

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 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:

My role as an Officer in Case during a complex investigation involving two counts of rape, three counts of non-fatal strangulation and coercive and controlling behaviour allowed me to gain an understanding of what it means to support vulnerable people, tackle repeat victimisation and re-offending. In this essay I will consider the approaches taken during the investigation, making reference to evidence-based policing, and will make use of both the SARA and Borton model to develop a better understanding of the issue, whilst simultaneously evaluating the appropriateness of the policing intervention (College of Policing, 2024) (College of Policing, 2022) (Borton, 1970). Copley argues this reflective practice is an essential tool for future police officers, enabling us to apply our theoretical knowledge in future real-life situations (Copley, 2011, p.70). By using both these techniques, with consideration to evidence-based policing, I will ask questions, challenge and adapt the approaches taken, with the hopes of developing improved techniques going forward.

Before continuing this essay, I feel it necessary to define and shed some light on repeat victimisation; a topic which Turanovic and Pratt (2012) argue to be a phenomenon. The most commonly accepted definition of a repeat victim is the recurrence of a crime in the same place and/or against the same people (Pease, 1980, p.1)(Farrell, 1995, p.472). Farrell goes on to argue that the extent of revictimisation is underestimated. To contextualise, the victim in this investigation, was undoubtedly the target of repeat victimisation as she was consistently abused

and raped by the same offender. Notably, due to this, the victim in this complex investigation was thus a vulnerable and intimidated victim, as a result of being persistently targeted and a victim of rape (CPS, 2024)(European Parliament and Council of the European Union, 2013).

Firstly, I will evaluate the approach I believe was most effective to ensure I supported the vulnerable victim, which prevented re-offending by the suspect and thus halted further repeat victimisation. This approach was remanding the suspect, which meant the suspect was to be held in prison until the time of his trial, or subsequent sentencing hearing (House of Commons Justice Committee, 2023). In order to remand the suspect, I had to ensure that I took an evidence-based policing approach by developing a better understanding of the suspect and his offending behaviour, as well as considering the SARA model through analysis of information and intelligence to identify potential future problems (College of Policing, 2022)(College of Policing, 2024). I did this by means of a PNC search to develop further knowledge surrounding the suspect, alongside obtaining an account from the victim; both of which indicated the suspect had previously been convicted of offences in the realm of violence against women and girls.

As a result of developing a suspect-focused approach, I gained knowledge of the suspect's offending behaviour and the potential future impact on the victim, both of which informed my Rape and Serious Sexual Offences (RASSO) investigation and determined my approach to offending prevention (College of Policing, 2023). I was then able to deduce that the offender was, in fact, a repeat offender and thus could remand on the basis of the nature of the offences alleged by the victim, alongside his antecedence. Pease (1980) urges that knowledge of previous crime must involve and inform action, in order to prevent the next; which I firmly believe I did.

It is widely argued in literature that previous victimisation is one of the best predictors of repeat victimisation and that when it does recur, it tends to do so quickly (Averdijk, 2010) (Pease, 1980) (Turanovic and Pratt, 2012). It is argued revictimisation is most likely in a short period following victimisation, and that the risk remains 'artificially high' and decays over a longer period (Farrell, 1980, p.507). Therefore, my approach of remanding the suspect ensured I minimised the artificially high risk of repeat victimisation, as I removed the suspect from the proximity of the vulnerable victim rapidly subsequent to receiving the report. This approach also insuring I am supporting the victim through eradicating the risk of the suspect re-offending and the victim becoming victimised further. Turanovic and Pratt (2012) go on to argue that repeat victimisation is determined by the individuals' exposure and proximity to the potential offender, therefore by ensuring the suspect is remanded I am decreasing the victims' exposure and proximity to the offender, and thus the likelihood of repeat victimisation and re-offending is successfully limited.

Having assessed my approach, using both the SARA and evidence-based policing model, I believe remanding was effective in ensuring the safeguarding of the vulnerable victim within this complex investigation (College of Policing, 2022) (College of Policing, 2024). This approach had a profound impact on limiting the victim's proximity and exposure to the offender, which in turn mitigated the risk of the suspect re-offending and the victim being further victimised, particularly during a

period where the risk of re-offending and repeat victimisation is exceptionally high. I also believe this approach was mobilised and effective, which immediately maximised the prevention of re-victimisation (Pease, 1980, p.508).

Borton (1970) emphasises, to truly critically evaluate, we must pay consideration to how this new approach or action may affect future development (University of Edinburgh, 2020). Remanding suspects in some cases will always be necessary, and in this case it was in order to ensure a vulnerable victim was safeguarded from repeat victimisation, and prevented further reoffending (Scottish Government, 2015). However, it is not a blanket approach, nor one to be taken lightly. It is an approach which infringes Article 5 of the Human Rights Act; exemplifying each person's right to liberty and security (Human Rights Act, 1998, Art. 5). In order to ensure I am balancing both the suspect's human rights, whilst simultaneously safeguard a vulnerable victim, I will ensure I continue to have discussions with my Sergeant and Inspector to confirm this is a step which we believe is proportionate and justified in the circumstances.

Additionally, in future I could ensure that I safeguard the vulnerable victim, not only for the short period where the risk is artificially high, but also in the long term. The vulnerable victim, and other potentially vulnerable people, could have been safeguarded further through the application of a Sexual Harm Protection Order. This could have guaranteed the suspect, following the completion of his custodial sentence, would have been monitored by officers; thus lowering the risk of re-offending and, as a result, the risk of harm to members of the public or specific vulnerable persons further, and for a longer duration (CPS, 2023).

Pease (1980) argues that a direct focus should be put on repeat victimisation, as it fuses both victim support and crime prevention, which, historically, have been separated. He goes on to argue that crime boosts the probability of repetition, however victim change acts against this and offsets the 'boosted probability' of re-offending and therefore repeat victimisation. I believe that I supported the vulnerable victim in this complex investigation through submitting an Independent Sexual Violence Adviser (ISVA) referral. I considered the SARA model and identified and analysed the potential emotional issues the reported offences may have had on the vulnerable victim at the time, and possibly in the future. As a result, I developed the tailored response of referring the victim to an ISVA to facilitate further support (College of Policing, 2022). This allowed for the vulnerable victim within this case to receive specialist and tailored support, as well as receiving further information in relation to other services and resources (Home Office, 2017).

Having assessed this approach, I believe through this referral, I facilitated the opportunity for victim change; thus allowing for an offset in the boosted probability of becoming a repeat victim, as well as supporting the victim within the complex investigation. In addition, I believe this approach allowed me to adhere to the Victims' Code, particularly Right 4, which specifies the victims' right to be referred to support services (Ministry of Justice, 2024). Pease (1980) argues having this additional support is imperative, as it may give space for victims to obtain resources and information to help them offset this boosted probability of becoming a repeat victim.

In addition to the support provided via the ISVA referral, I also ensured I supported the vulnerable victim within this complex investigation through providing her with a mobile phone. Following the initial report made, it was made clear that the victim had no access to a mobile phone as a result of the offender's coercive and controlling behaviour. Having used the SARA model, I identified this as a factor which may cause potential communication issues as the investigation progressed (College of Policing, 2022). Following this, I developed the tailored response of sourcing a force mobile phone, which I handed to the vulnerable victim. As a result, the victim was supported throughout the investigation and could be given investigative updates frequently; adhering to Right 6 of the Victims' Code (Ministry of Justice, 2024). With consideration to evidence-based policing, having assessed this policing intervention, I believe that although this intervention was small, its impact was profound, as it allowed for me to adhere by the Victims' Code and support the victim throughout the complex investigation; by facilitating the opportunity for frequent investigative updates from myself, as the officer in case, to the victim. This undoubtedly ensured the vulnerable victim in this complex investigation felt supported further as I could ensure a consistent single point of contact for her when she had queries or worries regarding the investigation.

This policing intervention also allowed for me to take a Victim Centred Approach, ensuring the victim's rights and needs were at the forefront throughout the investigation. Developing and utilising this model ensured that the voice, experiences, and decisions of the victim were heard and respected (College of Policing, 2023). Moreover, this policing intervention ensured that the victim was supported through making sure her voice, rights and decisions were respected as well as ensuring I was facilitating space for victim change, in an attempt to offset the boosted probability of the victim becoming a repeat victim.

Although I believe this approach was successful, I believe it could be improved further to ensure the victim felt further supported throughout this complex investigation. Upon reflection and referencing the SARA model to analyse this approach, I could have arranged and facilitated scheduled meetings with the victim in person (College of Policing, 2022). I believe developing the victim contact further may have allowed for the victim to feel increasingly supported, and ensured she understood the court process in greater detail. This could have possibly allowed for the victim to feel slightly less anxious about the court process and the investigation as a whole.

In conclusion, I believe my approach of remanding the high-risk suspect in this complex investigation ensured that the exemplified short-term high risk of re-offending was mitigated. Remanding the suspect also assured me that the vulnerable victim's exposure and proximity to the suspect was limited, thus mitigating the risk of the suspect re-offending and the victim becoming a repeat victim. In addition to this, I believe my approach of an ISVA referral as well as supplying a force mobile phone was successful in supporting the vulnerable victim in this complex investigation. These two actions allowed for the victim to feel supported during an extremely distressing period, whilst also encouraging the victim to take steps towards change; this, as Pease argues, offsetting the boosted probability of the victim becoming a repeat victim. Although I do believe my approaches were

successful, it is important to reiterate that the application for a SHPO would have strengthened the surety the victim was safeguarded further from the offender; thus decreasing the likelihood of further victimisation. Additionally, a SHPO would have allowed for further police supervision of the offender, which may have mitigated the risk of the suspect re-offending further. Additionally, I believe scheduled meetings with the victim would have elevated the support I provided the victim within this investigation. Having these meetings scheduled and in person could have enabled a better rapport between myself and the victim, as well as a deeper understanding of the court process.

Word Count: 2,027

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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:

I will critically evaluate my undertaking of a rape investigation, with reference to the support I provided to all involved, and the fast track processes implemented. I will also consider the management of my own personal values and attitudes. The College of Policing (2024) define fast-track actions as, 'actions, if pursued immediately may help to establish important facts, identify the suspect, preserve evidence or lead to the early arrest and resolution of the investigation'.

Critical evaluation is a tool which has been praised by many. It is argued the best version of yourself is only possible 'when you extract from your past how to engage in the future,' (Bailey and Rehman, 2022). Copley (2011, p.70) specifies how imperative it is for police officers to reflect, as it enables officers to apply their theoretical knowledge in a 'real-world' situation. I will critically reflect and evaluate throughout this essay by making reference to Borton's Model (Borton, 1970).

Before continuing, I believe it necessary to add contemporary context to complex investigations, specifically rape investigations. The College of Policing (2023) recognises the additional support needed by rape victims, stating investigators must recognise the varying impacts the investigation

may have on the victim, and must signpost victims to various sources of help. It has become increasingly evident in recent years that victim support is lacking in relation to Rape and Serious Sexual Offences (RASSO) reports. The Home Office (2023) published a report, in relation to RASSO victims; the consensus being victims felt unsupported by officers. One victim even went as far as to say they 'felt a burden', with another feeling an 'inconvenience'. As an officer within the Rape Investigation Team, this report is truly disheartening to read, however exemplifies the need to support RASSO victims further. Given this context, in this essay I will assess the actions undertaken, and attempt to resolve the contradiction between my ideal and actual practice in order to avoid future victims feel an inconvenience or burden (Johns, 2013, p.3).

The College of Policing (2024) specify the fast track action of identifying a victim, determining whether they are vulnerable and considering safeguarding measures. In the investigation, I ensured that I not only identified the victim, but also provided support through the fast-track action of a New Pathways referral submission and thus safeguarded the victim. In the words of Borton (1970), so what? Firstly, submitting this referral to New Pathways ensured I abided by the Victims' Code. This reassured myself and the victim that I met the 'minimum set of standards' a victim should be offered (Ministry of Justice, 2024).

Secondly, victim identification and the New Pathways referral ensured the victim was supported by a trained professional, or what is known as an Independent Sexual Violence Advocate (ISVA). The ISVA guided them through the complex investigation, provided emotional and practical support (Home Office, 2017). The ISVA also became an emotional outlet for the victim, which in turn partially alleviated the victims' anxiety. Additionally, the College of Policing (2024) encourage officers to 'recognise their limits of knowledge and skills'. Furthermore, by submitting the referral, I acknowledged although I may be able to lead the victim through the criminal justice process, I may not be able support them emotionally as best as an ISVA.

I believe the fast track action of victim identification and referral ensured I met the Victims' Code ensured the victim was supported throughout a complex investigation. In addition, the referral ensured that I adhered to the ethical policing principles, specifically respect and empathy. This was done through understanding their emotions and welfare may be impacted, and putting in place the required additional support to assist with this (College of Policing, 2024). Additionally, I built and maintained strong relationships, not only with the victim, but also with other agencies and bodies; an aspect which is encouraged by the College of Policing (2024) within their Ethical Policing strategy.

Having evaluated this referral, I have learnt it is necessary to understand and recognise my own limits. In my case, these being the expertise in supporting victims emotionally and time constraints, due to several other ongoing cases. Upon reflection, this fast track action ensured the victim refrained from feeling like a burden or an inconvenience. I also believe I successfully adhered to my own personal values, as well as the Policing Principles, of being empathetic and transparent by remaining in continuous contact with the victim, explaining the investigation process, providing updates or answers to queries throughout (College of Policing, 2024).

As well as providing support to victims during a rape investigation, it is also necessary to support offenders, where applicable. I will continue this essay critically evaluating the support I provided to the offender in this rape investigation, by utilising Borton's Model (Borton, 1970). This critical self-evaluation and reflection after a particular situation is crucial to inform my future practice within this realm (Johns, 2013). Grimmer (2022) reiterates the importance of critical evaluation and self-reflection, as he states that looking inward can lead to 'self-generating growth'.

During complex investigations, such as rape investigations, it is imperative to implement a fast-track approach to interviewing to ensure its completion within the offender's 24 hour detention clock as per *Code C* of *PACE* (Home Office, 1984). The College of Policing (2024) also highlight identifying suspects and establishing possible motives as key aspects falling under fast-track actions. This fast-track process of interviewing the offender to gain a first account and possible motives ensures I am supporting the offender through abiding by Article 5 of the Human Rights Act; legislation which emphasises the importance of respecting people's liberty (Human Rights Act, 1998, Art. 5). I am also supporting the offender throughout the interviewing process by upholding the offenders right to legal representation by ensuring they have been offered the opportunity to speak with a legal representative, again as per 6(a) of *Code C PACE* (Home Office, 1984).

Having analysed the above, I ensured the offender was supported as his legal and human rights were advocated throughout the fast-track action of being interviewed. Upon reflection, I also believe upholding these rights ensured an ethical approach to policing, more specifically aligning with the College of Policing's (2024) concept of 'Public Service'. This aspect exemplifies the need to act lawfully as well as building and maintaining strong relationships with the public. Of course, there are several other legal rights which I upheld throughout the course of the offender's interview, such as fitness for interview, uninterrupted rest, to name a few.

I also adopted specific methods of communication whilst undertaking the fast-track action of interviewing. To support the offender throughout the interview process, as well as facilitating effective information gathering, I

exercised Betari's Box Model. This allowed for me to swiftly and successfully obtain a first account from the offender, through understanding my attitude impacts my behaviour, which in turn impacts the offender's attitude and behaviour (College of Policing, 2020). In addition I also ensured to utilise the LEAPS communication model. Following the LEAPS communication model of listening, being empathetic, asking effective questions, paraphrasing and summarising allowed for me to support the offender whilst interviewing (College of Policing, 2020).

So, what affect did using the above models really have? I believe that using both Betari's Box and the LEAPS communication model ensured I gathered an accurate account through active listening and paraphrasing, whilst also asking effective questions to gain a comprehensive understanding of the circumstances. Specifically drawing on Betray's Box also ensured I controlled my projected demeanour, in order to effectively manage the general ambience of the communication (Wall, 2019). Utilising both models also allowed for me to support the offender by maintaining objectivity and openness whilst interviewing; allowing for me to uphold two of the seven principles of Public Life as outlined by the College of Policing (2024). Additionally, the models ensured I maintained the principles of Ethical Policing and more specifically respect and empathy; where the College of Policing note being fair and impartial as pivotal (College of Policing, 2024).

Having reflected, I believe using these models allowed me to develop in a professional capacity, as well as support the interviewee. However, I am aware these two models are only two of many models. In order to truly develop myself professionally, I must broaden my knowledge and apply further models to the fast-track action of interviewing to ensure that I can support those interviewed further. In turn, this will allow for accurate and in depth accounts from all those interviewed in complex investigations. Copley (2011) recognises the role of an officer is diverse and requires a range of skill and knowledge to adapt to varied situations. Furthermore, through attending an interviewing course in the upcoming weeks, I believe I am equipping myself with the knowledge to improve professionally with regards to this fast-track, yet crucial, process within a complex investigation.

The College of Policing (2024) also outline the importance of identifying crime scenes and potential forensic examinations. Forensic examination was a fast-track process employed during this complex investigation. The process of forensic examination allows the opportunity for specialist procedures and techniques to be applied, which can prove a crime has been committed, exclude a suspect or link a suspect to the scene (College of Policing, 2022). In this investigation, I identified the suspect as a scene and ensured I arranged for intimate samples to be obtained from him during his detention. In addition to this, I also identified the victim as a scene and obtained an Early Evidence Kit from her, including a sample of urine. I then

submitted a form to the forensic department, exemplifying the nature of the offence and the urgency of the examination.

Having reflected on this, I believe arranging for the samples to be obtained from the suspect promptly, as well as obtaining the samples for the victim, I acted in accordance with the Ethical Policing Principles (College of Policing, 2024). More specifically, I acted in line with the aspect of courage; demonstrated by taking responsibility in regards to the decision-making process.

In this investigation, the suspect argued both parties had entered into consensual sexual intercourse, whilst the victim stated she was heavily under the influence of alcohol at the time and did not consent. The forensic process could be used as a corroborative tool, assisting with the evidence against the known suspect within this complex investigation (Bradbury and Feist, 2005). As a result of the collection and submission of the samples, I successfully proved that the victim was in fact intoxicated, to an extremely high level. As a result of this fast track action, I could deduce the victim would not be capable to give her consent due to the extremely high levels of alcohol in her system, as per Section 75 of Sexual Offences Act (UK Parliament, 2003). Therefore, through the submission of the forensic samples, I could support the victim and her account in this complex investigation by the fast-track action of forensic submission.

Although I believe the fast-track actions of obtaining and submitting samples swiftly were pivotal in this investigation, having evaluated and liaised with the forensic department, obtaining blood samples from the victim would have allowed for further and more in-depth forensic analysis to be completed. Forensic analysis from the blood samples would have established whether any substances were in the victim's system, which could have possibly corroborated the victim's account further.

In future, this is an aspect I will undoubtedly consider. Although this is an opportunity potentially missed in this investigation, having reflected I believe I did act in accordance with the College of Policing's Ethical Policing Principles (2024) as I had recognised the limits of my knowledge and skills within this realm and liaised with others to attempt to tackle this. I have since built a strong working relationship with the Forensic Department, who have now provided me with supplementary information of forensic sample collection.

To conclude, I believe I have utilised fast-track actions and processes throughout this specific investigation, which supported both the victim and suspect. I recognised my own limits as the officer in case, in respect of time and knowledge, and submitted a referral to an ISVA to ensure further support for the victim by someone professionally trained. This action allowed

the victim to receive support expeditiously, as well as ensuring the College of Policing and my own values of respect, empathy and public service were met throughout this complex investigation (College of Policing, 2024).

Additionally, I ensured I supported the suspect in this investigation by certifying the fast-track action of interviewing was completed, not only promptly, but also whilst having regard to the suspect's human and legal rights. I also adopted communication models which allowed for an accurate and thorough account to be obtained from the suspect; thus, supporting the suspect through the interviewing process. I also managed my own personal values of impartiality, objectivity and openness whilst interviewing suspects; as per College of Policing Seven Principles of Public Life (2024). Although, having reflected, there are likely several other models which may assist me in developing my interviewing skills further to support suspects, victims and witnesses. These hopefully to be learnt during my interviewing training in the upcoming weeks.

Lastly, I'd applied the fast-track action of forensic analysis submission in this complex investigation. This fast-track action was used as a corroborative tool to support the victim's account. Although, there were forensic opportunities missed, I am confident that I gained knowledge regarding best practice and will apply these in future. Additionally, I have managed my own personal values of working collaboratively and building and maintaining strong working relationships (College of Policing, 2024).

Word count: 2,209

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