

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: Ffion Rees

Learner's University Registration Number: 2124992

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:

Within this essay I will delve into the topic of Anti-social behaviour (ASB). Whilst doing so, I will break down an incident of ASB that I have been involved in as a response officer, whilst reflecting on how I was able to help the victim effectively using the SARA model.

Anti-social behaviour is defined as behaviour which has caused, or is likely to cause, some form of harassment, alarm or distress to another person (Wood and Blackburn, 2021). This could involve noise, verbal abuse, vandalism, littering and more (Citizens Advice Scotland, 2023). Therefore, it is important to recognise that not all anti-social behaviour should be deemed as a 'crime' (Wood and Blackburn, 2021). Wood and Blackburn (2021) emphasise that the responsibility of dealing with anti-social behaviour is shared by the police, local authorities and other partner agencies. As the police, it is important to work with the local council to find long term solutions for ASB in the area; despite this, the police are able to deal with ASB straight away, resulting in an immediate short-term solution (Wood and Blackburn, 2021).

My colleague and I had been asked to attend an elderly lady's address as per request of her son, who did not live nearby. He explained that he has not heard from his mother in a few days which was out of the ordinary for her. Whilst discussing his concerns further, he elaborated that his mother's behaviour had changed over the recent months; he stated that his mother was a sociable, outgoing person who had excitement for life. However, within the past 3 months his description of this mother changed drastically; she was being described as having low mood, little motivation to go outdoors and on the edge of becoming a recluse. As a result, we then made our way to her address to conduct a welfare check on this lady.

Additionally, we were keen to see whether there was a reason behind her shift in behaviour, and whether we could help her in anyway.

On attendance, myself and my colleague have explained why we were at her address, and briefly explained the concerns expressed by her son. I recall her being surprised that her son felt the need to involve police in the matter and was adamant that everything was okay. We have then gone onto explain that it is nothing out of the usual for us as response officers and went onto highlight that we regularly conduct welfare checks. Then, she seemed to be a bit more relaxed at the concept and proceeded to let us into her house. We have then started to ask the lady bit about herself, for example what sort of activities she gets up to day to day. She proceeded to explain that she used to love going out with her friends every Wednesday, she found satisfaction in up keeping her garden and went on walks in the nearby park. The sociable outgoing traits that her son pointed out were evident in her past behaviour. I then recall pointing out that she was speaking in past tense; all the activities she mentioned she 'used to love'. The lady then went onto mention that she no longer partakes in the above activities, which was clearly causing her upset. She did not offer an explanation to this change of behaviour when asked.

When we were at the lady's house, it was no secret they young children lived nearby. I recall this being about 4pm, so the kids most probably just returned from school and were continuing their socialisation; the kids were screaming and shouting outside, assumingly playing a game. As soon as these playful shrieks started, the lady physically jumped out of her skin. She proceeded to make her way over the window and shut the curtains. I recall my colleague asking if everything was alright, because she was physically disturbed by the children playing outside – she shrugged the officers question off. Due to the estate where the lady lived being relatively small, the group of children were virtually right outside the lady's house at times. My colleague and I were in no question that the kids were causing distress to the lady, so I took it upon myself to go outside to talk to the kids and move them away from the lady's house temporarily.

When I went outside, I observed approximately 10 children playing tag; they were no older than 10. I made it clear to the kids that I wasn't telling them off but did want to talk to them. They all surrounded me and listened intently to what I was saying. I explained that an elderly lady lives in the estate, whilst pointing to her house and explained that, despite them not meaning to, they loud playing was frightening her. You could see the confusion in their face's, and I recall one saying in confusion "but we're not being scary". This was amusing to me, because he was right, but that does not deter the lady from fearing what I was now able to identify as anti-social behaviour. This conversation ended with me requesting for them to play the other side of the estate, away from the lady's house. I have then made my way back to the property where my colleague and the elderly lady were.

I have then asked this lady whether the kids outside have been causing her distress, in which she nodded embarrassingly. Following this confirmation, she began to open about her struggles. She has explained that the kids had moved onto the estate approximately 4 months ago and ever since, she has lived in a state of fear. She explained that their shrieks, despite being playful, cause her a fright. She then stated that she is scared to leave the house when they are in the vicinity just in case she gets caught up in their game; she explained that her

mobility was not great, so she is nervous that she will trip and fall because of them running around her. The ASB victimisation this lady was experiencing had undeniably negatively impacted on mental health, a notion in which Heap (2020) addresses.

Now, I will discuss the notion of problem orientated policing in relation to this incident and its intended use in tackling ASB. The College of Policing (2022b) explain that problem orientated policing follows specific steps to tackle crime and disorder; these steps are scanning, analysis, response and assessment, also known as SARA. Now, I will discuss my incident whilst referring to the 4 logical stages of problem orientated policing in relation to tackling antisocial behaviour. The first stage is scanning. This refers to the identification of the problems which cause harm and ultimately call for police attention - its purpose is to focus on the specific problem which is having a detrimental impact on the community (College of Policing, 2022b). As has been touched upon, the issue in relation to the incident I was involved in was the anti-social behaviour of these kids; their excitable playing and noise was causing distress to an elderly resident in the community.

Analysis is the next step of problem orientated policing. This is where you explore the causes of the problem in question - at this stage, you will understand where and when the problem is concentrated and what may draw vulnerable victims or likely offenders to there (College of Policing, 2022b). Through discussing this matter with the lady, we were able to identify that this issue arose when the kids had finished school, so weekday evenings, and throughout the weekend. This suggested that the kids did not necessarily have a safe space to play, other than outside their houses.

Response is the third stage the SARA model. The College of Policing (2022b) explain that this is where the focus should shift to the specific crime or disorder that has taken place. Effective problem-solving surrounds choosing responses that make sense given what has been taken into consideration at the scanning and analysis stage (College of Policing, 2022b). When deciding how you are going to respond to an incident, such as ASB, you will need to critically assess what has been done in the past to address the specific issue and why the issue is still taking place; with this information you will then be able to adjust your response as sees fit (College of Policing, 2022b).

Our response to this anti-social behaviour was looking into the availability of afterschool activities in the area and access to community centres. This led to the discovery that the local community centre had an age restriction of 13+, so at this stage the kids who were causing the nuisance could not even relocate there. Whilst discussing this with the Council, they expressed that they were under the view that teens were at most need of benefitting from community centre accessibility. Even though this may be true, this eliminated the large number of individuals who did not quite reach this age bracket. Officers have then briefly explained the incident in the community, which resulted in the centre reassessing the restrictions they have placed on the community centre.

Following attending this lady's address, I have liaised with the local PCSO's and have requested that they keep an eye on her and the estate; they assured me that they would do so. Following the discussion with the Council regarding the access to the community centre, I was given a direct point of contact. I recall contacting this specific community approximately 1 month after

attending the elderly lady's address. They informed me that they have now dropped any form of age restriction for access to community centre and assured me that they were grateful for the suggestion because they have seen a noticeable increase in the number of youngsters at the centre each day. I have asked PCSO's to ensure that the kids on this estate, and their parents, were aware of this too.

The final step of problem orientated policing is the assessment stage. This is where you will determine whether your response to the specific issue has worked out as intended, whether this is reducing the issue or eliminating it fully (College of Policing, 2022b). Here, you will examine whether. Your approach to the incident has worked in relation to the desired outcome and whether anything should be changed in relation to your response in the future (College of Policing, 2022b). I recall this incident playing on my mind since it occurred. Because of this, I took it upon myself to attend this lady's address when I was in between calls to see for myself how she was doing. When I have attended her address, I recall there being no answer, which initially concerned me. However, when I was on my way back to the van, I recall seeing the lady in question strolling down the road back towards her address. I have smiled and approached her, in which I was met with a very happy, upbeat member of the community. I have expressed this to her; the difference in her was incredible. She went onto thank me for all the work I did in relation to the children playing outside her address and explained that she now leads a far more relaxing life day to day.

Even though ASB can be seen as low-level crime, or not even being deemed as a crime at all, this does not take away from the impact it can have in its victims (Victim Support, 2023). Due to the latter, victims of antisocial behaviour may class their experience as unimportant, however anti-social behaviour can go on for a long time which in turn has a detrimental impact on victims and the community (Victim Support, 2023). Heap (2020) explains that ASB incident may not be seem as harmful at face value, but if it persists, ASB victimisation had the ability to have a significant impact on people's lives. Victim Support (2023) explains that anti-social behaviour can cause its victims to feel anxious and constantly on edge, to not feel safe in their own home, result in you wanting to move house or even to alter your day-to-day routine, which is exactly what happened to the victim of ASB within my scenario. Furthermore, it is paramount that police, nor anybody for that matter, do not underestimate the impact that ASB have on its victims. This was made clear in 2007, when Fiona Pilkington killed herself and her 18-year-old daughter, Francesca, following 10 years as victims of ASB; police had numerous opportunities to intervene within this incident, following 30 incidents of ASB being reported by the family (Hayden and Nardone, 2012). Sadly, the ASB the family were experiencing, namely name calling, was not taken seriously despite the multitude of opportunities police had to take robust action (Hussain, 2011).

Within this essay, I have demonstrated, using SARA, my ability to systematically support victims within the community whilst using my knowledge to adopt the most appropriate approach to combatting ASB in a specific context. To conclude, this essay reiterates the importance of not underestimating the impact that anti-social behaviour can have on an individual.

Word count: 2193

Task 2

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

Choose 1 of these 5 options to answer

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

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

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

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

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

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

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

ANSWER:

Within this essay, I will discuss the prevalence of domestic abuse incidents in relation to response policing. Whilst doing so, I will touch upon a specific domestic incident I have attended as a response officer, and explore the challenges associated with it. From this, strategies developed within situations of this sort will then be explored.

To begin, I believe it is important to define what 'domestic abuse' actually is, and what it entails. Women's Aid (2022) explain that domestic abuse can be classed as an incident, or pattern of incidents which consists of controlling, threatening, violent, coercive and degrading behaviour; in the majority of instances, this is perpetrated by a partner, but is by no means limited to this. When I first became a response officer, I was in disbelief at how many domestic incidents we would be deployed to. This shock is highly likely to be associated with the fact that domestic abuse is often seen as a 'hidden crime' (Elkin, 2022), so as a member of the public, I was oblivious to incidents of this sort despite them perhaps being all around me. Further from this point, Elkin (2022) explains that the police do not get a true depiction of the extent of domestic abuse incidents either; despite there being 1,500,369 domestic abuse related incidents reported in England and Wales in 2022, domestic abuse incidents are likely not to be reported to the police (Elkin, 2022), an aspect in which I will touch upon later in this essay.

I will now delve into the policing incident I have attended as a response officer, which surrounds a domestic incident. My colleague and I were deployed to an emergency incident following a call of an alleged assault; the reporting person was the victim's sister, who had been contacted by the victim in panic due to her husband just punching her to the face. It was explained on the call text that the victim stated that they would not forgive the sister if she called the police, and said she would not talk to her again if she did so. This attitude is not uncommon for victims of domestic abuse; Evans (2023) explains that victims will tend to have negative feelings towards friends or family who may be trying to rescue them from their abuse. Following this assault, the victim and her sister were on a face time call, where the victim was in tears and was showing her sister the swelling on her face from the assault. Even though we had not even interacted with the two individuals involved within this situation, we already had enough grounds to arrest this male based on the initial disclosure.

When we have arrived at the premises, the female victim has let us in to her house without question. I recall this taking us by surprise because we were expecting hostility from her due to her expressing that she did not want officers called in the first instance. Immediately we have asked where her husband was, in which she stated he left prior to our arrival. Officers have then searched the house, which confirmed this detail. We have then asked the female what had happened this evening. She then went on to explain that she had a job interview within the next few days - this job was high earning with her explaining that she would be earning almost double her current salary if she was successful within the interview. However, she explained that this is where the aggression from her husband started. As well as earning more than her current wage, this job would also mean that she earned more than her husband; this was unacceptable, according to him. He therefore took it upon himself to try

and jeopardise her chances of succeeding within this interview and had punched her to the face and other places on the body. She explained that she thinks he did this so that she would not attend the interview through her own decision based on embarrassment of the visible injuries or alternatively, employers would see these injuries and question her suitability for the role. This lady has then explained that in a rage, her husband had then thrown glasses at her causing them to smash on the wall behind where she was standing.

It's easy for those who hear about domestic abusive relationships to not understand why the victim decides to stay with the abuser. Lebow (2021) states just a small sample of the hundreds of reasons for this; denial, guilt or shame, hope for a better future, financial dependency, fear of retribution and so on. Within this scenario, I believe the latter two reasons resonated with this lady.

A key role of response officers is to offer a 'public protection notice' to any person who has been victim to domestic abuse. This is an information sharing document which allows officers to record any form of safeguarding concerns (South Wales Police, 2002). This process has the intention of risk assessing each victim, resulting in them being offered protection and assistance based on their deemed risk. The information obtained by the PPN is then reviewed by a specialist member of the Public Protection Unit and is then actioned in accordance with the deemed level of risk (South Wales Police, 2002). The female consented to completing this. Through asking this lady the multiple Domestic Abuse Stalking and Harassment (DASH) questions, it came to our realisation that the abuse she had been experiencing at the expense of her husband was far from limited to the events of this incident.

She was able to explain that she was very frightened of her husband and any further violence perpetrated towards her, which naturally gave us as responding officers the impression that this was not the first instance of violence. Additionally, she has explained that she is only allowed to walk their dog in the field opposite their house; this is so she could be supervised by her husband. When questions surrounding isolation were asked, she has explained that she has not seen any of her family or friends in 6 months; he does not allow her to, assumingly with the fear that she may disclose his true behaviour to them. On the same lines, this lady must take phone calls on loudspeaker, so that her husband could listen in. The last, of many, examples I will give would be the fact that she would have an allowance; her income would go into an account in which she was not allowed access to. Her husband would give her tiny amounts of her money and then spend the rest on himself. All of these elements were examples of coercive control that this female had been a victim to; this is defined as a pattern of behaviours a perpetrator uses to gain control and power, which can include acts of intimidation, threats, and humiliation (Sheley, 2020).

Following this, my colleague and I then decided that this male would need to be arrested for domestic related common assault, domestic related criminal damage as well as coercive control. It was no surprise that within this circumstance, attending officers were in no doubt that this female would be high risk in relation to the Public Protection Notice which would be submitted for her.

Attending officers then had the intention of obtaining a witness statement from this lady. We have explained that this statement would act as a statement of complaint against the assault received from her husband, the damage of her property, and also the coercive controlling nature of his behaviour. The lady has stated that she did not want to proceed with this. This was not surprising to us as responding officers because as, Wood and Blackburn (2022) have explained, the majority of victims either refuse to make a statement, or withdraw statements as soon as making them. However, when it was explained to this lady that her husband would be arrested regardless of whether she supported police action or not, her attitude changed. She began to change her whole story and explained that all of the behaviour described was a fault of her own; she stated that she provoked him to hit her that evening so she should be the one who was to be arrested.

We explained that we understand that she does not want to get her husband into trouble, however as a result of the disclosure we have received he will need to be questioned regardless. She was not impressed to say the least, perhaps because she did not believe this would end the violence, which is a reason why women are less likely to seek criminal sanction for violence against them (Wood and Blackburn, 2022). Furthermore, it was evident that this lady was trying to protect her abuser; Evans (2023) explained that this is an aspect of 'Stockholm syndrome'. Another aspect of Stockholm Syndrome is that the abused person is reluctant to press any form of charges against the abuser and also tries to stop the police from arresting their partner (Evans, 2023). This is exactly what took place here, seen when we were leaving her property; she stated "You are not actually going to arrest him are you?". It was lucky that my colleague and I had activated our body worn camera's prior to attending the address, because the version of events this lady gave us after realising he was going to be arrested couldn't have been more different.

It is imperative that response officers activate their body worn video (BWV) as soon as they arrive an emergency call. This is because BWV recordings can provide excellent evidence due to their ability to accurately record significant statements made, record the demeanour of those at scene, which ultimately have a have significant dramatic impact (College of Policing, 2022a). Within this incident, the victim's initial disclosure was captured on BWV which could then be used against her abuser.

Upon leaving this female, response officers have the responsibility to ensure that victims are safe, and may develop a short term safety plan (College of Policing, 2022a). Luckily, the male involved did not have their own set of keys, which meant that we were able to advise the female to keep all doors locked and not to let him into the premises. Furthermore, we advised that she kept her phone nearby so that she could contact the police if he returned. She complied to this safety agreement.

Thankfully, we had all of the disclosure we needed. Even though South Wales Police are victim led regarding how to proceed with the investigation, in circumstances like this we are able to go victimless. Ashman Solicitors (2022) explain that victimless prosecutions are also known as evidence-based prosecutions, which refer to when Crown Prosecution Service brings a case against a perpetrator of domestic violence without the input or support of the victim. This is what my colleague and I were looking to pursue. The College of Policing (2022a) have explained that response officers have the responsibility of providing detailed statements

which are crucial in matters where victims refuse to provide one, which is exactly what my colleague and I did within this scenario. We believed that through disclosure statements from the reporting person, us as attending officers and the body worn video of the victims disclosure, we would have enough to prosecute this man.

My colleague and I have located this male at an associated address and have subsequently arrested him for the above offences. As a result of the evidence, we had obtained this male received bail conditions to not have any contact with the victim.

Word count: 1937

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:

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.

Ashmans Solicitors (2022). *Victimless prosecutions*, Ashmans Solicitors. Available at: <https://www.ashmansolicitors.com/articles/victimless-prosecutions/#:~:text=Victimless%20prosecutions%20are%20also%20known%20as%20evidence-based%20prosecutions.,domestic%20assault%2C%20the%20alleged%20victim%20had%20to%20co-operate.> (Accessed: May 5, 2023).

Citizens Advice Scotland (2023). *Anti-social behaviour*. Available at: <https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.citizensadvice.org.uk%2Fscotland%2Fhousing%2Fproblems-where-you-live-s%2Fantisocial-behaviour-s%2F&data=05%7C01%7Cffion.rees1%40south-wales.police.uk%7C8709a6db34b04041b53c08db81df6158%7C270c2f4dfd0c4f0892a9e5bdd8a87e09%7C0%7C0%7C638246568632033233%7CUnknown%7CTWFPbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBtIl6lk1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=2709vXUpD61nHy%2BCBzESbrzK2pKYaJXyoMrQZoAys38%3D&reserved=0> (Accessed: 10 July 2023).

College of Policing (2022a). *First Response*. Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/domestic-abuse/first-response> (Accessed: May 5, 2023).

College of Policing (2022b). *Problem Solving Policing*. Available at: <https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.college.police.uk%2Fguidance%2Fproblem-solving-policing&data=05%7C01%7Cffion.rees1%40south-wales.police.uk%7C8709a6db34b04041b53c08db81df6158%7C270c2f4dfd0c4f0892a9e5bdd8a87e09%7C0%7C0%7C638246568632033233%7CUnknown%7CTWFPbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBtIl6lk1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=M9N8CEX1g%2BMKsCf6ezTX3NKSDPfATiEUvIpljLVjHv84%3D&reserved=0> (Accessed: 10 July 2023).

Elkin, M. (2022) *Domestic abuse prevalence and trends, England and Wales: Year Ending March 2022, Domestic abuse prevalence and trends, England and Wales - Office for National Statistics*. Office for National Statistics. [online] Available at: <https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/domesticabuseprevalenceandtrendsenglandandwales/yearendingmarch2022> (Accessed: March 14, 2023).

Evans, O.G. (2023). *Stockholm syndrome in relationships*, Simply Psychology. Available at: <https://www.simplypsychology.org/Stockholm-syndrome.html> (Accessed: May 1, 2023).

Hayden, C. and Nardone, A, (2012). *Moving in to social housing and the dynamics of difference: 'neighbours from hell' with nothing to lose?*. The Internet Journal of Criminology. Available at: 29583742.pdf (core.ac.uk) [Accessed: 18 July 2023]

Heap, V. (2020). 'Exploring the effects of long-term anti-social behaviour victimisation', *International Review of Victimology*, 27(2), pp. 227–242. doi:10.1177/0269758020961979. Available at: Exploring the effects of long-term anti-social behaviour victimisation - Vicky Heap, 2021 (sagepub.com) [Accessed: 18 May 2023]

Hussain, D. (2011). *Police Professional*. Available at: <https://www.policeprofessional.com/news/ipcc-investigation-finds-%C2%91alarming-failings%C2%92-in-pilkington-case/> (Accessed: 18 July 2023).

Lebow, H.I. (2021). *Reasons people stay in abusive situations*, Psych Central. Psych Central. Available at: <https://psychcentral.com/lib/why-do-abused-victims-stay#why-people-stay> (Accessed: May 1, 2023).

Sheley, E. (2020). "Criminalizing Coercive Control Within the Limits of Due Process," *Duke Law Journal*, Forthcoming , pp. 1–63. Available at: Criminalizing

Coercive Control Within the Limits of Due Process by Erin L. Sheley :: SSRN
[Accessed May 5, 2023]

South Wales Police (2002). *Adult at risk*. Available at: <https://www.south-wales.police.uk/SysSiteAssets/media/images/south-wales/policies/adults-at-risk---english.pdf> (Accessed: May 5, 2023).

Victim Support (2023). *Antisocial Behaviour*. Available at: <https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.victimsupport.org.uk%2Fcrime-info%2Ftypes-crime%2Fantisocial-behaviour%2F&data=05%7C01%7Cffion.rees1%40south-wales.police.uk%7C8709a6db34b04041b53c08db81df6158%7C270c2f4dfd0c4f0892a9e5bdd8a87e09%7C0%7C0%7C638246568632033233%7CUnknown%7CTWFPbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTiI6Ikh1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=RSMWS%2FRzMjXljjhOspNlb3gY3IK8fSRUqc4kmjgBMZs%3D&reserved=0> (Accessed: 10 July 2023).

Women's Aid (2022). *What is domestic abuse?*. [online] Available at: <https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/> (Accessed: March 14, 2023).

Wood, D. and Blackburn, B. (2022). "*Protecting the Vulnerable from Violence, Abuse and Neglect*," in Blackstone's Handbook for Policing Students 2022. Sixteenth . Oxford: Oxford University Press, pp. 283–320.