

## **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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**Learner's University Registration Number:  
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## **FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME**

***Module title: Policing in the Workplace 3 (DHEP) - BMPP6009D***

## **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](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](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](mailto: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.

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| <b>Task 2</b>      | <b>CHOOSE ONLY 1 OF THESE<br/>'ADVANCED LEARNING AREA'<br/>OPTIONS. IT SHOULD BE ONE THAT<br/>HAS BEEN AGREED WITH THE<br/>FORCE TO STUDY IN YEAR 2.</b> | <b>All options are<br/>2000 words</b> |
| Task 2             |                                                                                                                                                          | <b>2000</b>                           |
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## 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:

Vulnerable individuals are often a target of a significant amount of crime and repeat victimisation for many reasons. Not only this, but vulnerable individuals can also be the perpetrators of crime usually due to their backgrounds or their personal circumstances at the time. In this essay, I will be discussing how vulnerability plays a crucial role in policing and how officers need to develop skills to adapt their approach on how they liaise with different victims of different crimes. I will also evaluate and consider how such different approaches provide the most effective support to victims of crime, specifically vulnerable and repeat victims.

Vulnerability can be described as the potential or higher likelihood for a person to be subjected to harm due to their current circumstances or a person who is less able to protect themselves from such harm. This can be both physical and emotional harm (HMICFRS, 2023).

Furthermore, the Crown Prosecution Service considers a victim to be, as outlined by the Victims Code as,

“a person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence; or a close relative of a person whose death was directly caused by a criminal offence” (Crown Prosecution Service, 2021).

In terms of victims of crime, a multitude of things can put a victim in the category of being vulnerable, these include but are not limited to; being under the age of 18 years old therefore considered a child as defined in the Childrens Act 1989 (*Children Act, 1989*), someone suffering from a mental or physical illness, or someone who has an impairment with intelligence or social functioning. Victims

that have been subjected to any form of abuse (mainly domestic or sexual) would also fall under the category of a vulnerable victim (Crown Office and Procurator Fiscal Service, 2024).

A change in people's vulnerabilities over the years as has played a significant role within policing. A large proportion of police calls are related to vulnerable people rather than crime related. Crime reports relating to vulnerability also lead to a more complex and usually lengthy investigation.

The change within the community and peoples ever changing vulnerability has also affected the role of a police constable. With a large number of calls with vulnerability as a factor for many reasons, crimes involving children and vulnerable adults, mental health calls, it has changed the role from solely dealing with the crime aspect but also ensuring that the safeguarding element of the call is also dealt with sufficiently. As police are often the first to respond to a vulnerable victim, we have a critical role in signposting them to the appropriate outside partner agencies who can offer them more specialised support.

The National Action Plan created by the National Police Chiefs Council outlines 7 key themes for policing and vulnerability and how police forces can deliver on these themes. The themes include early intervention and prevention, protecting, supporting, safeguarding and managing risk, information, intelligence, data collection and management information, effective investigations and outcomes, leadership, learning and development and communications. It also outlines 5 overarching principles which include things such as partner agencies working together to recognise and respond to vulnerability effectively, encouraging vulnerable individuals to be able to seek their own support networks and by changing cultures within services can help us effectively recognise and respond to vulnerability (National Police Chiefs Council, 2022).

Police forces work in line with the Victims Code of Practice, with a victim being defined as above. Victimisation is something that has been studied by a number of people and many theories have derived from these studies. Some theories include Victim Precipitation Theory, The Lifestyle Theory and the Routine Activity Theory.

The Victim Precipitation Theory suggest that victims may actually be the instigators of the offence being committed whether that be intentional or unconscious behaviours towards the perpetrator. Unconscious behaviours can include things such as personal success, personal relationships, promotions at work etc (Siegel, 2006).

The Lifestyle Theory poses the idea that an individual's lifestyle choices are what makes them more susceptible to being victims of crimes as their own way of life exposes them to offenders and situations where offences are more likely to occur. Some examples of these behaviours are, the area that they live in (areas with bad reputations), the people that they spend their time with, or even excessive alcohol or drug use. Studies found that there is a strong link between the behaviours of both victims and perpetrators. These behaviours putting the victim at a higher risk of being victimised than individuals who do not engage in these behaviours (Dempsey, et al., 2006-12).

The routine Activity Theory depicts a triangle formula of the availability of suitable targets, the absence of capable guardians and the presence of motivated offenders. The theory suggests that with all of these factors present it increases the risk of victimisation occurring.

While some of these theories can help us understand why victims are the targets of crimes, they all have their own limits to the explanation of victimisation and some controversial points as many of the theories available tend to put the blame of the offence occurring onto the victim, not on the offender. However, with these theories in mind it can help police forces work with partner agencies to reduce the rate of offending within communities.

Repeat victimisation is considered to be when the same person or place is the victim of a crime more than once within a 12 month period (Office for National Statistics, 2019). The target of the offence can include but is not limited to people, households, vehicles, locations, and businesses.

Vulnerability can play a large role in making an individual more likely to be a victim. Some factors can include age, gender, the area you live/work, etc.

Firstly, I will outline a scenario that I have been faced with on numerous occasions within my role as a police officer however some details will be redacted following data protection guidance.

While being a response officer I was quick to realise that there is a significant issue with youth offenders within the area. One being the vast amount of youth offenders and the types of crimes they were committing but also how they are dealt with within policing and the criminal justice system and the knock-on effect it has for the community.

Within the area we had a group of youths, most aged between 13-15 years of age, that were prolific for thefts targeting local shops in the area as well as causing distress to local residents causing criminal damage, public order and general anti-social behaviour.

For a number of weeks there were numerous of burglaries being committed by the youths throughout the night while the same group of youths were reported as missing persons by their parents/carers. Due to the offenders being youths they were still arrested due to the offences they were committing however their rights and entitlements are slightly different to adult offenders. Due to them being considered vulnerable they have to have an appropriate adult with them when being advised of their rights while in police custody to ensure they fully understand what they're being told and what is available to them.

Initially I looked to utilise options such as referrals to the Youth Offending Service (YOS) which provides a different form of rehabilitation to young offenders and aims to fight the route because of their behaviour while educating them on their actions and the consequences. I felt this to be the best initial route to challenge behaviours amounting to ASB, to have them made aware of their actions and for them to be dealt with restorative so they could learn how their actions would affect victims of ASB. Within the next few weeks, the youths continued to commit serious offences and appeared to have less regard for the law despite the YOS intervention and the restorative based approach.

Due to their continued criminal behaviour, they were no longer able to be dealt with via YOS and therefore had to be dealt with via the Criminal Prosecution Service (CPS) and attend court when applicable.

The group of youths appeared to target an elderly persons home within the area with general ASB by accessing the building as well as a corner shop being ran by a member of the ethnic minority community committing thefts and burglaries. I was aware of how the victims would be considered vulnerable due to the characteristics and where appropriate I completed relevant safeguarding and reassurance visits to support these victims as well as referring them to victim care for further support. Due to the rate of offending that was occurring so openly by the youths this created major community tension due which also increased the vulnerability and risk of harm to the offenders from members of the community which had to be managed by police.

Theobald and Farrington (2014) suggest that youth offending can be due to impulsivity or lack of knowledge and not realising the repercussions of their actions, the environment in which they are brought up in can have an effect as youth offenders often come from homes that are more poverty stricken and a poor living environment and relationships and the household already has a large police involvement. Peer pressure and boredom can also have an impact on children deciding to commit offences.

Research shows that children who have experienced Adverse Childhood Experiences, more commonly known as ACE's are more likely to commit offences in the future.

On the other hand, having close relationships and the presence of positive role models, being employed and the offenders age can also steer individuals away from committing offences with studies suggesting that children begin committing offences at a young age, the rate of offending increases through their adolescent years and then begins to declines when they reach early adulthood (Hirschi & Gottfredson, 1983).

Due to the considerations outlined previously it often means that youth offending is not a quick fix. Despite this, there are some things that police forces can do to help decrease the risk of offending and therefore decrease the amount of victimisation and repeat victims.

Deterrence can be used to discourage youths into committing offences this can be done by increasing police presence in 'hot spot' crime areas to increase their likelihood of getting caught and deter them from committing the offence. Utilising target hardening for repeat victims by providing safety advice, installing CCTV cameras, anti-climb paint, smart water, ensuring efficient lighting in areas etc. While these provide peace of mind for the victims it also acts as a visual deterrent to offenders and reducing their opportunities to commit offences.

The way in which youth offenders are dealt with also has an effect with the main focus being on the route cause as to why they are committing offences. During the early stages of youths offending, they are eligible to be dealt with via the Youth Offending Service. This services primarily aims to prevent and divert children away from offending by ensuring their safety and educating them on making better life choices and reduce reoffending. They provide a multi-agency approach to 8–17 year-olds that are offending, they provide early support through projects such as REACH (Reach, Engage and Change Happens), Turnaround, Youth Respect Programme. There are also available projects following post charge as well as juvenile custodial sentences (Caerphilly County Borough Council, 2024).

Offending can also be reducing by police working with a multi-agency approach. With partnership working with agencies like local councils, housing authorities, social services, schools and National Health Services to all work together to come up with realistic prospects for how we can reduce crime. CAPRICORN framework is a good depiction of what individuals and families as well as communities can do to help this including identifying and supporting children at risk, providing drug and alcohol support, access to housing, employment support, strengthening core life skills. It includes 'upstream' factors that are related to preventing offending and 'downstream' factors relating to preventing re-offending (Public Health England, 2019).

To conclude, there are many contributing factors and issues to consider when dealing with vulnerability whether they be vulnerable victims or vulnerable perpetrators. By educating victims of how they can be safer within their day to day lives and protect themselves from offenders as well as educating offenders of the effects and repercussions of their crimes as well as working as a multi-agency dynamic has a significant impact on these factors when dealing with vulnerable people to provide the most effective way to reduce crime and in turn reduce the number of victims. Vulnerability needs to remain a high priority within all agencies including police forces.

*Word count: 2120*

## References

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## Task 2

**Choose 1 of these 5 options to answer**

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

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

## **Task 2 Option 1:**

### **Relevant areas of the National Policing Curriculum:**

#### **Response Policing**

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

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

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

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

#### **ANSWER:**

Domestic abuse incidents make up a large percentage of calls received by police and are often the calls holding the largest amount of risk to the people involved. These incidents need to be approached with professionalism and use of the appropriate resources available to us as police officers to help aid us to make the right decisions when dealing with the dynamic incident and the slow time investigation to achieve a positive outcome for the victim. This essay aims to portray a complex incident that I have attended as a serving police officer and the challenges that came with it. I will aim to consider these challenges and how police forces can work towards providing a better service to victims of domestic abuse.

The Domestic Abuse Act 2021 outlines domestic abuse outside of just physical violence and can include behaviours like physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse or any other psychological, emotional or other forms of abuse. It can be any incident or patterns of incidents between individuals over 16 years of age and: are a

partner or ex-partner, a direct relative or have had a parental relationship concerning the same child (The Domestic Abuse Act, 2021).

In 2023, it was estimated that 2.1 million people aged 16 or above had experienced some form of domestic abuse within that year, the vast majority of these being women making up 1.2 million of this total (Office for National Statistics, 2023).

UK police forces recorded 889,918 domestic abuse incidents and 51,288 domestic abuse related prosecutions across England and Wales throughout 2023 (Office for National Statistics, 2023). These figures show a large discrepancy between estimated victims and how many incidents are reported and an even lower rate of these incidents ever getting to court, ending with a prosecution. Rightfully so, this often leads to challenges when dealing with the incidents for officers due to the extremely low confidence that the victims have of their perpetrators ever being prosecuted for their crimes.

As an officer, I have dealt with a considerable amount of domestic abuse related incidents ranging from all types of abuse mentioned previously and all coming with their own challenges.

Officers can become desensitised to situations from the frequency that we are dealing with them and can often approach domestic abuse incidents with little empathy, for repeat victims this causes further challenges as if a repeat victim has received a negative response from a previous officer, it can often cause them to be more evasive and open up less to the officers that are there responding, wanting to help.

Firstly, I will outline an incident that I have dealt with personally within my role as a police officer however some details will be redacted following data protection guidance and confidentiality for the victim.

Police received a call from a female stating that she had been the victim of assault by her partner. Standard checks were completed by the control room on the address and the caller which displayed a critical marker on the address and significant flags on the caller for being a domestic abuse victim. These markers and flags help guide officers' initial response to the call and the support they provide at the scene and identifying victims and perpetrators correctly.

Upon arrival, I spoke with the victim who stated that their partner had been verbally abusive throughout the day. This leading to the subject keeping her within the house against her will, as well as strangling her before leaving the address.

I discussed with the victim different options in terms of the next steps of the process. Due to the stress of the incident, the victim requested to be seen by officers the following day. As the perpetrator was in police custody, this allowed me to be happy that the victim was sufficiently safeguarded for the night.

For continuity, I reattended the following day when the victim decided not to provide a statement, however, the victim disclosed numerous offences and gave details of ongoing domestic abuse, including multiple assaults, non-fatal strangulation and coercive and controlling behaviours.

I interviewed the subject on the alleged offences and subsequently bail conditions were applied to safeguard the victim and others involved despite them not supporting police action.

A few weeks later, police received a further call whereby the subject had strangled the victim and threw a box at them causing an injury to the arm, this also breaking their bail conditions.

As I had already built up a relationship with the victim, I attended her address in response to this. Following a discussion of the next steps as well as the importance of her statement, the victim weighed up her options and decided to provide police with a statement.

A Domestic Abuse, Stalking and Honour-based Violence assessment (DASH) was completed with the victim which allowed me to ensure that her risk was assessed properly, and she received the correct support from outside agencies following the incident.

Further into the investigation, the victim requested that her statement be retracted due to her feeling the process was too repetitive following further statements requested within a Crown Prosecution Service (CPS) action plan requesting these.

This incident outlines multiple challenges that officers can face when dealing with domestic abuse cases. A common barrier being non-engagement from victims following the initial response or just not supporting police action.

This can be for many reasons however, in this case appeared to be 'not feeling the need to', almost as if this was a normal part of a relationship and a usual part of day-to-day life. This also being why she had not reported previous incidents to police, believing it was not a matter for the police. This can lead on from many things but usually a cultural barrier, for example if individuals have grown up in an environment where there has been domestic abuse between parents sometimes means victims can't accept that its domestic abuse or just do not see it. Vargas et al (2005) found that women who were witness to their fathers abusing their mothers were 6 times more at risk of being abused in their own relationship later in life.

To overcome this, I ensure that relevant referrals are made for the victim, including Domestic Abuse Safeguarding Team as well as independent safeguarding referrals who will appoint an Independent Domestic Violence Advocate (IDVA) for high-risk victims who can liaise with the victim at a different capacity than the police and provide them with knowledge and education around domestic abuse and the signs. They provide helpful support by being in partnership with outside agencies, such as charities, housing, councils and health services to act as a victims advocate and provide a multi-agency response (SavesLives, 2023). This, helping the victim come to their own realisation that the treatment they receive is not a cultural norm and encourage willingness to support police with the guidance and support, they require. A survey on the impact of IDVA's was completed, showing 84% of victims felt safer following the closing of their case and 73% felt that their quality of life had improved (SavesLives, 2023). This showing the usefulness of victims being supported and advocated for throughout and following their cases being heard in court.

Further to this, when victims are not willing to support police action, police can utilise Domestic Violence Protection Notices/Orders (DVPN/O) which following arrest can be applied for which allows the victim to have some respite from their abuser to seek advice and support from police and other agencies such as social services and charities like Women's Aid, who will help provide reassurance to the victim and facilitate support throughout whatever steps they choose to take next.

Police can also consider Evidence Led Prosecution when there is sufficient evidence and necessity to proceed without the support of the victim to aid in safeguarding victims when they feel they may not need it or feel unable to support police with the investigation.

Another reason for not reporting can stem from poor confidence in the police or worry of not receiving a representative outcome to the situation they are in. A survey completed by 500 victims found that a staggering 71% of victims were dissatisfied by the police's response and a seemingly low 8% stated they were confident that they would receive the right outcome at the end of it (End Violence Against Women, 2023).

In England and Wales, there are a staggering 890,000 domestic abuse related crimes reported to police every year (Crime Survey England and Wales, 2022) and 2022-2023 figures show that there was a 76% conviction rate (Crime Survey England and Wales, 2022). While these figures show over half of crimes reported to the police lead to a positive outcome, it also displays that there is a large space for improvement to allow for a higher proportion of positive outcomes. Positively, 79% of victims that had an officer respond to their call felt satisfied with the experience that they received from the initial call however only 66% of victims stated that they felt safer following police involvement (HMIC, 2014).

Responding officers should have knowledge of and adhere to the ACPO Guidance on Investigating Domestic Abuse 2008. This provides a list (not exhaustive) that sets out useful actions and guidance to follow during investigations. HMIC found that most officers when responding to domestic incidents were not following this guidance and therefore were not completing thorough investigations and likely missing out of evidential opportunities (HMIC, 2014). Following these guidelines will prompt officers to complete all necessary initial actions on first response and in turn lead to more evidential gain and higher outcomes at court, allowing victims to feel as though they are receiving justice and living safer lives.

The officer that responds to the call can also have an effect on victims reporting crimes due to each officer providing a different response to the next. A negative response can be caused by a poor attitude and understanding from officers. This can be affected by a police officer's unconscious bias and attributes, experiences as a police officer as well as their own personal life experiences. Despite police forces continuing to make domestic incidents a priority within the growing demands and pressures of UK police forces, on occasions there is simply such a high demand on police forces that officers cannot prioritise victims of DV and give them the time that they require on the initial response or throughout the investigation (HMIC, 2014).

It is also important for victims to feel reassured and safe following police attendance. Ensuring that response officers can adequately safeguard the victims, be able to provide guidance on the steps after their departure as well as relevant local services and support that is available when police leave following an incident will help provide victims with a sense of safety, security and regaining control within their situation and a positive response to front line police.

In the incident outlined above it appears that the main factor in relation to this would be the processes required to be completed throughout the investigation. While things like this sometimes cannot be helped on this occasion, I would ensure that a thorough investigation was completed including details within statements so that victims do not feel like they are repeating themselves and having to relive the experiences they have been through. Small changes to the way officers respond such as using police systems to research any previous domestic violence history before attending can make the victim feel more at ease of not having to repeat details of traumatic history again while feeling mattered and listened to. Ensuring that the investigation has been completed to a high standard from the get-go allows for a more seamless process for victims and provides the most likelihood for reaching a positive outcome from the courts that is rightfully deserved. In turn, this will rebuild confidence in the police and other victims will be able to see the outcomes that others are receiving and hopefully encourage other victims to report incidents of domestic abuse.

In conclusion to help overcome barriers when dealing with challenging incidents of domestic violence we can aim to build positive relationships with victims, complete a thorough investigation to help build a case with sufficient evidence for prosecution to build public confidence and subsequently encourage other victims to report incidents. As well as utilise DVPN/DVPO's and build cases on evidence led prosecution when necessary to safeguard victims and still receive a positive outcome. This can be achieved by officers adapting the way they police and respond to domestic incidents maintaining empathy and professionalism throughout the process. To ensure that the correct individuals are being selected during the recruitment process to ensure that the people employed as police officers have the correct attributes to deal with the challenging and complex incidents that officers are faced with. For police officers to receive more training on domestic abuse to encourage officers to think outside of the box and consider why victims may not leave their perpetrators, to look at individual cases and victims so that we are not using a blanket approach to all domestic incidents to allow for a more personal and effective investigation. Officers need to shift the focus of domestic related calls to an opportunity to make change for the victim regardless of whether the victim is supportive of police action or not and view the situation in a non-judgemental light despite the actions of the victim.

*Word count: 2249*

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## **Task 2 Option 2:**

### **Relevant areas of the National Policing Curriculum:**

#### **Policing Communities**

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

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

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

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

**Answer:**

### **Task 2 Option 3**

#### **Relevant areas of the National Policing Curriculum:**

##### **Road Policing**

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

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

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

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

**Answer:**

## **Task 2 Option 4**

### **Relevant areas of the National Policing Curriculum:**

#### **Information and Intelligence**

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

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

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

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

**Answer:**

## **Task 2 Option 5**

### **Relevant areas of the National Policing Curriculum:**

#### **Conducting Investigations**

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

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

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

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

**Answer:**



**Authentication signature:**

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

**Signed: M.Gray**

**Date: 27/07/2024**

## **Bibliography**

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