

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/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.*

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

Introduction: 141 words

This essay critically evaluates approaches to support vulnerable victims or those at risk during an investigation. It also addresses how professional agencies and police tackle repeat victimisation and offending during an investigation.

The topic of vulnerability and risk will be heavily explored, and I will refer to an investigation in which I was the officer leading the case. The offence of burglary section 9(1b) of the Theft Act 1968 (Legislation 1968) was investigated and many vulnerability and risk factors were involved.

Vulnerability and risk factors in criminal investigations can complicate matters and require officers to use more appropriate alternative approaches. Police often encounter individuals with vulnerabilities, like age, mental health issues, substance dependency, disabilities, homelessness or language/cultural differences. These can impact appearance and behaviour leading to a reoccurring cycle of vulnerability and risk assessments during police interactions. (College of Policing, 2021)

Investigation Description: 319 words

The victim and defendant, both resided in supported accommodation as individuals facing drug or alcohol dependency and homelessness. The defendant, a trespasser, entered the victim's flat without consent and stole a television, committing burglary under section 9(1b) of the Theft Act 1968 (Legislation, 1968).

Both the victim and the defendant were emotionally vulnerable throughout the investigation, due to their vulnerabilities the investigation was incredibly taxing emotionally.

The victim experienced years of drug dependency and homelessness and as a result had been in numerous supported accommodations. Within these supported accommodations comes a community or individuals who often do not support police action. This was expressed by the victim who was very emotionally distressed when providing her statement. Expressing that although she feared supporting police due to repercussions from other residents and the defendant, that due to her repeat victimisation at the supported accommodation she could not continue with the crime not being prosecuted in fear it would continue.

Substance misuse and addiction can often lead to non-drug related crimes (Murphy, 2021). It can also create vulnerabilities as well as being present alongside them in individuals. Including mental and physical health problems, isolation, social issues, financial issues and homelessness. (Advisory Council on the Misuse of Drugs, 2018) These issues can make individuals susceptible to risk of exploitation due to desperation to fix these issues. (Preventing Exploitation Toolkit, 2024)

The victim feared repercussions from residents and the defendant due to supporting police action. Victims often face barriers to reporting crime due to their vulnerabilities, like cultural norms where they reside, fear of retaliation, fear of being outed or relationship impacts. (Navarro 2024)

The victim's vulnerabilities significantly impacted her throughout the investigation, including her confidence and emotional stability. They initially coped well with support and providing a statement and with updates of the investigation, however struggled following the arrest and bail of the defendant. She was overwhelmed by his presence in her community.

Approaches to supporting or managing vulnerable people, or people at risk of harm: 965 words

Various methods are used by professionals and police support or manage vulnerable people or people at risk of harm during investigations. Vulnerabilities can be experienced in victims, witnesses and those detained in custody, and police use various approaches to these circumstances.

Depending on the individual's vulnerabilities or ways in which they are at risk of harm, determines on which appropriate support methods are used. As discussed, the variety of vulnerabilities factors can make it difficult to identify their presence.

Victims often face barriers to disclosing risks or vulnerabilities. This can include fear of the threat, dependence on the abuser and feeling unable to see another way out, lack of confidence, fear of cultural/social perception, negative police experiences, shame, feeling at blame or lack of recognising or perceiving their vulnerability. (College of Policing, 2021)

A main approach used to assess and adapt to individuals' vulnerabilities by the police is THRIVE. This approach uses four steps; 1. Identify the individuals' vulnerability/vulnerabilities. 2. Understand how the vulnerabilities affect a situation and can cause harm or risk. 3. Assess the level or risk or harm the vulnerability causes. 4. Take appropriate and proportionate action to the harm or risk. (College of Policing, 2021) This approach helps officers identify the vulnerability or risks a person is experiencing, and better support people by understanding their needs and wants.

Creating a safe environment for individuals to disclose vulnerabilities is key. Officers must use communication skill, utilising respectful communication, active listening and minimising judgment to encourage disclosure. (College of Policing, 2021) This approach appropriately addresses vulnerable individuals. It provides them a voice, and service tailored to their needs, fostering rapport between police and individuals. Building an environment where they can be better understood, supported and heard.

Police also support vulnerable or at-risk persons during investigations by completing video-recorded interviews as part of the Achieving Best Evidence for Criminal Proceedings. (Smith & Shaw, 2022) This approach is available to vulnerable victims or witnesses (mental health disorders or disabilities) who may find giving evidence in court more difficult, or those intimidated through being a victim or

witness to a crime. Some forces may have policies making all victims/witness of a particular crime entitled to the service, e.g., South Wales Police for knife crime related offences. This method supports the victims/witnesses in giving evidence outside of court, aiming to protect them from further trauma/psychological harm or distress.

Another way of support by police includes referrals being made to third-party organisations. The police use a multi-agency approach, sharing information to reduce risk at an early stage. (College of Policing, 2015) Referrals can be made to victim support services. Victim support offers free, confidential support independent help to manage the aftermath of a crime, feel safer and key information to understand entitlements and legal proceedings. Alike the Police, victim support refers victims to third-party organisations with specialised help. (Victim Support, 2024). As police engagement feel intimidating or official, victim support contact may feel less formal offering support for the victim at the level that they are comfortable with.

Safeguarding approaches are also used by police to assist in providing support to those experiencing vulnerabilities and or risks of harm. These can include referring persons to Clares Law meetings whereby disclosure of another's past convictions can be disclosed due to the risk the individual raises to others in the domestic relationships. Critical markers can be placed on addresses to try to alleviate the individual's anxiety and to raise the level of risk associated to the address to all officers' attentions by making calls placed from the address a grade 1 priority for response. There are many other approaches used by the police to support vulnerable adults or those at risk of harm, however due to the limitations of this essay I cannot explore them all.

Appropriate adults are also provided to support vulnerable individuals. During booking into custody, suspects are asked questions to assess vulnerability and other risk factors (Home Office, 2014). This can result in the suspect requiring an appropriate adult for procedures like interviewing and rights and entitlements being read and signed to ensure understanding. Appropriate adults are required for all children and vulnerable people under the Police and Criminal Evidence Act 1984 (GOV UK, 2023). Appropriate adults are independent from the police, assisting in communication and understanding between the police and the suspect. They work alongside the police during investigations to ensure fairness and the safety of the individuals (Farrugia, 2023). Although this is the case, appropriate adults offer support to those in custody as an independent person with their best interests at heart, sometimes building rapport with the individual creating a sense of familiarity which may comfort the vulnerable person.

As previously discussed, drug users are often at risk of harm or vulnerable to exploitation, in custody they be referred to treatment through third party organisations. Those detained in custody can be tested for the presence of Class A drugs which can trigger referrals (GOV, 2012). These organisations can address their needs including their vulnerabilities like re-offending, housing options, health needs, employment options and financial support. Organisations like Dyfodol who work in all settings in the justice system are available to offer these types of support, and approach offenders with the mind-set that even if they do fall back into substance misuse or re-offending, they will be there to support them through their difficulties providing further support and referrals (Dyfodol, 2024). They also provide Drug Educational Courses which can be conditions placed on offenders by police. These courses can prove to be a beneficial alternative approach to offenders via an out of court disposal, reducing the risk of reoffending and encouraging the participant to consider their life choices in relation to substance misuse although are mainly appropriate for offenders of simple possession offences. (Dyfodol, 2024).

Tackling Repeat Victimization and Offending: 412 words

Tackling repeat victimisation and re-offending is important to assist in communities' perceptions of the police and the criminal justice system, we need to instil confidence that our processes make a difference via Evidence Based Policing (Society of Evidence Based Policing, 2024). Using evidence-based policing as a part of building guidelines and building better practices in the profession can assist with this (Sherman, 1998). Backing up the profession by research to understand root causes and the extent of issues to better assess how to approach them and understand how to police them with better effectiveness. (College of Policing, 2024)

Overall, in relation to reducing repeat victimisation is directly correlated to reducing repeat offending, by thoroughly analysing the evidence and research of one another. Depending on the specific offence at the core of the research and data would depend on the exact methods of trying to reduce repeat victimisation. For example, in this investigation into a Burglary, whereby the victim was a repeat-victim, crime prevention advice was given regarding the exact circumstances of their case. In relation to general methods used to help support the reduction of repeat victimisation relating to burglaries, police could also provide property marking, target hardening like making suggestions on how to make a property more secure or increasing security, as well as providing safeguarding by providing crime prevention advice and support to neighbours and the surrounding community of the affected victim. (College of Policing, 2023). Overall evidence shows that these methods help to reduce both repeat victimisation and offending where the methods are implemented (Grove LE and others, 2012).

Another method used to assist in reducing repeat offending is providing what are known as halfway houses or also referred to as hostel accommodation provided by charities. These are offender programmes that provide accommodation and support to offenders in conjunction to their sentence or conditions, typically to support them into re-joining communities after a sentence or as an alternative to imprisonment (Wong and others, 2019). They provide support around employment options, education and life skills training. These programmes ease the offenders back into society by providing a consistent support which also consists of substance misuse treatment and counselling. Evidence shows that these programmes help to reduce crime rates and general reoffending by tackling the offenders' vulnerabilities or risks like mental health issues, homelessness, substance misuse and unemployment, although most of this evidence applies to the USA so it's true affect in the UK is not known (College of Policing, 2022).

Conclusion: 359 words

This essay has explored ways that vulnerable people can be supported, and through data assist in evidence-based approaches to reduce repeat offending and victimisation.

To reflect on this investigation, I will use John Driskel's self-evaluating tool 'what, so what, now what?' (Gladd, 2020). Numerous of these methods have played a part in the process of the investigation. The victim was supported by being allowed an environment which encouraged them freedom to speak freely, where they were given time to speak and express themselves. They were provided support through multiple agencies which really assisted in the managing of their vulnerabilities and risk of harm to witness intimidation, drug misuse and homelessness which were avoided by the agencies and the police working together with the victim. There were challenges of supporting her mental health and emotional stabilities during the investigation due to her living arrangements and the presence of the defendant within this accommodation, however through police and the organisations assistance she gained support through counselling.

The victim was provided conducted a video recorded interview to achieve their best evidence and applied for special measures to avoid the potential traumas of going to court and seeing the defendant, which helped them to maintain support of the prosecution through to the court proceedings. Now that I have experienced supporting a victim with these vulnerabilities, I have learnt that communication skills are so vital to the support of police action and disclosure from a victim. I have gained an appreciation for the importance to actively listen, sitting back and allowing the victim to vent how they feel and think just as much as gaining the key information regarding the offence from them. I aim to continue to allow victims the opportunity to speak regarding their vulnerabilities and ask open questions that they are comfortable with, in the hope to build rapport as a police officer. This essay has highlighted the importance of information within data gathered through research of victims of repeat victimisation and repeat offending. It's vital that research is reviewed regularly to act appropriate to recent patterns in offending and suitable problem-solving is inputted in areas where crime can be reduced.

Total wordcount: 2,196

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:

Introduction: 293 words

The purpose of this essay is to critically evaluate the processes, fast-track actions, and support methods employed during an investigation to victims, witnesses or suspects, while reflecting on own personal values and attitudes and how these can be managed.

During this essay I will refer to an investigation in which I was the officer in case leading the investigation. In this investigation the initial report was of Section 1 rape, of the Sexual Offences Act 2003 (Legislation, 2003). However, on initial response to the victim by the Rape Investigation Team o, the circumstances were explored, and it was gathered that the offence being alleged was Assault by penetration contrary to Section 2 of the Sexual Offences Act 2003 (Legislation, 2003).

The victim was a high risk repeat victim of hate crimes in relation their transgender identity. The victim had vulnerabilities of long-term mental health disorders being autism and drug misuse which caused them communication issues with others. They also experienced extreme anxiety which put strain on the investigation, through their difficulties to assist the process of the investigation. While this investigation had the complexity of the challenges faced supporting and managing the victim's needs and vulnerabilities, there were challenges of providing impartial support to the suspect. This investigation required a significant amount of contact and assessment of the vulnerability and risks for both the victim and suspect throughout the investigation alongside managing the outstanding enquiries required to investigate the allegation. However more complexity was revealed during the suspects interview, disclosing a further two persons were present during the incident which was not disclosed by the victim. This led to a further interview with the victim, resulting in disclosure of further circumstances which had not been disclosed, which created a weakness in their reliability.

Processes Employed During an Investigation: 615 words

The first process in any investigation is dependent on the circumstances of the call that has reported. In this investigation the initial report was of rape, which includes many risks to the victim, the investigation and the community via the suspect. Risks to the victim are of a safeguarding perspective, considering the impact on the physical and mental wellbeing of the victim. Risks to the investigation include evidentially, including key forensic opportunities which have a window of time available for them to be gathered.

In this investigation the first process was to engage with the victim, assisting them through the initial actions required by police, as well as discussing safeguarding, support and victim rights (College of Policing, 2023). An initial investigation booklet, also referred to as a PPD3, will be completed for reports of rape and serious sexual assaults. (South Wales Police, 2015) The strengths of this tool include that its use is to gather the initial account of the victim and assist in the briefing of officers and shape the investigation requirements, including what further enquiries are needed to gather evidence like forensics, CCTV or disclosure witness statements. This tool assists officers to prepare for a video recorded interview or statement to be taken from the victim. The weakness of this tool is that the victim must live through re-experiencing the allegation in both the PPD3 stage and again by either providing a written statement or video recorded interview as their evidence for court. This reliving of the event can be traumatic for them, with mental health impacts.

A subsequent process is the arrest strategy created with consideration of risks related to the individual, which can be gathered by reviewing any intelligence that has been processed about them. As well as this, considering risks that the suspect poses to victim/s, witness/s or members of the public (College of Policing, 2013). Creating this will allow officers to be aware of risks and enable appropriate and proportionate actions when conducting arrest enquiries. A vital part of creating the arrest strategy is to include any post-arrest actions required for the investigation. This may include forensic considerations like requiring hand or intimate samples from the suspect to assist in proving or disproving their involvement (College of Policing, 2017) or required searches of addresses in relation to evidence that is suspected to be linked to the offence (FCA, 2024). This preparation assists in the timely conduct of an investigation. Challenges can be encountered, like having a lack of information to gather informed addresses for arrest enquiries, or encountering other individuals present who challenge the arrest at which point you don't have any information or intelligence to conduct an educated risk assessment. During the investigation, it may require fast-track actions, like forensics or other means of gathering evidence. Throughout the investigation, officers need to constantly review, record actions and assess what other actions are needed, this can lead to investigations evolving into many pathways (Gehl & Plecas, 2017). Fast-track actions may be especially relevant in cases where the suspect is remanded in police custody for the next court appearance.

In this investigation, no forensic opportunities were available to be fast-tracked. However, there was a significant amount of contact via smartphones between the suspect and the victim, due to the lack of evidence in this case, the digital examination of the suspect's device was fast-tracked to gather potential evidence. Digital devices are often examined in cases and can include devices like smartphones, tablets or computers (CPS, 2024), in this case the suspect's smartphone and tablet were examined. This led to significant evidence showing contact including arranging to meet on the date the allegation occurred and contradicted what the suspect stated in interview.

Support Provided to Victims and Offenders: 843 words

Throughout this investigation the victim required varying levels of support. Initially declining referrals for support due to them already receiving support through a therapy professional. As time passed, they found it difficult to cope with the mental stress of the requirements of the investigation, experiencing anxiety and trouble sleeping which can be a common occurrence for victims no matter the seriousness of the offence (Victim Support, 2024). Due to this a referral was made to Victim Support where they could receive support personalised to their needs and be referred to other specialist organisations (Victim Support, 2024). A Public Protection Notice was also submitted for safeguarding, where concerns were raised and shared with partner agencies for a multi-agency response to those concerns (GOV UK, 2023).

As per the victims' rights via the victim codes (GOV UK, 2020), they were entitled to information about the investigation and regular updates, and regular contact was made. However, throughout the investigation the victim became incredibly hard to maintain contact with, not answering or returning phone calls that were requested. I believed this to be due to their mental health difficulties with anxiety at the time, and when managing to get in contact with them, they explained that they were struggling with answering phone calls. As I allowed them to express how they were feeling, giving them the silence to speak, they described that they would return my call once they feel comfortable and to just leave them a text message rather than a voicemail. Having this open and honest conversation about the challenges of obtaining contact with them, gathered an understanding of their struggles and a clear way of working with the victim to help them stay engaged in the process. This experience has helped me to evaluate how victims wishes can differ throughout the investigative process, as well as differ from person to person.

Another way the victim was supported through the investigative process was during the requirement of their phone requiring digital forensic examination. The victim experienced severe anxiety and was a repeat victim of hate crime related to their transgender identity. The victim made a total of 6 reports over the period of 3 months regarding this, in 2022-2023 recorded hate crimes against transgender people in England and Wales rose to 11% via Home Office figures (Moss, Parry, Bryson, 2023). Many repeat victims of anti-social behaviour and hate crime experience long term symptoms due to the crimes including anxiety, stress and lack of sleep (Heap, 2020). Due to this, the thought of being separated from their way of accessing emergency services was incredibly difficult for them, which resulted in them avoiding police engagement, missing appointments made in order for them to hand the phone in for examination. Once the victim felt comfortable to disclose this, arrangements were made to provide them with a temporary phone for this purpose. This eased their anxiety and resulted in them providing their phone for examination. Due to the cost amplifications of this, this is not a service that is offered widely, but in cases like this it is imperative to make the victim feel safeguarded during the process of the investigation process.

Suspects that are arrested for allegations of sexual offences can feel a great sense of overwhelm, confusing, shame and alone. These can be concerns that there may be safeguard worries for the welfare of the suspect and their mental health. Due to this South Wales Police have implemented a pre-release advice sheet for suspects, containing general advice regarding the topic. This includes a variety of contact information for charities like Stop SO that can offer support to suspects or offenders with therapy and online support (StopSO, 2024). Support for suspects or offenders will work best when there is a variety of support provided by not only criminal justice agencies but a wider range of social, community and voluntary agencies (Ministry of Justice, 2020). By officers engaging in this process with the suspect they can assess and identify any further safeguarding concerns during this interaction, and appropriately act via referrals or public protection notices. I feel that this is a good way of supporting the suspect and showing that the police are impartial and can provide care and support for the welfare of those who have been detained in custody too.

Due to the impact from the victim delaying the investigative process, the case reached the point where the applicable bail period had approached, this meant that I had to apply for an inspector's extension on the bail. Explaining why the investigation was still ongoing and the necessity and proportionality to the bail being extended and the bail conditions imposed. (College of Policing, 2023). During this process the suspect disclosed that the bail conditions were having an impact on his daily working life, and to support the suspect maintaining work, we amended the bail conditions. This helped maintain a working life for the suspect, which could if lost lead to further safeguarding concerns and unemployment has been shown to raise concerns for further offending (Ministry of Justice, 2013).

Personal Values and Attitudes: 349 words

Using the self-evaluating model 'What, So What, Now what?' by John Driskel (Gladd, 2020), I will reflect on how this investigation has impacted my own personal values and attitudes. Throughout the investigation I faced challenges of reflecting on my own values and attitudes. As stated previously there were numerous times throughout where the victim avoiding engaging with me, this felt frustrating and caused major delays to the investigation. With supervisors constantly looking for

progression on cases and managing workload, it was difficult to balance the need for the case to progress and please my supervisor and support the challenges the victim was facing. Although this was frustrating and impacted my attitude towards the case negatively, I approached the issue of the investigation being delayed delicately with the victim, expressing that whilst we needed their effort to help progress the investigation it was ultimately their choice on the voluntary phone download. Approaching this issue in this manner resulted in the progression of the case and more understanding between the victim and myself of the reasons for the lack of engagement. Although conversations can be difficult when it is of this nature it is important to address them without blaming or judging the victim, giving them the space to open up about what difficulties or barriers they are facing so officers can best support them.

Personally, one of my core values as a police officer is putting the victim at the heart of everything we do and leading victim focused investigations. This being said, this investigation made it very difficult to maintain a victim focused approach, when they were avoided engagement with me. However, I still feel this is a core value of mine, and this case has definitely maintained a victim focus approach even without their engagement throughout, by always approaching them gently and with curiosity and not judgement. I feel I supported the victim through this investigation with mindfulness of their vulnerabilities, the trauma they have faced and the challenges they were presently experiencing. This is something I believe I can continue into the future of my policing career.

Conclusion (97 words)

In conclusion this essay has highlighted some of the important points of the investigative processes. It is imperative that complex investigations have a clear and direct process outlined from the outset to maintain a timely investigation and to optimise all evidential opportunities. As well as this victim support and safeguarding is important not only for the perception of the police in the community but to support those vulnerable and at risk of repeat victimisation in the community, hoping through multi-agency support approaches, reducing crime rates and victimisation through research and planning to tackle and minimise the risks.

Total wordcount: 2,197

Authentication signature:

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

Signed: April O'Connor

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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