

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based
Workbook 2 (DHEP/DET)**

***To be completed by DHEP Detective students
only***

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

Learner name: HARRI DAVIES

**Learner's University Registration Number:
2222254**

**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.*
- *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

Task	Area of Professional Practice	Word count
Task 1	Vulnerability and Risk Evidence-based policing	2000
Task 2	Conducting Investigations	2000
	Bibliography	

Task 1

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

You must choose serious and complex investigation in which you played a significant role with a victim of crime and reflect on what happened.

Give a brief description of the **investigation** 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 during the **investigative process**

Explore what works in relation to tackling repeat victimisation and repeat offending during this **investigation**. 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 discuss an investigation of a serious and complex crime that had a significant impact on the victim. Within this discussion I will use critical analysis of different strategies used by professionals to help protect and support vulnerable people throughout what can be a lengthy process from initial 999 call to conviction. Furthermore, I will investigate prevention methods that can be used to effectively tackle repeat victimisation which in turn builds trust in policing and allows for more cohesive communities. (College of Policing, 2024)

The investigation I am going to discuss is one of burglary. Within my department – Criminal Investigation Department (Commonly referred to as CID) We deal with a large number of dwelling burglaries and this incident was one of the first that I was tasked with being the OIC (Officer in Case) This meant that the investigation was my responsibility. Burglary is defined by the CPS as “ A person is guilty of burglary if—

(a)he enters any building or part of a building as a trespasser and with intent to commit any such offence as is mentioned in subsection (2) below; or

(b)having entered any building or part of a building as a trespasser he steals or attempts to steal anything in the building or that part of it or inflicts or attempts to inflict on any person therein any grievous bodily harm ” (Legislation.gov,2023)

The victims are an elderly couple who had previously been the victims of another attempted burglary. This was aggravated by the fact that one of the homeowners was disabled meaning she slept downstairs near to the entrance point of the suspects, this added to the distress caused and vulnerability as her partner slept upstairs causing added fear as he was not with his wife. These victims also had further concerns with reporting crime as English was not their first language meaning they were apprehensive about reporting crime as well as being fully supported in understanding the justice system and processes. Fortunately, I was able to utilise Language Line which is a telephone translation service to facilitate communication which benefited all parties involved. The College of Policing recognises the importance of appropriate communication in ensuring victim & suspect needs are met and provides comprehensive guidance on how this should be completed. (College of Policing, 2020)

This crime was further aggravated as once the suspects were disturbed, they said to the victim "We will be back" This caused further fear for the victims as they truly believed the threat because this was the second attempted burglary at their address. Due to this the victims were conscious that by supporting a police investigation they could be subject to further incidents in retaliation, the victims were also concerned that due to the language barrier they would struggle to contact 999 and explain the circumstances in a quick manner especially with the added stress of the situation that they find themselves in.

Due to this, I discussed safeguarding with the victim and strategies that could be put in place. A critical marker was placed on the address as well as reassurance visits from neighbourhood officers. Further to this a "Target Hardening" visit was organised where police staff are able to discuss safety measures as well as provide safety equipment such as alarms for doors and windows.

Unfortunately, there were no forensic opportunities from the incident. However, I had a direction of travel, time and description of the individuals involved. With this information I was able to locate the potential suspects and track their movements continuously on further CCTV cameras, both private and council until I was able to clearly see the face of the potential suspects. I have then utilised local officers who were able to provide a positive identification for the males. Following this the males were circulated as suspect and arrested. They were interviewed and bailed for the offence awaiting a CPS charging decision.

For this investigation, the fast-track actions were limited once we were aware of the lack of telecommunications and forensic lines of inquiry. My initial fast track action was identifying the scenes that I had, this ensured that I was able to preserve as much evidence as possible which in turn would allow officers the best chance of securing the suspects and a conviction.

One method used by police to manage the risk of harm during an investigation is the use of pre charge bail, especially in circumstances where there is a vulnerable victim. This is where there is insufficient grounds to charge or remand a suspect following arrest, they are released back into the community with conditions put in place as a condition of their liberty for that period of time (NPCC, 2019). This is used opposed to the option of releasing under investigation where there is no

safeguarding in place to provide reassurance and protection to the victim and prevent them from feeling that they are left on their own following the arrest of the suspect. (Lauren Nickolls, 2023) Bail is also used by the courts as a form of safeguarding which has more stringent repercussions for the defendant as a breach of court bail is a criminal offence in itself whereas a breach of police bail simply gives a power of arrest (although other offences may have been committed through the breach) if a constable believes the condition has been breached, a three hour period will be added to the original custody clock to allow officers to complete any outstanding actions and receive a charging decision from the CPS (CPS.GOV, 2023) The limits on bail and the strict stipulations surrounding bail extensions also serve as a tool for ensuring that the police complete investigations in an expeditious fashion as failure to do this will result in the suspect being released from bail (NPCC, 2019)

Bail is not only used as a safeguarding tool, but also as a tool to prevent reoffending and repeat victimisation as the suspect is released on the provision that they abide by the terms of the bail and are aware that if they are reported for a breach that they are subject to arrest (CPS.GOV,2023) This also allows for a less intrusive method of safeguarding compared with being remanded into custody.

This was relevant within this investigation as it provided the vulnerable victims with reassurance that they were protected against the threat made by the suspects that they would return to the address as I was able to implement stringent conditions which prevented the suspects from entering the area that the victims lived.

However, bail is not a perfect solution as research into offending on bail has found that the impact on reoffending for serious crimes such as burglary is limited by the implementation of bail conditions. (Hucklesby, A. and Marshall, E, 2000)

Another way that police support vulnerable victims throughout investigations is through the special measures and ABE (Achieving best evidence) process. This is law that under certain circumstances, and if granted by the courts, victims are able to provide their evidence in video format, If this would allow them to provide the best evidence. As well as this, measures can be put in place during trial to ensure the victims evidence is not affected and to prevent intimidation during court as much as possible (MILNE, R. et al, 2007) By providing a Video Recorded Evidence in Chief (VREIC) vulnerable victims are able to talk through their experience and this can then be used as their evidence in court preventing the need for the vulnerable victim to stand up in court to give their evidence as this is often seen as daunting, intimidating and can be a barrier to preventing vulnerable victims from wanting to give evidence. Although, the guidance states that if a victim would prefer to give a written statement, or they feel their evidence would be more credible in this form, then this option is also available, hence the name "Achieving best Evidence" (Home Office, Justice and Victims Unit, 2000) This flexibility allows every effort be made to keep vulnerable victims on board with prosecution and allow the police to safeguard fully as explaining the process at the outset of the investigation can help to keep the victim on board and supporting of the police investigation. (Home Office, Justice and Victims Unit, 2000) Further from this, there are 6 special measures which the police can apply to the court on behalf of the victim to receive to ensure they provide the best evidence and that they feel that they can support the police investigation. The special measures available for request that must be discussed with the victim as:

The removal of wigs and gowns, evidence given in private, intermediaries, aids to communication, screens, evidence by live link, video recorded cross examination and evidence given by live link (CPS,2022) A study in 2010 found that 85% of those surveyed found giving evidence from behind a screen beneficial, 92% found using video recorded evidence in chief beneficial and 89% of those who used pre-recorded evidence in chief beneficial (McLeod et al,2010) It is currently unknown if special measures and ABE provide enough support to vulnerable and repeat victims to support them through the process of going to court and supporting a police investigation. therefore, more research is needed to asses if we need to work harder to protect our most vulnerable victims and ensure we provide them with the support that they need. (Baird KC, 2021) It is also important to discuss with the victim what they are specifically concerned about in regard to attending court and providing evidence to ensure that the special measures applied for, will benefit the victim and help them to provide the best evidence. Evidence based policing can also play a key role in safeguarding those in serious risk of harm during investigations. Evidence based policing allows officers to use facts to target resources rather than the old fashioned "coppers nose" as It has been known in the past (Ratcliffe, 2023) This has been used in policing to great effect in recent times, one of the key ways it is used is in the creation of MASH teams (Multi Agency Safeguarding Hubs) These teams have been created to streamline safeguarding processes and allow agencies to share information efficiently. A specific problem was realised through information gathering regarding the process of sharing information between organisations and the detrimental effect this was having on safeguarding and the time it took for safeguarding measures to be put in place (Shillaker, 2021) Due to this, safeguarding hubs were implemented within the police service to streamline the process of information sharing, this also helped to relieve pressure on different organisations as it helped to reduce the amount of duplicated work and highlight what areas of safeguarding would be lead by each organisation. This also highlighted and acted upon the duty to co-operate that partner organisations share (Shillaker, 2021) Evidence based policing will continue to be used to assess the effectiveness of these hubs and act as a tool to continue to improve their effectiveness through updating policies and measuring their effectiveness through tangible results (Ratcliffe,2023) The data gained from evidence based policing will also allow officers to target their response to repeat victims as the evidence will highlight and potentially even predict repeat victimisation (Ratcliffe, 2023) Overall, I believe that all methods used to support and safeguard vulnerable victims during investigations have a part to play in completing the goal of securing a prosecution and keeping the victim onboard and supported throughout the investigation. However, there is not a one size fits all approach and as we must keep the victim at the heart of what we do it is important that we take time to understand the victim and what will work for them. Evidence based policing will play a vital role in this process as we move forward as we can use the process to pick measurable and meaningful data to ensure our processes continue to evolve to protect the vulnerable and prevent repeat victimisation.

Word Count - 2008

Task 2

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an **serious and complex 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:

Within this essay I will discuss a serious and complex investigation that I lead as officer in case while working on the criminal investigation team. I will critically evaluate the support that was given to all those stakeholders within the investigation as well as discuss the fast-track actions that were utilised within the initial stages of

the investigation to ensure as much evidence was secured and preserved as possible. While discussing the fast-track actions that I implemented within this investigation, I will use the ERA Cycle which was created by Melanie Jasper in 2013 (Jasper, 2013) to critically evaluate their effectiveness and how I would adapt them in future investigations. I will then relate this to my own values and how they can at times contradict with the support offered.

The ERA cycle is split into three stages – Experience, Reflection, Action (Jasper, 2013). This will allow me to reflect in depth regarding what I implemented in the experience phase before then moving onto the reflection stage where I am able to reflect on how this played out and the implications from my fast track actions to pull out any learning opportunities based on these outcomes regardless of a negative or positive outcome. Finally, within the Action section, I will be able to tie my learning into future investigations of a similar or different nature and implement my learning, so I am better prepared to deal with those scenarios. (Jasper, 2013)

Fast track actions are those that are identified that should be completed at the outset of the investigation to provide further lines of inquiry and ensure the best chance of solving the crime. Fast track actions also highlight lines of inquiry that could be lost if not actioned expeditiously (College of Policing, 2023).

The investigation I will discuss within this essay is one into an offence of robbery, which is one of the most serious offences within UK law.

Robbery is defined as –

A person is guilty of robbery if he steals, and immediately before or at the time of doing so, and in order to do so, he uses force on any person or puts or seeks to put any person in fear of being then and there subjected to force. (Legislation.gov, 2024)

The robbery occurred when a volunteer at a local social club was leaving the club to deposit the week's takings at the bank. As the victim left the club, he was attacked by an individual who was waiting in a car outside of the building and the bag containing the money was taken from him by force.

The suspect who was wearing a balaclava covering his face, then ran back to the car that was waiting and drove off at speed. The victim was left on the floor in shock at what had happened and pain from the assault. He then returned inside of the club to call 999 and report what had happened.

The fast-track actions employed for this investigation were based around the building blocks of the investigation. These are – scene, victim, witnesses, suspect and passive data generators (College of Policing, 2023).

The first fast track action I employed at the scene was a cordon, this ensured that we could preserve the scene and secure evidence prior to learning the facts of the investigation. While setting up the cordon, I initially taped off the entire car park of the social club as well as the club itself. This was not popular with the users of the club as it meant they were unable to access the club. Many of the members felt that this was unnecessary and excessive. However, I ensured it was conveyed to staff

that this was a temporary measure while we learnt the facts of what had happened to ensure that no evidence was lost, I explained that once specific areas of the crime were known we would be able to reduce the cordon.

I knew that this was necessary as I had critically assessed previous incidents where the cordons had been set too small, and lead to vital evidence being lost which would in turn, do our victim and community a disservice (Pepper, 2010)

The second fast track action I used was based on the building block passive data generator. This was CCTV from the venue. This allowed us in the first instance to not only reduce the cordon size to cover the key scene which was appreciated by employees and visitors but also allowed us to ensure that all scenes were cordoned, and we had details of the suspects and the vehicle they were using. This allowed us to ensure we had established the important facts of the investigation including descriptions of the suspects and their vehicle, which in turn gave us further fast track actions which I will discuss later within the essay.

Although the quality of CCTV can vary depending on the system in place, its positioning, and the age of the hardware. (Welsh & Farrington, 2004) In this case it provided vital evidence to drive our investigation forward in the initial stages. When analysed critically, it is a fair summary that without the CCTV footage showing the suspects leaving and the vehicle they were travelling in, our investigation would have been significantly slowed down and a large number of resources would have been deployed in an effort to find out the details of the vehicle used. It is possible that the investigation would have been hindered right from the outset as finding a registration for the vehicle and attributing it to the being involved in the crime may have been difficult if we did not have footage showing the vehicle at the scene. If I were to do this again, I would have reviewed more of the footage at the scene as without realising, colleagues retrieved footage from the club which contained more than 20 cameras. This meant that we had an extremely large amount of footage that had to be reviewed and sent to the CPS which took used a lot of resources and was unnecessary as it was of no evidential value.

The next fast track action I implemented, lead on directly from the CCTV inquiries, this was gathering intelligence surrounding the vehicle that was used by the suspects. It was hoped that further lines of inquiry would be gained from understanding the movements of the vehicle, where and who it was registered with. It was hoped that gaining this information would lead us to be able to identify potential suspects, their acquaintances as well as opportunities for further CCTV that may capture facial stills of the suspects prior to or after the offence without their face coverings. By learning the model of vehicle used, I was also able to plan considerations for any potential telematic work that could be done by specialists on the vehicle that could be requested in my absence in case of the event of the vehicle being recovered outside of my tour of duty. The data stored by the vehicle would have the potential to provide key information including backing up evidence surrounding where the vehicle had travelled, who had been within the vehicle as well as how many people or how it had been driven (College of Policing, 2022)

Upon reflection, I would utilise this passive data generator as a fast-track action in future investigations wherever possible as the footage can allow us to gain a clearly understanding of what has happened and who may have had involvement not only

in terms of suspects but also help us identify key witnesses who we need to speak with. As well as this, especially in the time immediately after a serious incident such as a robbery, the victims and witnesses can be in a sense of shock and unable to provide a clear first account of what has happened, let alone a witness statement. In circumstances like these it is vital that we gather as much information to assist us with progressing the initial stages of the investigation and therefore, passive data generators such as CCTV and the further investigative leads they can unlock are vital.

The final fast track action I utilised in the initial stage of this investigation was forensics. From speaking with the victim, it was known that the suspect had grabbed his wrists when forcing the bag from his possession, as well as his jumper when pushing the victim to the ground. Due to this information, I requested that the victim's wrists be swabbed for potential DNA as well as his jumper be seized and sent for a forensic submission. This was fast tracked as any forensic leads returned from this would be key evidence in the prosecution as there would be no lawful explanation for the suspects DNA being present on the victims clothing or wrists.

Upon critical analysis, although the forensic results would be crucial to proving the offence, for them to be meaningful it is vital for the forensic examiner to have as much information available to them as possible relating to the investigation, to ensure that no evidence is lost (Bisbing, 2011) with this in mind it is a consideration for future investigations that the forensic submissions will be delayed until the investigating officers have a clear understanding of the circumstances, this will ensure that any potential evidence is not lost from the clothing / samples taken (Bisbing, 2011) . Although this was used as a fast-track action, there is a lead time for the samples to be analysed, due to this in future I may await the full circumstances of the investigation prior to sending for analysis as a slight delay in sending this could result in far better results in turn leading to better evidence for the court proceedings. This will be a key consideration for future investigations.

Within all investigations I believe it is vital to keep the victim at the heart of all we do. I also believe that in serious & complex investigations this also expands to witnesses as they can also be impacted greatly by what they have seen. The victim codes of practice sets out the rights and entitlements for witnesses as well as guidance for how they should be treated, without discrimination as well as informed of all support available to them (Ministry of Justice, 2013)

Within this investigation of robbery, it was the case that both victim and witnesses were affected by intimidation as they believed that this was targeted and felt that any of them could be targeted by the suspects if they were not caught. Due to this and after consulting the Victim codes of practice, Video Recorded Evidence In Chief was discussed as an option as well as the special measures process to ensure the court process was understood to minimise the fear of the process. Neighbourhood officers were also utilised to provide reassurance visits during busy periods so that both witnesses who were employees and patrons would be aware of our presence and could raise any concerns while the suspects were outstanding. This was also used to reduce the intimidation felt by the witnesses as they were conscious that police were in the area and aware of the situation.

One of the suspects in this matter was a juvenile which meant that they were appointed an appropriate adult throughout the interview and custody process. This does not go against my own beliefs and values as I believe all people within the justice system should be treated fairly and with respect as this is the basis of the criminal justice system within the UK and ensures a fair trial. I know that this is not a view shared by all and many victims would have the opinion that if they are old enough to commit such a serious offence that they should be treated as an adult. This is not my belief and I feel that rehabilitation should be used to stop reoffending of youths within the justice system.

Word count – 1999

Bibliography

Reference list

Baird, V. (2021). *Next steps for special measures A review of the provision of special measures to vulnerable and intimidated witnesses*. [online] Available at: https://cloud-platform-e218f50a4812967ba1215eaecede923f.s3.amazonaws.com/uploads/sites/6/2021/12/2021-05-18_Special-measures_FINAL.pdf.

Bisbing, R.E. (2011). Review of: Scientific Protocols for Forensic Examination of Clothing. *Journal of Forensic Sciences*, 56(5), pp.1400–1400. doi:<https://doi.org/10.1111/j.1556-4029.2011.01827.x>.

College Of Policing (2021). *Undercover policing Authorised Professional Practice*. [online] Available at: <https://library.college.police.uk/docs/college-of-policing/APP-Undercover-policing-February-2021v2.pdf>.

College of Policing (2013). *Investigation process*. [online] College of Policing. Available at: <https://www.college.police.uk/app/investigation/investigation-process>.

College of Policing (2022a). *Crime Reduction Toolkit*. [online] College of Policing. Available at: <https://www.college.police.uk/research/crime-reduction-toolkit>.

College of Policing (2022b). *Telematics – five things you need to know*. [online] College of Policing. Available at: <https://www.college.police.uk/article/telematics-five-things-you-need-know>.

College of Policing (2023). *Investigation process*. [online] College of Policing. Available at: <https://www.college.police.uk/app/investigation/investigation-process>.

CPS (2017). *Bail | the Crown Prosecution Service*. [online] Cps.gov.uk. Available at: <https://www.cps.gov.uk/legal-guidance/bail>.

Crown Prosecution Service (2024). *Special measures in the criminal courts factsheet*. [online] GOV.UK. Available at: <https://www.gov.uk/government/publications/domestic-abuse-bill-2020-factsheets/special-measures-in-the-criminal-courts-factsheet>.

Home Office, Justice and victims unit (2000). *Find My Organization | EBSCO*. [online] www.ebsco.com. Available at: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=cat04924a&AN=npl.C10605&site=eds-live&scope=site> [Accessed 29 Apr. 2024].

Hucklesby, A. and Marshall, E. (2000). Tackling Offending on Bail. *The Howard Journal of Criminal Justice*, 39(2), pp.150–170. doi:<https://doi.org/10.1111/1468-2311.00159>.

Jasper, M. (2013). *Beginning Reflective Practice*. Cheltenham: Nelson Thornes.

legislation.gov.uk (1968a). *Theft Act 1968*. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/1968/60/contents>.

legislation.gov.uk (1968b). *Theft Act 1968*. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/1968/60/contents>.

McLeod, R., Philpin, C., Sweeting, A., Joyce, L. and Evans, R. (2010). Court experience of adults with mental health conditions, learning disabilities and limited mental capacity Report 6: Technical report. *Ministry of Justice Research Series 8/10, Ministry of Justice*..

Milne Et Al, R. (2007). *Achieving best evidence in criminal proceedings: guidance on interviewing victims and witnesses, and using special measures*. [online] www.ebsco.com. Available at:

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=cat04924a&AN=npl.E22&site=eds-live&scope=site> [Accessed 29 Apr. 2024].

Ministry of Justice (2013). *The code of practice for victims of crime and supporting public information materials*. [online] GOV.UK. Available at:

<https://www.gov.uk/government/publications/the-code-of-practice-for-victims-of-crime>.

National Police Chiefs' Council (NPCC). (2019). *Police chiefs guide officers to impose bail conditions protecting victims and vulnerable people*. [online] Available at:

<https://news.npcc.police.uk/releases/police-chiefs-guide-officers-to-impose-bail-conditions-protecting-victims-and-vulnerable-people>.

Nickolls, L. (2023). *House of Commons Library*. [online] House of Commons Library.

Available at: <https://commonslibrary.parliament.uk>.

Pepper, I. (2010). *EBOOK: Crime Scene Investigation: Methods And Procedures*. McGraw-Hill Education (UK).

Shillaker, S. (2021). *Multi-Agency Safeguarding in a Public Protection World: A Handbook for Protecting Children and Vulnerable Adults (2nd Edition)* by Russell Wate and Nigel Boulton, Pavilion Publishing and Media, Shoreham by Sea, 2019. 337pp. ISBN 978-1-912755-38-7 (Pbk), £35.00. *Child Abuse Review*. doi:<https://doi.org/10.1002/car.2667>.

Welsh, B.C. and Farrington, D.P. (2009). Public Area CCTV and Crime Prevention: An Updated Systematic Review and Meta-Analysis. *Justice Quarterly*, [online] 26(4), pp.716–745. doi:<https://doi.org/10.1080/07418820802506206>.

Authentication signature:

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

Signed: HARRI DAVIES

Date: 29/04/24

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.