

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

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

***To be completed by DHEP Detective students
only***

**(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) - BMPP6009D

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.*
- *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.*

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Task 1

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

You must choose serious and complex investigation in which you played a significant role with a victim of crime and reflect on what happened.

Give a brief description of the **investigation** 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 during the **investigative process**

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

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

ANSWER:

Previous research has suggested that victims are the forgotten party within the Criminal Justice System (CJS) and that ultimately, the treatment of victims by organisations such as the Police and the CJS can contribute to secondary victimisation, affecting victims' psychological recovery from crime (Morgan, 1986; Wemmers, 2013). Secondary victimisation refers to suffering caused to a victim, not by the crime itself, but rather suffering further inflicted to a victim created through the response to the crime by institutions or individuals (Gekoski, Adler and Gray, 2013). Whilst South Wales Police are a victim-led force that believe in the centric approach of placing, "victims firmly at the heart" of investigations, further research conducted just last year indicates an exceedingly large dissatisfaction of Police response by victims (Vaughan and Michael, 2021, pp. 5). In a study conducted by the Victims Commissioner involving three-thousand and seventy-eight victims of crime from across England and Wales, seventy-three percent of these victims were not confident as to whether reporting a crime would lead to justice and results further indicated a complete lack of confidence in the CJS as a whole (2024). Whilst there is no legal definition for the term 'vulnerable', it appears to be rather vague and malleable to fit a variety of circumstances throughout sociological literature, with the majority of these interpretations deeming vulnerability to be a "sociological shorthand" for something innate, often connected with physical condition such as age, a disability, or pregnancy (Brown, Ecclestone, Emmel, 2017, pp.449). However, within this essay, the 2025 of Policing's interpretation of vulnerability will be used which deems an individual to be vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves from harm and exploitation (College of Policing, 2021; College of Policing, 2025b). Providing

the necessary support to vulnerable victims of crime is paramount within the investigative process to often secure a conviction at Court. Therefore, providing the correct service to victims as a Police Constable is crucial. This essay will provide an overview of a serious and complex investigation in which I played a significant role in supporting a vulnerable victim. Gibbs' model of reflection will then be utilised to assist with evaluating approaches taken by the Police to support this victim, before exploring methods and approaches required to prevent repeat victimisation, with evidence-led policing being used as the paradigm.

I recently attended an incident where South Wales Police had received a distressed-sounding phone call from a woman who had phoned 999 and was repeatedly asking for help, before stating that she had escaped. Three of my colleagues and I made our way to the address concerned, where we were met in the road by a young lady who appeared to be in her early twenties, was covered in muck, bruises, and was sobbing hysterically. Immediately behind her was a male who was running after her, who also appeared to be in his early twenties. The young lady disclosed to me that she had been held in a room against her will for approximately six days by her partner, that she had been subjected to physical violence such as having lit cigarette butts pressed into her skin, and that she was also pregnant with twins and that her partner was forcing her to have an abortion and threatening to further harm her if she refused. I lead the initial response with the victim whilst my colleagues arrested the male involved. I took ownership of this investigation initially, before it was passed onto the Criminal Investigations Department the following day.

Whilst the incident was, and continues to be, extremely complicated with many lines of enquiry to explore, the legislation surrounding the offences remains relatively simple. Due to the allegation of the victim disclosing that she had been held in a room against her will, the first offence to consider was False Imprisonment. False Imprisonment is contrary to Common Law and involves the unlawful restraint of an individual's freedom of movement without their consent (Legal Dictionary, 2015). Then due to the injuries disclosed by the victim, Common Assault was the appropriate offence due to the level of the injuries sustained, contrary to Section 39 of the Criminal Justice Act 1988 (Criminal Justice Act, 1988). Furthermore, due to the suspect engaging in behaviour that was deemed to be Controlling and Coercive in nature, such as attempting to force his partner to have an abortion, Section 76 of the Serious Crime Act 2015 was also considered (Serious Crime Act, 2015). Finally, as the suspect and the aggrieved involved in the incident were partners, Domestic Violence was crucial to consider. Whilst Domestic Violence itself is not a stand-alone offence, the Domestic Abuse Act 2021 encompasses offences and behaviours such as the aforementioned physical assault and emotional controlling and coercive behaviour and provides the legal framework for recognising these behaviours (Domestic Abuse Act, 2021).

The prospect of investigating the above offences was initially incredibly daunting due to the oxymoronic nature of false imprisonment compared to the domestic violence nature of the offences. Whilst the Police in England and Wales devastatingly receive a phone call every thirty seconds regarding a domestic abuse incident, and 2.4 million adults were the victim of domestic abuse in the year 2022 within England and Wales alone, false imprisonment is not as common and

sometimes not necessarily investigated by the Police as it can be a Civil offence, as well as a criminal (NCDV, 2025) Therefore, whilst I had previous experiencing investigating domestic abuse, I had never dealt with false imprisonment which was daunting. Additionally, I felt additional pressure as this investigation was underpinned by cultural context. The aggrieved explained to me that she had been raised as a Romany Gypsy before she became ostracised and made the decision to leave. However, she furthered that due to her upbringing, she was raised to have a general distrust of the Police due to tensions between Travellers and Police Forces. Research suggests that this tension still exists as only two Police Forces in the entirety of the UK have targeted strategies for improving relationships with Gypsies, Roma, and Travellers (The Traveller Movement, 2018). I therefore recognised the strength and desperation it had taken for the aggrieved to call Police for help when she had been raised not to, so felt additional pressure not to do her a disservice.

Critical Reflection of the Incident (Gibbs, 1988)

Upon initial arrival at the incident, it was evident that the aggrieved was terrified. She had immediately grabbed hold of my arm, repeatedly asked for help, and was constantly looking over her shoulder in the direction of the suspect. I therefore decided to sit the aggrieved on the rear seats of a marked police van, out of the view of the suspect in order to try and get her to relax. I then decided to build a rapport with the aggrieved in order to get her to trust me. I introduced myself using my first name, rather than my surname to appear as more human to the aggrieved, and to allow her to view me as someone beyond the uniform. I made sure that when communicating with the aggrieved that I was using a slow tempo and soft tone in order to calm her, and I just repeatedly told her that she was safe. It was once the aggrieved calmed down slightly that she disclosed the aforementioned offences to myself, and consequently the suspect was arrested. I therefore proceeded to ask the aggrieved if she would feel comfortable attending the Police station, and she stated that she would as long as I stayed with her. Ergo, I did as such.

Once back at the station, I did initially feel quite overwhelmed as I knew that I had an incredibly vulnerable victim. I knew that not only did I need to try and obtain a statement from her to allow for the suspect to be interviewed about the relevant incidents, but that I also needed to safeguard the victim. The victim had new and historic injuries that I believed required hospital treatment. Additionally, I knew that I was going to need to arrange a refuge for the victim to attend to get her out of the immediate vicinity in case the suspect was not remanded. I felt as though I had so many actions to consider and implement, but I then realised that the best course of action would be to remain calm so that my own feelings did not transfer to the aggrieved. Furthermore, I realised that the most important consideration was victim wellbeing. The aggrieved stated that she had not eaten for days, so I primarily found spare food that I had taken to work that day and then proceeded to make her as many hot drinks as she wished for to ensure that she was comfortable. I was then able to obtain a statement, during which we took as many breaks as she required.

The positives of the above approach allowed me to gain the trust of the victim, ensure that her immediate well-being was considered, whilst also allowing me to

obtain the necessary Police documents – in this instance, a statement. However, now that I have gained more experience within the job, there are changes that I would make if faced with the same situation again. South Wales Police have recently introduced a pilot scheme allowing victims of Domestic Abuse to provide their statement via a recorded video-link to a trained officer from the Domestic Abuse Unit (DAU). I believe that this approach would have been much more suitable as it would prevent the aggrieved from having to be sat in a small room with myself for six hours whilst I tried to write a statement in enough detail to encapsulate all the offences. Furthermore, since this incident I have worked within the DAU, and I am now aware of packs they have immediately on hand to be provided to victims. These packs contain spare clothes, food, and hygiene items. This would have been ideal for the aggrieved in this situation, allowing her to have some personal belongings to take with her once we relocated her. Additionally, I did arrange for the aggrieved to be moved into a refuge – however this took a significant amount of time to organise and was hundreds of miles away. It is my belief that stronger multi-agency collaboration is required in general. Due to the time of day, I was constantly phoning numbers that were going to voicemail and informing me that they would not be available until the start of the next working week. It is my belief that the lack of support available across evenings and weekends from relevant agencies such as emergency housing is failing victims, as domestic abuse can happen at any time, and as such options for relocation should also be available at all times. Finally, upon reflection, I would have liked the aggrieved to have the opportunity to speak with an Independent Domestic Violence Advocate (IDVA) before we conveyed her to the new location so that they could also provide her with necessary advice.

Evidence-based Policing

Whilst evidence-based Policing does not provide definitive answers, it allows Officers to consider how the best available evidence is relevant within situations and encourages them to challenge accepted practices (College of Policing, 2025a). Within this situation, the aggrieved was a repeat victim of domestic abuse from the same perpetrator. Whilst she had never reported any incidents to Police herself, there were records of third-party reports on our Police system however the aggrieved had never previously supported an investigation. Within this investigation, it was evident that the victim was struggling with Stockholm Syndrome. Stockholm Syndrome is a psychological syndrome where victims often have positive feelings towards their perpetrators, which often stems from survival instincts and being dependant on the perpetrator (Fuselier, 1999).

It was therefore critical to create distance between the aggrieved and the perpetrator, which is why the decision was taken to move her into refuge hundreds of miles away. This way, the aggrieved would not be able to disclose the address to the perpetrator and created additional distance between them. Furthermore, the aggrieved left her phone with the Police to be downloaded, and the refuge were going to provide a new one. This allowed the victim to lose contact completely with the perpetrator. It is important to consider though that there is a limited knowledge surrounding victims of domestic abuse. All victims have autonomy and are likely to react in different ways.

In conclusion, when dealing with vulnerable victims of crime, there are a multitude of challenges involved such as combatting psychological responses such as Stockholm Syndrome, whilst ensuring victim well-being. Within this investigation, I was happy that through my response I was able to build rapport and trust with the victim to allow her to actively support the investigation, whilst overcoming ingrained cultural beliefs about the Police Service. However, as I have gained more experience within the job, I also recognise alternative approaches and methods that I can utilise throughout the remainder of my career.

Word Count: 2181

Task 2

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an **serious and complex 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 Policing, a major part of the role involves investigating complex crimes, or incidents in which a complex crime is believed to have occurred. These investigations can be both reactive or proactive, depending on the nature of the incident (College of Police, 2013). It is critical that investigations are underpinned by the Code of Practice within the Criminal Procedure and Investigations Act, as this legislation regulates the procedures of the investigation ensuring that they are ethical in nature and that the correct information is recorded and retained (CPIA,

1996). Research suggests that certain variables can increase the complexity of an investigation. In particular, these factors can include but are not limited to investigations involving repeat incidents, multiple perpetrators, the involvement of a vulnerable or intimidated victim or witness, communication barriers, and lack of cooperation from a victim (de la Fuente Vilar, 2019). Fast-track actions, which are defined by the Association of Chief Police Officers as, “any investigative actions which, if pursued immediately, are likely to establish important facts, preserve evidence or lead to the early resolution of the investigation”, are a method utilised to combat some of the aforementioned complexities to increase the likelihood of a successful investigation (ACPO, 2006, pp.41). Within the Policing profession, there are opportunities to partake in courses such as the Professionalising Investigations Programme (PIP) that provide training in appropriate investigative techniques and advise how to deal with more complex investigations. Whilst PIP level one is introduced during Police Constable training, PIP level two is provided during later training when advancing to a more investigative role such as a detective constable. Due to recent changes within my entry scheme of Direct Entry Detective, I am yet to receive my PIP two training, so immediately recognise that my investigative techniques are not as advanced when dealing with complex investigations. However, within this essay I will evaluate the processes that I employed within a complex investigation that I assisted with whilst on an attachment with the Criminal Investigations Department (CID). I will particularly focus on fast-track actions that were required within said incident and utilise Kolb’s Learning Cycle to assist with this evaluation and reflection. Finally, I will then use the Betari Box Model to evaluate the management of my personal attitude when offering support to the relevant victims and witnesses.

Whilst on a three-day attachment with CID, I was made aware of an ongoing fire within the top floor of a block of flats. It became apparent that the fire appeared to have originated from a sofa that was directly outside of someone’s front door, trapping the occupant inside. The fire had become incredibly large in scale and had resulted in the evacuation of the entire block, and additionally the adjacent blocks. The individual who resided in the top-floor flat that the sofa was outside of, had to be evacuated from the top of the building, over the side of the balcony by the fire service. Ergo, as the offence of arson with intent to endanger life was being considered by attending Police response officers, a detective constable and I attended the scene.

Kolb’s Learning Cycle (1984)

Kolb’s Learning Cycle is a cyclical theory that consists of four stages: concrete experience, reflective observation, abstract conceptualisation, and active experimentation. Kolb’s model suggests that learning and progression is a continuous cycle of experience, reflection, and experimentation as opposed to a linear progression (McLeod, 2025).

With regards to the aforementioned arson incident, and the application of said incident to Kolb’s model, my concrete experience was attending the scene. I had no prior experience investigating or attending an arson.

Upon arrival, the fire had been extinguished, and I was greeted by two fire investigators. The role of a fire investigator is to determine the cause and origin of a fire (Elmore, 2024). This multi-agency approach was vital within this investigation as they were able to examine the scene and conclude whether accelerants were used and if and where the ignition points were within the scene. I was informed that the fire had definitely started from the sofa that was on the landing of the top floor of the flat block. Whilst the flat block itself was completely destroyed, with soot covering all the walls, and with the light fittings melting off the ceilings, ruling out any forensic opportunities, I was able to see scorch marks in such a pattern that concluded the sofa had been the cause of the fire. However, the fire investigators pointed out that there were no sockets or electrical items on the top floor of the flat, leading to the deduction that the fire had to have been deliberately set. At this time, the consideration of further fast-track actions was critical to ensure that the suspect was identified.

Whilst the majority of contemporary investigations can be assisted through a review of closed-circuit television (CCTV), both domestic and public, there were no cameras within the interior or exterior of any of the flat blocks in the immediate area meaning that this was not a viable line of enquiry. Research conducted by the University of South Wales into forty-four homicide investigations within the UK concluded that CCTV had played a vital role within 95% of these (2021). Whilst the intended target in this arson incident had managed to escape the building, it was very nearly a homicide investigation itself.

With CCTV not being an option within this investigation, the next action to consider was conducting house to house enquiries for potential witnesses. I was made aware of a witness who had allegedly seen two males running up and down the stairs between the third and fourth floor by a Police Community Support Officer who had been assigned to guarding the scene. However, he had not taken the details for this witness. It was therefore critical that I find this witness to ascertain descriptions of these males, as there were potentially multiple suspects.

Whilst the method of conducting house to house enquiries can allow for the identification of relevant witnesses and allow for the identification of further lines of enquiry, there are also multiple negatives surrounding this approach. Firstly, often when conducting house to house enquiries, some people will insist on disclosing a lot of information that is not necessarily relevant to the current investigation. Whilst attempts to keep them focused only on the relevant time frame can be made, often people will insist on talking about something completely non relevant. Furthermore, house to house enquiries can be rather time consuming. Best practice dictates that the parameters of the enquiries often cover premises that have a line of sight to the scene but also premises that could have seen suspects arrive or leave the area. Finally, sometimes when a potential witness is identified through this method, they are not always willing to support the investigation or provide a statement. Whilst a disclosure statement can be written detailing what they have told Police; it is far more beneficial to have a supportive witness as it strengthens the investigation. However, overall, house to house enquiries can be a very beneficial fast-track method that does not have to be resource heavy and can generate lines of enquiry. Within this investigation, house to house did identify a witness who provided

descriptions of the two suspects and stated were still present in a crowd of people outside the block of flats when response officers initially attended.

From this epiphany, attending Officers body worn footage was immediately reviewed and two individuals matching the descriptions provided by the witness were identified. Screen captures of the two individuals were uploaded to a new app being introduced to South Wales Police that utilises facial recognition. This app returned the perceived identities of the two individuals, allowing for both of these men to be apprehended and arrested before the conclusion of the shift.

Reflecting on the experience, I do believe that it was mostly a success due to the fast apprehension of the involved suspects. However, there are still improvements that could have been made. For example, I believe that consideration for additional officers to carry out house to house enquiries should have been implemented. As the fire had destroyed any forensic opportunities and there was no available CCTV, house to house was one of the only viable lines of enquiry we had. Opposite the blocks of flats was a very large public premises with many potential witnesses inside. I do believe that additional officers conducting these enquiries would have allowed for the faster identification of witnesses. Applying this to the Active Experimentation section of Kolb's Learning Cycle, I will consider requesting additional resources when I am dealing with large scale investigations in the future to ensure that the investigation is as efficient and thorough as possible.

Betari Box Model

Betari's box is a model that considers how one's attitude and behaviour can be affected by others, but also how others can be affected by our own attitude and behaviour. Within Policing, it is crucial to remember that as investigators, we are completely impartial and that the Code of Ethics dictate the principles essential for ethical decision making, such as honesty, integrity, and empathy (College of Policing, 2023).

Within this investigation, the aggrieved who was the intended target of the fire was very well known to Police and had a rather substantial amount of intelligence circulating that suggested he was heavily involved within the supply of illegal substances. However, I had to be cautious that I did not let my previous experiences with this individual infringe on the service that I provided to him as the aggrieved as this could impact his attitude towards me. As the victim in this situation, he had every right to receive the service outlined in the Code of Practice for Victims of Crime in England and Wales (2020). One of the rights outlined in the Victims Code states the following -

"have services provided to assist you and your family to understand and engage with the criminal justice process and that are offered in a professional manner, without discrimination of any kind"

(2020, pp.4)

I therefore had a duty to uphold this code. Furthermore, I had to remember that the aggrieved in this situation had just suffered a life-threatening situation in which he had lost his home and all his belongings.

When speaking with the aggrieved, he was incredibly hesitant to engage with the Police and did not wish to disclose any ongoing feuds that he was involved in. However, a friend also present at the address did pull me to the side and stated that there were issues between the aggrieved and another individual concerning drug debts.

Regardless of the aggrieved refusing to disclose any information surrounding the incident, I still had a duty to ensure that he was safeguarded and offered the necessary support. The aggrieved had mild learning difficulties, so I offered to complete a public protection notification with the intention of getting him some additional support from the relevant agencies. Furthermore, he also accepted a referral to Victim Focus.

Whilst these actions of support, may seem minor, in my opinion it was rather a major step in getting the aggrieved to engage with the Police in some form. It is my belief that even one positive interaction between the aggrieved in this situation, who has a strong dislike towards the Police Service, and myself might alter his opinion on the Police slightly. Additionally, it had the potential to encourage him to support the ongoing investigation. Ergo, whilst the support I could offer to the aggrieved was rather minimal, I believe that the sentiment could have invoked a positive reaction.

In conclusion, whilst complex investigations can be incredibly challenging, the utilisation of fast-track actions have the potential to increase the likelihood of the preservation of evidence and a successful investigation where suspects are apprehended. Whilst fast-track actions such as house to house enquiries can have both positive and negative characteristics; by completing a reflection aided through Kolb's Learning Cycle, I have been able to identify that this method could be improved through an increased number of resources. Furthermore, I have considered Betari's Box and ultimately the impact that my attitude can have towards another person. I have reflected and understood that whilst some situations may create a predicament of an ethical dilemma where one's own ethics clash slightly with ensuring that all victims are treated without discrimination, that it is vital to not let this infringe on the service provided.

Word Count: 2080

Authentication signature:

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

Signed: Rachael Travers

Date: 25/04/25

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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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