



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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) - BMPP6001D

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students: https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

Advice and support about the completion of this workbook is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. However, you must:

- adhere to guidance in the Candidate Handbook about confidentiality.
- not identify individuals including witnesses, victims, or offenders by name.
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions.
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Candidate Handbook.

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is particularly important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Candidate Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

Contents

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

Task 1

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

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

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

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

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

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

ANSWER:

This essay will focus on a policing incident I attended involving a vulnerable young female being a victim of sexual offences at only 12 years old.

I will start by describing the incident and then discuss the approach to safeguard the vulnerable individual and the approach taken to prevent any evidence from becoming contaminated or lost.

I will also be discussing repeat victimisation and what was done to support to the victim as it came apparent she had been victimized previously.

Through my police airwave radio, my colleague and I were informed of a missing person who had rung the control room stating she was in the local area in forestry. Initially, it came across as a routine missing person check however, the young female stated to control room that she'd been sexually assaulted and raped by her stepfather during her time as reported missing.

We attended the reported location and on arrival, I could see a young female sitting on the pavement in total shock hyperventilating and her clothes soaked through and covered in mud with no shoes on.

I immediately asked the young female to sit in the van as I could she was very cold, and it was a busy main road where she was sitting, I will refer to the young girl as Emma.

I purposefully did not make any kind of physical contact with Emma as I was aware of the allegation she had mentioned to the control room, however, introduced myself and ensured her she was safe.

As we were in the van, Emma started to state her stepfather had driven her down to the wooded area in a stolen car to which she had escaped and run away. Emma stated throughout the traumatic ordeal she had been tied up with rope and raped by her stepfather in another area which was out of force.

It is important to note, that during this time my colleague and I did not have our body-worn cameras on due to South Wales policy regarding sexual offences. For example, it is stated, "A person who has just experienced a traumatic assault or rape may not want to be recorded" (Body worn cameras, 2017).

Although, during this time it would have been a great tool in achieving the best evidence, my priority was dealing sensitively with the victim. Having the welfare of the victim put first was the most appropriate approach to dealing with Emma, it was vital she felt safe and listened to as opposed to taking a statement and questioning her immediately.

Emma gave a detailed description due to the suspect being her stepfather, I immediately went over my police radio to update my supervisor requesting all units to look for this suspect and passed the male's description.

The female stated she wanted to return home, however, utilising the National Decision Model (College of policing, 2014), I assessed the situation considering factors which may tamper the investigation and put the young girl at further risk.

For example, the stepfather knew where she lived and therefore could re-attend along with the possibility of her discarding/washing the clothing she was wearing.

Although, it was clear Emma was traumatised I decided to take her to a place of safety, the police station – it was vital Emma was immediately safeguarded.

I organised a family member Emma agreed with to meet us there to help support her. I felt as though it was necessary to have immediate support for the young girl, this can account for being her appropriate adult.

The Police and Criminal Evidence Act 1984 (PACE) requires an appropriate adult is present whenever a young person aged 10-17 or a vulnerable adult is being interviewed by the police (The Young Lives Foundation, 2022).

Although, Emma was not being interviewed or giving a statement as of yet, I thought it was important to have an appropriate adult to help support and explain the process which would take place as it was very intrusive. I sat with Emma and discussed the area in which this happened and if she could give detail as she'd stated it was a field.

Any sexual offence is heavily reliant on forensic evidence, for example, Jetmore (2006) quotes, "in a rape, there are two crime scenes: the location where the rape took place and the rape victim's physical person, including the clothing worn by the victim and the perpetrator."

Emma started to state vital evidence would be at the scene of the crime such as the suspect's jumper, her shoes and the rope with which he tied her hands using.

However, this scene was covered by Dyfed Powys police and a distance away from our location, I immediately informed my inspector to liaise with Dyfed Powys as there was a possibility the suspect could return and destroy all the evidence.

It was extremely important both forces worked together to achieve the best outcome.

At this point I was currently gathering as much information without asking the young girl questions, she was just saying everything she felt was necessary in her own words.

Due to not being trained as a Sexual Offences Liaison Officer (SOLO), I was mindful of what I was saying as I knew I had to be compassionate and supportive without being pressing.

It was a very difficult and sensitive area due to the offence which had allegedly taken place in particular the domestic element of it and the victim's age, research suggests, that the majority of cases involve some type of relationship between the victim and perpetrator (Jetmore, 2006).

A short time later a SOLO arrived, they are there to be a first responder to allegations of sexual offences and to help gather evidence while securing the victim's confidence and trust (College of Policing, 2021).

Due to the rapport I had built with Emma, I stayed throughout the process for example, the seizing of her clothing. Although, it was clear the victim was uncomfortable in her clothing I decided to take the approach of asking her family member to bring clean clothes, however, not to seize them until the SOLO arrived to ensure all the correct processes took place.

It highlighted as a new officer this was my first serious sexual offence victim, therefore, it was vital I took lead from my superiors as I didn't want my actions to have any negative effects such as destroying any evidence on the clothing.

The SOLO went through the early evidence kit with Emma to which myself and her family member supported her throughout and during the process of the Sexual Assault referral centre (SARC) being explained, this is a hard process for any person, especially a 12 year old – it is incredibly mentally and physically intrusive.

At SARC the victim will have a full forensic medical examination, can get medical help if needed and get free pregnancy and STI tests (Oxfordshire Sexual Abuse & Rape Crisis Centre, 2020).

Evidence will be collected from the victim herself and her clothing, any biological evidence will then be analysed which can link it to the perpetrator.

DNA is a powerful tool, a report by Criminal Justice Joint Inspection (2021) suggested many victims have a fear of not being believed or being taken seriously. These sort of feelings from victims highlight how important it is to treat all reports seriously and with empathy, crime regardless of victims age and gender for example.

Within this case the suspect was known to the victim, therefore an even more so horrifying ordeal, Scott and McNeish (2018) report states, "Intra-familial child sexual abuse refers to child sexual abuse (CSA) that occurs within a family environment." It highlights the perpetrator does not have to be related to the child, however, it is whether the abuser feels like family from the child's point of view within this incident it was clear the young girl looked at her abuser as family.

Many children experience multiple incidents of abuse, involving either the same perpetrator or different perpetrators (Hamilton & Browne, 1998). It became apparent from looking at Emma's history on police systems and by what she was saying she had been victim of abuse for many years, from physical, mental and sexual. . A repeat victim of crime can be defined as, the criminal victimization of a person with crimes being the same or different from the same person (Safelives, n.d). A high risk public protection form was immediately put in with my concerns regarding Emma and social services were informed of the situation.

Child abuse and neglect frequently occur within domestic settings, with the perpetrator a member of the child's own family also making them a repeat victim.

In conclusion, throughout the essay it has stated relationships between victim and perpetrator of such crimes tend to be known to each other domestically, this links with repeat victimization for example, there is evidence such as from the most recent Crime Survey for England and Wales (CESW) showing a higher proportion of victims were repeat victims of domestic violence (Scottish Government, 2019). It is known domestic violence accounts for a large percentage of crimes, the Office Of National Statistics (2022) reported, approximately 845,743 domestic violence were reported in the year ending March 2020. The criminal justice joint inspection report (2021) states many survivors of such offence have many concerns such as worrying about confidentiality and not being believed by the criminal justice system.

Victims such as Emma are an example of those who needs multi-agency support from professionals and charities to help prevent having those feeling. It is clear victims young people may not be safe from those who are there to protect them along with the fear they may feel from not being believed by the criminal justice system.

Words: 1994

Task 2

This is a reminder that this TASK 2 section is an opportunity for you to answer one question which should be relevant to the "advanced learning" area that you have chosen. The advanced learning lecture that you choose to attend will assist you in answering this task.

Choose 1 of these 5 options to answer

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

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

Task 2 Option 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:

Within response policing one day is never the same, the difference between one call to the next can differentiate massively, for example, reports of anti-social behaviour to reports as severe as murder. To allow for effective modern policing you have to be aware of the skills you may require as a police officer and be open to being emotionally aware and ready to deal with high-intensity and stressful situations.

Domestic incidents are a common report to respond to and are rising, for example, the Office for National Statistics quote, "The number of domestic abuse crimes recorded by the police in England and Wales in the year ending March 2021 increased by 6%." Approximately 845,743 domestic violence were reported in the year ending March 2020. (ONS,2022)

Within this essay, the domestic violence definition is taken from the UK's government policy: "any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological, physical, sexual, financial, emotional" (Home Office, 2012)

This essay will explore what appeared to be a domestic violence incident which officers respond to on a daily basis but, developed into a complex and challenging incident.

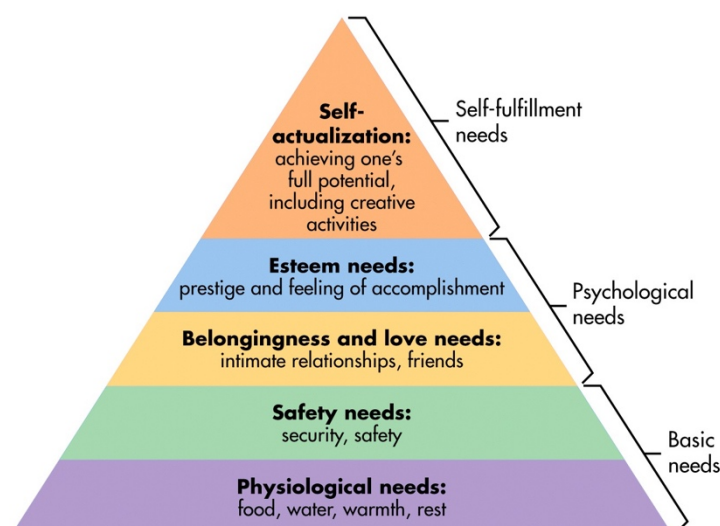
Firstly, when attending a domestic incident, it is important to strategize with your colleague beforehand, personally, I feel in my own experience it is vitally important not to attend domestic-related incidents single-crewed as the risk for all parties involved is too high.

It is important to strategize as it is vital to obtain accounts from both parties, the reporting person and any other persons involved in a private room away from each other.

Officers are to discombobulate information they have been presented with and to analyse it under THRIVE beforehand and throughout attendance. THRIVE stands for Threat, Harm, Risk, Investigation, Vulnerability and Engagement. THRIVE methodology is a recognised technique within policing and is used by a variety of police forces, including South Wales police. THRIVE helps us to make appropriate decisions and to remember factors such as vulnerability (Perkin, 2019).

Under THRIVE it highlights vulnerability, it's important those feeling vulnerable or who have a vulnerability, may perceive threats and risks differently due to having different needs, for example, many may phone emergency services due to a disagreement with their partner, whereas this may be normal for others. It highlights how everyone's needs are completely individual and at times may be circumstantial.

The below diagram shows, "Maslow's hierarchy of needs".



(Fig 1: Image of Maslow's Hierarchy of needs)

Maslow's hierarchy of needs states that our actions are motivated by certain physiological needs, for example, the need of feeling safe, and a sense of belonging and safe. It is important to know the person may feel vulnerable from not having that basic need and officers are to reassure and safeguard, to prevent further harm. It was clear within the incident I attended the reporting person was feeling as though their basic and psychological needs were not met, this was evident in the text of the call.

The text of the call read, "My boyfriend has gripped my throat, so I threw me vape at him".

In relation to Maslow's theory, it is evidenced in the text of the call the victim has felt her safety is at risk as she has responded physically and therefore has rung the police.

Initially, my colleague and I made our way to the stated address to which we discussed our strategy due to the domestic element. It was agreed we would speak to both parties in separate rooms with our body-worn cameras activated.

As we attended the address there was no initial sign of a disturbance which could be heard from outside. My colleague and I activated our body-worn cameras as we came outside the house to ensure all of our attendance was recorded.

A recent report suggests, that over the last 10 years, police forces in Britain have begun to utilise use of body-worn video cameras (BWC). The report stated officers viewed the use of BWC as a positive tool although, being an additional responsibility, the extra responsibility outweighed the benefits as it is an effective way of safeguarding victims and evidence for charging suspects (Lister and Pina-Sanchez, 2018).

A male answered the door stating, "She's phoned the police, has she?", my colleague and I explained the reason for our attendance and that we would need to speak to both parties.

I immediately noted the male had an injury to his right eye, I assumed this was the injury from where the female had thrown a vape at him from the initial call of the text.

The male was incredibly hostile towards officers from the offset, I formed the opinion he was intoxicated through drink and drugs. I explained I would need to go upstairs to speak to his partner to which he refused and obstructed the stairway meaning I wasn't able to walk up the stairs.

At this point, my colleague, myself and the male were standing in a small porchway, I was very conscious there was not much room which may make the situation escalate being in a small confined space.

My colleague tried to compromise with the male to allow us to speak to the female, as we would need to regardless of his wishes. Information was then passed a child was upstairs in the property, this changed the dynamic slightly, I now wanted to remove the male from the property as he was preventing us from carrying out our duties and becoming hostile.

The male's demeanour started to escalate stating, "I will headbutt you now", indicating he wanted to fight my colleague, at this point, it was becoming incredibly complex as we had to deal with the aggressive male but, still did not know of the female or child's whereabouts or importantly, welfare. It was clear further units were needed to help contain the situation, however, it was apparent our strategy of speaking to both parties was not going to be carried out.

Due to the commotion, the female then presented herself standing on the stairway and started to discuss the matter however, this just made the male further irate.

I thought through the National Decision Model and thought about taking the approach of communication with the male as I had the impression he did not like my male colleague and being female could possibly de-escalate the situation.

It soon became apparent no factor mattered to the male and clearly, he wanted to take matters into his own hands.

In only a matter of seconds, the male then storms past aggressively shouting, "I will stab you now". This threat has now made the incident escalate to a point where I am now fearing for my own, my colleague's and the victim's safety. Due to the lead-up to this complex situation taking only a matter of seconds, it was clear we needed a different strategy to ensure all parties were going to be safe. The only way to strategize this incident would be to contain the male, however, we did not know the layout of the address.

The male entered the kitchen closed the door and could be heard searching the drawers pulling out items sounding like kitchen utensils. It was at this point it was clear use of force needed to be the strategy to contain this incident by using the method of Taser.

My colleague and I dynamically risk-assessed the situation using the national decision model while communicating with the control room. My colleague withdrew his Taser and as the door opened deploying the Taser at the male due to the level of threat perceived.

Once the door opened I could see it would be difficult to aim a taser correctly as the kitchen did not have much open space, meaning the male could be hidden by cupboards. The male could be seen with a large kitchen knife in his hand still being verbally abusive and the Taser was discharged.

This strategy was not effective as the male pulled the barbs out of his chest therefore Taser did not deliver the shock to allow us to detain him.

At this point it was clear this incident was proving to be quite dangerous and with a high level of risk. It was now a dynamic situation where firearms would be involved meaning my colleague and I had to follow the given strategy by the force incident manager (FIM).

The strategy developed by FIM was given to which was to remove the female and child from the property due to the male being in the kitchen. My colleague continued to tactically communicate with the male, but he did not comply with any actions and proceeded to put the knife through the door almost causing serious injury to my colleague's head who was putting his weight behind the door to contain the male in the kitchen.

Although, FIM had given the strategy I had to make the decision to go against it from the information I had gathered from the scene as I could not guarantee the male would not be able to leave the kitchen and make an exit which may pose a risk to persons standing outside. I decided to ensure both persons were upstairs and lock the front door as I wasn't aware of the layout of the house as the incident had happened so quickly.

I felt a sense of relief when I saw further units arrive at the property to which we were advised to withdraw for firearms to enter. It became apparent the male had left the property to flee police through the rear kitchen door. I relayed this information to my colleagues via the control room and the suspect was found by assisting officers where he had no weapon on his person and subsequently arrested.

My focus was now on the victim and child as I knew my colleagues had the suspect detained, this was difficult as the victim was in shock and therefore finding it difficult to speak about what had happened. I realised it would not be effective or great practice to continue to ask the victim for a statement, therefore I decided to give the victim time alone to allow herself to compose herself. With another officer's and Women's Aid support, the victim provided a statement of complaint at a later time against her husband and it was clear she'd been badly assaulted on that particular night and was a repeat victim.

Although the whole incident was challenging, it was incredibly difficult to obtain a statement of complaint from the victim without the help of women's aid. It highlights how important partner agencies are to the police service, for example, Women's Aid. Women's Aid (2022) quote, "the police receive a domestic call every 30 seconds," highlighting, how often people feel in fear of someone personally connected to them. This essay highlights how factors such as intoxicants and children in a greater and factors such as intoxicants are increasingly playing a major factor making it a difficult judgment call. Safeguarding measures were put in place, a public protection form was submitted high risk to allow for support and an independent domestic abuse advisor was allocated to her.

In conclusion, it is clear within modern policing that domestic violence is rapidly becoming more widely spoken about and reported due to people now recognising it is more than being physically hurt by a loved one or family member. It is vitally important to remember that factors such as 'financial', 'psychological' and 'emotional' are factors which may not present in front of an officer therefore, it is important to communicate and ask difficult questions to victims to help them learn the type of domestic violence they are suffering to help safeguard the victim. It is concerning, public protection teams are calling critical incidents due to the number of public protection forms being submitted to help get support for domestic abuse victims. Overall, although during this incident our strategy was not effective it proves very successful in other, it proves how vital the NDM is as the incident can change so quickly as seen within this example.

Words: 2047

Task 2 Option 2:

Authentication signature: HRabaiotti

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

Signed: HRabaiotti

Date:
27/10/2022

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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Figure 1:

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