

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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**FACULTY OF BUSINESS AND MANAGEMENT
PUBLIC SERVICE PROGRAMME**

Module title: Policing in the Workplace 3 (DHEP) - 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.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

Contents

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

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

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

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

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

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

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

ANSWER:

I attended an incident where there was a woman in distress at the town centre. It was a cold winter evening and it was reported the woman was with her ill baby and her elderly mother. The younger woman could not speak very good English and the elder could not speak any English at all. I established that the baby was sleeping but was alert when woken. Speaking to the ambulance services, the baby didn't appear to have any symptoms showing immediate or life-threatening danger. Given the length of time for an ambulance attendance, I asked for permission from our health contact to convey the child to hospital. As I waited the go-ahead regarding conveying, I spoke to the woman to establish what had happened.

The woman spoke a regional Iraqi dialect of Arabic. I called our 3rd party translation services but there was no one immediately available so we were obliged to wait. Through google translate I was able find out that she had left her partner that morning from a neighbouring force area and took a taxi to our area. She normally lives in a nearby city

with her partner and her mother. She also said her relationship was abusive and she was afraid of her partner taking her child away. In addition to this, she was not long in the United Kingdom, having originally come over as a refugee from Iraq with her mother. She met her current partner while living at a refugee centre in England. The woman and her mother had no other family or friend support and relied entirely on the woman's partner. The woman's elderly mother was also vulnerable due to her physical ailments and could not walk unaided.

Policing work inevitably means coming into contact with vulnerable people. Traditionally definitions of vulnerability may have included lists of characteristics such as gender, race and later age, mental illness or disability (Bartkowiak-Théron et al. 2017, p.2). According to the College of Policing (COP), vulnerability is defined as someone, who as a “result of their situation or circumstances, are unable to take care of or protect themselves or others from harm or exploitation” (COP, 2021). While the definition is less specific than a list of definable characteristics, it allows some discretion and for us to draw upon our “intuitive understanding of the fragility of the human experience” (Bartkowiak-Théron et al., 2017, p.8). This in contrast to the idea of “social categorisation” which risks overlooking people who are vulnerable due to circumstance or placing people as vulnerable when they are not (Bartkowiak-Théron et al., 2017, p.8).

Several vulnerabilities present themselves when looking at migrants or refugees in the UK especially in the context of Intimate Partner Violence (IPA). Women's experiences with violence is exacerbated by their “specific position as immigrants” (Azizi et al., 2024, p766). This can include language barriers and lack of understanding of local laws and rights, isolation from family and friends and even previous negative experiences with authority figures in their home country. Depending on country of origin or cultural background there may be other considerations as well such as honour-based violence. With

honour-based violence, certain societies attach an “honour code” to a women’s conduct and sexual behaviour (Hague et al., 2013, p. 383). This type of behaviour is transported with migrant communities and may be exacerbated by the living situation in the new country. This possibility was something I was considering during my incident given the victim’s account.

Intimate partner violence is also indicator of greater vulnerability. A history of IPA or other controlling behaviour can create a situation where the victim does not see a way out. In a coercive relationship, the perpetrator manipulates the victim and plays on their fear. The self-esteem of the victim is undermined and they may be unable to “prioritise their own safety” (College of Policing, 2024). Coercive perpetrators may isolate their partner from friends and family, cause them intense psychological stress and fear and/or separate them from finances. Victims of IPA then may be completely financially reliant on their partner, fear for their children or feel they have nowhere else to go. The victim’s decision making may not be immediately comprehensive to those responding. A victim may be weighing the cost and benefit of involving the justice system (Birdsall, N. and Boulton, L. 2022, p. 332). However, this can leave them in a very vulnerable position and should be taken into consideration by attending officers. In IPA for instance there is great likelihood that the abuse has been ongoing and may not have been previously reported to the police. Even if the victim does leave the perpetrator the violence or abuse does not necessarily stop on separation (Weir, R. 2024, p.2).

In order to respond to victims of DA, risk assessments have been developed to identify and manage risk of harm the victim from future re-offending and re-victimisation. Risk assessments like the Domestic Abuse, Stalking and Harassment (DASH) are carried out when responding to domestic incidents to identify vulnerability and risk. Questions in the assessment may include things like if there have been past incidents of violence,

strangulation or controlling behaviour or if the partners have recently separated. There is also additional questions to cover potential honour-based abuse and forced marriage. Such frameworks can act as to “triage” incidents and initiate a process of “therapeutic plans for offender and strategic plans for victims” (Winter, 2017 p.200). Ideally such risk assessments can be seen as a method to predict if the perpetrator will re-offend but also if the victim will be re-victimised (van der Put et al., 2019, p. 101).

With repeat victims of domestic abuse, the DASH also can bring up other offences that were not raised during the initial response. I find with victims of intimate partner abuse may not even always realise actions by their partner counts as abuse. Some actions seem so normalised in the context of the relationship that they do not mention it during the initial account. For instance, in my case, the woman was so caught up in her own immediate circumstances she did not immediately consider past incidents of violence. However during the DASH questions she remembered several previous assaults and as well as fear of her partner’s friends. In this respect the initial response to these kinds of incidents is very important. Police response can trigger following actions and referrals that can help manage future risk and address re-offending and repeat victimisation.

As policing has moved towards a more proactive and preventative role, there has been increased focus on partnerships and collaborative problem solving in the “new era of community safety” (Davies, P. 2018 p 430). Preventative measures focusing on community safety have been elevated. For instance, in the past, repeat victimisation whether from domestic abuse or other incidents like ASB may have been considered individually rather than as a whole. One example is the case of Fiona Pilkington a vulnerable person being persistently targeted by ASB. The level of incidents was too low to be taken on by the justice system. However taken as a whole, it was clear it was indicative of a serious problem which tragically resulted in Pilkington’s suicide after years

of reporting incidents to police (Donoghue, J. 2013, p.809). I find parallels between this type of incident and IPA where the individual occurrences taken alone may not in themselves be serious, but taken together indicate a higher risk of harm and escalation.

To address some past deficiencies in flagging repeat victims, simple improvements to the software managing incoming calls has allowed repeat victims to be flagged as soon as the first point of contact via the force control room (Donoghue, J. 2013, pp 810-811). This can thus trigger other responses from specialist departments within the organisation as well which contributes to a more collaborative approach to repeat victimisation.

Internal and external collaboration and accurate record keeping is also key for managing offenders. In one example of a breakdown in communication, a domestic offender was released on bail by the courts while they were unaware that there was outstanding warrant in a different jurisdiction for other serious domestic violence. There was a breakdown of communication between the police, courts and agencies regarding management of the offender and victim. The new victim was subsequently murdered by the offender while he was out on bail (Hilton, N.Z. 2021, p. 203). It is therefore vitally important to have access to national databases and accurate records. In my incident, I had to consider the family was from a different force area in Wales, yet recently arrived from another force area in England. Any past incidents would not be on our local systems. Accuracy can also be a problem with foreign nominals as simple spelling error or reversal of surname and forename can cause information to be missed.

Part of the focus on increased inter-agency communication also means notifying the right agencies and funnelling offenders or victims towards the right services. For instance with victims of IPA there may be help via a social service referrals and signposting victims towards other resources like emergency woman's refuge. In my case of a foreign victim, this is especially important to clarify resources available as they may

not know what help is available to them. Recently there has also been an increased focus on preventative approaches aimed at offenders. For instance, Multi-Agency Tasking and Coordination (MATAC) which is aimed more at perpetrators in hopes of improving or managing their behaviour and prevent re-offending (Davies, P. 2018, pp.429-430). Social Service referrals or Public Protection Notifications (PPNs) also serve to streamline communication as it is a quick way to check the record of incidents outside of the normal investigatory framework. PPNs thus serve as method of communication between services and the police to manage vulnerable people or victims. PPNs are also a useful tool for initiating Multi-Agency Risk Assessment Conferences (MARACs) regarding repeat and high-risk victims of domestic abuse. I also used PPNs to request urgent Strat meetings with regards to children at risk where communication happens quickly between police and social services. In my case, I was able to communicate the background of the incident and reiterate the need for support and translation. Without adequate support, there would be a great chance she would return to the perpetrator having no place else to go.

To mitigate the risk of repeat victimisation there are some options available within the justice system. With incidents which result in arrest there is the option of bail conditions to further help safeguard victims from immediate re-victimisation. If a case does go to court there are options of restraining orders to prevent contact. The Clare's Law disclosure scheme is another action which can to notify a person if their current partner has been involved in past abusive relationships. This can help prevent serial offenders from targeting multiple victims and new partners having no idea of previous convictions or violence.

With police playing a more proactive role with crime prevention it is all the more important to have access to accurate and robust statistics and studies. Different studies have shown differing degrees of success (or lack) of recent strategies in managing repeat

victims and offenders. For instance, studies like that undertaken by Weir, R. found that while DASH questions could assess risk, they had little “predictive validity for repeat victimisation” (2024, pp.2) She also argues there is a weakness to the DASH system by including all domestic abuse incidents under the same umbrella which also includes IPV. There is a risk perhaps of not fully recognising the risk of recently separated partners which statistically has a high rate of repeat offending compared with sibling abuse which has a lower rate of re-offending (Weir, R. 2024 pp 9-10).

Ultimately there wouldn't be enough resources to treat every single call as if it is high risk. There is a need of a system to triage calls, assess risk and make use of resources in an effective manner. Given past attitudes towards IPA, as well as, other breakdowns in communication, information sharing, flagging repeat victims and using risk assessments like the DASH and PPN are important. Facilitating communication between agencies is an important to mitigate risk and hopefully prevent re-victimisation. Equally important is to consider the efficacy of different procedures to mitigate risk, be open to change and consider new research. Initial police response to an incident, whether it's a crime or not is the first step in this process.

Word count 2077

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:

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:

I attended a call of shoplift at a local shop in a neighbourhood where I work. The subject is a known young person in this area responsible for multiple Anti-Social Behaviour incidents (ASB), shoplifts and criminal damage and assault. He currently has

well over 250 occurrences on his record, the majority of which are crimes and which he is a named offender and he is captured on CCTV. His age? 11 years old.

ASB presents a very complex issue to the local community. There is increased financial cost as well feelings of fear and intimidation. Staff members of the shops he targeted were constantly having to deal with his behaviour, which also included assaults. Public buildings like the library, police station were also frequent targets with including breaking windows and throwing roof tiles at passerby's. Young people are also vulnerable to exploitation for drug trafficking and get targeted by organised crime.

I could see this happening in my case as well as recent intelligence regarding this young offender being seen recently with older known dealers. Youth offenders also suffer more severe physiological consequences to substance misuse than a fully developed adult and this can have lasting negative effects on their life. (Rooney, R.M. et al. 2024 pp. 2-3) The age of the offenders also present additional difficulties as it is not always clear how to best proceed with youth offenders.

Youth crime and young offenders can also have effect the overall legitimacy of the police and the relationship the police have with the community. While being relatively low level in nature, the sheer number of incidents can leave residents very frustrated and angry. The police can then be seen as ineffectual for not stopping the problem. Police risk losing legitimacy in the community if they are seen as not taking local problems seriously. Despite statistics in Western countries showing an overall decline in crime rates, there is a popular conception that crime rates are increasing. However the downward trend isn't always perceived by the public when it comes to drug crimes and young offending. Part of this conception of increasing crime rates may be due to a loss of faith in policing's ability to address certain community issues like the persistence of ASB and youth offending. Austerity has also meant less resources to vital community services as well as a less visible

presence of police 'out on the beat.' Recent economic difficulties also suggest an increase of crimes like theft is linked to the increased cost of living. (Dominguez and Kirchmaier, 2024).

As I investigated the outstanding occurrences regarding my young offender, it became clear that there was a hesitancy to pursue the youth for these crimes due to the relative low level of the crimes and his young age. The few times he was arrested, custody would not always accept him due to his age. More serious crimes may see a young offender go to court and get prosecuted but with low level crime there is a hesitancy to pursue and criminalise a child before they are an adult. While in the UK, 10 is the age of criminal responsibility, children under the age of 18 are also seen as not fully developed and vulnerable. Indeed, the variety of ages of criminal responsibility vary throughout the western world which shows the lack of consensus of when a child ought to be prosecuted. For instance, in Canada the age of criminal responsibility is 12 and Norway it is 15. In every jurisdiction however there is still a system that has children tried under a different system than adults. There is a universal acknowledgment of their differences compared to adult offenders. (Corrado and Mathesius, 2014, pp. 142-143)

Biologically, under 18s brains may not be fully mature and do not formulate long term goals the same way and adult does. Children are often less likely to make use of all information before making a decision. (Corrado and Mathesius 2014 p.149) Children may therefore lack criminal intent and culpability because of their young age which suggests that children may lack mens rea. Youth under 16 also have significantly lower cognitive abilities and they may also not understand the court system itself. A certain level of cognition and understanding is also a requisite to standing trial. (Corrado and Mathesius, 2014, pp. 144-145). These physiological characteristics of biological development can then

be further exacerbated by other factors such as Adverse Childhood Experiences (ACEs), learning difficulties or mental illness and dysfunctional family backgrounds.

ACEs refer to different traumatic events that may occur in a child's life while they are still in their formative years and their brains are still developing. (Testa, A. et al, 2025). Children exposed to trauma and ACEs are more at risk from contact by the criminal justice system "including arrest and incarceration" (Testa, A. et al. 2025, p. 2189). Studies looking at young offenders and adults have found that offenders tend to have high levels of ACEs. There is a risk then of a vicious circle where trauma and early contact with police will contribute to further contact with police. Trauma informed approaches and early intervention are therefore seen as a key element to preventing recidivism. (Testa, A. et al. 2025, p. 2189-2190) When underlying conditions are taken into consideration, a traditional enforcement approach to policing may not always be effective to long term crime reduction.

The concept of 'problem-orientated policing,' (POP) was a concept developed to look deeper into underlying factors behind incidents requiring police attention. This ties in with the idea of neighbourhood policing where crime reduction and prevention as well as improving local community ties becomes a larger focus. Thus the aim for policing becomes proactive as well as reactive (Gill, C. et al. 2018). POP also has appeal because it is associated with evidence based practices and "application of scientific methods to deal with real community problems" (Tilley, 2010, p. 183). With POP rather than just considering policing "incident by incident," with POP and community policing there is increased attention to solving recurrent problems and looking at results in the long run (Tilley, 2010, p. 183).

It is not always straightforward. Some studies suggest that community-based problem solving can reduce youth offending yet other studies have had more mixed results.

For instance, one study of youth crime hotspots, compared non-enforcement problem solving approaches with more traditional enforcement activities. The authors actually found that there was less crime and call for services in the areas that encouraged enforcement rather than problem solving (Gill, C. et al. 2018). However this particular study result was not reflected in all studies and didn't look at future adult recidivism.

As part of solving issues of neighbourhood policing, there is the popular concept of returning to traditional policing where there was a very visible presence of officers on the beat on foot patrol (Pamment, N., 2009, p.172). Some of this role has been taken up by Community Support officers. However, that lack of power held by CSOs can also be a detriment regarding youth offending as one study which interviewed several young offenders found they did not consider CSOs as a deterrent at all. In one study looking at young offenders, some youth stated:

“Everyone knows they can't do nothing until they phone the old bill and it takes ages before they actually arrive.”

“We can terrorise them and they can't do nothing.” (Pamment, N., 2009, p. 177)

One of my young offenders recent occurrences was an assault on a CSO which suggests there may be some limit having officers without the power of arrest.

Despite these issues, I found the local neighbourhood team, especially the CSOs essential for this sort of incidents due to their knowledge of the area and the relationships fostered with local people. Community engagement can be crucial for information and local intelligence. While CSOs aren't always seen in a favourable light (Pamment, N., 2009), I think they play an important role precisely because they do not have coercive power. They are able to maintain a different type of relationship with the public than a police officer does. I found working with the CSOs and neighbourhood team very helpful and I was in frequent communication with them regarding my young offender and other issues in the area.

In the context of community policing, increased legitimacy can have several benefits. It can help minimise resentment in the community which makes public interactions with police less conflictual. If people are more inclined to defer to authority it is more likely they will continue to follow rules even if the visible presence of the coercive power is not present. Community engagement and consent makes the job police do easier with cooperation from the public. Such cooperation is also vital for gaining local intelligence (Tyler, T.R., 2025 p.4). This can improve community relationships and contribute to a positive feedback loop of legitimacy and community cooperation.

A conflict does arise between the need for stability in a community balanced with the risk to youth of being arrested and “funnelled” into the justice system (Gill, C. et al. 2018 p.327). Dealing with young offenders requires a community based collaborative approach which may include specialist departments within the police such as the Youth Offending Services, anti-exploitation team as well as other agencies, schools and the overall community. Access to trauma informed services as well as other protective factors such as education, family therapy and other therapeutic help can help mitigate the risks to youth offenders and the community at large (Rooney, R.M. et al. 2024, p.2-3). Given the age of my young offender and his family background, it was clear that any response would have to involve his family. His family could not manage him and had their own past dysfunction and criminality. His mother acknowledged she was struggling with him but she also did not stop him from being out all night and did not usually report him as missing when he was out.

With a multi-agency and collaborative approach to young offenders there might be other options beyond a coercive enforcement of law. Community-orientated policing looks for solutions to complex problems such as youth ASB by emphasising “outreach and collaboration to respond to crime” (Gill, C. et al., 2018 p.326). When dealing with my

young offender, I thus submitted referrals via Public Protection Notifications (PPNs) and requesting urgent multi-agency meetings. I also communicated with internal specialist teams with the goal of lowering incidents requiring police response.

In "Keeping open Windows," de Lint examines the contrast between the more traditional view of policing as being "a function of coercive authority" and the more recent proactive approaches (de Lint, 2003, pp. 379-380). Rather than strictly being an extension of coercive control from the state, police may also use force and information to "broker access to troublesome individuals and problem individuals and problem populations for an administrative authority" (de Lint, 2003 p.379-380). This suggests a role for police for directing offenders towards alternative services with the goal of addressing underlying causes and hopefully lead to a reduction in crime. While I respond in a reactionary manner to the crimes of shoplifting, ASB, criminal damage ultimately I am providing information and intelligence which can be shared and help direct certain offenders (and victims) to the type of support they need. Intelligence and information gained can also be used for future management of offenders by other internal agencies such as the anti-exploitation team and the youth offending services.

Regardless of strategy implemented for complex problems it is clear there is no simple fix be it through traditional reactive enforcement or a more proactive approach. Complex problems do not have simple one or the other solution. The main strength of employing problem solving is letting the evidence guide towards effective policy rather than making policy based on how you want things to be.

In my case with the young offender, I interviewed the offender only for him to deny all knowledge of the twelve shoplifts, three assaults, and one criminal damage. Without an admission there was no option for a YOS out of court disposal. Within weeks of my interview, the young offender continued to shoplift and assaulted a CSO. During a later

interview he acknowledged his actions and has begun engaging with YOS. He is also now subject to multi-agency management, the anti-exploitation team and potentially psychiatric evaluation. Perhaps in this instance the police did act as a broker for a problematic and vulnerable individual to be directed to the correct services.

Word Count 2082

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*)

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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: Kelly Windsor

Date: 28/04/2025

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

Works Cited**Task 1**

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Bartkowiak-Théron, Isabelle, Nicole L Asquith and Karl A Roberts (2017) 'Vulnerability as a Contemporary Challenge for Policing, ' in Asquith, N.L., Bartkowiak-Théron, Isabelle and Roberts, K.A. (eds) *Policing Encounters with Vulnerability*. 1st ed. 2017. Cham: Springer International Publishing, pp.1-23. Available at: <https://doi.org/10.1007/978-3-319-51228-0> [Accessed date 27 April 2025].

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