

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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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/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.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

Contents

Component 1 50%	Area of Professional Practice	Word count
Task 1	Vulnerability and Risk Evidence-based policing	2000
Task 2	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 2		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	
	Bibliography	

Task 1

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

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour and reflect on what happened.

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

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

Explore what works in relation to tackling repeat victimisation and repeat offending. Consider the use of evidence-based policing.

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

ANSWER:

Anti-social Behaviour is defined according to The Crime and Disorder Act 1998 as 'Acting in a manner that caused or was likely to cause harassment, alarm or distress to one or more persons not of the same household' (Home Office, 2004). Acts that can be accounted to be acts of Anti-social behaviour include neighbour disputes, noise nuisance, threatening behaviour, vandalism, criminal damage, harassment and intimidation as well as verbal abuse (Victim Support, 2020). In my role as a police officer, I have had to respond to a number of incidents of Anti-social behaviour. An example of such an incident is an incident whereby a group of youths had congregated at a local park in the area and when a resident of the neighbouring street was walking through the park with her young child, the youths started to verbally abuse the resident and her child calling them both names and surrounding them. This caused both the resident and her child to become extremely fearful of the group as they continued walking to their home and were being followed by the group. As the youths were shouting at the resident and her child insults and being the recipients of these insults, the resident and child were fearful, the youths have carried out a public order offence, specifically a S.4a Public Order offence. S.4a public order is set out under the Public Order Act 1986 and is as follows:

'A person is guilty of an offence if, with intent to cause a person harassment, alarm or distress, he—

- (a)uses threatening, abusive or insulting words or behaviour, or disorderly behaviour, or
- (b)displays any writing, sign or other visible representation which is threatening, abusive or insulting, thereby causing that or another person harassment, alarm or distress'

(Legislation.gov.uk, 2022a:no page number).

As the resident and her child walked into the street that leads to the park the youths continued to shout at them which caused other residents in the street to become aware of the incident, try to intervene leading to the youths turning on them and calling the police. Following the arrival of myself and my colleague and on speaking with residents of the street it became clear that youth annoyance had become a regular issue with the youths constantly displaying and committing acts of Anti-social behaviour. Within this essay, I will be discussing the effect Anti-social Behaviour has on the community as well as setting out the approaches and responses to anti-social behaviour and evaluating the effectiveness of these approaches.

As mentioned above anti-social behaviour is likely to cause harassment, alarm or distress and in relation to an incident of youth annoyance, Anti-social behaviour can have a vast impact on the community in which the Anti-social behaviour is occurring. The main impact factor Anti-social behaviour can have on a community is neglect and degradation. As anti-social behaviour such as vandalism, set out in S.1 of the Criminal Damage Act 1971 occurs more frequently, residents within the community who are fearful and exhausted with worry, become disheartened and tired of the aftermath i.e., cleaning up graffiti constantly, and so stop leading to the disrepair and ruin of communities as so the community become neglected by residents and the street falls through the cracks (Legislation.gov.uk, 2022b; Local Government Association, 2022).

The Anti-social, Behaviour, Crime and Policing Act 2014 was created to ensure that anti-social behaviour powers are used to effectively respond to incidents of anti-social Behaviour (Gov.uk, 2017). The act sets out a number of responses to tackling anti-social behaviour including Civil injunctions, Criminal Behaviour orders (CBOs) and Community Protection Notices (CPNs) (Gov.uk,2013). A civil injunction is a quick solution to dealing with those responsible for committing acts of Anti-social behaviour, by providing immediate safeguarding to victims' and the community in which they live, the injunction works to stop the perpetrator's behaviour from escalating further (Home Office, 2022). An injunction can be sought against a person of 10yrs or older if the court is satisfied that said person has committed or threatened to commit behaviour that is deemed to be anti-social and that the court considers such course of action as fair and appropriate to prevent the person in committing such behaviour (ASB Help,2021). Although it is the court who determines whether a civil injunction is a suitable response to anti-social behaviour, a number of agencies can apply for an injunction including the police, local councils and landlords (Bryant and Bryant, 2020). Civil injunctions can be viewed to be an effective approach to tackling Anti-social behaviour as an injunction can be issued merely on the civil burden of proof,

meaning that little evidence is needed for an injunction to be issued. (Newburn,2017). However, if a person were to breach the injunction issued to them, then they would not be committing a criminal offence and so has been described by some as a 'tool without teeth' as police officers only have a power to arrest following a breach of injunction, if the injunction was issued to a person who was using or threatening to use violence against a person (ASB Help, 2021). Therefore, a civil injunction is not effective as an approach to person who have not committed violent acts of Anti-social behaviour as they will not be arrested following breach of the injunction and so are not deterred from acts of Anti-social behaviour.

Another approach to tackling Anti-social behaviour is Criminal Behaviour Orders (CBOs), these orders are used to deal with individuals who persistently engage in both criminal and anti-social activity (Bryant and Bryant, 2020). CBOs are issued in criminal courts and can only be applied alongside a sentence given to a person sentenced for a criminal offence, following court satisfaction that said person had engaged in anti-social behaviour and that the order will prevent said person in continuing to engage in such behaviour (Shelter, 2022). All CBOs must outline the duration in which it is in effect for, and the duration can vary depending on the age of the individual the CBO is issued to, as for adults a CBO can be issued for a minimum of 2yrs until an unfixed period and for those under 18yrs must only be active between 1-3yrs (Home Office, 2022). Within CBOs, prohibitions and requirements can be included and are to be decided by the court, these prohibitions and requirements are made in order to aid in the managing the individual and preventing their anti-social behaviour (Home Office, 2022). This can be seen to suggest the CBOs are an effective approach to tackling Anti-social Behaviour as they deal with the most persistent of individuals engaging in crime and anti-social behaviour. Furthermore, by including prohibitions and requirements within the order it could be said that the victims of the anti-social behaviour are at the forefront of CBOs as these prohibitions and requirements put measures in place to effectively safeguard victims by ensuring that the individual does not act in such a manner that would cause the victim harassment, alarm or distress again in the future. However, although CBOs are effective in keeping victims of anti-social behaviour in mind, they may not always be effective especially in cases in which the individual the CBO is being placed upon is a young person. As is the case with civil injunctions, CBOs can also be placed upon a person over the age of 10yrs, however, it could be argued that the quality of evidence regarding proving the anti-social behaviour of an individual is lacking due to the burden of proof being low. This could be seen as being dangerous to those who are children or teenagers as the prohibitions that are placed on the individual within the CBO can be limiting and so could drastically affect a young person's life for example in cases in which a young person has been arrested for a crime that may be gang related i.e., similar to the youth annoyance at the park, the young person may not be able to engage with certain persons involved. With regards to an incident similar to the one described by me, the young people, all of similar ages and likely to be in the same school may be prohibited from seeing each other, therefore this may affect their education as the individual who has conditions not to engage with these persons, may have to be pulled from their school to ensure engagement does not occur. Therefore, suggesting that CBOs can create drastic limitations on an individual's life if the prohibitions and requirements are not properly thought through or reviewed. Although, despite this, unlike criminal injunctions a breach of a CBO is a criminal offence and so on a summary conviction can result in six months in prison, a fine or both and if on indictment can lead to up to five years in prison, a fine or both (Bryant and

Bryant, 2020). Therefore, suggesting that CBOs may be a more effective approach to Anti-social behaviour as by breaching the order the individual is risking going to prison and as such may work as a deterrent as opposed to the civil injunctions.

The last approach to be discussed is Community Protection Notices (CPNs), unlike civil injunctions and CBOs, CPNs are aimed at individuals who are aged 16 or older responsible for causing anti-social behaviour as well as businesses and organisations (Bryant and Bryant, 2020). CPNs can only be issued by authorised persons, these being 'a police constable, the relevant local authority or a person who has been designated by a relevant local authority' (Legislation.gov.uk, 2022c:no page number). CPNs are exactly what their title suggests, orders that protect the community from the detrimental effect that individuals continuously and persistently engaging in Anti-social behaviour has on those living in the local community (Rodgers, 2022). There are three stages within a CPN, Stage 1 is a written warning, also known as the Community Protection Warning (CPW) this is issued to an individual to inform them the measures that need to be taken or to stop their behaviour within a certain period of time before any formal steps are taken. Stage 2 is the issuing of the CPN following the failure to complete the steps set out in the CPW. The last stage is the breach of a CPN, this is when an individual has not complied with the actions set out in the CPN and so has committed a criminal offence (North Somerset Council, ??). By breaching a CPN, an individual risks a fixed penalty notice of at maximum £100 (Bryant and Bryant, 2020). There has been research into the effectiveness of CPNs in tackling Anti-social behaviour. Rodgers (2022) interviewed a number of victims of Anti-social behaviour and found that the main concern from victims regarding the effectiveness of CPNs is that the CPN process rarely went past the CPW stage due to problems faced by the authorities involved. Furthermore, Rodgers noted that victims felt let down by CPNs as on an individuals breaching a CPN the only sanction they face is a fine. Furthermore, it can also be noted that there is a lack of victim involvement in the process of CPNs, which proves CPNs ineffective as this lack of victim involvement can lead to enforcement issues, as due to the victims of anti-social behaviour not being in the loop regarding the issuing of CPNs and their conditions, victims are unable to obtain a copy of the notice and so are unaware of when to call the police regarding breaches of CPNs as they do not know when the individuals responsible are in breach (Millie, 2010; Parpworth, 2019). Therefore, suggesting that CPNs are a poor response to tackling Anti-social behaviour.

In conclusion, Anti-social behaviour can severely impact those living in the community in which is occurring and although there are a variety of responses and powers in tackling Anti-social behaviour, there is not one definite and effective approach. Civil injunctions are a quick solution to Anti-social behaviour that does not require a large amount of evidence in order for an injunction to be issued. However, despite injunctions being a quick fix, breaching an injunction is not a criminal offence and so does not hold any particular weight with perpetrators of Anti-social behaviour. A Community Protection Notice, however, is more severe than an injunction as by breaching such a notice the individual is committing a criminal offence. Although a lack of victim involvement and a low amount of fine dismisses victims of Anti-social behaviour as despite them suffering harassment, alarm and distress they are still not advised on the conditions of the CPN, nor do they feel as though they have been sufficiently supported. In comparison, with the civil injunctions and CPNs it is clear that a Criminal Behaviour Order is the most effective of the three, as the CBO, does have more stronger sanctions when a perpetrator is in breach, including a potential prison sentence

and fine. Furthermore, a CBO sets out clear requirements that the perpetrator must engage in and prohibitions that the perpetrator must avoid in order to protect communities and the residents residing within.

(2172 words)

Task 2

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

Choose 1 of these 5 options to answer

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

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

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

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

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

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

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

ANSWER:

Task 2 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

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

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

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

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

Answer:

Task 2 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

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

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

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

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

Answer:

Task 2 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

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

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

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

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

Answer:

Task 2 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

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

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

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

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

Answer:

Encompassed within the role of a police officer, one of the main duties they must fulfil is to conduct criminal investigations. A criminal investigation is, according to Section 22 of the Criminal Procedures and Investigations Act 1996 (CPIA), 'an investigation conducted by police officers with a view to ascertaining whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it' (Ministry of Justice, 2015:4). In order for officers to conduct criminal investigations they must collect, collate and evaluate information from a number of sources including the Police National Computer (PNC), evidence from crime scenes as well as human intelligence sources such as victims, witnesses and suspects obtained via interview (College of Policing, 2013). Police officers investigate a number of different types of crime; however, the most complex investigations tend to be ones that look at either volume and priority crimes or serious and complex crimes; there are basic steps that officers undertake when investigating such crimes. Volume and priority crime is defined as 'any crime which, through its sheer volume, has a significant impact on the community and the ability of the local police to tackle it. Volume crime often includes priority crimes such as street robbery, burglary and vehicle related criminality, but can also apply to criminal damage or assault' (ACPO,2009:8). Unlike Volume and Priority crime there is no set definition for serious and complex crimes, however crimes that may be identified to be serious include crimes in which weapons were used and sexual assaults (Legal Prox, 2022). As a police officer, I have had to conduct investigations into criminal offences, including serious and complex crimes. One particular incident in which I played a vital role in investigating a serious and complex offence is when a female member of the public attended the police station to report that she had been the victim of Rape. Rape is defined under the section 1 of the Sexual Offences Act 2003 as 'A person (A) commits an offence if

1. He intentionally penetrates the vagina, anus or mouth of another person (B) with his penis,
2. B does not consent to the penetration, and
3. A does not reasonably believe that B consents'

(Legislation.gov.uk,2022d :no

page number).

Following this disclosure from the victim, I began an investigation into this offence. Within this essay, I will be discussing the steps I took in my role as an attending officer to investigate this offence, as well as outlining the professional standards of conducting an investigation and evaluating the support I provided to the victim.

It is integral that when conducting investigations, that police officers follow the professional standards set out within the Police (Conduct) Regulations 2012. Within these regulations, it states that officers should act with honesty and integrity, as well as having a focus on authority, respect and courtesy (Legislation.gov.uk,2022e). Furthermore, it is crucial that officers act with equality and in line with human rights ensuring that victims of serious and complex crimes have their right to privacy intact (Legislation.gov.uk,2022e).

Unlike the standards in which officers are expected to work to, there is little guidance or regulations on the investigative pathways and processes that officers use to conduct investigations. These pathways or processes are sometimes called the investigative mindset. The use of an investigative mindset can be set out into five principles, these being: understanding the source material, planning and preparation of the investigation, examination of material relating to investigation, recording and collating of information and

evaluation of the material (College of Policing, 2022; Skills Platform, 2021). It is by following these principles that officers can ensure that they are constantly reviewing and assessing the decisions they have made to ensure the investigation is kept on track. As mentioned previously, one of the principles of an investigative mindset is the evaluation of material, it is by doing this, that officers are able to decide upon an investigative hypothesis as a logical explanation of the facts that they have established. In order for officers to achieve a fully formed hypothesis it is crucial that all lines of enquiry have been pursued and explored. This can be achieved by creating an investigative strategy which consists of a plan that officers in case follow to ensure that all evidence is gathered and that the requirements for investigating are met (College of Policing, 2022).

A crucial consideration when conducting investigations is an investigating officer's personal attitudes and how that may lead to bias or impacting decision making resulting in an unfair investigation. Bias can be defined as 'a particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned' (Dictionary.com, 2022: No page number). It is imperative that officers do not carry bias during an investigation and only rely on facts, as by not doing so an investigation can be compromised and the impartiality of that officer and the investigation can be questioned. An example of officer bias while conducting an investigation may be the officer's previous knowledge with regards to a suspect. The officer may have had previous dealings with a person suspected of an offence, then they may be more likely to believe that the person has committed an offence, without any facts or evidence to prove this. This bias could be stronger if the individual has been charged and convicted of an offence as this may lead the officer to believe that as their guilt has been proven, there is a possible likelihood that they may have re-offended.

In order to tackle bias and ensure progression of an investigation is not being fuelled by an officer's personal outlook, it is crucial that evidence be collected via interview. An interview can take many forms and although is highly associated with suspects; witnesses and victims can also be interviewed for the purpose of obtaining evidence. An effective investigative method to interviewing is the PEACE model, which consists of five subsections:

- Planning and preparation – This is the first and most important step in the model, by planning and preparing an interview in the form of an interview plan, the investigating officer can review what stage they are at in the investigation with regards to the evidence already obtained or available and set out aims for the interview regarding what they hope to achieve or gain from it evidentially (College of Policing, 2022).
- In order to effectively plan an interview, the investigating officer must take into account the person they are interviewing for example, a victim with regards to their cultural background or age as they may have specific needs (Lomer, 2013). With regards to the incident, I dealt with, although planning is crucial it is important that when investigating sexual offences in the first instance, not to plan questions that go into too much detail. Instead, officers must follow the guidance and questions set out in the PPD3. A PPD3 is a document that first responders in attendance at sexual assaults or rape use to collect information regarding the assault. This document focuses largely on questions such as: Who? What? Where? When? And How? These questions may seem vague, nonetheless it is crucial in offences that are traumatic in nature such as rape not to pen victims in to a situation or story due to trauma and

the memory loss that comes with living through a traumatic event (Hopper and Lisak, 2014).

- Engage and explain – This stage sets out the objectives and aims for interviewing as well as encouraging the interviewee to converse. Victims of rape are understandably not likely to want to speak about what they have been through. This may be due to one: the trauma they have faced and the memory loss attached to this and two: the embarrassment or shame they may be feeling (Bhuptani & Messman, 2021). As noted above, some victims of rape face difficulty in remembering exactly what has happened to them, this is because the fear victims feel in that moment takes over (Raypole, 2021). It is therefore imperative that officers act with empathy when interviewing rape victims, ensuring that they are comfortable enough to be interviewed and making them aware of the reasons why they are there and how they can stop for a break when they wish. To ensure victims are comfortable and are being listened to, it is best practice for officers to engage in active listening. This is when officers ensure that they let the victims know that they are being listened to as well as understood, this can be done by repeating details back to the victims and ensuring body language does not display a disapproving or judgemental attitude (College of Policing, 2022; Mind Tools, 2022).
- Account clarification and challenge – This stage is about obtaining an account from the victim. It is important within this stage to be supportive with the use of active listening and breaking down the victims' account allowing it to be manageable for them to get the head around, this is done via the questions aforementioned (College of Policing, 2022) It is in this stage, that officers have the chance to challenge the interviewee on their account, however this is not often done with regards to victims of rape.
- Closure – A planned closure is vital to ensure the interview does not end abruptly. This is the officer's opportunity to summarise and clarify all that was discussed (College of Policing, 2022). In relation to the incident, I was involved in, this was my opportunity to explain to the victim the next steps involved in the investigation of a rape offence. It is during this time, that I explained to the victim that a specialised team known as the Rape Investigation Team (RIT) would be handling the investigation going forward in order to arrange a video interview which allows the victim to speak in depth about what has occurred in a more comfortable environment. Furthermore, during this stage I offered the victim a Sexual Assault Referral Clinic (SARC) referral, not only does the SARC deal with the forensic side of the investigation, but they also provide support for victims of sexual offences (The Survivors Trust, ??).
- Evaluation – Lastly, following the end of the interview, the officer needs to conduct an evaluation on what actions are to be taken next, how the information discussed relates to the investigation so far as well as reflecting on their own investigating ability (College of Policing, 2022).

By following this model, officers are able to further the investigations they are conducting, while also ensuring that the victim's feeling and needs are at the forefront of the investigation.

In conclusion, it is clear that conducting investigations is an important responsibility that police officers must carry out. However, an investigation can be conducted in a variety of

ways such as an interview with a suspect, a witness and with regards to the incident I dealt with, an interview with a victim of a sexual offence. Victims of sexual offences such as rape must be dealt with sensitively due to the emotional trauma that they have endured. Whereby making it imperative that officers provide support to victims of rape following their report of it. With regards to the incident, I dealt with, this was my first time dealing with a victim of rape without a senior member of my team there to guide me. It was a daunting experience; however, I was aware that it was much harder for the victim to deal with and that they would need support going forward. I followed guidance as a first responder on sexual offences disclosures however, felt it difficult to not delve in depth into the incident as officers usually would for other offences such as common assaults or even thefts. Asking open questions that do not require detailed answers felt strange, however I understand the importance of not overwhelming victims of such crimes with hard-hitting questions. I also understand the importance of providing support to these victims. Unlike the questioning of the victim, I felt much more comfortable in providing support following my interaction with the victim and referring them to the SARC which allows the victims to obtain the most effective and professional support that they can acquire as a victim of a sexual offence.

(2037 words)

Authentication signature:

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

Signed: S.E.Lewis

Date: 05/02/2023

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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