

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP) - BMPP6001D

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

Contents

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

Task 1

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

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

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

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

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

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

ANSWER:

When reflecting on an incident that occurred where I played a significant role with a victim of crime, I will utilise the Gibbs Reflective Cycle (1988, quoted in The University of Edinburgh, 2020).

Gibbs's Reflective Cycle commences with a description of the incident. I was informed of an ongoing domestic incident. Prior to attendance I was informed that the involved parties were mother and daughter. I was also informed that the victim had reported an assault by her daughter. While enroute to the address I was made aware of the warning markers associated with the involved parties. It was reported that the victim had a marker stating that they were a repeat victim is of domestic abuse. A repeat victim is when the victim is targeted persistently (Wood et al. 2021, p. 53). Domestic abuse occurs when there is an incident of controlling, coercive, threatening, degrading and violent behaviour between adults who are family members or partners or ex-partners (Home Office, 2012, p. 3).

Upon arrival I spoke with the victim, and she informed me that she was home and that her grandchildren had been in the park nearby with their mother. The grandchildren had attended at the victim's house. The victim greeted the children and saw her daughter along the street. She had allowed the children inside the

house, however, when the defendant approached, she refused her entry as she did not want to put herself in a vulnerable situation with her daughter. The daughter proceeded to try and force her way into the property thereby assaulting her mother.

The children witnessed this assault and ran out of the house as they were in fear and went next-door. The neighbour attended at the victim's house and was able to come between the victim and the defendant. The neighbour remained with the defendant throughout. The children remained inside as they were scared.

Following the disclosure made by the victim, the defendant was arrested under Section 39 of the Criminal Justice Act (1988) for Common Assault to safeguard the victim from further injury. I conducted a welfare check on the children. Having spoken to the victim and the neighbour, I quickly learnt that the defendant would regularly behave in this manner. There had been several incidents where the defendant had attacked the victim in either a physical or verbal manner. I also learnt that the children in this matter would regularly run to the neighbour's address as they felt safe with the neighbours.

A discussion of how I felt during the incident is the next aspect of the cycle. Prior to attending the incident, I was concerned at what the victim had been subjected to given she was a repeat victim. Bridgeman and Hobbs (1997, p.10) suggest the police work with partner agencies to limit repeat victimisation, including involving those agencies at early phase and identifying different agencies will be effective at different times. Evidence-based policing can also be utilised to protect vulnerable and repeat victims, Sherman (2013, p. 377) explains that evidence-based policing considers what has been successful in policing and can be applied to people, as well as places and times. I was aware that the victim had been assaulted but that the neighbour had intervened and to protect the victim. I was also concerned that the neighbour may put themselves at risk of harm by intervening and waiting with them until the police arrived.

A vulnerable person is seen as someone that is not able to protect themselves or others around them from being harmed or exploited due to their personal circumstances (College of Policing, 2021). I felt, throughout the incident, as though the victim was very vulnerable. She was an older female and was not able to protect herself from harm, she had been subjected to abuse by her daughter on numerous occasions. She had also been the victim of crime several times, with the daughter being the perpetrator. The victim required additional support due to the repeated nature of these crimes. I completed the Domestic Abuse, Stalking,

Harassment (DASH) risk assessment tool with the victim, which I utilised to make referrals to domestic abuse services, social services, and her GP. I also signposted the victim to domestic abuse charities. Barrow-Grint et al (2023, p.75) point out that the DASH tool was developed to identify those at considerable risk of serious harm, with the intention of reducing repeat victims.

Following my attendance at the incident I felt as though my colleague and I had done all we could in the short term to protect the victim. It was likely that the defendant would have conditions not to contact the victim or attend at their address. They knew where the victim lived and could easily breach those conditions, and there was a significant risk of further harm being caused. I stressed to the victim that she should make the police aware if the defendant had breached her bail conditions as we could take the necessary action to safeguard her. I was aware that defendant had reoffended once more, Taylor (2022) indicates how 29% of adults reoffend and go on to say how prisons have vocational courses and employment opportunities to try and combat reoffending.

Evaluating what happened is the third phase of Gibbs' Reflective Cycle. During the incident there were several things that I believe went well. In the first instance, the victim was not injured. This was mostly due to the actions of the neighbour, with the children being present being another potential factor in this. Another positive aspect of the incident was that I was able to act quickly speaking to the victim and then arresting the defendant. This allowed us to investigate the incident while also safeguarding the victim from any immediate threat.

With the defendant detained in custody I was able to speak to the victim without any looming threat and this allowed the victim to decide on the action she wanted to take without any pressure being applied from others. I was able to obtain a statement from the victim who was supportive of a prosecution. I identified this as a real positive as I have attended incidents where the victims have not wanted to pursue police action against the defendant. This has led to difficulties in prosecuting the defendant due to the lack of support from the victim. The neighbour provided a statement documenting their involvement. The two eldest children informed me that they witnessed the incident and saw the assault on their grandmother. Furthermore, they were willing to provide a statement as they were concerned about the impact the assault had on their grandmother. Given their age and the time of day, I elected not to take a statement at the time. I identified that a good course of action would be for the witnesses to have a video recorded interview so that the best evidence could be achieved.

Following the incident, we conducted enquiries such as house to house enquiries and whether the incident was caught on CCTV. The victim had CCTV on her doorbell which captured some of the incident but due to the angle it did not cover it all and did not show the assault. The neighbour had CCTV on his property that covered the outside of the victim's house, however, the neighbour explained that he had set up restriction on his own CCTV so that he did not invade the privacy of his neighbours and so there was no footage of the assault. This was a negative aspect of the incident as I hoped that this would record the assault and it would therefore mean there was irrefutable evidence of the incident.

An analysis of the situation is the next phase of the model. I would consider the incident as a relative success. The neighbour was able to step in prior to my arrival and ensure that the victim and the children were not harmed any further. My colleague and I worked quickly and were able to speak to all involved parties. When the victim disclosed to me that they had been assaulted I had a necessity to arrest the defendant, given the risks to the victim and the need to gather evidence. Given the fast action by the neighbour, the children were in a place that they felt safe. I was able to conduct a welfare check on the children and could see that no physical harm had come to the children. The defendant was taken to custody, and we were then able to return to the victim and begin conducting further enquiries.

The victim provided a statement detailing what had occurred. Obtaining this statement was a real positive as I have found that in other domestic abuse cases that victim's do not necessarily want to make statements against the defendant as it means making statements against loved ones. One aspect that was a positive in this scenario was that the daughter of the defendant witnessed the assault on her grandmother and was willing to make a statement. I had concerns about what impact that might have on the child and could not be certain that she did not fully understand the ramifications of making a statement against her mother. Given her youthful age and the sensitivity of the incident, I consulted with my Sergeant and we both agreed that a video recorded interview would be the best course of action.

When considering the negative aspects of the incident, I firstly considered the granddaughter. It would have most beneficial for the investigation for a statement to be obtained from the granddaughter at that stage, but I had significant enough reservations given her age. When gathering evidence during an investigation such as this, golden hour principles of investigation are key. This refers to the period that directly follows a crime being committed and is when evidence is most readily available to the police (College of Policing, 2013a). I conducted house to house

and CCTV enquiries. The neighbour involved in the incident had CCTV overlooking the front of his and the victim's property, however his concerns for others' privacy meant the assault was not captured. The victim herself, also had CCTV on her doorbell. This had activated during the altercation and did capture the defendant attempting to enter the victim's address but did not clearly show the assault. Had the footage of both camera's picked up the incident, the evidence would have been overwhelming.

The conclusion of my reflection is the next consideration. As I discussed previously, there were many positives' aspects to how this incident played out. The initial arrival and safeguarding of everyone were the principal goal. However, as the incident progressed there were also several other positives, such as the cohesion between officers whereby we were able to divide the tasks between us equally so that we maximised efficiency in gathering evidence. Another positive aspect was the engagement with the victim, which lead to her feeling comfortable in making a statement against her daughter.

There were negatives to the incident, although these were down to the evidence that was available to us. Had the CCTV footage covered the assault, the impact on the victim would potentially have been less significant. If the assault was captured, the defendant may have accepted responsibility in her interview and admitted to the assault. This may have negated the need for the victim to provide evidence in court. While remembering that as a police officer, I am an independent investigator. It may be that the CCTV would have disproven the allegations and the defendant would have evidence that proves that they were falsely accused. Either way, the CCTV would have had a significant impact in this investigation had it shown what had happened.

An aspect of the incident, that I questioned at the time and have questioned during this reflection, is the decision to not obtain a statement there and then from the victim's granddaughter. Had I completed it, it may be that the defendant would have been posed additional questions in interview that would have helped prove what occurred one way or the other. I do feel that I acted in the best interest of the witness, given her age, but do consider whether this was the best course of action for the victim.

Developing an action plan is how Gibbs outlines ending the reflection. I attend many situations where an incident such as this occurs, albeit with the circumstances often being different. I feel as though I acted well within this incident

and have acted similarly in similar situations I have attended since. I also feel I would act in a comparable way having now completed this reflection. The most positive aspect is how I was able to obtain a statement from a vulnerable victim. I do question the decision regarding the granddaughter's statement, but I do feel the decision was made for the correct reasons. If I were posed with this scenario again, I would have to consider the individual circumstances of that case and make that decision then. I would always consider what was best for the vulnerable people involved first, as I did in this scenario.

Word Count: 2192

Task 2

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

Choose 1 of these 5 options to answer

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

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

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

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

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

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

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

ANSWER:

When reflecting on an incident of domestic abuse that I attended I will utilise the Gibbs Reflective Cycle (1988, quoted in The University of Edinburgh, 2020). I will consider all aspects of the model.

The first aspect of Gibbs' model is to outline what occurred. I was provided details of the individuals involved, including warning markers that I needed to be aware of. There were mental health markers for the victim so my colleagues and I were mindful the victim's mental health may be a factor. I was also provided with the brief circumstances of the call. It was reported by the female that she and her partner had separated, and he had moved out. She reported that her ex-partner had attended at the address that day and assaulted her. The defendant was not at the property at the time of the call and so this was not graded as an emergency. However, it was necessary to attend as soon as possible given the risk of him returning.

Upon arrival I confirmed that the ex-partner was not in the property. I spoke to the victim regarding what had occurred. She explained in further detail how they had separated and that he had a new partner. She also explained how she was staying at the property until she was able to find a permanent solution but that the ex-partner still had keys to the property. The ex-partner was a member of the armed forces, and the property was in his name. The female was able to stay at the property for a brief period, but a long-term solution needed to be established. The victim was not from the South Wales area and her family all lived in Northern England. As result, she felt very isolated.

The victim was forthcoming with information and disclosed an assault made by the ex-partner. She also disclosed previous assaults and reported concerning behaviour about the ex-partner. The female stated that she was happy to provide

statement about what had occurred. I informed her that I would submit a public protection notification document, defined as a document used to share information regarding the safeguarding of individuals to (HMICFRS, 2023). This would then be shared with partner agencies, such as social services and domestic abuse charities. Safe Lives (2014, p. 1) explain that referrals will be shared with professionals working with victims of domestic abuse, and that it is a tool which will help attendees at a multi-agency risk assessment conference manage risk.

Towards the end of the interaction with the victim, the ex-partner started calling the victim's phone. This caused the victim to feel uncomfortable. The defendant sent a message explaining that he was coming over. Neighbours had informed him that the police were at his address. It was unclear if he had a genuine concern for why the police were in attendance or whether he was concerned at what she might disclose. The victim became very agitated and feared what he may do to her. Golding (1999, p. 100) documents how domestic abuse victims can develop post-traumatic stress disorder (PTSD), and this may be what was driving her anxious behaviour. PTSD is a prevalent consequence of traumatic episodes (Arieh, Israel, and Marmar, 2017, p. 2459).

Given the disclosure of assault made by the victim and the risk posed to her I considered The National Decision Model (College of Policing, 2013b) and made the decision to arrest the defendant upon his arrival under Section 39 of the Criminal Justice Act (1988) for Common Assault. I concluded that this would safeguard the victim and allow me to investigate the allegations. Shortly after the safeguarding question were completed, the defendant turned up at the address and was subsequently detained and taken to custody.

When I returned to the victim, I was able to obtain a statement from her explaining what had happened. The victim supported police action against her ex-partner at this stage. House to house and CCTV enquiries led me to establish that the victim had made a disclosure to a neighbour regarding the assault. However, they later declined to make one. In this case, there were no independent witnesses or physical evidence such as CCTV or injuries of the assault. Peterson and Bialo-Padin (2012, p. 103) explain that evidence needs to corroborate the victim's statement, and if they refuse to support a prosecution then the evidence gathered is essential for the chances of a successful prosecution. Grierson (2023) outlines how domestic abuse charges have halved since 2015, while the total number of domestic abuse cases reported to police have doubled, evidential difficulties may be a contributing factor.

Gibbs Reflective Cycle next considers how the feelings how those present during the incident. The victim was uncomfortable. She was hesitant when explaining what had happened. This may have been because she was making a disclosure about her ex-partner and was concerned about the consequences. I gave her a platform where she could be forthcoming with as much information as possible. It was evident from an early stage that this would be her word against his as there would be no witnesses or CCTV evidence. Her account needed to be as conclusive as possible so that she stood the best chance if this matter went to court. Hall (2007) identifies that the victim in this case would be eligible for Special Measures as she is vulnerable and intimidated, they explain that she could utilise video evidence or screen for example.

As the situation developed, and the defendant contacted the victim, the victim was visibly scared. She may have feared what he would do if he came to the address. When it became clear that he did plan on attending, the victim's distress worsened. I made it clear to her that we would not be leaving until we had gathered all the evidence and arrested the defendant, and that we would not be allowing him inside the property.

The next aspect to consider is the evaluation phase of the cycle. Given that the report was made to the police after the defendant had left the property, there was no immediate risk implication and so when my colleague and I attended we were not entering a live incident. This allowed us to develop a working relationship with the victim allowing trust to be build. The rapport I developed enabled me to obtain the details of what happened. She became willing to provide a statement about what had taken place. The victim appeared hesitant about providing an account, but I created an environment where she felt comfortable in being forthcoming with details. Domestic abuse reports are of a complex nature, and one issue that may arise is that the victim may refuse to disclose what they have been subjected to. Approximately 70% of all domestic abuse is not reported, and the reasons for this include fear, location and access to resources, gender, and age (Gurm and Marchbank, 2020).

When the defendant turned up at the address, we immediately detained him and arrested him. Reinforcing that we took the victim's allegation seriously and safeguarding her from potential harm. The disclosure she made was sufficient to arrest the defendant, and the statement she provided reinforced that. The defendant's decision to attend at the address provided us with an opportunity to make the arrest promptly. Given how uncomfortable the victim was, I did not feel it was helpful that the defendant attended at the address at the time. However, upon

reflection, his attendance meant he could be arrested immediately.

The aspects that did not go so well developed later in the investigation. The witness refused to provide a statement, stating that they did not want to take sides. Additionally, the victim later contacted the police to withdraw her statement, stating that she no longer supported police action against her ex-partner. A victim withdrawing their support does happen and developing an investigation whereby an evidence-led prosecution can be considered. An evidence-led prosecution occurs when there is sufficient evidence to prosecute without the victim's testimony (Barrow-Grint et al 2023, p. 110). A conviction is more likely to be obtained with victim support, but it is important to develop a case that does not necessarily require the victim to support a prosecution (HMIC, 2015). Given the lack of injuries, CCTV, witnesses, and other evidence, it would prove difficult to obtain an evidence-led prosecution.

The analysis of the situation is the next aspect of Gibbs' cycle. The initial attendance was positive as I was able to obtain a statement for the assault. Additionally, I was able to safeguard the victim by arresting the defendant. Although having the defendant turn up at the address was not an ideal situation for the victim, it did allow me to immediately safeguard her. There was no delay between the victim disclosing the assault and the arrest of the defendant, where the victim could have been at risk of further harm. It also meant that bail conditions could be applied to further safeguard the victim.

I was able to obtain this disclosure by building trust with the victim and getting her to a point where she felt able to disclose. I tried to show that I understood how difficult the situation was for her in that moment, allowing rapport to be built. HMICFRS (2019, p. 19) identify how officers must gain the victim's trust by being supportive and empathetic during their first contact with one another, and how not being so can mean that the police lose the victim's trust which can lead to future crimes not being reported.

Making the arrest was the best course of action in this case in my opinion and contributes to the initial response being a success. When I was informed that the defendant would be attending at the house, I was quick to act with my colleague. My decision to arrest is reinforced by HMIC (2014, cited in Barrow-Grint et al 2023) as they indicated that this was the correct course of action given that they state that arrests should be made as soon as possible and that voluntary attendance interviews are not suitable in cases of domestic abuse.

The aspects of the incident that were not so positive came following the initial attendance. Although we were able to safeguard the victim and obtain a statement that supported police action, the victim later elected to withdraw their statement. The reasons behind withdrawing a statement in a case of this nature have been outlined by Ellison (2002, p. 839):

Fear of further violence from the perpetrator

Due to the control the perpetrator has over the victim

Wanting to reconcile with the perpetrator, sometimes for the sake of the children.

Concerns over the economic impact of ending the relationship

The idea that arresting alone will change their behaviour

A desire for the perpetrator to be treated

In the years between 2010/11 and 2016/17 47% of all unsuccessful outcomes were due to victim issues, which included retractions, non-appearance and evidence of the victim not supporting a prosecution (Crown Prosecution Service 2017, p. A5)

The penultimate phase of Gibbs's reflective Cycle is the conclusion. The learning I got from this incident is that I can only deal with the situation that is in front of me, and that my energy should be focused on doing supporting a victim as well as I can. I have also learned that there are factors outside of my control that can lead to a negative outcome. I helped the victim feel comfortable in disclosing the assault to me. I made her feel supported and that she could trust the police to enact with the information she provided. Unfortunately, this was not enough, and the victim elected to withdraw her complaint, and this led to the defendant having no further action taken against them. There are alternative options that I will discuss that could have been taken, however given the circumstances of the relationship and the offence alleged, this was the best course of action.

The final aspect is to consider an action plan moving forward, I would consider alternative approach in dealing with such a situation, before arresting the defendant. In the first instance, I would suggest the use of the domestic violence disclosure scheme, also known as Clare's Law. This can be used by Police where there is a need to protect and safeguard potential victims (Home Office, 2023, p 5). The use of this scheme would allow the police to disclosure, under common law, the previous convictions, or charges of the person.

Another course of action I would consider, when there are evidential difficulties within a case is to utilise a Domestic Violence Protection Notice (DVPN). This is a tool that can assist the police in protecting victims where there is insufficient evidence to prosecute in the aftermath of a domestic violence incident (Home Office, 2016, p. 1). It is a civil order that will prevent the perpetrator from contacting the victim and it will enforce an eviction on them. Furthermore, once an application is made, a magistrates' court can implement a Domestic Violence Protection Order with 48 hours to extend the protection up to 28 days.

Word Count: 2192

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.

In regard to 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:

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 tools 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: 

Date: 07/08/2023

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.

Arieh, S., Israel, L. and Marmar, C., (2017) Post-Traumatic Stress Disorder. The New England journal of medicine, 376(25), pp. 2459-2469. Available at: <https://www.proquest.com/docview/1912256022?accountid=130472&parentSessionId=1d5aABeaYUybeUU4BAOdoT%2FkqIDrYSCt2McSvByqv%3D&pq-origsite=primo> (Accessed: 07 August 2023)

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