

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/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

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

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- 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:

The aim of this essay is that I will discuss a policing incident, where I played a significant role with a victim of crime/ anti-social behaviour and will be reflecting, evaluating and exploring on how I was able to provide additional support that the victim required. To assist me in achieving this, I will be using the STAR model, which is mostly effective during interview situations, but can also provide a suitable structure to a reflection essay. The STAR model consists of four stages: Situation, task, action and review. MBA application (Rajeev,2022) notes that the star model can be used to make your work unique and has several uses such as assisting in writing essays and application to job interviews.

The situation was that I was asked to attend an address via our force control room, who stated that they had received a call-in relation to a group of youths throwing stones towards an elderly gentlemens' living room window. Further information received from the force control room stated that the gentleman (victim) who reported the stones being thrown towards his living room window was in fact disabled and had very limited use of his legs and appeared to be house bound, as such the gentleman perceived this to be a hate crime. The gentleman perceived this to be a hate crime since he is disabled and was unable to defend for himself. A hate crime can be defined as; "Hostility based or race, religion, disability, sexual orientation or transgender identity" (Crown Prosecution Service, 2022). Prior to attending the address, several policing systems were checked with the aim of obtaining as much information as possible. Policing systems such as Web storm, Niche and the Police National Computer (PNC) were checked to gather the relevant information that was required. Having viewed the information that was available, it appeared that the

gentleman was a repeat victim in relation to similar incidents occurring over the space of a few weeks, with the same group of youths believed to be involved. Repeat victimisation can be defined as, "Being a victim of crime on two or more separate occasions within a given time period" (Cambridgeshire Research Group,2014).

On arrival to the location, there was no sign of the youths in question, where I then went to speak to the caller being the gentleman, who was clearly shaken up and upset by this incident. The gentleman stated no damage was caused to the living room window of his flat and that it was a small group of approximately six males all in their mid-teens and was unable to provide a detailed description, as all the males had their hoods up over their heads and ran away from the location by using a nearby lane. My colleague who I was with at the time, conducted an area search for these youths with a negative result. I remained with the gentleman to provide him some reassurance that I was there to help and support him in relation to this incident. The gentleman stated that he had lived in his flat alone for many years and that he had never experienced anything like this before, where the gentleman also stated that his flat was owned by the local council.

As guided by the College of Policing, The Golden Hour Principles were implemented which are, "To identify a possible suspect(s), any victims, identifying a scene, witnesses, house to house and CCTV, physical evidence and to avoid cross-contamination at scene" (College of Policing, 2023).

House to house and CCTV enquiries were conducted and completed near to the location. Unfortunately, it was a negative result from the house to house. However, CCTV from a ring doorbell of a nearby neighbour captured the incident but was unable to identify any of the youths responsible at the time, although the CCTV could clearly provide a good description of the clothing that the main instigator was wearing and as to who was throwing the stones towards the gentlemens window.

After completing the house to house and CCTV enquiries, the gentleman was then revisited to provide him with an update. The gentleman was informed that CCTV from a nearby neighbour could confirm his version of events. However, the CCTV could only provide a description of the clothing that the males were wearing. The College of Policing states;

There is evidence that CCTV reduces crime overall. There is also strong evidence that it is particularly useful in reducing crime in car parks and to lesser extent residential areas. The most significant reductions were for drug crimes, vehicle crime and property crime.

(College of Policing,2023).

I then explained to the gentleman that due to him perceiving this incident to be a hate crime due to his disability, that a hate crime support officer (HCSO) would be allocated to him, who would be able to advise, support and assist the gentleman as they are specially trained in relation to supporting victims of hate crime and can answer any questions that the gentleman may have. I also informed the gentleman

that I would be speaking to other partner agencies such as social services and the local council on his behalf.

As I returned to the police station to update this incident, I sent a task to the local ward manager from the local Neighbourhood Policing Team in relation to organising a meeting with the local council, which I wished to attend to represent the gentleman in question. As the meeting was then arranged for a few days later, a patrol plan was put in place by the local Neighbourhood Policing Team, with the officers from the department such as Community Support Officers conducting regular foot patrols in the area and for them to be in regular contact with the gentleman to provide reassurance, whether it would be via phone or in person. This was conducted to establish if he has had any further issues prior to myself attending the initial incident.

During the partnership meeting, present was police, a member from social services, Community Safety Wardens and a tenancy officer representing the local council. It was established that all partners had a part to play in ensuring the gentlemens safety and to prevent this type of incident happening again. The Open University explained that;

It released synergy and provided 'added value'- achieving more than either party could have achieved alone or working separately. It involved exchanging information and ideas, leading to improved decision making. It also helped to develop the knowledge and skills of different partners.

(The Open University,2024).

It was agreed that the police would approach this situation by undertaking the relevant actions by providing more patrols on foot in the area, conduct the reassurance visits to the gentleman, submit target hardening referrals and to support the tenancy officer from the local council in relation to a joint visit. It was agreed that social services would approach this situation by providing a care package where people would be attending the gentlemens home to assist him on a regular basis due to his disability. Community Safety Wardens to conduct high visibility patrols in the area and to utilise the mobile CCTV van when available. The tenancy officer agreed to attend the gentlemens address as a joint visit with myself with the aim of discussing what safety measures could be put in place. The safety measures that deemed appropriate for this situation was, CCTV/ ring doorbell on the property and the surrounding area, security alarms fitted within the property and on the windows. Also, to improve the street lighting to prevent any persons wishing to congregate in the area. All this has been implemented to help and support a vulnerable adult. Care check states;

The department of Health defines a vulnerable adult as a person aged 18 or over who may need community care services because of a disability (mental or other), age, or illness. A person is also considered vulnerable if they are unable to look after themselves, protect themselves from harm or exploitation or are unable to report abuse.

(Care check,2024).

The above actions were also implemented to help and support the wider community with the aim of preventing this type of incident happening to others as a community is “A group of people who live or work together in a geographically local area and have formed a social attachment to this area” (Global Development Research Centre, 2024).

It was clear to see that the approaches from all the different agencies were appropriate as our main aim was to prevent incidences like this from happening again. Especially to those who are of more risk of harm within the community. A joint agency approach was far more positive with regards to working as a team to try and identify the issues and to provide a positive outcome for the gentleman and the wider community. The NHS borders states that:

An adult at risk of harm is a person (aged 16 years or over) who is unable to safeguard their own well-being, property, rights or other interests, is at risk of harm, is more vulnerable because they are affected by disability, mental disorder, illness or physical or mental infirmity.

(NHS Borders,2024).

Considering that the public sector fundings have been cut, I believe that a positive outcome was achieved, even with “a record shortfall, totalling £201.6m across the 22 councils in Wales in 2023/24, means local authorities will be forced to rely on dwindling reserves and cut services and jobs” (Unison, 2024),

I believe that education can have a significant impact in terms of understanding how crime and anti-social behaviour can have on a community and how education can assist with tackling repeat offending. As a police service, the local Neighbourhood Teams can assist with this, by attending the local schools and providing talks on how crime and anti-social behaviour have a negative impact on the wider community. According to Public Health England, “Poor educational attainment is a common factor in children who commit offences. Half of 15–17-year-old entering YOI’s have the literacy or numeracy levels expected of a 7–11-year-old” (Public Health England, 2019).

After reviewing the above incident, this was a difficult incident to deal with, but also rewarding at the same time as the victim was an elderly gentleman who lives on his own who clearly struggles with day-to-day tasks due to his disability. I am confident that the aims and objectives for this incident were achieved mainly because of the joint partnership work, rather than a separate agency approach as all the different agencies were able to assist and provide the help and support that the gentleman required.

Even though there was no suspect identified for throwing the stones at the window, I feel that a positive outcome was achieved as after all the above was implemented, there was no further reports of incidences of a similar nature within this area. The gentleman (victim) remained safe in his own home and no damage caused to his property. The gentleman was very grateful for the help and support that was provided to him via the partner agencies and especially grateful to the local Neighbourhood Policing Team for the several reassurance visits that were conducted with active patrols continuing in this area. I am pleased to say, that since this incident happened, that no further calls have been received from the gentleman in relation to any incident of this nature. Revise Sociology states that, "Data from 2018, shows that 74% of victims of crime were victims once, whereas 26% were victims twice or more (7% three times or more) in the previous year" (Revise Sociology, 2021).

I believe that I have learnt and developed myself as an officer, by obtaining further knowledge and experience from other partner agencies, in relation to how I can provide further help and support to victims of crime and anti-social behaviour.

Word Count: 1822

Task 2

Choose 1 of these 5 options to answer

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

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

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

A core part of the policing mission is to prevent crime and disorder. Domestic abuse causes both serious harm and constitutes a considerable proportion of overall crime

You should choose **a domestic abuse incident** that was of a complex nature, in which you played a significant role in providing a response.

Critically assess the challenges associated with a domestic abuse incident that you have attended, and the strategies developed for effective policing in such challenging situations.

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

ANSWER:

Task 2 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

Criminal justice faces ever more challenges from society. While official figures show a drop in police recorded crime in the UK the distribution of crime shows a more complex pattern with violent crime showing a rise.

Regarding community policing chose an incident that you have attended that presented a complex issue for the community, and that you played a significant role in providing a response.

Critically evaluate a range of interventions that you have employed to promote community engagement that assisted in resolving the issue.

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

Answer:

The information below will involve an incident where I have attended and provided a significant role in providing a response, which presented a complex issue for the community and community policing. I will aim to critically evaluate a range of

interventions that I have employed to promote community engagement that assisted in resolving the issue. To assist me in achieving the above, I will be using the 'Gibbs Model of Reflection' (Gibbs, 1988). The first element of the 'Gibbs model of reflection' is the description of the incident. The second element is feelings where I will be able to explain people's thoughts about the incident. The third element is evaluation where I will be able to analyse the situation. The fifth and final element of the 'Gibbs Model of Reflection' is the action plan, where I will be able to reflect upon the incident and identify the areas for development, where I will be able to utilise these in future incidents similar to this one.

On one afternoon shift, I was on a Neighbourhood attachment, when I was asked to attend an emergency call via our force control room in relation to a small group of males, who had entered the rear garden of a detached house who were throwing stones towards the caller's windows. On arrival to the location, I spoke to the caller who was an elderly gentleman who lived on his own, where the youths had already left the area. No damage was caused to the rear windows of the property and the gentleman stated that he had never seen these youths before. I conducted an area search for the males which was a negative and then conducted house to house and CCTV enquires with the nearby neighbours. It was a negative result from the house to house and CCTV. However, there is evidence that CCTV reduces crime overall, as the College of Policing states, "CCTV is particularly useful in reducing crime in car parks, to lesser extent residential area. The most significant reductions were for drug crimes, vehicle crime and property crime" (College of Policing, 2023).

I then received another emergency call from the force control room, who stated that they have received a further call-in relation to a group of youths, kicking and banging several front doors to other nearby properties. It was reported that damage was also caused to the front doors of the residents' properties and was also believed to be carrying baseball bats. The Youth Justice states, "In the year ending March 2022, there were just under 3,500 knife or offensive weapon offences committed by children resulting in a caution or sentence, which is 2% lower than the previous year and 3% lower than ten years ago" (National Statistics, 2022).

On arrival to the location, the males had already fled the area prior to police arrival. I again conducted house to house and CCTV enquires, where one of the neighbours had captured this incident via their Ring doorbell. In relation to the residents affected (victims), I obtained a statement from them in relation to the incident and any CCTV that was available. I provided all the affected residents (victims) with safeguarding advice and to contact police immediately on 999 if required and reassured them that I would progress this incident with the aim of identifying the youths responsible.

After returning to the police station to update the above incidents, I was made aware that the police had already received several calls of a similar nature for this area in the matter of a few weeks. The same males matched the description of which was obtained from CCTV whilst conducting house to house for the above incident. I was also informed that several residents wished to arrange a meeting with the local Neighbourhood Policing Team to discuss the issues within the area and that several residents had already written letters of complaints to their local MP.

With this information received, I knew that I had to respond to this incident in a professional manner as I would in all situations and be able to cope with other people's feelings which is the second stage of the 'Gibbs Reflection Model'. It was clear to see that tensions were raised within this small community as several residents have been victim of crime(s). Collins (2023) notes that a victim is someone who has suffered by another person's actions or beliefs.

The ward manager from the Neighbourhood Policing Team had arranged a meeting with the residents for a few days after the incident, which I also attended. On the evening of the community meeting, the ward manager and I were very surprised by the number of residents who had attended the meeting as there was approximately forty plus persons in attendance. Also in attendance was the Community Support Officers for the area and the local councillor. It was clear to see from this meeting that community tension was high as community tension can be described as, "An event that may threaten the peace and stability of communities and may lead to disorder or crime. Tensions can develop when a lack of trust develops between communities or the institutions, they rely on e.g., Police, local authority" (Safer Newcastle, 2024).

Community tension was raised due to the residents wishing to have answers in relation to who the males responsible are in relation to the above incident(s) and wanting to know why there was a lack of police presence in the area to deter crime and anti-social behaviour and to catch the persons responsible.

Now at the 'evaluation' stage of the 'Gibbs Reflection Model', it was clear that the Neighbourhood Policing Team had a big part to play in promoting community engagement that assisted in resolving the issue and to identify the males responsible for the above incidences. With the information received and the number of residents in attendance, it was clear that this was a joint partnership approach. The Ward Manager and I contacted the local council and the Community Safety Wardens to work alongside us as well as the local councillor, where another meeting was arranged with the Neighbourhood Police Inspector to discuss the best way forward to respond to this incident(s).

It was agreed that the Neighbourhood Policing Team would create a "Problem - Orientated Policing" plan commonly known as a 'POP Plan', to determine what cause of action to take and what everyone's involvement would be in terms of a joint partnership approach. Problem – Oriented Policing, is an approach to tackling crime and disorder that involves:

- Identification of a specific problem
- Thorough analysis to understand the problem
- Development of the effects of the response
- Assessment of the effects of the response

(College of Policing, 2023).

It was agreed that the Neighbourhood Policing Team alongside response officers, would provide more patrols in the area, whether that would be in a marked vehicle or on foot. The local Community Support Officers would also provide hi visibility patrols in the area alongside the Community Safety Wardens who would also be able to utilise the mobile CCTV van. It was also agreed that the Community Support Officers would provide regular updates and reassurance to the residents who have been a victim of crime.

The local councillor had agreed to raise their concerns with other members of the council and to identify if there was a need for built in CCTV in the area to provide that extra reassurance to the residents. The councillor also agreed to contact the local Youth Support Workers in relation to what they could provide for the younger generation, as a “Youth Support Worker is a person who helps young people with their personal, social and educational development in an informal setting using educational processes, care and leisure approaches” (Indeed, 2024).

It was also arranged for a community fayre to take place, which would provide help and support to the local residents in terms of ‘Crime Prevention pack’s’. There were several activities available such as five a side football for the younger generation which was organised by the local Community Support Officers, the Community Safety Wardens and the local Youth Support Workers with hot food and drinks also available. Also present was other departments from the police, i.e traffic, dog section and the fire service. This appeared to be a great success with the youngsters as officers were able to build a rapport with them and for the residents to have the opportunity to speak to their local officers as the benefits of engagement can consist of:

- Increased public perception of safety
- Reduced disorder and anti-social behaviour
- Increased public confidence and trust
- Improvement in officers’ attitudes and job satisfaction

(University of Wales,2023).

At the same time, this was also a good opportunity to provide education in terms of the impact that crime and anti-social behaviour can have on a community and the long-term effects of it. Leaflets on how to secure and stay safe in your own home were also provided. It has been agreed that the local Community Support Officers would attend the monthly Community Council Meetings, where they will provide an update in relation to the ‘Good Work’ that has been completed and what their plans are in the near future for the area, which then the local councillor can then feedback to the residents who are on the Council committee.

Whilst conducting foot patrols one evening in the area, which coincided with the 'Pop' Plan, I received an emergency call from our force control room which was received by a concerned member of the public that there was a small group of youths loitering in an alleyway which was near to several residential properties. On arrival to the area, as there were two exit points, I went the front way where my colleague went to the back of the alleyway. As I arrived to this alleyway, there was three males present who matched the description from the CCTV, that I had received previously in relation to the above incidences. I explained to the three males as to the reason why I have stopped and spoken to them, where I then conducted a Police National Computer Check (PNC) on the three males. As a result of the PNC, the males were not known to us on the police systems. However, I then conducted a Stop and Search under section one of PACE 1984. The main element of section one of PACE 1984 is that it;

Provides the police with a power to stop and search a person or vehicle where they have reasonable grounds to suspect that they will find prohibited items, including offensive weapons such as knives, stolen articles, equipment related to the commission of offences

(Home Office, 2021).

However, as I could clearly identify the three males from the previous CCTV footage for the above incidents, I obtained their details and took them all home to speak to their parents as they were all in their early teens. It was explained that the three males were persons of interest and that I would be inviting them for a voluntary interview at the local police station.

As the voluntary interview took place with the three males, who also had a solicitor and their appropriate adults present, all three admitted to being involved in the above incidences of throwing stones to people's windows and kicking and damaging residents front door. I asked the reason as to why they had done this where they replied, "I was bored and it was something to do".

As the three males were not known to police, it was agreed that they would be referred to the Youth Offending Service (YOS), where "Youth offending teams work with young people that get into trouble with the law. They look into the background of a young person and try to help them stay away from crime" (Youth Offending Teams, 2024).

In terms of the analysis stage of the 'Gibbs Reflection Model', I believe that I used my communication skills to good effect, as I was able to build public confidence in the police and other partner agencies as they could see that plans were being put in place, with the aim of resolving the issue, but also to promote community engagement. The local Neighbourhood Policing Team are continuing to conduct hi visibility patrols in the area and keeping the residents regularly updated via the monthly 'Newsletters' which are being provided to the local community council which is then being fed back to the residents. The Community Support Officers are actively going to the local Primary and Secondary Schools to provide education around crime and anti-social behaviour, as a "Persons' lack of education often increases the

likelihood that he or she will become involved in crime and antisocial behaviour. The opposite is considered true as well: The more education an individual has, the increased likelihood that he or she will live a crime-free life" (Criminal Justice, 2024).

I believe that the main aim and objective(s) was achieved for this incident. There were stages during the incident, where the residents were getting more agitated as they wanted a positive result in terms of identifying the males responsible for causing such a public uproar in their community. However, by using good and effective communication skills and by reflecting on the rapport built with the residents, I believe that a safe and positive outcome has been achieved as "Having good communication skills are essential to allow others and yourself to understand the information more accurately and quickly" (Corporate Finance Institute, 2015-2023). I have learnt that it is imperative to have good communication skills in policing as it is key to be able to achieve a good understanding and build a rapport with the people that you are assisting to be able to achieve the set goals required. I will be aiming to action the effective communication skills in any police incident and to work as a team which is another essential skill to be able to achieve your set goals.

Word Count: 2187

Task 2 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

The police are the lead agency for collision investigation and have the primary duty to investigate and establish the circumstances that have led to road deaths and life changing injuries.

Describe a serious collision that you attended and in which you took a significant role (e.g., initial reporting officer, scene manager, lead investigator).

Critically evaluate the evidence base that you dealt with and strategies that could be implemented to reduce the likelihood of it reoccurring.

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

Answer:

Task 2 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

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

Critically analyse an investigation, that you have led, commenting on the effectiveness of the National Intelligence Model and the importance of the role played by cross border cooperation in relation to your information and intelligence.

Reference how effective information and intelligence was used within your operation, and how you used specialist intelligence roles to support your complex investigation.

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

Answer:

Task 2 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

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

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

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

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

Answer:

Authentication signature:

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

Signed: R.O.C.CHILDS

Date: 4/02/2024.

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 you are aware of the importance of ensuring that the work submitted is your original work you are aware of the importance of ensuring that the work submitted is your original work.

Webography

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