

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 4 (PCDA)

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

Learner name: _____

Learner's University Registration Number:

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the workplace 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

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 BSc programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- **Wellbeing and Resilience**
- **Evidence based policing**
- **Research Methods and Skills**
- **Decision-making and Discretion**
- **Vulnerability and Risk**
- **Criminal justice**
- **Conducting investigations**
- **Decision making and discretion.**
- **Digital Policing**

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.

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

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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 will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

- adhere to guidance in the Student Handbook about unfair practice and plagiarism;
- 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.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Student 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 very 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 Student 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.***

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*

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Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Evidence based policing Research Methods and Skills Decision-making and Discretion	1200
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Task 4	Conducting investigations Information and intelligence	1250
Task 5	Digital Policing, Vulnerability and Risk	1250
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Consider and reflect on the impact of organisational justice on yourself as a member of the police service. (Code of Ethics)

Consider the steps that your organisation is taking to raise ethical standards.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will consider the topic of organisational justice from alternative viewpoints and will express my own opinion and personal experience where organisational justice has impacted on my role in the police service. I will also consider the steps taken by the organisation to raise ethical standards. I will be using Rolfe et al.'s (2001) reflective model throughout this essay.

“Organisational Justice, first proposed by Greenberg in 1987, relates to an employee’s examination of the behaviours of their organisations. It places significance on the employers’ decisions and actions in the workplace and how this effects the employees’ own attitudes and behaviours at work” (hrzone, no date).

Decisions made by employees can influence employee’s behaviour and where an action is judged as unfair, can have a negative effect on the employee and may lead to workplace dissent. On the other hand, where an action is judged as fair at a supervisory level the employee will go that extra mile without personal gain and will be more committed to the organisation.

Procedural justice focuses on employee perceptions of the fairness of procedures used to make decisions (Thibaut and Walker, 1975). This has been distinguished from interactional justice which focuses on employees’ perceptions about the fairness of the interpersonal treatment received during implementation (Bies and Moag, 1986).

As an employee of the force, organisational justice has had negative and positive impacts on myself. I am going to look at a negative incident and take a descriptive approach, which from an organisational justice standpoint had an impact on myself causing confidence issues. This topic refers to the difficulty of trying to adapt to the different viewpoints of two supervisors managing a shift in succession. I will start in antecedent order and name them A and B.

As a probationer learning how to adapt to the job in a fast-paced station, acting with honesty and integrity, I spoke to "A" about trying to manage my time with regards to completing and updating the IT systems before my tour of duty had ended. The information technology system was not always fully operational, it caused the whole shift some stress. "A" offered insightful time management advice. He advised to use forms and checklists; I was shown a solution that "A" had devised when in his probation period. This solution empowered me to retake control and spend less time in work and manage my working practice to reduce stress.

As I had no training to complete case files to send to CPS and needed to concentrate on them to make sure they were case ready, "A" granted me time to work from home. "A" felt that this was acceptable and was a learning curve and that, in time I would feel confident completing files in work expeditiously.

"A" was transferred to another role and "B" arrived on shift and at first seemed supportive. On the second day of "B" starting at the station I attended a call and reported my findings to "B". I was to arrest two individuals at 01:00 hours when my end of shift was 03:00 hours. I had 2 hours to update the system and put exhibits into the property system. The system was crashing, and it was then an hour past the end of my shift. I decided to update at home.

Whilst being accountable and open in my actions and decisions, I spoke to "B" on my next shift and explained the issue with my time management. "B" commented that to support my wellbeing, I should not be taking work home. "B" relayed this incident to my tutor; I was brought in for a meeting with both my tutor and "B" to discuss my time management issues.

My comprehension of this situation is that different supervisors have different perceptions on how tasks need to be achieved and people to be treated. Lack of communication and understanding was an issue with "B" coming into the role. "B" should communicate more effectively to guide me through change and listen effectively to my needs and not a micro-managed approach.

The consequences of this action were a feeling of vulnerability on my part and a lack of trust and confidence in the organisation. I determined that 2 shifts were not enough time to judge my diligence at work and that I was treated unfairly. According to Carrell and Dittrich (1978), "employees who perceive inequity will seek to reduce it, either by distorting inputs and/or outcomes in their own minds ("cognitive distortion"), directly altering inputs and/or outcomes, or leaving the organization."

Being a person of resilience, rather than becoming disengaged, I set deadlines for my workload to achieve my targets using "equity theory" which is of the principle that motivations are steered by fairness in the workplace and if there were inconsistencies then that should be addressed. I spoke to my supervisor and sought to bring my issue under discussion. This was mutually discussed and self-reflected and resolved leading to a good working relationship.

Considering raising ethical standards, the organisation is constantly evolving to prioritise positive change.

In 2016 the PEEL annual assessment, which is where forces are assessed on their legitimacy, effectiveness and efficiency, analysed how the organisation treated people of the communities with fairness and respect and recognising the importance of collaboration with the community. It looked at how to ensure that the workforce acted ethically in their duties, and that the workforce felt that their treated with fairness and respect by the organisation.

“The result was that the organisation needs to improve on treating the public with fairness and behaving more ethically. Although, it the result was good at treating the workforce fairly” (justiceinspectorates.gov.uk).

The organisation has made major improvements in monitoring the use of stop and search by regularly monitoring body worn footage and educating officers on what establishes reasonable grounds for search powers. Unconscious bias training has been provided for officers to aide officer awareness of discriminatory behaviours.

To conclude, organisational justice in this case had a negative impact on myself. Although my supervisor stated her actions were supportive, I did not feel that my feelings were considered. I later found out that my supervisor was a temping sergeant so was going for her boards exams and it was stated by colleagues that I was being used for “evidence”. With this in the forefront of my mind, I became nervous about going to jobs in case I made a mistake and lost confidence. My resilient strength of character kept me going and an urge to prove my worth.

Wordcount 1086

Task 2

Relevant areas of the National Policing Curriculum: Evidence based policing, Research Methods and Skills, Decision-making and Discretion

You must choose **a policing incident** involving a partnership approach which you played a significant role with an offender/service user/victim and reflect on what happened.

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

What options did you consider when adopting a multi-agency approach?

How did you decide on the most appropriate option to mitigate or resolve the problem and how did you evaluate the available evidence?

Justify your intervention and highlight potential consequences.

1200 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

This essay will consider the options when adopting a multi-agency approach of an historic sexual assault of a 13-year-old female and exhibit the decisions and options used to investigate the crime and reveal how the provided evidence was evaluated. It will also rationalise the reasons for police intervention and highlight potential consequences.

“The negative consequences of rape and sexual assault are extensive, including mental and physical health consequences” (J. C. Campbell, 2002; R. Campbell, Dworkin, & Cabral, 2009).

This crime was disclosed by a 3rd party report, the victim’s teacher. The victim divulged the information as she said her world spinning out of control. In present day, now a 15-year-old female, she attempted suicide by overdose and was admitted to hospital. The victim had markers for self-harm and vulnerability, also a frequent missing person.

At first the victim would not disclose the real reason for attempting suicide, stating she was scared to tell just in case she was called a liar. A friend of hers was called a liar after the perpetrator sexually assaulted her. The victim was asked who the perpetrator was, and she disclosed it was her grandfather's partner's son. She was then asked what the perpetrator did to the girl, and she said he raped her, but no one believed her. The victim said that she stayed at the perpetrator's mother's house one night and was told by his mother that she had to share his bed. The victim woke up in the middle of the night and the perpetrator sexually touched her. She screamed and ran out of the house. This was an historic event which happened 3 years previous and was reported to social services by the teacher. At this present time of reporting the victim was in foster and the relationship between the foster care and victim was starting to breakdown.

Tjaden & Thoennes 2000 states, Sexual assault is most common among younger women and adolescent girls, with over half of all first rapes of women occurring before age 18. (Ullman, S.E., 2010)

Considering what options were available, a Strategy Discussion Child Protection meeting was organised, this is required by Section 47 of the Children Act 1989 to make enquiries with a case if compulsory intervention is needed. It is a discussion between a multidisciplinary team such as social services, Camhs, the victim's school, and the police to decide whether a child protection investigation should be planned. "These strategy discussions are a process that happen if the child is likely to or has suffered harm" (scie.org.uk, 2012). Once the Strategy has started the relevant matters would be discussing the child's welfare and agreeing a plan utilising a skill set of each department to get the best outcome.

Contact was made to the on-shift Detective Sergeant and a review was sought as it could possibly be a case suitable for CID. The DS decided as it was an historic alleged incident it would sit with response. Contact was made to the relevant Social Services Department, the school and the in force Sexual Offences Liaison Officer

to adopt a multi-agency approach. The victim was visited to discuss the case with the foster carer and both explained the plan for an investigation and that by order of the court under the 1999 Order the victim was able to have special measures if she had to attend court.

A Witness interview Booklet was completed where Initial questioning of the incident was carried out with the intention to obtain a brief account from the victim. The brief account included when and where the alleged crime took place and who was involved and present at that time. The offence identified was Section 7 Sexual Offences Act 2003, Sexual Assault by Touching a child under 13 years. A sexual offences liaison officer was brought in to speak to the victim and complete a video recorded ABE interview as from the disclosed information it warranted further investigation.

The previous evening the victim had spoken to the perpetrator's sister, who was a friend of the family. She explained what had happened to her. The sister disclosed that she too was sexually touched by the perpetrator when she was 15. The sister text the perpetrator and told him what she remembered, and he made admissions about his guilt via text. The sister contacted the police. A time and date were set, and the witness gave a statement fully supporting police action. She also provided exhibits of the admission made in the text messages.

Evaluating the available evidence, both victim's accounts were both specific in nature to support further investigation. Also, the nature of the text messages, admissions were made by the perpetrator. A decision was made to arrest the perpetrator and perform a section 32 search whilst at the address, seize electronic devices and bail him with stringent conditions. The decision was made to arrest as the evidence strongly hinted that the perpetrator was guilty and to avoid intimidation of the victims.

The perpetrator's last known address was attended, which was his family address. He had recently moved. The mother gave his mobile number, and a rough idea where he had moved.

The next evening the town where the perpetrator was supposedly living was visited and after speaking to the owner of the local off licence, his address details were obtained. The perpetrator was arrested and then cautioned for the sexual touching of a child under 13-year-old and sexual touching of a child. The necessity was provided, and his phone seized under the general power of seizure, section 19 of PACE (legislation.gov.uk, no date). The perpetrator turned violent so was transported to custody and a Section 18 warrant sought from the inspector to search the address for further evidence.

The perpetrator was interviewed and gave a “no comment” interview and then bailed with conditions that he could not attempt to contact the victims or enter the vicinity where they lived. These conditions prevented intimidation of both victims.

To justify intervention in this case there was a responsibility to engage in partnership with the criminal justice system, social services, health trusts, the school and other partner agencies to protect the victim from further harm, provide support for her mental health and past trauma and to support the best outcome. Expeditious investigation of the alleged crime to ensure a successful prosecution and support the victim and the witness by providing reassurance.

Supporting the victim’s vulnerabilities was of paramount importance to address issues early in the intervention so that the specific contingencies such as the ABE interview to gain best evidence and relocation to protect her from harm. Putting these interventions in place would strengthen the case. This included early consideration of the alleged offence to deal with sensitive issues to investigate effectively gathering evidence to build a strong prosecution in accordance with legislative and human rights.

Post interview of the perpetrator, bail was sought with stringent conditions and granted. This was to prevent potential consequences of victim and witness intimidation. The conditions were that the perpetrator refrained from contacting both

victim and witness and that he did not enter the demographic areas of where the victim and witness resided.

To conclude this was a historic case of Sexual assault by touching a child under 13, whereby a Strategy Discussion Child Protection meeting was held, the aim of the discussion was to determine objectives to protect and support the victim due to her significant vulnerability. The main objective of the investigation, to obtain the victim's best evidence. For this reason, a Sexual Offences Liaison Officer was brought into the equation to help enhance the opportunity to provide strong evidence and help gain a clear and coherent account. This was done by considering the needs of the victim and gaining the trust of the victim to lessen the trauma of recalling past events and try not to exacerbate the victim's mental health.

Wordcount 1309

Task 3

Relevant areas of the National Policing Curriculum: Vulnerability and Risk

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.

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

Evaluate what works in relation to tackling repeat victimisation and repeat offending.

1400 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

This essay will evaluate the appropriateness of different approaches to aid in supporting and managing vulnerable people. Approaches such as achieving best evidence and how to adapt the approach to the victim. I will also evaluate what works in tackling repeat victimisation and repeat offending by using two different projects. Different literature will be analysed from journals, books, and government website.

This incident involved a young female with learning difficulties who called 999 to report that her partner was abusing her. The call handler got the female's name, date of birth and that she was driving to England to her grandmother's address then the line went dead. The female's phone went to voicemail when the control room tried to get back in contact with her. A PNC check was completed on the female, and it came to light that her partner was a member of an organised crime gang. The male had previous convictions for many offences, including actual bodily harm. The male was a prolific juvenile offender from the age of 13 and a prolific domestic abuse aggressor. "research shows that more recent birth cohorts of juveniles are more violent than ones in the past" (Shannon,1988; Tracy, Wolfgang, & Figlio, 1990)

An hour later the female called back to report that the whole situation had escalated, and the female had packed her belongings the night before and hid them. When the male left the house, the female took her belongings and left. The female stated that the male did not know where her grandmother lived and that she would be safe there. An appointment was made to attend to arrange a statement, DASH, and discuss a safety plan. The DASH is a “Domestic Abuse, Stalking and Harassment and Honour Based Violence Risk Identification and Assessment and Management Model” (DASH, 2009), which helps identify risks in domestic abuse cases (College of Policing, 2016).

On attending the address, she disclosed that the male had been violent to her on many occasions and was constantly ridiculing her because of her learning difficulties. Due to her disability, it was recognised that an ABE interview would be the most appropriate option to gain best evidence. The female was supporting police action and the DASH was risk assessed as medium. She also exhibited photographic evidence of many of her injuries and the criminal damage caused. The couple had been together for 2 years and she disclosed 13 serious incidents, mainly assaults and criminal damage within the last 12 months.

“The police spend on average 20% of their time responding to vulnerable people” (Home Office, no date). In this case it was unavoidable as the police were the first point of contact in emergency and the situation the female was now in made her more vulnerable than usual. “The statutory definition of a vulnerable adult witness is set out in Section 16 Youth Justice and Criminal Evidence Act 1999” (Gov.uk, 2011). During Covid there was an increased demand for domestic abuse victim support services, including a 65% increase in calls and contacts logged by the National Domestic Abuse Helpline between April and June 2020, compared with the first three months of the year (Gov.uk, Nov 2020).

Many different approaches are available when dealing with vulnerability in people and managing those or people at risk of harm. The Metropolitan Police use the Vulnerability Assessment Framework (met.police.uk, no date). It is used when

meeting the general public to identify any vulnerability. Used at the earliest opportunity could prevent victimisation.

Effective information sharing between the police and professionals such as social services, is most important to improving the vulnerable persons experiences, especially people experiencing crisis as this will likely reduce harm. There is a need to adhere to the Data Protection Act 1998 as there are ethical and legal considerations to determine how professionals need to proceed. These considerations include sharing relevant information between the police and partner agencies to benefit the safety and well-being of the victim, how to access available information, and gaining the consent to share the information.

Communicating with this female it was evident that she had complex needs and that a partner approach was needed to get best evidence and to fully support her as it could likely impact the quality of her evidence. It was appropriate that a specialist trained officer would be brought in to build a rapport with the female so to aid in the preparation of the interview. The victim would also be provided with an appropriate adult for interview to provide safeguarding. Due to the nature of the female's relationship and the fact that the male she was in a relationship with displayed coercive control, the female aired some confusion and was very suspicious. The Grandmother had a good relationship with the female, so she was consulted before the interview to gain some indication of the possible behaviours of the female and to devise a plan on how to form a trusting interaction with the female. This was essential before an assessment so that the trained officer could gain some knowledge about the female and provide a familiar setting to prepare her and help to reduce emotional distress. Consideration on how to prepare questions to be asked at interview also had to be evaluated so that the female would be able to understand them, and her current emotional state would be minimised due to the stressful events she had experienced.

In relation to tackling repeat victimisation and offending it is most likely that the first police attendance is already a repeat incidence. "Many incidents of domestic abuse

go unreported. In 2014/15 the police service in England and Wales received, on average, over 100 domestic abuse related calls an hour. Domestic abuse related crime represented 10 percent of all recorded crime” (HMIC, 2015).

The Home Office elected repeat victimisation as a key performance indicator in 1995/66. This required police to propel systems for identifying repeat victims. “A year later strategies to identify, reduce and evaluate repeat victimisation of significant offences were developed” (Hanmer et al, 1999). The policing project focused both on the victim and offender. “In 1988 West Yorkshire Police accepted that domestic abuse should be included in police crime prevention” (Hanmer and Saunders 1987; 1993). This involved setting up domestic violence units, specific training for officers, independent database and multi-agency approaches. The policy, to gather evidence, arrest and safeguard the victim.

The programmes main achievements were, reduced repeat victimisation and increase the number of single attendances. To identify and reduce chronic offenders, and to profile the men. This project also encouraged victims to ask for assistance. The model worked due to the equal focus on both victim and offender, more involvement from officers and more communication and coordination through multi-agencies. The project has been proven to work but has a negative aspect which I believe are flawed, you cannot prevent impulsive or emotional crimes. Crimes that contain emotions such as anger, jealousy, So the need to demotivate the offender requires an application of successful intervention measures to refrain from the abuse.

“Scotland’s “What Works” to Reduce Reoffending provides some evidence in the process of desistance from crime with regards to domestic abuse” (gov.scot, 2015). Two types of treatment currently exist for offenders who perpetrate domestic abuse. Cognitive behavioural therapy is used on perpetrators of domestic abuse. It is based on cognitive distortions which have usually developed over time. Distortions that are negatively biased and inaccurate ways of thinking. The second treatment, the Duluth model, which is a domestic abuse intervention project which is developed to reduce domestic violence. It is an approach to shift responsibility of abuse from the victim and give accountability to the offender. This approach offers opportunities for the

offender to attend educational groups and prioritises the voice of the victim to create new policies and procedures. These two interventions have only shown to reduce domestic abuse slightly, so further research to develop these programmes are required.

To conclude, this was a serious crime of coercive and controlling behaviour to a female with specific learning needs. Appropriate approaches were evaluated to suit the needs of the female to achieve best evidence and fully safeguard the female.

Criminal justice interventions have proved to have a positive impact on reoffending. Although, it has been noted that different outcomes are evidenced from different programmes, and different individuals can be impacted differently. Whilst researching this topic, it has come to my attention that there is no simple solution to the problem of reoffending and how to reduce it. Before deciding how to approach an intervention consideration to their level of motivation, cultural background and needs should be taken into consideration.

Wordcount 1443

Task 4

Relevant areas of the National Policing Curriculum: Conducting investigations and information and intelligence.

You must choose **a policing incident which is of serious and complex nature** in which you played a significant role with an offender/service user/victim 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.

Consider how you have gathered, analysed and evaluated relevant information or intelligence from a range of sources as appropriate to the policing incident. Additionally, identify how you have developed the information and intelligence for the purpose of informing the tasking and co-ordination process.

Focus on how you have made use of the additional sources of intelligence obtained through this complex investigation and **explain** how you have **applied** learning from previous serious and complex investigations.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

I will be focussing this essay on a specific incident which was of a complex nature. I will reflect on what happened using Gibbs reflective Cycle (1988). The incident was a commercial burglary which involved the gathering of information and intelligence to be analysed and evaluated to proceed successfully with the enquiry. I will consider and identify how the information was developed for tasking purposes and explain how I have applied learning from previous investigations. My reflection will illustrate my understanding of core principles of ethics and human rights, and relevant code of practice considerations.

Whilst on a night shift with my colleague, we were attached to a call from the force control room (FCR). It was another burglary and in the vicinity of our travel. My colleague and I made our way on “blue lights” and I gathered what information and

intelligence was available. I asked relevant questions as to ascertain what was happening? What information was available to risk assess? What do I now need to know to help with the actions required of me?

A neighbour of the local fish shop was reporting that the rear window of the property had been smashed and two persons had gained entry. The caller did not hear anyone inside the property but saw two suspects coming out of the rear entrance carrying the shop's till. They both had black rucksacks on their back and ran off on foot. The caller could not get a description of the persons as it was dark, and the lighting was poor to the rear of the building.

Driving to the call I considered what actions needed to be taken. I requested for FCR to contact the council to gather CCTV evidence if available in the vicinity, tasked the assistance of the dog section so that a dog may pick up a scent to track criminal suspects as there had been no footfall in the area. I also requested assistance from another unit to perform a drive through of the area just in case the persons were still on foot.

On arrival my colleague and myself entered the premises and secured an entry and access area to help preserve the scene and to document the crime scene as it was found. The owner of the property arrived and stated that the only thing she noticed missing was the till. Photographs were taken of the scene and of where the till was situated before being stolen. The dog section arrived but could not find a scent.

“Under the Code of Practice issued under part 2 of the Criminal Procedure and Investigations Act 1996, any police officer investigating alleged crimes has a duty to record and retain material which may be relevant to the investigation” (cps.gov.uk, 2018).

Considering what actions/decisions were appropriate to gather, analyse and evaluate what relevant information would help in the appropriate decision making. It appeared that the persons had entered through the downstairs rear UPVC window causing damage to gain entry. There were glove marks at the point of entry on the

windowsill, and what looked like a thumb mark on the wall, broken glass was over the floor. A small piece of glass was on the inside of the windowsill which looked to have been contaminated with blood, this was seized, exhibited and a photograph taken insitu.

CSI were tasked to attend, and the Community support officers (CSO) on shift to conduct house to house and CCTV enquiries to gather information as soon as possible. Contacting the shops router provider to ascertain whether the suspects had connected to the router was carried out, if it had been connected to, charter application could be sought. FCR were asked to revisit CCTV to see whether any sightings of the two persons were available in the area. Statements from the victim and the neighbour were completed and attached to Niche.

On completion of the house to house by CSO's, a person who lived opposite the property saw the whole incident and provided a statement and a full description of the suspects. Another person provided CCTV of the two suspects making off up the street carrying the stolen till.

Evaluating the information gathered from the statements and CCTV, it was decided that as there were no vehicles involved and the suspects carried the till, it was likely that the suspects lived locally. To further develop the information and intelligence provided it was decided to provide early identification of the suspects to email the field intelligence officer to view the CCTV to try and identify the individuals and to contact corporate communications to distribute on social media.

It became apparent after linking in with Neighbourhood Police Team that there had been a spate of these burglaries with the same Modus Operandi. A decision was made to link in with officers in relation to the other occurrences and investigate the associated persons. Two persons were being investigated for three out of the four burglaries and were prolific thieves in the area.

On reviewing the CCTV of the burglary, the CSO who gathered the evidence instantly identified the two persons and provided an identification statement. The supervising officer was informed and both persons were arrested at one address and

Police and Criminal Evidence Act 1984, Section 32 search completed. "An officer must reasonably believe that the premises may contain evidence and must only search to the extent that is reasonably required to discover any such item or evidence" (College of policing, 2020).

Both persons were taken to custody and a section 18 warrant was conducted on the other person's address using the keys seized from the person on arrest. "An officer must have reasonable grounds for suspecting that there is evidence relating to that offence, or to another connected or similar indictable offence, on the premises" (College of policing, 2020). At this address, the till was recovered, and a freezer was found to have stolen frozen food which was identified by the shop owner.

Focusing on the additional sources of intelligence obtained through the investigation it was evident that by analysing all the information after evaluating it, it became more transparent that the MO was very similar for the spate of burglaries that had taken place in the vicinity the last couples of days. All the intelligence that had been analysed had given added value to the investigation to support decision making and completing the arrest.

From previous serious and complex investigations applied learning has been made by focusing on the ability to analyse the information by breaking the data down into a series of stages or asking ourselves a series of questions, such as what has happened, what relevant information is available and what decisions need to be made? Are there any risks to the potential decisions that must be made? Do we need to gather further information before having the confidence to act? This process helped applied learning.

Reflecting on the incident, I wanted to get there as soon as possible as these incidents need to be acted on immediately. It was evident that other officers would need to play a part and teamwork was going to be essential to gather the evidence to have even a remote chance of catching the suspects.

My thoughts on arrival at the scene were that it would be a hard task to gather the evidence that would lead to a successful prosecution and that it might have a

negative look on the force. The positive aspect was that everyone played a part and the tasking of roles worked effectively to gain enough evidence to make an arrest.

The Police and Criminal Evidence Act 1984 codes of practice that aid in regulating police powers and protect human rights were adhered to and all ethical decisions were based on what was encompassing at that time. Everyone had a focus and using Belbin's team roles (2010) each team member had clear objectives.

The conclusion was that by each team member understanding their role within the team and by understanding each person's strengths and weaknesses equal contribution could be given to the team so the team could become more balanced. So, using Belbin model all roles were covered to succeed in the task at hand.

Wordcount 1373

Task 5

Relevant areas of the National Policing Curriculum: Digital Policing, Vulnerability and Risk

You must choose an incident involving digital technologies and reflect on how you provided an appropriate initial police response.

Explain the immediate actions that you took to reduce the risk of harm caused by the incident. Detail who may be more vulnerable in this type of incident.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

I will be focusing this essay on the effects of digital technologies in a fraud investigation, and I will reflect using Rolfe et al's (2001) reflective model on how I provided an appropriate initial response to a fraud case in which an elderly woman was the victim. I will explain the immediate actions and the support and advice given to reduce the risk of emotional harm and the impact the incident had on the victim. I will also detail with regards to this type of incident who may be more vulnerable and the reasoning behind this vulnerability.

"Figures from Action Fraud show that criminals conned 17,405 shoppers out of almost £13.5 million over the Christmas period last year, an increase of over 20% when compared to the same period in 2018" (actionfraud.police.uk, 2020).

A seventy-two-year-old Grandmother called Force Control reporting fraud. She had purchased a PlayStation 5 from an online website for her Grandson for Christmas. On purchasing this PlayStation, the only details required were her name and email address. On clicking the checkout she instantly had an email from the company. Within that email the company informed the victim that due to Covid-19 they were not accepting credit card payments online and she would have to transfer the money into a bank account. This company provided the account details for the victim to complete the transaction. The money was transferred from the victim's account and an email was sent to the victim stating that the order was on its way.

After a week, the grandmother had not received this order, so she decided to email the company but heard no response from them. She then searched their website, and it could not be located. It appeared to have been taken down. The Grandmother went to her bank who could only provide her with a contact number for her to ring. She rang this number and got a continuous busy tone, so she contacted the police.

The Grandmother stated that she was very upset that she had been scammed. She felt very silly as she had already been scammed by fake doorstep tradesmen who asked for money up front for her garden to be cleared and never them saw again.

The immediate actions taken to reduce the risk of harm caused by the incident was to explain that even technology literate people get scammed and try not to let it affect the victim's emotional state. A referral was sent to Action Fraud and a witness statement with victim personal statement was completed. "The Victim Personal Statement (VPS) gives victims a voice in the criminal justice process. It helps the court to understand how the crime has had an impact on the victim. If a defendant is found guilty, the court will take the VPS into account, along with all the other evidence, when deciding upon an appropriate sentence" (Gov.uk, 2013).

Safeguarding via a Public Protection Notice was submitted to social services as the victim had already become a victim of fraud previously and there were risks of repeat victimisation. The victim was advised to contact close family and inform them of what happened. The family then can keep an eye on situation and help support the victim when purchasing on the internet. Information was given via the Ageuk.org.uk website and support and advice was given to be cautious where to shop online as most scams involve mobile phones and electronics. If making a purchase from a website, to do some research first. To look for reviews on the website of where she was planning to buy from, and if buying from an online marketplace, view the feedback on the seller's history before purchasing. Also, the victim was advised to always use a credit card as this will offer more protection if she is involved in another scam as most major cards will ensure you get your money back if the purchase does not arrive. If criminals got access to her email account, they could get access to other accounts, so security online was imperative. Using and enabling a two-factor

authentication would give the victim additional protection when logging in. Further information via a website was given on how to secure online.

“Research carried out by Action Fraud and the National Fraud Intelligence Bureau reveals those suffering from a mental health issue, an impairment of intelligence and social functioning or with a physical disability are more susceptible to certain fraud types” (action fraud, 2019).

Anyone can become a victim to fraud in this type of incident, even computer savvy people have been known to become victims as the scams are becoming more and more technical. “Research carried out by the OFT (2006) revealed that those over 65 are more likely to lose large sums of money to a scam than the younger population” (Citizens Advice, 2014). Although, people older than 60 years of age are more likely to become most vulnerable as the elderly person’s experience can not only have a financial impact on them but also can also have a major emotional impact on their health and mental wellbeing. The older person’s likelihood of cognitive decline can become a factor of repeat victimisation. The victim came become paranoid and hide their business from loved ones out of shame. As the population get older more victims are likely to be vulnerable to fraud. Action fraud now works tirelessly to understand the threat that fraud can have on the most vulnerable and is aiding in the prevention of people becoming victims to these scams.

Reflecting on how I provided an appropriate initial police response to the incident, my main objective was to relay to the victim that everyone can become a victim of fraud. I explained that due to the younger generation spending more time on digital technology, they were more susceptible to internet fraud. I sat and listened to the victim’s thought and feelings for a while and explained that there were some actions that could be taken in the hope of getting the money back, although, it would have been easier if the victim had used her credit card. A Data Protection Application request would be sent to the law enforcement part of the bank to ascertain the account holder’s name to further investigate the fraud, but if the account were out of the UK action would not be able to be taken by the police. Victim support helpline

was given, this charity gives free and confidential support to the victims of crime, their family and friends. Anyone who reports a fraud to Action Fraud has the option to receive the support from Victim Support.

As I worked through my initial response, I realised that the support the victim was going to need was for the family to be made aware of the situation as the victim could be at risk of repeat victimisation. She needed support on how to gain confidence and learning how to shop successfully on the internet without falling victim again to fraud. I also gave the victim advice on where to seek help with advice such as the charity Age UK.

The consequences of this action would hopefully help the victim gain the confidence to shop from home and be less fearful of using digital technology daily. This would help maintain the victim's independence and knowing that her family are aware of the situation can help take the stress out of trying to keep safe online and help her emotional and physical wellbeing after being victim to fraud.

Wordcount 1256

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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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