

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)**

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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/agh-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.

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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:

In this essay, I will be critically evaluating a serious and complex investigation where I played a significant role with a victim of crime, specifically the appropriateness of different approaches taken in supporting and managing a vulnerable victim who was at risk of harm during the investigation. I will be discussing issues such as cultural, ethnicity and language issues, whilst importantly considering the Victims Code of Practice throughout (Ministry of Justice, 2021). I will then explore tackling repeat victimisation and what works to reduce it. I will then reflect upon on what happened, my actions and the outcome using Gibbs Reflection Cycle (Gibbs, 1988).

The Criminal Investigation Department (CID) received a case where an elderly woman had witnessed two males steal from within her home. In the early hours of the morning, the victim was at home in her living room when the dog she was looking after started barking. After a short while, the victim got up off the sofa to see what the dog was barking at. As she stood up and turned to face the other end of the room, she saw two males stood in her living room next to the cabinet. Both males were hiding their faces and stood looking away from the victim. The males noticed that the victim was in the room and grabbed the draw from the cabinet. As they both went to make off, the victim grabbed one of the males by the clothing to prevent him from leaving. However, the males ran out of the back door with the draw still in their possession. When a statement was taken from the victim, she stated that the draw contained several personal items and a large sum of money. The victim also stated that she was sure that she knew one of the males by the way he acted and moved. This male was a family friend who she has borrowed money too several times in the past, and he knew that she kept her money in this draw. I was made officer in case (OIC) and tasked CSI to attend the address immediately whilst house to house and

CTV enquiries were being conducted. It was clear to me that this elderly woman was vulnerable, and I decided that she would require extra support and safeguarding put in place. This was an ongoing process, as the support and safeguarding required may change throughout the investigation.

There were no cultural, ethnicity or language issues with this investigation, however this is not often the case and can easily be dealt with appropriately and effectively (Beek et al, 2023). The victim was a Welsh female, where English was her first language and was her language preference when asked. I did not encounter any cultural or ethnicity barriers or issues during the investigation and when interacting with the victim. Communication is key when it comes to investigations, and I would have applied all suitable measures if required.

The offence that was committed was a Section 9(1)(a), Theft Act, 1968, whereby a person or persons enters any building or part of a building as a trespasser and with intent to steal, inflict grievous bodily harm (GBH) or committing unlawful damage (Section 1, Theft Act, 1968). In this case, a burglary was committed where the defendants had entered the victim's home as trespassers and with the intent to steal items from within the address.

Police in England and Wales have recorded 234,200 crimes in relation to burglary in 2024. This is a 7% decrease from the burglaries recorded in 2023 of 250,564 reports (Crime Rate, 2024). There was also an increase in charge rates for residential burglaries from 3.9% in 2023 to 4.3% in 2024. Within the category of residential burglaries in England and Wales, burglaries within the home were higher at 4.9%, whereas burglaries within unconnected buildings were lower at 2.2% (Home Office, 2024).

During a police investigation, victims are entitled to several different types of services, information, and a wide variety of support during the criminal justice system process. This is called the 'Code of Practice for Victims of Crime in England and Wales (Victims Code)'. This is a document that details the requirements that need and should be adhered to by police and other people. This is to ensure that victims receive what they are entitled to by law (Ministry of Justice, 2021). This includes the twelve rights that every victim is entitled to. For example, a victim has the right to be given information regarding the investigation and the prosecution (College of Policing, 2021). Most importantly, all victims need to be treated with courtesy, respect, dignity, compassion, and sensitivity (College of Policing, 2021), which I made sure to adhere to.

Regular contact with victims is one of the most important things when carrying out a police investigation. This is so they are always kept up-to-date with how the investigation is progressing, to listen to any of their concerns, and to answer any questions that they may have. This can easily be discussed with the victim to establish how often they would like these updates. I regularly updated the victim of burglary, and I tried my best to answer all of her questions and concerns that she had. Due to my workload, it wasn't always possible to up-date the victim as often as I would have liked. I have learnt from this investigation that it's important to make time for up-dates as this shows victims that you haven't forgotten about them and that the investigation is progressing. The victim thought she knew the identity of one

of the defendants, this caused her concerns with her safety. I aimed to update the victim every week to ensure that the process went as smoothly as possible and to make sure she knew this investigation was being taken seriously and so that she could have someone to talk to. I believe it's important that officers listen to their victims and try their best to be understandable. Victims also have the right to be updated about the outcome of their case. With my example, the investigation is still undergoing so an update with the outcome is yet to be delivered.

The Victims Code also outlines the right for vulnerable and intimidated victims to receive support whilst going through the court process. This support is specific to the victims' requirements and their own personal needs and is known as special measures. These special measures should be offered to all vulnerable victims under the 'Youth Justice and Criminal Evidence Act, 1999' (YJCEA, 1999). Special measures are extremely important and useful as it ensures that best evidence can be obtained. During my involvement with the victim, I explained what special measure were and how it can be beneficial. The victim declined this support on several occasions, but I have explained that she could change her mind any time before the court date. Other victim focused support is available for victims and should always be offered if available. The victim who I dealt with was offered support due to how the incident impacted her life and mental health. I explained what services were available and how this could have a positive impact. This support was accepted and was found to be very beneficial.

Whilst having the initial contact and regular contact with the victim, I ensured that my behaviour and language remained professional, and I made sure to listen to the victim and provide sympathy and empathy. The victim was extremely upset and scared during the investigation, and I wanted to support her the best I could. I remained honest and providing as much information as appropriate so that she would not have expectations that were unreasonable or unachievable. I offered safety advice about how to keep herself safe and provided advice on how to keep her home secure. When CSI attended her home, I made sure to explain why they were there and what the process was. Due to the victims age, I wanted to make sure she understood why and how forensic evidence can be extremely beneficial.

During the investigation, I needed to ensure that the victim had appropriate support and was managed due to her vulnerability and potential risk of harm during the investigation. There are several approaches that can be considered by both professionals and the police when supporting or managing vulnerable people, or people who are at risk of harm during an investigation.

I considered what approach would be best in this situation and with a vulnerable victim who was potentially at risk of harm. PCSO's to do regular visits to the victim's home. This was to show that police were present and to make sure she had someone to talk to as I found this was really helping her. I gave her safety advice about how to ensure her home is secure and to keep her safe when she is home, especially at night and when she is alone. I encouraged her to keep the doors locked and to ensure that the windows were shut and locked when she was not home. Another approach I took was to ensure that the bail conditions of the defendants

were specific to the victim and to include the victim on deciding what conditions she wanted. This included no direct or in-direct contact with the victim and not to enter the area in which she lives. The victim was happy with these conditions, and it helped to make her feel safe.

Repeat victimisation is when an individual becomes a victim of more than once crime of the same type within the last 12 months (Office for National Statistics, 2019).

In relation to reducing the risk of becoming a repeat victim of burglary, there are several approaches that can be undertaken. This includes having a neighborhood watch in the area, giving prevention of crime advice to the victim, putting a marker on the address for police, ensuring security is used in the home, and cocoon watch to provide advice, support and guidance (College of Policing, 2023).

These different approaches work in relation to tackling repeat victimisation and repeat offending by ensuring these types of approaches are undertaken and that there's a victim focussed approach. There have been several studies to suggest who is more likely to commit crimes. This has then helped police to adjust their priorities to specific areas and people (Gloucester Crime and Reduction Strategy, 2005).

Evidence based policing suggests that police who target specific areas where crime is high, helps to concentrate on repeat or prolific offenders and therefore reduce the risk of crime (College of policing, 2021). Evidence based policing does show that decisions made in policies and in practice has been derived from evidence and will result in better policing as a whole and includes crime prevention. Understanding the root of problems can help develop effective solutions that's specific to that problem (Knutsson et al, 2017). Hunter, J. and Tseloni, A. (2018) found that having window locks, interior timed lights, deadbolts on doors, and exterior lights on sensor is the most effective method to heighten security. This correlates with a study where twenty-two prolific burglars were shown images of 16 residential properties, which resulted in house design influences offender decisions (Armitage, 2018).

In order to problem solve a specific area of policing, in this case repeat victimisation, models can be used as an effective approach. This enables the root cause of the issue to be identified and then an effective solution can be utilised. I often use the OSARA model, which uses five steps to problem solve. These are identifying the objective, scan to identify and describe the problem, analyse the issue in depth and its underlying cause, what am I going to do to respond, and finally assess whether the objective was achieved and if any changes to the response needs to be made (College of Policing, 2022). My objective was to reduce the likelihood of her becoming a repeat victim and I was able to identify the issues. I was then able to determine the underlying issue of inadequate security in the home. I responded by giving the victim mentioned in this essay appropriate safety advice and security information.

Overall, I am very happy with how I have dealt with the victim mentioned. The investigation is currently ongoing, and I continue to make contact, support and listen to them throughout the process. My top priority is to ensure that the victim remains safeguarded, and I feel I have done this as best as I can. I made sure to provide as much information as I can, provide advice and give support to the victim. I hope this has helped reduce the likelihood of her becoming a repeat victim and I believe I took the most appropriate approach to support and manage the victim that's tailored specifically to her and her needs. By utilising the OSARA model and target

hardening, I have found that I was able to safeguard the victim to the best of my ability and reduce the likelihood of her becoming a repeat victim.

Word count: 2180

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:

In this essay, I will be critically evaluating the processes that I followed in a complex investigation where I was the investigating and officer in charge. I will critically evaluate the fast-track actions that I utilised during the investigation and evaluate the support I provided to the victims of crime. I will then discuss how I managed my own personal values and attitude during this time. I will then reflect upon on what happened, my actions and the outcome using Gibbs Reflection Cycle (Gibbs, 1988).

The main purpose of a criminal investigation is to identify any suspects that are involved in a timely manner. The next step is to ensure that those suspects are brought to justice by undertaking a professional, ethical and robust investigation. Undertaking this reduces the risk of future offending and crime in general. It also improves trust, respect, and public confidence in the police (College of Policing, 2024). The Criminal Investigation Department (CID) received a case where the offence of burglary and a theft of motor vehicle had been committed. A report was made by the victim in the early hours of the morning, stating that she had come home from a late shift at work, and someone had entered her home and stole several items from inside. The victim stated that one of those items were her car keys and her vehicle had also been stolen off the driveway.

Officers attended the address and immediately identified the victim. Officers conducted their initial actions to the call, that included establishing the victim, ensuring that no medical attention was required, preserving the scene, and taking an initial statement. Shortly after, the vehicle stolen was located abandoned a couple of streets away and officers immediately preserved the scene.

The actions taken and initial response by the attending officers follows the process of five principles known as the building blocks (Metropolitan Police, 2024). The first responsibility is to preserve life. Officers need to identify who is present at the scene and to establish if anyone requires medical attention. The second process is to identify and preserve the crime scene. To be able to identify all of the scenes accurately, it is vital that information from the victim and witnesses has been gathered. The third process is to then secure that evidence. This is an important process where evidence needs to be secured and protected from any contamination and to reduce risk of damage. The fourth process is to identify the victim or victims. This enables police to gain as much valuable information as possible, so that the relevant actions can be carried out to identify the suspect as soon as possible. The fifth process is to identify and arrest the suspect or suspects. This is important as the arrest of the suspect safeguards the victim, witnesses, and then prevents further crime being committed by that individual (Murder Investigation Manual, 2006). The five building blocks overlaps with the golden hour principle, which is the time that immediately follows after a crime has been reported. This is when positive action is taken to enable those five building blocks to be undertaken. As a result, identifying forensic opportunities should be established (His Majesty's Inspectorate of Constabulary and Fire & Rescue Services, 2023). The positive action includes protecting, preserving or gathering material that have a risk of being concealed, lost, damaged, destroyed or altered in some way. As a result, identifying suspects, victims and witnesses becomes increased and this in turn will help secure a positive criminal justice outcome (College of Policing, 2024).

As soon as I received the case, I reviewed all of the information that was established so far by response officers and I tasked CSI to attend the scene. I attended the scene shortly after and took a statement from the victim. I ensured that the statement contained detailed information on what exactly happened. I needed to establish the time frame of the burglary, the entry point into the property, what items were stolen and their description, what vehicle was stolen, did the victim witness anything, and were there any closed-circuit television (CCTV) cameras at the property. The victim stated that two items were left behind from the suspects. The two items were secured and packaged for forensic examination and CSI arrived to undertake their duties (South Wales Police, 2024). This included a forensic examination of the scene at the property, photographs and footprint lifts. CSI also attended another scene where the vehicle was found and took DNA swabs from inside the vehicle before being forensically seized. Identification of suspects using comparison of footwear impressions and DNA swabs is a method used by police on a regular basis to identify individuals by police in connection with crime. In order to carry this out correctly and fairly, Code D of The Police and Criminal Evidence Act, 1984 (PACE) must be followed (Police and Criminal Evidence Act, 1984). After taking the victim statement, I conducted house to house enquiries. I needed to establish if there any witnesses who saw or heard anything in the time frame, and to establish whether there was any CCTV cameras or ring door-bell cameras. Upon speaking with neighbours in the area, It was established that two properties in the street had items stolen from their vehicles in the same time frame. I was now investigating the offence of burglary, theft of a motor vehicle, and two counts of theft from within a motor vehicle. I immediately took statements from the further two victims and task CSI to examine the vehicles for any evidence. I then conducted house to house enquiries on the street where the vehicle had been seized. Conducting house to house

enquiries led me to positive CCTV footage showing the theft from the motor vehicles being committed by two males. The CCTV also showed the same two males exiting the vehicle that was stolen, walking down the street checking inside the backpack that was stolen from the property, removing disposable gloves from their hands and throwing them inside a bush, and then leaving the street. It then showed some time later the two males returning to the street. At this time the vehicle had already been found and seized by officers. The CCTV showed the two males looking confused as to where the vehicle was, and then they both left the street. Gaining the CCTV gave me a large amount of information about the suspects, and I now had strong evidence. Not only did the CCTV show the males committing three of the four crimes, but it also showed further forensic opportunities with the disposable gloves and clearly what clothes they were wearing and their faces. This allowed the two suspects to be identified by officers who have had contact with them on multiple occasions. The two males were then located, arrested and taken into custody. I found that CCTV had a massive impact on the investigation and increased the chance of it being solved. As mentioned by Honovich, (2008), most research goes into CCTV and how it prevents crime, but it can also be used as a deterrent for crime and can detect and identify offenders (College of Policing, 2021).

As soon as I got back to the police station, I submitted the footwear prints to be fast-tracked examined. It was important that I gained as much evidence as I could before the males were interviewed. In order to locate the stolen property and the clothing from male two, I conducted a section 18 of the Police and Criminal Evidence Act, 1984 (Police and Criminal Evidence Act, 1984). This resulted in positively identifying and seizing the clothing of male two, however none of the stolen items were recovered. I then conducted CCTV enquiries around the areas where the males lived and established their whereabouts before and after the offences were committed. This gave me more footage of the males wearing the same clothing and showed them entering their home addresses. Both males were then interviewed and gave a no-comment response when questioned. Due to the evidence that I obtained and the statements from the victims, the males were remanded in custody for all four offences.

Throughout the investigation, I made sure to always keep an open mind and remain impartial throughout. My aim was to gather all the available material by following the correct policies and procedures and adhering to the training that was provided. This will maximise its evidential value and admissibility in court (Crown Prosecution Service, 2023). An example of this was CCTV collection during the investigation. An example of this is CCTV collection. I made sure to conduct an accurate time-check from the CCTV systems when I retrieved the footage. I did this by using the speaking clock and calculating the real time. I then recorded this information on the force template. I took fast-track actions by identifying the victims and witnesses, locating the scenes involved, obtaining the statements from the three victims, conducting house to house enquiries, gathering the CCTV and submitting the footwear prints on a fast-track application. As a result of this, I was able to identify and arrest the two males, safeguard the victims and to manage threat, risk and harm to the members of the public. These actions also led me to discover a further two victims and two other offences. Undertaking these actions immediately allowed me to gain enough evidence to remand the two males in custody. When fast-track actions are

followed immediately, it can provide important information, identify the suspect or suspects involved, or lead to the early arrest and resolution of the investigation. Some fast-track actions may require extra resources or specialist support so it can be completed within the golden hour period (College of Policing, 2024).

During the investigation, I provided support to the three victims. I gave reassurance to the victims and made sure to identify any vulnerabilities. I ensured that I safeguarded the three victims and considered protected characteristics (Equality Act, 2010). The victim of the burglary and theft of motor vehicle have a small child who was present in the home during the burglary and one of the victims of the theft from motor vehicle was elderly and vulnerable. I provided regular updates throughout the investigation and encouraged the victims to accept support from external agencies. Due to the type of crimes committed, I made sure to give safety advice about keeping homes and vehicles secured. Additional support such as a family liaison officer was not required in these circumstances and interpreters, intermediaries, and appropriate adults were not required. During a police investigation, victims are entitled to several different types of services, information, and a wide variety of support during the criminal justice system process. This is called the 'Code of Practice for Victims of Crime in England and Wales (victims code)'. I made sure to adhere to the code of practice for victims of crime during the investigation. Not only does this support victims, it enables them to gain trust and respect with police, which in turn has a positive impact for any future issues they may have (Ministry of Justice, 2021).

In conclusion, the processes employed in the investigation and the fast-track actions that I utilised was appropriate and it allowed the suspects to be identified and arrested in an appropriate timeframe and allowed victims to be safeguarded effectively. I have learnt that to be able to provide they best support possible, keeping a positive attitude with the victims is key, whilst still being realistic and honest with possible outcomes of the investigation. I believe that officers should always treat victims with respect, be courteous and be honest. I always try to treat victims the way I would expect my own family to be treated. I wouldn't change how I dealt with this investigation, but I have learnt that all investigations require different processes.

Word count: 1977

Authentication signature: G Prince

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

Signed: G Prince

Date: 28/10/2024

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.

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