

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/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.*
- *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:

In this essay, I will be critically evaluating the different approaches in supporting vulnerable people during the investigative process as well as exploring what works in relation to combating repeat victimisation and offending. I shall adhere to our data protection regulations while providing a brief description of the investigation and citing any relevant social or legislative contexts.

Utilising Gibbs' Reflective Model (Gibbs, 1988, p. 49), the incident I will be describing in this essay relates to one of intra-familial sexual assault. It was alleged that a 15-year-old male had digitally penetrated his 16-year-old stepsister whilst she was asleep. It took place during their overnight stay at their grandparents' home. Additionally, it was further alleged that the following day he assaulted her again by touching her breasts whilst the pair were dancing to TikTok videos. These incidents did not get reported to police until 2 weeks later as the victim's parents were on holiday, and she didn't want to tell her grandparents about them. During this victim's video recorded interview, a further victim was named and as I am duty bound to follow any line of enquiry, I approached this potential victim for an initial account, if any. She confirmed that the male had touched her breasts and her vagina while they were at school. We now had two victims in this investigation.

The primary characteristic of sexual assaults is that they take place without the owner's consent, something both victims attested to in their video recorded interviews. As defined in section 2 of the Act (Sexual Offences Act 2003), sexual assault by penetration must include the penetration of the vagina or anus with a bodily part, and the penetration must also be sexual in nature. Indisputably, according to the context of this case, these two legislations were evident.

In addition, as defined in section 3 of the Act (Sexual Offences Act 2003), sexual assault by touching is any touching that occurs over or beneath clothing and must be of a sexual nature. Unless the suspect admits to it in their interview or a DNA hit comes back from forensics, sexual assault cases can be difficult to prove, especially without physical evidence (KXAN, 2021). As there is no evidence of the second allegation taking place, for the first victim, this offence would undoubtedly be more difficult to prove.

Sexual violence has a pertinent social context in today's world. According to our traditional constructs of masculinity, men subjugate women and oppress them (NSVRC, 2024) so, it's not surprising when you see statistics claiming that 80% of sexual assault referrals made to Victim Support are for females (Elkin, 2023). In addition to the fact that women experience sexual assaults at a higher rate than men, Kilpatrick *et al.* (2003) found that one-fifth of sexual assaults are carried out by a family member, a statistic that holds true for this investigation.

In terms of language difficulties throughout this investigation, the second victim had trouble expressing herself in English as it was not her native language. The Ministry of Justice (2020) states that one of the twelve rights guaranteed by the Victims' Code is the ability for all victims to understand and be understood. So, in order to prevent any miscommunication with this victim, I used the phone translation service Language Line when taking a first account from her (Language Line, 2024). Later in the investigation for her video recorded interview, an in-person interpreter was used in order to facilitate communication between us all. Despite the challenges associated with using these services, it was crucial that the victim could communicate in her native language about what had happened to her.

Critically evaluating the different approaches (Gibbs, 1988)

This investigation was initially dealt with by officers on response, however, as soon as I became officer in case, protecting the victims became my top priority. It is essential that victims are at the heart of every investigation (College of Policing, 2021), and to keep this perspective in mind, I often refer to Stage 2 of Gibbs' Reflective Cycle, which focuses on analysing your personal feelings and emotions in a situation, and I simply ask myself, "what if this were my family?". This reminder ensures that I stay focused and do everything I can to help all those involved.

Intelligence checks are one of the initial steps taken in any investigation. In this case, results showed that the male suspect was living with his stepsister, who was one of our victims. I therefore decided that the suspect had to be arrested to keep everyone safe. Intelligence is the lifeblood of policing (North Yorkshire Police, 2022) and was critical in this case as the victim was at risk of further harm until the suspect was arrested and safeguarding was implemented.

Given the victims' vulnerable ages, it was imperative that they got support from the start. Due to the severity of the allegations, I submitted a public protection notice (PPN) on our police systems for our victims. A PPN is a document which records safeguarding concerns about a child or an adult and is shared amongst other agencies, for example, Social Services, with the aim of providing support where

needed. Even though Social Services are constantly criticised in the media (Pennink, 2024) social workers were assigned to both of our victims and paid them a visit in a matter of hours. If it wasn't for this prompt response, the victims might not have been on-board with a criminal investigation.

Abiding by the Victims' Code is fundamental in any investigation. All victims have the right to be referred to services that support them. Therefore, I also submitted Sexual Assault Referral Centre (SARC) forms for our victims. Through these SARC referrals, the victim can receive one-on-one support from an independent sexual violence advisor (ISVA), who offers survivors of sexual abuse continuous support, advocacy and impartial advice and information (Gov UK, 2017). The assistance of an ISVA is invaluable because, while social services and the police can provide support during this difficult time, we lack the tools and expertise to provide victims of sexual assault with one-to-one, practical support. Given that both victims in this case were children it was critical that this support was put into place right away, and I could not fault the ISVA's as they made immediate contact with them.

In addition to the aforementioned services, the police also hold strategy meetings in which the children's schools are invited. In this meeting the schools address any previous concerns regarding the student, and they state how they plan to support them moving forwards. In this instance, it was decided that during school hours, the victims would have designated wellbeing champions. These wellbeing champions, in addition to offering drop-in sessions so our victims could always get in touch if they needed to, promote positive mental health and share strategies for wellbeing (Robson, 2023). While not all schools are able to offer this service, it was essential in this case as the alleged incidents had happened over the school holidays and both students required a great deal of assistance returning to full-time education. However, with the support from the wellbeing champions, this transition was smooth.

Not only are schools requested to join these meetings, but health is as well. Even though it was agreed in the meeting that both victims would get counselling to help deal with the situation, they would be waiting over a year for these talking treatments (Mind, 2013). Their mental wellbeing should have been a priority, not only because suicide is the fourth leading cause of death in older adolescents (15 – 19 years), and abuse in childhood and barriers to accessing care are some of the risk factors (World Health Organisation, 2021), but also because in 2022 the UK Parliament responded to the Home Affairs Committee recommendations regarding the publication of Investigation and Prosecution of Rape, concluding that *the Government is committed to ensuring that all victims receive appropriate support, including mental health support* (Home Secretary, 2022). Two years have passed since these recommendations, and we are still having difficulty getting the necessary support for our victims to rebuild their lives. I was very disappointed that the medical profession could not do much for the victims but unfortunately, this was all out of my control.

The first victim in this case wanted to pursue a criminal investigation and consented to giving their evidence via a video-recorded interview. As per definition, all children under 18 years old and whose evidence is likely to be diminished due to their age are eligible to give their evidence via a video interview (Gov UK, 2022). Similarly, if a victim or witness in a case is intimidated and their quality of evidence is likely to be diminished by reason of fear or distress, they too are eligible to be interviewed via

video (Gov UK, 2022). In the police, we call this achieving best evidence (ABE). This ABE recording is then played as their evidence in court, which stops vulnerable and intimidated victims and witnesses having to take to the stands and testifying in person. Throughout these ABE processes, both victims received support from their ISVA's. All questions were answered, and the victims were always listened to. This was fundamental for our investigation because it meant that the victims gave their evidence to the best of their ability. The first ABE that was given proved to be significant since it prompted the disclosure of our second victim.

The second victim initially opposed to providing an ABE, but after brilliant work from her ISVA, she had second thoughts. According to Brown et al. 2010, ISVA's reduce attrition and increase chance of conviction and in this instance, the ISVA was extremely important because without her rapport building with the victim, there would have been no video recorded interview and therefore no possibility of conviction. Although there was a language barrier with this victim, the criminal process still ran smoothly. We made sure there was an interpreter there when she gave her video recorded interview so she could give her evidence in her native tongue. Even though interpreters are essential to an investigation such as this one, rapport can be impacted due to the break in conversations (Farooq and Fear, 2003), that is why it is so important for specialists like ISVA's to build relationships with our victims from the start.

Finkelhor *et al.* (2015) state that child sexual abuse survivors are consistently reported to have increased vulnerability to sexual revictimisation than those without a history of sexual abuse therefore, it was important that both victims in this case received support to process what had happened in order to prevent negative outcomes like post-traumatic stress disorder (PTSD), dissociation and re-victimisation in the future (Papalia, et al., 2021).

Barter (2009) suggests that educating young people is the best intervention for all forms of sexual violence; a curriculum about what constitutes a healthy relationship, consent and abuse and the need to report such incidents to the police and other authorities. Knowing that educating is what the government are most trying to promote as a preventative (Department for Education, 2024), I liaised with the victims' social workers, and we discussed about educating all parties, including the suspect about consent and boundaries. Not only did we believe that this education would help reduce the victims' likelihood of future victimisation, but we also believed that it would prevent the suspect from reoffending.

According to Tyler and Blader (2000) how police treat individuals, including suspects, has a bearing on whether they feel valued and, as a result, may encourage more law-abiding behaviour (Tyler, 2006). Since the suspect in this case was a minor, there was hope that we could change his concerning behaviour around. For this reason, I contacted our Youth Offending Team (YOT), who are responsible for monitoring 10–18-year-olds who have committed crimes, including sexual offences. To tackle repeat offending, the YOT have specialist resources designed especially for harmful sexual behaviour (HM Inspectorate of Probation, 2017). It was agreed that the suspect would attend a 12-week course, which would explore the impact of crime on victims, explore the suspect's thoughts and feelings surrounding the

offence and would educate the suspect on behaviours surrounding boundaries and consent.

Overall, from a policing perspective, I think I went above and beyond for both victims in this case. With the help of their ISVA's and social workers, the victims were able to feel heard and validated throughout the investigation and ultimately, it was this rapport that kept them onboard with a criminal prosecution. Although medical professionals let our victims down with the lack of immediate counselling, the support they received from social services and the ISVA's exceeded my expectations. In terms of tackling repeat victimisation, according to Barter (2009), educating people is what works, therefore both victim's received education from social services regarding consent and boundaries. As well as this, to limit the suspect from re-offending, a 12-week educational course was arranged by the YOT.

Words: 2160

Task 2

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose a 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:

In this essay I will critically evaluate the expedited measures that I used during a complex investigation whilst referring to Borton's "Model of Reflection" (Borton, 1970) which consists of three stages. First, is the "what?" stage, which will refer to the investigation itself and what occurred. Secondly, it asks "so what?". Here I'll discuss what fast-track actions were utilised by myself and my colleagues, and lastly it asks, "now what?". This is where I'll critically evaluate these fast-track actions, comparing what worked well and what did not. I'll also be evaluating the support I provided to victims and suspects whilst attempting to manage my own personal beliefs and attitudes during this investigation.

The first phase of Borton's model (Borton, 1970) asks "what?". The incident I will be referring to throughout this essay is one of the more complex investigations I have been involved in and one that I will always remember.

It involves a social worker who called the police and said that a mother who was supposed to be in court that morning to hand her child over to the local authority for adoption, had taken the child from the foster carers home and left in a car with an unknown male. The social worker explained that it had been ruled by the courts that the mother was to hand her child over that morning, and she would lose all parental responsibility (PR) due to her incapability to safeguard the child during the first few months of their life. Thankfully, the social worker wrote down the license plate of the

vehicle she got into and gave this to police, which turned out to be important information. The social worker went on to say that the mother who had the child in question had threatened that morning that she would harm herself if she had to go to court that day and give her child up for adoption. Sir Robert Peel (cited in South Wales Argus, 2022) stated that one of the core responsibilities for officers in any investigation is to protect and preserve life. Because of the mother's life-threatening comment, this call was inputted on the system as high-risk, and every attempt had to be made to locate them both. However, the mother in this case was to be treated as a suspect for child abduction as the mother had lost PR meaning that the child now belonged to the local authority.

Addressing the "so what?" part of this model, the first fast-track action that was used was Automatic Number Plate Recognition (ANPR) as we had the male's vehicle details. ANPR is a live system used by police to help detect and disrupt criminal activity (Police UK, 2024) as it scans vehicles on the roads and notifies us of their locations. Since we only had the vehicle details as a lead, it was crucial to conduct these checks expeditiously.

Whilst ANPR checks were on-going, I got in touch with the social worker who reported the incident and obtained the details of the mother and child involved. This helped in identifying both the suspect and victim on our police systems. Social services also shared the information they had about this family in an urgent strategy meeting, a meeting which involves multiple agencies such as police, social services and health with the aim to determine whether a child has suffered or is likely to suffer significant harm (Lancashire, 2024).

During this meeting, the mother's contact number was also shared, this became another line of enquiry that we could pursue. Police have the ability to use intelligence systems that can pinpoint the location of a mobile phone or device in a specific area (Forensic Access, 2021). Once I got the mother's phone number, I quickly submitted an application to locate its position. However, it took a couple of hours for this report to return, so using this initiative as a locator tool was not effective on this occasion.

Meanwhile, ANPR checks showed that the male's vehicle was still in the Cardiff area. The roads policing team, who are in charge of policing the road network (College of Policing, 2024), were informed about this vehicle and took action to stop it. As ANPR notifies us of exact locations, this vehicle was able to be stopped within a matter of minutes by our traffic team. It then became clear that the female and child were not inside the vehicle with the unknown male. The male driver verified that he had picked up the female and the child but said he dropped them off a couple of streets away from where he picked them up. It was important that we knew this precise location, so I went to meet the male, and we re-traced this route.

CCTV is crucial for identifying potential investigative opportunities (College of Policing, 2024), so once we had a visual of the route, CCTV was the next fast-track action carried out by officers. CCTV enquiries showed that the male driving the vehicle did not drop them off where he claimed and as a result of giving this false information, the male was arrested on suspicion of child abduction as he was now a potential suspect too.

The next fast-track action, in order to avert the escape of the female offender and find the child, was to urgently interview the arrested male (Roberts, 2011). During the interview the male admitted that the mother and child were at his address in Cardiff, and he provided this to officers. The interview was paused once we got this information, and my colleagues were notified. The mother and child were found safe and well at this address and social services were informed. As the child had been at risk of significant harm, social services had requested an emergency court order to take the child straight into care (Bretherton Law, 2024) and the mother was subsequently arrested by officers for child abduction.

In dealing with the “now what?” part of Borton’s model (Borton, 1970) there is much to learn from this incident. Without the ANPR system recognising the number plate and comparing it to the database almost instantaneously (Total Parking Solutions, 2021), we would not have been able to find the male driver and therefore it would have taken longer to locate the mother and child. Having access to this system proved effective in this investigation.

Regarding the location of the mother’s device, this did not work so well. While this is a useful tool overall, as it would have provided us with a better comprehensive understanding of the suspects’ movements (Police 1, 2024), the results did not come back quickly enough for us to use them in this case. This meant that the other lines of enquiries had to be pursued and relied upon instead.

CCTV also played a crucial role in this investigation, because due to its technological advancements, including improved image quality (Mitchell, 2023), we could see that the mother and child had not been dropped off as claimed, confirming that the male driving the vehicle had given police a false account. Ultimately, without this CCTV, the male would not have been arrested and questioned about the mother and child’s location and we would not have located them as fast as we did. From this however, I have learnt that in future investigations I would immediately do CCTV enquiries from the address that the suspect was last seen at, in this case where the social worker noted the vehicle registration number, rather than tracking down the car using intelligence systems and arresting the driver first to obtain the information. Using CCTV evidence would certainly speed up the process and give us more vital and accurate information to follow.

In policing, it can be difficult to separate your personal values and attitudes from what is being presented in front of you. In this case, the mother had committed a crime and had broken the law, but on the basis that she was about to lose her child forever. It was crucial to show understanding and compassion for her situation during this investigation and offer her support during what is undoubtedly the toughest time in her life. In sight of this, I allowed the mother and child to spend time together while we waited for social services, as opposed to taking the mother straight to custody after her arrest. Our ability to consider another person’s viewpoint is deemed uniquely human (Decety & Cowell, 2014), and whilst I am not a mother, I could understand and empathise with her. In a fascinating study, Batson explored the relationship between perspective-taking to valuing a person who is in need. Based on the results, Batson came to the conclusion that valuing a person in need is an important, and frequently disregarded, factor and precursor of feeling empathy for

that person (Batson, 2007). Sometimes it is important to remember that we are all human.

While the mother was in custody, I made sure that the health care practitioner checked on her well-being every few hours because she had mentioned to the social worker that morning about wanting to harm herself. I liaised with her social worker too and arranged for them to come down to the station to inform the mother about the next steps for her child, her housing situation and any ongoing support for her upon her release. The social worker explained that their support would finish when she was released as they were children's services and would only be involved if the child was still in her care. Since the child had been removed, she would not receive any support from them. Personally, this was disheartening to hear because this mother had lost everything and now the support that she had been having for the last few months was about to abandon her too.

Family Lives, an organisation who provide targeted early intervention and crisis support to families in the UK, state that the local authority has a duty to offer to assess the support needs of anyone who is affected by an adoption placement (Adoption and Children Act 2002). This applies to the child, the adopters, the birth parents, and close relatives and siblings who have had, or may have a role in the child's life. I therefore liaised with adult services whilst the mother was in custody to make sure that she had professional support when she left. Thankfully, I managed to get a social worker allocated to her just in time. I also provided the mother with contact information for various organisations that she could reach out to if she needed to talk to someone.

To conclude, this investigation is one that I will never forget. Although multiple fast-track actions were carried out by officers, only a few were effective, like ANPR and CCTV. Ultimately, if it was not for the social worker noting down the number plate of the involved vehicle, this investigation would have gone quite differently. In terms of the support I provided to the suspect in this case, not only did I let her have extra time with her child before social services took them away, but I ensured that she had professional help before she left custody so she could process what was happening. Although the mother in this case was a suspect, it was important to represent the human side of policing by being empathetic to her situation (Millie & Hirschler, 2024) and I believe I did just this.

Words: 1910

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Date: 27/10/2024

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