It was also important to build rapport with the female due to the fact so many people have a negative experience with the police.

A journal published by the U.S. Department of Justice (Nelson, 1981) explains how establishing rapport with the victim of rape is key to a successful investigation, “police officers have found that their unease inhibits their ability to communicate with the victim, while victims accuse officers of being insensitive when they respond in a clinical technical matter”. As this was my first allegation of rape by an individual whose first language was not English, it was difficult to not feel blunt when asking her to explain what she meant by rape especially.

There are several challenges associated with domestic abuse incidents and no incident is the same. Therefore, there are a few factors I tried to make myself aware of before going into any domestic incident, such as the ethnicity of the parties involved, any previous association with their property or the people attached to the property, are there children involved and are third party services involved with these individuals. However small this list of factors is, I always find it helpful to consider when attending a call or speaking to an individual who is reporting a domestic incident.

On reflection, I am pleased with the strategies I used and how I handled the situation. I communicated with the victim effectively and with other departments within the force to make sure the victim received the best service, and I was able to obtain the best evidence from her.

Word Count – 2,187

Task 2 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

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

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

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

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

Answer:

Task 2 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

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

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

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

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

Answer:

Task 2 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

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

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

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

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

Answer:

Task 2 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

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

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

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

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

Answer:

Authentication signature:

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

Signed:

Date:

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.

Blaenau Gwent CBC. (2022). *Youth Offending Service*. [online] Available at: <https://www.blaenau-gwent.gov.uk/en/resident/health-wellbeing-social-care/support-for-children-families/youth-offending-service/>
(Accessed 17th November 2023)

Brighter Futures For Children. (n.d.). *Youth Justice Service (formerly YOS)*. Available at: <https://brighterfuturesforchildren.org/for-parents-carers/youth-justice-service/>.
(Accessed 12th November 2023)

Cambridge Dictionary (2019). *EMPATHY | Meaning in the Cambridge English Dictionary*. [online] Cambridge.org. Available at: <https://dictionary.cambridge.org/dictionary/english/empathy>
(Accessed 24th October 2023)

Cambridge Dictionary (2019). *RAPPORT | meaning in the Cambridge English Dictionary*. [online] Cambridge.org. Available at: <https://dictionary.cambridge.org/dictionary/english/rapport>
(Accessed 24th October 2023)

College of Policing. (n.d.). *Sexual Offences Liaison Officer (SOLO)*. [online] Available at: <https://profdev.college.police.uk/professional-profile/sexual-offences-liaison-officer/>
(Accessed: 13th October 2023)

Domestic Abuse Act 2021. Section 1. Available at: <https://www.legislation.gov.uk/ukpga/2021/17/section/1/enacted>
(Accessed 12th November 2023)

Domestic Abuse Act 2001. s.1, <https://www.pnld.co.uk/members/legal-narrative-detail/?id=7bc80f17-d834-ed11-9db2-6045bd0e726f>
(Accessed: 14th October 2023)

Eliasson, M. and DeHart, D (2022). Police Officers, Empathy Towards Victims – A Question of Innocence. *International Journal of Police Science*, 1(2), pp.12-35. Doi: <http://doi.org.10.56331/487529/ijps3>
(Accessed 21st February 2024)

Ford, K., Newbury, A., Meredith, Z., Evans, J., Hughes, K., Roderick, J., Davies, A.R. and Bellis, M.A. (2019). Understanding the outcome of police safeguarding notifications to social services in South Wales. *The Police Journal: Theory, Practice and Principles*, 93(2), p.0032258X1983614. doi: <https://doi.org/10.1177/0032258x19836144>
(Accessed 13th November 2023)

Gupta, V. and Kumar, A. (2020). The Mind-fit Cop: Towards Effective Policing through Mindfulness and Emotional Intelligence. *The Indian Police Journal*, [online] pp.1–11. Available at: https://www.researchgate.net/profile/Vijay-Raghavan-15/publication/357366886_IPJ_July-Sep-2020/links/61cab24fb6b5667157ade53b/IPJ-July-Sep-2020.pdf#page=41
(Accessed 24th October 2023)

His Majesty's Inspectorate of Constabulary and Fire & Rescue Services (2023). *Public Protection Notice (PPN)*. His Majesty's Inspectorate of Constabulary and Fire & Rescue Services. Available at: <https://hmicfrs.justiceinspectors.gov.uk/glossary/public-protection-notice/>
(Accessed 13th November 2023)

Hopkins, N., Hewstone, M. and Hantzi, A. (1992). Police-Schools Liaison and young people's image of the police: An intervention evaluation. *British Journal of Psychology*, 83(2), pp.203–220. doi: <https://doi.org/10.1111/j.2044-8295.1992.tb02435.x>
(Accessed 17th November 2023)

Imkaan (2016). *Capital Losses*. [online] *Trust for London*, London: Imkaan, p.24. Available at: <https://trustforlondon.fra1.digitaloceanspaces.com/media/documents/Capital-Losses-Imkaan-April-2016.pdf> (Accessed: 13th October 2023)

JD Spicer Zeb Solicitors. (n.d.). Voluntary Police Interview. Available at: <https://www.jdspicer.co.uk/site/our-services/criminal-law-solicitors/voluntary-police-interview/#:~:text=A%20voluntary%20police%20interview%20or%20interview%20under%20caution> (Accessed 12 Nov. 2023)

National Institute of Population Studies (NIPS) [Pakistan] and ICF. 2019. Pakistan Demographic and Health Survey 2017-18. Islamabad, Pakistan, and Rockville, Maryland, USA: NIPS and ICF. (Accessed: 13th October 2023)

Rita Retief (2015). (PDF) *Some challenges in policing domestic violence*. [online] Available at: https://www.researchgate.net/publication/277931953_Some_challenges_in_policing_domestic_violence (Accessed: 13th October 2023)

Rabbani, F., Qureshi, F. and Rizvi, N. (2008). ٢٠٠٨ الصحة العالمية، المجلد الرابع، العدد عشر، Perspectives on domestic violence: case study from Karachi, Pakistan. *Eastern Mediterranean Health Journal*, [online] 14(2). Available at: https://iris.who.int/bitstream/handle/10665/117454/14_2_2008_0415_0426.pdf?sequence=1&isAllowed=y (Accessed: 14th October 2023)

Saville, G. (2015). Emotional Intelligence in Policing. *Police Chief Magazine*, [online] Dec., p.3. Available at: https://tmctraining.net/wp-content/uploads/Article_PoliceChief-EI-in-Policing-Saville-2015.pdf (Accessed 24th October 2023)

Snapchat: Does app give drug gangs access to teenagers? (2023). *BBC News*. 23 Jul. Available at: <https://www.bbc.co.uk/news/uk-wales-66175144>
(Accessed 12th November 2023)

The Role of the YOT Police Officer. 2014. Available at:
<https://assets.publishing.service.gov.uk/media/5a7da1dc40f0b630d051c7e3/yot-police-officer-role.pdf>
(Accessed 17th November 2023)

Use of Interpreters in Domestic and Family Violence Incidents. (2017). Available at:
https://www.police.qld.gov.au/sites/default/files/2018-10/DFV_InterpreterGuidelinesFinal%20Approved%20v1.0.pdf
(Accessed 13th October 2023)

WHO (2021). *Violence against women*. [online] www.who.int. Available at:
https://www.who.int/health-topics/violence-against-women#tab=tab_1 (Accessed: 13th October 2023)
www.genesisshelter.org. (n.d.). Domestic Violence and Culture – Genesis Women’s Shelter & Support. [online] Available at: <https://www.genesisshelter.org/domestic-violence-and-culture/#:~:text=Awareness%20of%20cultural%20values%20and%20differences%20is%20also>
(Accessed: 14th October 2023)

www.ojp.gov. (n.d.). *Establishing Rapport With Victims Is the Key to Effective Rape Investigations* | Office of Justice Programs. [online] Available at:
<https://www.ojp.gov/ncjrs/virtual-library/abstracts/establishing-rapport-victims-key-effective-rape-investigations>
(Accessed 24th October 2023)

www.123helpme.com. (n.d.). *Use Of Force Essay - 1524 Words* | 123 Help Me. [online] Available at: <https://www.123helpme.com/essay/Use-Of-Force-Essay-511748>
(Accessed 12th November 2023)

Zarar, R. (2018). Domestic Violence Against Women: A Complex Issue in Pakistan. Investigations in Gynecology Research & Womens Health (IGRWH), 2(3). doi: <https://doi.org/10.31031/igrwh.2018.02.000540>.
(Accessed 14th October 2023)