

## **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)**

**Learner name: John Davies**

**Learner's University Registration Number: 2236441**

## **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](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](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](mailto: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 incident, the drug user, homeless victim, was assaulted by a suspect recently released from prison. The ALACT model (Korthagen, 2001) will be used to reflect on the investigation.

The victim who suffers from schizophrenia, was deemed vulnerable under Section 16 of The Youth Justice and Criminal Evidence Act 1999 (Home Office, 2024). The assault took place in the living room of a flat, in front of five others drug users. The suspect punched the victim in the face, after an argument, then hit him with a fire extinguisher, he then hit him with a sword, the victim managed to protect his head with his left hand, only receiving a cut above his right eyebrow, but receiving a cut on his hand, that required surgery to repair the tendons, as such the assault was deemed to be of the level of Grievous Bodily Harm (Police National Legal Database, 2024). The victim fled and called an ambulance from a payphone, ambulance then contacted the police. The fact that the victim chose to call an ambulance and not police, is not only down to him wanting medical attention, but also a social factor in the homeless community who do not want police contact (Woolley, 2015).

The assault was heard by the next door neighbour. This resulted in officers attending the scene where the victim had fled to (these officers provided first aid to the victim, their body worn video was recording this, and captured the victim's injuries), and officers attending the flat (their body worn video was also recording and captured the blood at the scene). Officers at both scenes realised that the calls were linked, and the victim identified the suspect, this information was passed to officers at the scene, who realised that the suspect and one other male had left. The victim was then conveyed to hospital, who recorded his first disclosure of the incident on their body

worn video and took photographs of his injuries. The scene was preserved, and evidence was secured, including the sword. None of the individuals at the scene would provide any information to the officers there.

I was assigned as the officer in the case when I started my CID shift the next day. The first stage of the ALACT model is “Action” (Korthagen, 2001), the action I took was: I attended the scene, conducted house to house and CCTV enquiries. I attended the hospital and took a statement from the victim. I did offer the victim the opportunity to give his evidence via video recorded evidence in chief as he is a vulnerable victim (Crown Prosecution Service, 2023), however he declined this, and opted for a written statement, the statement he gave was coherent and detailed, and his evidence was not diminished by giving his statement in this way. I attempted to contact all of the witnesses that were at the scene at the time of the incident, however all were evasive, and I was unable to contact them. The fact that the witnesses would not provide any information to officers, is common among drug users and homeless people (Woolley, 2015).

I also attended the address of the next door neighbour, she was not willing to provide a statement, she also has a CCTV camera at the front of her property, however she was not willing to provide us with footage from this camera, or allow us into her property, as she was worried that members of the community, and members of her ethnic minority, would find out, and she would face repercussions from both those communities. Not cooperating with police due to pressure from the community (Dedel, 2006) and ethnic minority (Radford, 2006) is common. There are no police powers to force entry to a premises of a witness to seize CCTV, if we had applied for a Section 8 Warrant (Home Office, 2024), and the warrant had been granted we could have legally entered the premises and then seized the CCTV system under Section 19 of PACE (Home Office, 2024). I decided not to do this, as the footage would identify the address, and put the victim at risk.

The victim then contacted me and said he wished to withdraw his complaint. I subsequently met with the victim, and he signed a negative statement and informed me that he wished to withdraw through intimidation from the suspect and as the suspect has supplied him with a large quantity of crack cocaine, as a form of compensation. This is not surprising as “attempts are often made to threaten or persuade a witness to not give evidence” (Crown Prosecution Service, 2019).

There was no CCTV that captured the suspect leaving the address, and no witnesses that are willing to provide a statement. The forensic results on the sword provided a mixed, low level match to the victim and suspect.

Critically evaluating the appropriateness of different approaches in supporting the vulnerable victim, early on in the investigation it was identified that due to the suspect still being at large, and the victim being of no fixed abode, it was crucial to find accommodation for the victim that was secure. I liaised with the Violence Protection Team at the hospital, where a lockable room at a hostel was sourced. Also, I spoke with hostel staff and advised them of the identity of the suspect and to call 999 if he attended, this is in line with guidance from homeless charity Shelter (Shelter, 2024).

Using the next stage of the ALACT model, “Looking back on the action” (Korthagen, 2001), more could have been done to safeguard the victim, as he came into contact with the suspect when he left the homeless hostel, to go and buy drugs from an associate of the suspect. It would have been beneficial to put the victim in touch with drug rehabilitation programmes straight away when he left hospital, and this could have prevented the victim from coming into contact with the suspect while sourcing drugs, this could have been done through signposting the victim to a drug rehabilitation service (NHS Wales, 2024). I could have referred the victim to Barod, who work with drug addicts in Wales (Barod, 2024), however I did not, but I would do this in the future.

Also, this would have strengthened the case against the suspect as the prosecution could proceed with the support of the victim, as victimless prosecutions are notoriously difficult to get a conviction from (Ellison, 2002). I referred the victim to South Wales Victim Focus, they are an organisation that “provide help and support to anyone in South Wales affected by crime” (South Wales Victim Focus, 2024). This is as per South Wales Police policy, however, on reflection, I could have done more to encourage the victim to engage with them, by contacting the victim more in the very early stages of the investigation, in order to prevent him from withdrawing his statement.

Also, more could have been done by the professionals at South Wales Victim Focus, in providing support to the victim, this may have resulted in a different outcome of the victim supporting the police case against the suspect. A report by His Majesties Inspectorate of Constabularies and Fire and Rescue Services, found that “too many victims are not receiving a quality service” (Victim Support, 2024). Professionals from the Violence Protection Team at the hospital where the victim was treated could also have done more to safeguard the victim, as although through partnership with the police, they secured a lockable room at a shelter for the victim, once he was discharged, their support for him stopped, and they did not put any support in place for him once theirs had ended. Post discharge care for hospital patients is vital, even if their medical needs from the hospital visit have been treated “while a person may be ‘medically fit’ to leave hospital, they may not be practically ready to cope” (Parliamentary and Health Service Ombudsman, 2016). Professionals at the hostel where the victim was found accommodation could have also done more to support him, in the form of support for his drug addiction, as ultimately he returned to taking drugs within days or even hours of his stay their beginning, and this lead to him coming into contact with the suspect, which lead to him withdrawing his statement. However, this could be due to the barriers faced by homeless shelters when attempting to gain support for their residence, partly due to negatives stereotypes of the homeless community “residents have multiple complex needs yet both hostel staff and residents face stigma and barriers accessing support from external services” (Armstrong, Shulman, Hudson, Stone and Hewett, 2018).

I did submit a PPN for the victim, highlighting his housing situation and need for support, this was shared with local authority housing association and social services.

“Awareness of essential aspects” (Korthagen, 2001) is the next stage of the ALACT model. On reflection, myself and other professionals involved could have had more awareness around the essential aspects, that the victim was a vulnerable drug user

and the suspect was also part of that community. More awareness of this could have lead to us taking more steps to keep the victim and suspect apart. When considering evidence based policing in relation to tackling repeat victimisation and repeat offending, it is first necessary to define evidence based policing: "police practices should be based on scientific evidence about what works" (Sherman, 1998). In terms of tackling repeat victimisation, it is clear that the victim in this case, was repeatedly victimised by the same suspect, initially through the original assault, and subsequently through intimidation and coercion from the suspect to withdraw his complaint and provide a negative statement. The reason that the victim was exposed to second offence of witness intimidation was due to him associating with associates of the suspect, in order to purchase drugs. Repeat victimisation amongst drug users is common "victimization experiences were associated with increased contemporaneous substance use, with the strongest effects for those experiencing multiple forms of violence" (Pinchevsky, Fagan and Wright, 2013).

In terms of repeat offending, the suspect in this case has a long history of violent offending, and had been released on licence from prison shortly before the offence, and a recall to prison for the remainder of his sentence was issued due to his involvement in this offence. In this case it is clear that the early release of the suspect, and the subsequent support provided to him, did not work to stop his repeat offending, this is common "90% of the prolific offenders had re-offended within the two years after release from prison" (Boorman and Hopkins, 2012).

"Creating alternative methods of action" (Korthagen, 2001), is the penultimate stage of the model. On reflection, I would have attempted to ensure that the victim did not come into contact with the suspect, I would have done this with more contact with the victim in the early stages of the investigation, as I did find I was more focused on the offence and the suspect than the victim.

Despite the victim withdrawing his complaint, I decided to proceed with the case on a victimless basis, due to the serious nature of the offence, as it was in the public interest to do so, as if the suspect is willing to attack the victim with a sword, then there is a risk that he is willing to do the same to someone else, especially as the victims account and injuries were captured on body worn video and could be considered Res Gestae (Williams, 2024). Also, the decision to attempt a victimless prosecution is in line with the CPS national guidance to "build cases that do not need to rely on the victim" (Criminal Justice Joint Inspection, 2020). Once the investigation into this offence was complete the suspect could not be traced and therefore had not been arrested. Extensive arrest enquiries were conducted by my team and different specialist suspect teams in my BCU. These arrest enquiries were largely guided by covert methods of tracking the suspects phone, that were employed by myself. Through these investigations into the suspects phone, I discovered evidence that his mother was assisting him to evade arrest, and as such I arrested his mother for assisting an offender, the following day the suspect handed himself in and I arrested him. I then sent the file to the CPS for a charging decision, and the suspect was notionally bailed, however he was recalled to prison to the remaining two and a half years of his previous sentence. The CPS decided not to charge for this offence, however as the suspect was recalled to prison, the arrest resulted in a positive result, and the victim is safeguarded from him, at least until he is released from prison.

“Trial” (Korthagen, 2001) is the final stage of the model, I will trial having more contact with victims, especially those that are vulnerable drug users, rather than becoming focused on the offence and the suspect in future, in order to negate victims coming into contact with suspects and being vulnerable to intimidation and withdrawing complaints and providing negative statements.

**Word Count:** 2194

## Task 2

### Relevant areas of the National Policing Curriculum:

#### Conducting Investigations

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

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

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

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

#### **Answer:**

I will reflect on the following investigation, using Borton's Model of reflection (Janse, 2024), however in order to critically evaluate a serious and complex investigation, it is first necessary to understand what a serious and complex investigation is. The Serious Crime Act 2007, does not contain a definition of a serious and complex crime (College of Policing, 2018). However, an understanding of serious and complex crime can be gained, by looking at each aspect separately. Serious crime, although not defined, is understood to involve violence, weapons and firearms, sexual assaults, substantial financial gain for the suspect, or substantial financial loss for the victim, or are conducted by a large number of people with a common purpose (College of Policing, 2018). Complex investigations can be categorised by police by using their experience and taking into account the circumstances of each investigation (College of Policing, 2018).

A serious and complex investigation, in which I played a significant role, was an investigation into a knife point robbery, where I was officer in the case, arresting and interviewing officer. In order to critically evaluate the fast track actions utilised, it is essential to define fast track actions. Fast track actions are "actions that, if pursued immediately, may help to establish important facts, identify the suspect, preserve evidence or lead to the early arrest and resolution of the investigation" (College of Policing, 2013).

The first stage of Borton's model is the What Stage, where it is necessary to describe exactly what happened (Janse, 2024). In this case, a thirteen year old boy was pushed from his electric bike, by a fourteen year old boy, and simultaneously threatened with a knife, and his electric bike was stolen by the fourteen year old. The bike was later recovered by police, after the robbery was reported by the victim's mother.

The first fast track action was that officers conducted an area search around the scene, in order to stop and search any persons that matched the description of the suspect, to effect an arrest, seize the knife used, and in order to recover the stolen property. This action forms part of the building blocks of an investigation, specifically identifying a suspect, and securing material (National Police Chiefs Council, 2021). Officers did stop and search several persons that loosely matched the description of the suspect, however these searches were negative. The reason for this, was that the description from the victim, was not detailed enough, and the officers were simply searching any teenage boys in the area. With reflection, stopping and searching, without having a detailed description of the suspect was a waste, and could potentially be damaging the mental health of innocent people that were stop searched by officers (*Israel Campos and Paul Murphy-Kasp*, 2022). This potential waste of resources was recognised by the criminal investigation department that I am part of, and officers were dispatched immediately to the victim, in order to safeguard him and to obtain an accurate first account and description of the suspect, as this would better guide other fast track actions.

Once officers attended the victim, they obtained his first account, and description of the suspect, and passed this to officers at the scene, to better target who to stop search, locating the exact scene, in order to secure and preserve evidence, all in line with the building blocks of the initial investigation, in this case preserve life, preserve the scene, secure material, and identify and arrest suspects (National Police Chiefs Council, 2021). Officers with the victim were also able to categorise the victim as a vulnerable witness, due to his age (thirteen years old), and therefore identify that he would be a vulnerable witness, under Section 16 of The Youth Justice and Criminal Evidence Act 1999, and as such eligible for special measures, including providing a statement via video recorded evidence in chief (College of Policing, 2013). Officers also took a statement from the victim's mother as she received a first account from the victim.

Now a better description of the suspect had been passed to officers at the scene, they were able to better target potential suspects, and subsequently sighted an individual that matched the description of the suspect, riding an electric bike that matched the description of the one stolen from the victim, in a pub car park. The fast track action to obtain an accurate description in this case was vital, as it is in all cases "failure to accurately record the description of a suspect as soon as it is available, and failure to use the description during the identification process, can seriously undermine the chances of a conviction" (College of Policing, 2013). However, the suspect made off and was not arrested by officers, but they did recover the stolen bike, which had been discarded, in the entrance to the pub car park. Unfortunately, a member of the public had moved the bike out of the way of vehicles that were entering the car park, potentially forensically contaminating the

item. The bike was photographed in situ by officers, the handle bars and seat were forensically preserved using evidence bags, and it was conveyed to a vehicle recovery centre, where it could be forensically examined by a crime scene investigator. I contacted a crime scene investigator and arranged for them to forensically examine the bike at the vehicle recovery centre, which they did, as early forensic preservation of scenes and evidence is vital (Lee and Pagliaro, 2013).

The victim was interviewed on video, because this leads to a more victim centred approach (Ministry of Justice, 2022) by appropriately trained officers. During this interview, the victim named the suspect as they are former friends.

CCTV enquiries were conducted at the pub, and CCTV was obtained showing the suspect, wearing clothing as described by the victim, discarding the bike and running from police, unfortunately, due to the quality, his face was not identifiable. CCTV retrieval is an effective fast track action, as it can lead to early identification of suspects (Carli, 2008).

I then checked the name of the suspect against all police systems, and was able to identify a potential match, however there was a disparity between the age of the match and the age of the suspect that the victim had named. I then attended the scene, and conducted a search of the scene itself, as this had not been carried out by officers immediately following the robbery, they had conducted a wider area search. I found nothing at the scene. I also conducted house to house and CCTV enquiries, the “object of these enquiries is the early identification of those with material that could enable the investigation to progress” (College of Policing, 2013), unfortunately, I was unable to identify any new witnesses or evidence.

I then attended the address of the victim, in order to introduce myself to him and his mother as the officer in the case, and also to clarify some details regarding the age of the suspect. The victim at this time opted out of providing me with this information via a video recorded interview, and this was recorded in writing, as is allowed under Section 18 of the Youth Justice and Criminal Evidence Act 1999 “child witnesses should have the right to opt out of video-recorded evidence-in-chief” (Counsel, 2011). In order for the stolen bike to be forensically processed, I took elimination DNA samples from the victim, and the member of public that handled it.

The next stage of Borton’s model is the So What Stage, in this stage the event is analysed (Janse, 2024), so I conducted an evidential review of the case, using the national decision model, and decided on the next actions. The information available to me was, the victim had identified the suspect, had given a video recorded interview detailing a violent robbery, with use of a knife, there is CCTV that shows a suspect that matches exactly what the victim described discarding the stolen bike, that the bike had been recovered and forensically examined. My risk assessment was that the suspect, although only fourteen years old, was willing to use violence, and weapons, and knew the victim, because of this the victim was at further risk, and also the wider public was at risk of the suspect. Therefore, the powers that were available to me were to arrest the suspect, due to having reasonable grounds to suspect that he had committed a knife point

robbery, the necessity being to protect a vulnerable person, to prevent further harm or injury, and to allow for a prompt and effective investigation (this would allow me to obtain and secure more evidence and to obtain evidence by interviewing the suspect). The arrest would be conducted with a taser officer present due to the willingness of the suspect to use a knife. The options apart from arrest were to offer the suspect a voluntary attendance interview, however due to the high threat assessment of the suspect to the victim and wider public, this option was discounted.

The final part of Borton's model, is the Now What Stage, where action is taken following the analysis in the second stage (Janse, 2024). Myself along with other members of my team, including a taser carrier, then conducted arrest enquiries at the suspects home, the suspect was at his address, he did try to run from officers, however I caught him, he then attempted to assault me, but fortunately I was able to handcuff him without being assaulted, the taser officer did not need to draw his taser. All of the above is in line with the National Decision Model (College of Policing, 2013).

A search of his address was then conducted, under Section 32 of the Police and Criminal Evidence Act 1984 (Police national Legal Database, 2021), a knife matching the description of that used in the robbery was seized from the suspects bedside drawer, and clothing exactly matching that described by the victim and that worn by the suspect in the CCTV was also seized. The suspect was then conveyed to custody. Due to his age, an appropriate adult was arranged, this was the suspects uncle. The purpose of an appropriate adult is to "safeguard the interests, right, entitlements and welfare of children" (National Appropriate Adult Network, 2024). Also, a solicitor was arranged as he had requested one. I then interviewed the suspect, he was presented with all of the available evidence, he replied no comment to all questions put to him. I then completed a bail application as quickly as possible, in order to minimise the time the suspect spent in custody, as I was mindful that he too is also vulnerable, despite being a suspect, as police custody can have a detrimental effect on children "their experience of police custody is harsh and punitive" (University of Nottingham, 2023). He was subsequently bailed.

Since the suspect was bailed, the results of the forensic samples submitted from the stolen electronic bikes handle bars and breaks, were returned and were a positive match to the suspect. I did then consider using powers of arrest again on the suspect, due to the forensic results being new evidence in the case, which is allowed under Section 41(9) of the Police and Criminal evidence Act 1984 (UK Government, 2024), however, I decided to wait until the suspect answered bail (first seeking a bail extension), and interview him using the existing custody clock. I decided to do this in order to minimise the impact of being in custody on a child under the age of eighteen. Due to the strength of the forensic evidence, in addition to the other previous evidence, the suspect then made a full and frank admission in interview to the allegations put to him.

I then conducted another evidential review, and in addition to the previous evidence, there was now forensic evidence linking the suspect to the stolen property, a knife and clothing matching the victim description had been seized

from the suspects bedroom, and he had replied no comment to all questions in interview, potentially allowing adverse inferences to be drawn in court, and then made a full and frank admission in the second interview. Following this evidential review, my assessment was that the evidential strengths of the case surpassed the full code test, and that due to the violent nature of the offence, it is in the public interest to prosecute the suspect. The full and frank admission then made the casefile a guilty anticipated plea. As such I prepared the case file and sent it to the Crown Prosecution Service, who made a decision to charge the suspect with robbery, and he is now awaiting a first hearing.

In regards to the management of my own personal values and attitudes in relation to this case, I had to balance my belief that all victims deserve justice and the best possible outcome, with safeguarding the wellbeing of the offender, due to his vulnerability as a child, I believe that I have demonstrated this through a thorough investigation and positive outcome for the victim, and the care that I took to minimise the impact of custody on a child offender, as detailed above.

**Word Count: 2197**

**Authentication signature:**

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

**Signed:** John Davies

**Date:** 4<sup>th</sup> September 2024

**Bibliography (CONTINUED ON PAGES BELOW)**

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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