

Competency Based Workbook 2 - Suzanne Warr 2222251

by Suzanne Warr

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Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: __Suzanne Warr

**Learner's University Registration Number:
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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 describe an investigation relating to an allegation of inter familial sexual assault. The vulnerabilities of young children will be discussed and how these can impact the ability to gather and analyse evidence. The social and legislative context of this investigation will be highlighted throughout. An exploration of tackling repeat child victimisation from their parents will consider the role of the Local Authority when safeguarding children and young people.

All names and places have been changed to allow anonymity.

In October 2023 it was reported by Daisy Day Nursery that twin sisters Mya and Ava, who are both aged three attend the Nursery. A Nursery worker changed Mya's nappy and reported that she had an injury to her genitalia and Mya told her that daddy made her sore. A Multi Agency Referral Form (MARF) was submitted to the Multi Agency Safeguarding Hub (MASH) and a joint investigation between Social Services and Police was instigated.

Mya and Ava's mother took Mya to the GP who advised that the injury was reddening and normal as Mya was still in nappies. Myself and another Police officer visited Mya and Ava to gain a first account, neither made any disclosures.

Therefore, the decision was made to end the investigation and no further action was to be completed at that time by police. Social Services made plans to safeguard the children and were advised to share information should Mya or Ava make any further disclosures.

At this time Mya and Ava did not make any disclosures, however, it is imperative for professionals to understand that, although research indicates that a general concern for child witnesses is their potential suggestibility and within a study on judicial perceptions, children aged 2-5 were perceived to be the most suggestible with 47% of children within this age bracket being perceived as suggestible compared to 18% for those aged 18 and above (Nicholas et al 2005). Research also identifies that children are credible witnesses and compared to adults they are 'less likely to have their interpretation of an event influenced by assumptions, previous experiences, prior knowledge, or stereotypes (Cotterill, 2022).

In February 2024, Social Services informed Police that an application to Family Court for an interim care order had been made and Mya and Ava were currently living in Foster Care. A third party had been instructed by the court to undertake Video Recorded Evidence in Chief, and Mya has alleged that her father hurt her 'ninny' a word identified to refer to her genitalia.

The Video recorded interviews were eventually shared with police and Mya and Ava's father was arrested on suspicion of Sexual Activity with A Child Family Member as defined under section 25 of the Sexual Offences Act (2003). (*Sexual Offences Act, 2003*).

It was a police decision to arrest and question the father under caution, however the interviews that have been conducted by the third-party interviewer are extremely leading and provided Mya and Ava with multiple choice answers to questions.

When interviewing children, Achieving Best Evidence is well established guidance used to interview children which can stand up to scrutiny, if done correctly. Interviewers need to undertake training to enable them to understand the age and stage of development of children, ensuring that vocabulary used is familiar and understood by the child so that they can tailor their questioning to individual needs (Ministry of Justice, 2022) (Kirklees Council, 2024).

In 2014 a Criminal Justice Joint Inspection of Achieving Best Evidence in child sexual abuse cases identified that although guidance was published in 2011, the quality of video recorded interviews needed improvement 'because the questioning techniques used are not those recommended by the Guidance.' (HMPCSI & HMIC, 2014).

Further research conducted in 2020 highlighted that Achieving Best Evidence interviewers continued to fail to adhere to the guidance and children had felt compelled to say something to their interviewer in fear of not being taken seriously (Birmingham Civil Justice Centre, 2019).

I believe that the third-party organisation did not adhere to current ABE guidance, resulting in unreliable and non-coherent narratives, that completely undermines the evidence available to police. The repercussions of this are enormous, and eventually meant the investigation could not be taken any further within the criminal justice system.

It is my opinion that, as the third-party organisation had been commissioned to complete these interviews and received payment for conducting them, they wanted to provide the court with interviews that contained disclosures. Consequently, I believe that there has been a compromise of their integrity due to confirmation bias whereby 'people seek information that affirms existing beliefs while discounting or discarding information that might contradict them' (Hayes, 2022). Baer (2020) argues that within the family court, experts are expected to be impartial and unbiased, however research shows that many experts are playing to 'win' rather than elicit the truth. Potentially leading to harmful decisions being made regarding the long-term care for children.

The interviews were conducted without an intermediary to assess and assist in communication and the interviewer continued to attempt to engage the children by bringing out many toys and drawing equipment, that appeared to look overwhelming, resulting in the children needing regular breaks. Intermediaries assess receptive and expressive communication and are impartial and facilitate questioning allowing them to intervene during the interviews to assist when needed (Chatterje, 2021).

Intermediaries support children to provide video recorded evidence as 'vulnerability can affect children's ability to share their own thoughts and feelings and understand information (Family Rights Group,2024). The function of the intermediary is also set out in section 29 (2) of the Youth Justice and Criminal Evidence Act (1999).

I strongly believe that as Mya and Ava were not permitted an intermediary within this process, the interviews that have concluded are biased, pushed the children on topics that made them feel like they needed to provide an answer, as suggested in the research outlined above. I believe that if an intermediary was present the leading and multiple-choice questions and the length of time (1 hour) of interviewing would not have led to Mya making what is perceived to be an allegation of sexual abuse.

Farrell (1995, page 469) explains that the phenomenon of repeat victimisation has been recognised in the criminal justice system since the 1970's and a small percentage of victims 'suffer large percentages of all criminal victimisations.' The Office for National Statistics (2019) stated that the Crime Survey for England and Wales revealed that the way incidents of repeat victimisation were measured, required improvements.

I will now explore what was utilised during this investigation to tackle repeat victimisation.

After arrest and interview, Mya and Ava's father was put on pre-charge bail, which 'allows the police to reduce the risk of harm to victims and witnesses by setting robust and proportionate conditions on those under investigation and supports the timely progression of investigations' (Home Office, 2021). Pre-charge bail enabled restrictions to be put in place to prevent the father from contacting or approaching his daughters and other children. These restrictions were designed to safeguard and

prevent further offences and to minimise repeat victimisation (Leicestershire Police, 2017).

Gibbs (2023) argues that pre-charge bail infringes the liberty of someone who has not been charged with a crime, is punitive and stigmatising. Gibbs also argues that the guidance for pre-charge bail highlights that victims should feel safer, however 'there is no evidence that pre-charge bail does protect alleged victims.' And suggests that should victims know that breach of pre-charge bail is unenforceable, more would share feelings of unsafety.

In 2011 Multi Agency safeguarding hubs (MASH) were developed as a response to multiple serious case reviews which all identified the need for services to share information. MASH teams were set up in Local Authority areas to promote effective multi agency working and effective information sharing (Dunne & Finalay, 2016). MASH teams also 'reduce victimisation by identifying and managing vulnerability at the earliest opportunity. This is achieved through the co-location of safeguarding agencies, joint decision making and the co-ordination of interventions' (Shorrock et al, 2020).

The MASH Team for Cardiff and the Vale was utilised when the initial report was made by Daisy Day Nursery by way of a Multi-Agency Referral Form, sharing of information between social services and police was joined up from the start. Offering this family a timely response, while ensuring the appropriate safeguards were implemented.

Community Care have raised that since MASH teams were implemented 'the number of occasions families were put through a highly stigmatising, and harmful, investigation not leading to a child protection plan increased from 45,000 to 135,000 (Bilson, 2022). Community Care also argue that since MASH implementation the number of children identified as being physically or sexually abused has changed very little, and the figures of child deaths have remained the same.

Ultimately it is everyone's responsibility to safeguard and protect children and young people, regardless of whether you are a working professional or a member of the community (NSPCC, 2023). Local Authorities take the lead in safeguarding and any

concerns for children are to be reported to the Local Authority for Children's Services to respond (Local Government Association, 2023). As in this investigation, Children's Services believed that the children were at risk of significant harm which resulted in the Local Authority applying to the Family Court for an Interim Care Order.

Within this investigation the children were assessed as having experienced significant harm and being at further risk of immediate significant harm by their father. The capability to assess the children under The Social Services and well-being Act (reference) led to the family court granting an Interim Court Order, which provides the Local Authority with joint Parental Responsibility (HM Government, n.d.), furthermore the ability to move Maya and Ava to foster care and keep the foster placement address anonymous meant the children were protected from further harm and victimisation.

Children being removed from their parent's care is the last resort, the Children Act (1989) section 1, states that 'a court must only make a court order for a child if this is better for the child than not making an order.' This is known widely as the No Order Principle (Family Rights Group 2024). For Mya and Ava this means they are protected from further abuse, therefore preventing further victimisation, However, 'research clearly establishes the profound and irreparable damage family separation can inflict on children and their parents' (Sankaran et al, 2022).

Removing children from their parents, is at times necessary, and the process of assessment enables professionals to weigh up the risk and protective factors, making decisions based on an in-depth analysis. For Mya and Ava, it was determined that Foster Care was a proportionate way to safeguard them. Although removing children from their parent's care can be seen as the ultimate safeguarding tool, it is imperative to highlight that there have been high profile cases reported in the media, whereby children have died due to their carers or adopters. Elsie Scully-Hicks was murdered in 2016 by her adoptive father (Morris 2017). Victoria Climbié was murdered by her Great Aunt under a Private Fostering Arrangement (Community Care 2023). Baby P and Arthur Labinjo-Hughes were killed by their parents after Social Services intervention. Thus, creating a lack of public trust in Social Workers and the system, which can negatively impact parents working collaboratively with Social Services and therefore lead to abuse going undetected (Community Care 2023).

This essay has described an investigation of inter familial sexual assault and evaluated the approaches used by Police and Social Services to support vulnerable children who have been identified as being at risk of significant harm. Tackling repeat victimisation in regard to the use of pre-charge bail conditions and utilising foster care to safeguard children has been explored.

(1957 words)

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:

This essay will critically evaluate the processes and fast track actions used within a complex investigation of Malicious Communications and Child Cruelty (Neglect). Furthermore, the essay will evaluate the support provided to the victim defendant. I will use The Gibbs Reflective Model (The University of Edinburgh, 2020) to structure my reflection on the management of my own personal values and attitudes throughout the investigation.

All names and places have been changed to allow anonymity.

A male victim, named Joe contacted Police to report malicious communications perpetrated by his sister, Amy. Through the initial stages of the investigation, Joe made further allegations that his sister had put a pillow over her daughter's face, Lea, who is aged seven. Joe also alleged that Amy had physically assaulted Lea and had made threats to kill her. Three voice notes depicting Amy being verbally abusive towards her daughter and stating that she wanted to kill her daughter, were shared with police. Consequently, Amy was arrested on suspicion of Malicious

Communications (Malicious Communications Act, 1988) and Child Cruelty (Neglect) (Child and Young Person Act, 1933).

The Code of Practice to the Criminal Procedure and Investigations Act 1996 (CPIA) defines a criminal investigation as 'an investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it' (Ministry of Justice, 2015).

The fast-track actions that were identified within this investigation were:

- The arrest of Amy
- Seizure of Amy's mobile phone
- A witness statement from Joe
- Review of the voice notes provided by Joe
- Obtaining Lea's first account
- Liaising with Lea's School

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 quick response to the initial report enabled the collection of evidence to question Amy in interview. These fast-track actions also provided lines of enquiry which under the CPIA Codes of Practice state, there is a duty to 'pursue all reasonable lines of enquiry, whether these point towards or away from the suspect' (CPS, 2022).

The account from Lea was obtained within a few hours of the initial report and she only had praise and positive things to highlight within her relationship with her mother. 'It is good practice... to take a witness statement as soon as it becomes clear the witness could be useful whilst the information is fresh in their mind (Home office, 2017). I believe the rapid response to obtain Lea's account and the statement taken from Joe at the scene, meant there could be an evaluation of the evidence available, while Amy was in Police Custody. Houses of parliament (2021) explain that 'memory will not be a full and accurate version of an event.' Therefore, the earlier an account can be taken,

the more accurate it will be and the more likely it will hold up to scrutiny within the court arena.

Obtaining as much information as possible while Amy was in custody, also enabled information sharing to take place with an allocated Social Worker, whose main duty was to now safeguard and promote Lea's welfare (Welsh Government, 2018).

I believe that during this investigation I offered and maintained a lot of support for Amy, who inevitably was in extreme distress and was also suffering from poor mental health. In order to reflect on my role within the investigation, I will now use the Gibbs Reflective Model, using each stage to enhance my reflection and to make an action plan to support my professional development. (The University of Edinburgh, 2020).

Description

Throughout the investigation I offered and maintained a high level of communication with Amy, who inevitably was in extreme distress after being arrested and was also suffering from poor mental health. Amy was also informed, while in police custody that her daughter had been placed into Local Authority Care. I signposted her to different Mental Health agencies to ensure she was receiving specialist support. I liaised with Amy and the allocated Social Worker to provide updates on the investigation. I ensured that the Social Worker was informed of the interactions between myself and Amy and of any services I had informed her of or signposted her to. It was also important for the Social Worker to have as much knowledge regarding Amy's emotional well-being as this was needed to inform the Social Work Assessment which identifies 'areas where help or protection is needed' (Birmingham Children's Trust n.d.).

Feelings

During the investigation there was very specific evidence by way of voice notes that clearly identified Amy being verbally abusive to her daughter and making threats to kill her, and a photo of a handprint on her daughters back, which Amy stated she had caused. There was clear evidence that Amy has been mistreating her daughter. Regardless of the fact that I had evidence of her being a perpetrator towards her daughter, I still treated her with compassion and dignity. Ethical policing principles

state that Police need to understand the views of others and should respond to mental challenges of others (College of Policing, 2024).

During this investigation it became apparent early on, that Amy has experienced significant childhood trauma, which research shows impacts negatively on mental health and well-being (Schaan, 2019). Amy displayed with low mood, emotional dysregulation and constantly sought out verbal support from myself via the telephone. During this time, I was feeling emotionally drained and at times irritated and stressed, as this was having a large impact on my day-to-day work. It is important to recognise when stress is increasing as it can affect work performance as well as create issues outside of the work environment, such as sleep issues (Better Health, 2012). I also felt concerned and worried for Amy and feared that she may have harmed herself due to the levels of distress she was displaying.

Evaluation

Even though I felt emotionally drained and concerned for my own workload, I believe I communicated effectively with Amy and showed her compassion and empathy. I gave her the time she needed to process and answered all her questions to the best of my ability. I believe that by liaising with the Social Worker regarding Amy's mental health and signposting to support agencies, meant that Amy was able to receive some professional support as soon as practicable. Receiving the Right Care by the Right Person has become a national partnership agreement between government departments and not only does this alleviate burden from one agency, it provides specialist support from the right agency (Department for Health and Social Care, 2023).

Due to my own fear that Amy was going to self-harm because of her poor mental health, I believe I became complacent to being part of her support, thus making me a part of her support network, early in the investigation. It became apparent that I was not facilitating a working relationship with clear boundaries. After signposting Amy to a support agency, I was able to set clear boundaries, around who she needs to contact when in distress. I also researched services and provided her with many contact details of services that were the most appropriate support for her (Nhs,2021).

When in regular contact with Amy I continued to take notes for the Police systems but also to share information with the Social Worker, who at the time, was completing a Parenting Assessment of Amy for the Family Court. The on-going assessment of Amy explored her capabilities holistically and her cooperation with police and willingness to engage in services were vital parts to her assessment. This also promoted Working Together to Safeguard Children (NSPCC, 2023).

Analysis

Throughout this investigation, communicating with Amy felt like I was communicating with a victim and my response felt very victim focused. I treated her with the same respect and compassion as a victim. In a study completed by Skinns, et al (2020) who 'examined the factors influencing whether those detained by the police feel treated with dignity,' it was identified that the 'importance of staff recognising suspects as fellow human beings, i.e. as no different from them, as innocent until proven otherwise and, therefore, worthy of their help and respect.' (Skinns, et al, 2020). I believe I understand that everyone deserves to be treated with the utmost respect and dignity and will always treat people according to their individual needs, regardless of their status within an investigation.

In order to make further sense of this relationship I considered Karpman's drama triangle, which is a model used to understand and analyse situations, there are three parts to the triangle and within any situation, people can take on these roles:

- Persecutor = Power
- Rescuer = Responsibility
- Victim = Vulnerability (Maclean & Harrison, page 316, 2015)

Fulkerson (2023, page 12) states that the victim 'may gain attention, sympathy and a sense of importance through assuming the martyr role'. Furthermore Fulkerson (2023, page 12) identifies that rescuers 'encourage dependency relationships, although rescuers appear to be "helping" the victim they may in fact be enabling.'

it is clear within this context Amy took on the role of the Victim and I took on the role of the rescuer, however as a police officer who has enforced pre-charge bail and been a part of the process that inevitably removed Lea from her care, I believe an outside perspective would see my role as the persecutor which Karpman's Drama Triangle identifies as holding the power (Maclean & Harrison, 2015).

Conclusion

I have learned that I can often naturally fall into the 'rescuer' role, this has highlighted that I am very victim focused in my investigations. Although I have identified that I was not facilitating boundaries with Amy to begin with, I did not allow too much time to pass before making positive changes and implementing boundaries while identifying other support for Amy.

I have learned that it is everyone's responsibility to safeguard children and adults, but at times it can be easy to overlook the safeguarding needs of a parent when a child is involved (NSPCC, 2023).

Even though at times I took a supportive role with Amy, there are other agencies who are better equipped to provide suitable positive outcomes for suspects, witnesses, and victims, who have mental health difficulties.

I have learned that to prevent this from happening in the future I must ensure professional boundaries are in place from the beginning and in order to prevent myself naturally becoming a rescuer, I need to share the burden and/or risk quickly and efficiently.

I have learned that my own worries for those within an investigation are significant, especially when considering the risk related to self-harm. However, I am not the only professional that needs to hold that risk. The risk can be held by multiple organisations working together, and ultimately this will provide the best outcomes for those involved.

It is my view that through the investigation I did not utilise 'supervision' within the investigation process with my supervisor as well as I should have. Accessing supervision should not be undermined, the Health & Care Professionals Council (2021) explain that supervision can 'help you develop insight and help maintain and

refine your good practice. It can help you learn from mistakes, put things right and avoid repeating them again in the future, which can in turn help increase your confidence and lead to improvements in service provision.' I believe that if I had, I would have managed the initial daily contact very differently with Amy, and this would have created boundaries from the start.

Action plan

Through reflection I have identified the following action plan:

- Utilise supervision from my supervisor within the early stages of the investigation.
- Continue to learn about myself and my natural responses by reflecting on my responses to victims, suspects and witnesses in each investigation and taking the time to understand the positive and negatives and what I can learn from each one.
- Ensure I am adhering to the right person right care policy to share the risk and to ensure the most suitable organisation is holding the right amount of risk.

This essay has critically evaluated the process and fast-track actions used within an investigation of Malicious Communications and Child Cruelty (Neglect). The use of Gibbs Reflective Model was utilised to reflect on the support I offered the defendant within the investigation, this led to an action plan being created, which explains what changes will be made from the learning identified during the reflection process.

(2027 words)

Authentication signature:

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

Signed: S.Warr

Date: 28.04.2024

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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GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

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ENGAG W/LIT

Engagement with literature (including reading, referencing, academic conventions and academic honesty)

FAIL 0-29%*	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.
MARGINAL FAIL 30-39%*	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.
SATISFACTORY (PASS) 40-49	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.
GOOD (PASS) 50-59%	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.
VERY GOOD (MERIT) 60-69%	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.
EXCELLENT (DISTINCTION) 7	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.
EXCEPTIONAL (DISTINCTION)	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.

KNOWL&UND.

Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)

FAIL 0-29%*	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.
MARGINAL FAIL 30-39%*	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.
SATISFACTORY (PASS) 40-49	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.

GOOD (PASS) 50-59%	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.
VERY GOOD (MERIT) 60-69%	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.
EXCELLENT (DISTINCTION) 7	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.
EXCEPTIONAL (DISTINCTION)	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.

COG&INTSKILLS

Cognitive and intellectual skills \n(Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)

FAIL 0-29%*	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.
MARGINAL FAIL 30-39%*	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.
SATISFACTORY (PASS) 40-49	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.
GOOD (PASS) 50-59%	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.
VERY GOOD (MERIT) 60-69%	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.
EXCELLENT (DISTINCTION) 7	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.

EXCEPTIONAL (DISTINCTION)	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.
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PRAC.SKILLS

Practical skills\n(Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)

FAIL 0-29%*	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.
MARGINAL FAIL 30-39%*	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.
SATISFACTORY (PASS) 40-49	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.
GOOD (PASS) 50-59%	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.
VERY GOOD (MERIT) 60-69%	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.
EXCELLENT (DISTINCTION) 7	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.
EXCEPTIONAL (DISTINCTION)	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

TRANSF.SKILLS

Transferable skills for life and professional practice. (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)

FAIL 0-29%*	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.
MARGINAL FAIL 30-39%*	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.
SATISFACTORY (PASS) 40-49	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.
GOOD (PASS) 50-59%	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.
VERY GOOD (MERIT) 60-69%	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.
EXCELLENT (DISTINCTION) 7	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.
EXCEPTIONAL (DISTINCTION)	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.