



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/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.*
- *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	
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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:

In this essay I will be reflecting upon one of the police incident that occurred during my time working with Child Abuse Investigation Unit.

I will outline a policing incident I led, involving high vulnerability and risk. I will describe the incident, including the facts and parties involved. I will discuss the involvement of other agencies and the legislative context of the case. I will evaluate both the positive and negative aspects of the experience for myself and my colleagues. Additionally, I will critically analyse the progress of the investigation, highlighting the effective aspects of evidence-based policing. Reflecting on the insights gained, I will discuss how my response to this incident has positively influenced my approach to handling similar situations. To analyse and evaluate the incident effectively, I will utilise Gibb's Reflective Cycle (1988).

The incident was a sexual assault on a female by her stepbrother, reported to the police by her father, he stated that he is in a relationship with the mother of a boy who sexually assaulted his daughter. Both the victim and the subject were children with the victim being under 10 y/o and the subject being under 13 y/o and due to their age social services were also involved in that investigation. Their role was to make sure that all parties are safeguarded and protected. After receiving the call from the reporting person, the police conducted a strategy discussion jointly with social services and agreed upon the joint investigation, whereby police will take a lead in conducting criminal investigation and social services will support family and protect a child that is suffering or likely to suffer significant harm (Wigan Safeguarding Children Partnership, 2021).

Myself and my mentor jointly with social services arrived to the victim's father's address and spoke with him about the report. He told me that he found out about the incident a day before making an official report to the police and at the time of his daughter's disclosure made sure that the children are separated by moving away from subject's mother's house with his daughter.

Upon further conversation with the father, I have established that he did not know exact details of the incident between his daughter and his stepson. He stated that he did not want to put his daughter in a position whereby she would have to speak about traumatic event multiple times. I have spoken with the victim, she has opened about her interests, school and extracurricular activities, however, she was adamant about not speaking about her siblings, especially her stepbrother. To achieve best evidence from the victims or witnesses of most serious crimes it is necessary to build a good relationship with them. This can be achieved by visiting victims/ witnesses multiple times and having discussions about unrelated subjects. This way police can gain trust of the victims/ witnesses and get them to open about traumatic events, that would then be a part of achieving best evidence as that relationship with aggrieved would be

more meaningful for both sides and could impact positively on quality of evidence (Ministry of Justice, 2022). I have scheduled another visit with the victim to build a rapport and gain her trust and make sure she feels safe enough to open up to officers.

Social services spoke with the father and agreed upon the safety plan whereby he would keep the kids separate. He assured both myself and social worker that he will keep his daughter away from the subject for the length of the investigation.

The father of the victim advised that his daughter spoke with her sister about the incident, thanks to that I was able to identify potential witnesses who may be able to provide a statement and tell me what disclosures have been passed on by the victim. I have spoken to family members of the victim. Victim's sister provided a statement to the police, she explained that the victim opened up to her about the sexual acts that her stepbrother performed on her, those acts included sexual assault by penetration and rape. Upon further investigation we have gathered statements from the victim's family members, what gave me an idea of the dynamics of the whole family. Parties who provided statements were advised on the next steps of investigation and explained the process of court procedures.

I have progressed the investigation by contacting school and social services of both parties involved to gather more information and background about them. The school of the subject provided a report listing his learning difficulties and what impact do they have on his behaviour. This made me aware that the subject suffers with ADHD and his attention span is approximately five minutes long. I was also told that the subject tends to be aggressive towards other pupils when he is not taking his medication. I was aware that I will have to consider and accommodate all his needs and in the due course of investigation for the interviewing process. I have conducted school checks on the victim however there was no concerns in relation to her behaviour.

After rapport building visits with the victim, she opened to my colleague, officer trained in interviewing children. My colleague interviewed the victim, and it became clear as to what exact offences we were investigating. The interview was conducted in the presence of intermediary. Research has shown that children who are victims or witnesses of crime are often vulnerable and may have difficulty communicating effectively in a legal setting. The use of an intermediary has been found to improve the quality of evidence provided by child witnesses and to reduce the stress and anxiety associated with the legal process (Lindsay & Powell, 2011).

The interview gave us an understanding of the offences committed, those were Rape of a child under 13 contrary to Section 5 of the Sexual Offences Act 2003, sexual assault by touching contrary Section 7 of the Sexual Offences Act 2003. The interview was conducted in accordance with the national protocol for interviewing children and vulnerable adults as part of a criminal investigation – Achieving Best Evidence. As per ABE Guidance “it covers the interview process for child and adult victims and witnesses during a criminal investigation, the pre-trial preparation process and the support available to witnesses in court” (Ministry of Justice, 2021). It gives a guidance and advice on how to interview children and what is offered for them if it comes to the trial in court.

I have prepared for an interview with the subject, by reanalysing his school report. Due to his vulnerability, not only due to his age but also due to learning difficulties, it was necessary for him to have his appropriate adult present at the interview. It had been decided that the person in that role would be his biological father. Prior to the interview I have contacted a senior officer to get advice on how to appropriately interview the suspect in respect of his needs. The subject denied the offence and provided no explanation as to why victim would accuse him of committing number of offences against her.

At this stage I have considered the age of both suspect and the victim I have sought advice of both Crown Prosecution Service and Social Services in relation to best outcome for both. All instances of rape and serious sexual offenses need to be reviewed by a prosecutor who specialises in handling such cases involving both rape and youth. When dealing with cases that involve young suspects, the prosecutor has extra responsibilities. These include getting input from the Children's and Young Persons Services, as well as obtaining an assessment or report from the Local Authority or Young Offenders services. The prosecutor also needs to gather background information about any similar behaviour from the people involved, consider the victim's perspective and the opinions of their families, and understand the relationship between the individuals and how the victim may be affected by the decision to prosecute (CPS, 2021).

The investigation was concluded, and it had been decided by Crown Prosecution service that the suspect will be attending courses for juveniles. This outcome was justified by CPS stating that youngsters should not be criminalised but educated in the first instance.

The Crown Prosecution Service (2013) recognises that children who exhibit harmful sexual behaviour require intervention and support, rather than simply criminalising them. The CPS has developed a framework for assessing cases involving children who exhibit such behaviour, which considers the child's age, understanding, level of culpability, and any history of abuse or trauma. The framework emphasises that prosecution should not be the default response to harmful sexual behaviour exhibited by children, and that alternative interventions such as counselling and treatment may be more appropriate. The CPS (2013) also acknowledges that criminalising children can have serious negative consequences for their prospects and mental health. Therefore, the CPS (2013) aims to ensure that decisions to prosecute children for such behaviour are made carefully, with a focus on safeguarding and supporting the child's well-being. Fonagy et al. (2021) found that not treating young offenders with conduct and personality disorders as criminals has positive effects in the long run. It reduces the chances of them committing more crimes, helps them function better in society, and improves their mental health.

However, according to Kilkelly and Redding (2019), making young offenders subject to criminalisation could have advantages. This approach would ensure that young individuals take responsibility for their actions, enable the use of interventions based on evidence to address and decrease their offending behaviour, and safeguard society from potential harm.

From the initial report I was aware that this will be a complex case. The case involved two children and the offence of a sexual assault. The parents of those children were in close relationship and that caused another complication, due to conflicts rising after the report. My initial thoughts were focused around safeguarding the child and making sure that there are no injuries to any of the parties. My tutor provided me with guidance on what the next steps are and what needs to be considered when attending and speaking with all parties involved.

Children who have experienced sexual offences are particularly vulnerable due to the physical, psychological and emotional harm that these experiences can cause. According to review by Stoltenborgh et al. (2011), children who have experienced sexual abuse are at increased risk of experiencing a range of negative outcomes, including mental health problems, substance abuse, and problems with intimate relationships in adulthood. The authors of the review also note that children who have experienced sexual abuse may be more likely to experience a range of social and interpersonal difficulties, including difficulties in school and problems with peer relationships.

In this case, both children involved were deemed at risk and required protection. Early on, it was crucial to offer suitable support to both vulnerable individuals through a multi-agency approach. Social services provided safeguarding measures and maintained regular visits for the victim and the suspect. As a police officer, I conducted the criminal investigation on behalf of the Crown Prosecution Service as an unbiased investigator.

I have provided regular updates to the family in relation to the progress of investigation. I was also in regular contact with social services to make sure that the children are getting enough support and are safeguarded.

During this investigation I have used an Evidence Based Policing framework approach. As outlined by College Of Policing (2017), “Evidence Based Policing means using best evidence available to inform decisions about practices and policies, EBP is an ongoing problem-solving cycle aiming to increase our understanding by building a body of evidence for the profession” (College of Policing, 2017). This approach provided valuable insights into the impact and effectiveness of different crime prevention methods. Based on similar cases, it is evident that there is a pressing need for enhanced education on sex, consent, and prevention of sexual assaults among young people. Further focused efforts are required to address this sensitive issue.

According to the Department for Education (2022), it is essential for the person in charge of safeguarding to have a good understanding of Harmful Sexual Behaviour. They can gain this knowledge through safeguarding training. Having this understanding helps in planning lessons to prevent harm, putting measures in place to keep students safe, creating effective policies to protect children, and making sure that schools or colleges address issues like sexual violence and harassment as part of their overall safety practices.

In conclusion, this essay reflected on a police investigation involving a sexual assault within the Child Abuse Investigation Unit. Collaboration with social services and schools was crucial in ensuring the safety and well-being of the vulnerable individuals involved. Building trust with the victim and regular communication with the family were key factors in obtaining reliable evidence and providing support throughout the legal process. The application of an evidence-based policing framework highlighted the

need for a better understanding of harmful sexual behaviour and improved interventions for young offenders. Furthermore, increased education and prevention strategies are necessary to address sexual assaults among children. This investigation provided valuable insights into collaboration, victim support, and ongoing learning for handling similar incidents in the future.

Word count: 2,194

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)

- **Response Policing.**
- **Policing Communities.**
- **Road Policing.**
- **Information and Intelligence.**
- **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:

A complex investigation involves multiple processes, procedures, and tasks that require a high degree of coordination and cooperation among the investigative team. It is important to plan, document, and structure the investigation in a way that ensures all relevant evidence is collected, analysed, and documented effectively. Moreover, it is essential to follow all applicable laws, regulations, and policies throughout the investigation. Fast-track actions, on the other hand, are designed to expedite the investigative process and achieve a rapid resolution to the case. This may involve prioritizing certain tasks or processes or allocating additional resources to the investigation. In this essay I will focus on critical evaluation and analysing serious and complex investigation that I was in charge of. I will describe the incident and steps that I took, I will explain the process of fast-track actions and building blocks that assisted me in responding and progressing that investigation. I will then focus on support provided to all parties involved in the investigation and my personal feelings and emotions that assisted me during that inquiry. In this essay I intend to provide my explanation of how this investigation

impacted me and my colleagues. In conclusion I am going to provide an action plan where I will outline the next steps I am intending to undertake to develop in this field. I will conduct this analysis by using a Gibb's Reflective Cycle (1988) to support my research and reflection.

The investigation I will be focusing on relates to rape of a child under 13 years old. Police were informed about the incident via safeguarding referral form sent by a teacher of the victim. The report stated that the child admitted to being raped by her stepfather over the weekend and informed her teacher on Monday. Police also have been made aware that the family is from an ethnic minority to make sure that we are aware of cultural background of the family.

After that report, the discussion took place to conduct a joint investigation with police and social services involved. It was necessary for social services to be involved in that investigation because if the local authority believes that a child is in danger or could be harmed, they are required by the Children Act 1989 to investigate the situation and take necessary steps to ensure the child's safety and welfare.

Police recognises different approaches of response depending on whether the historic offence took place more recently or whether it happened a while ago. In this investigation fast-track actions were deemed necessary due to potential evidence still being present as the incident happened recently. "Fast Track Actions are described as any investigative action which, if pursued immediately are likely to establish important facts, preserve evidence or lead to the early resolution of the investigation" (Ministry of Justice, 2015). Fast track actions recognised by Police are also called building blocks of investigation. Those were created to ensure that investigations are conducted in efficient and effective manner. By breaking an investigation down into these building blocks, the police can ensure that all necessary actions are taken in a timely and effective manner, and that the case is properly prepared for prosecution. The building blocks approach also allows for greater transparency and accountability in the investigative process, as it provides a clear structure for decision-making and resource allocation

(College of Policing, 2013). I will now focus on analysing and critically evaluating how this guidance and fast track actions were implied in my investigation.

Preservation of Life

Upon receiving the report from the victim's school, our immediate action was to ensure the child's safety and well-being, as well as assess for any signs of physical harm.

The initial conversation has been conducted between the department of health, education, police and social services and it has been agreed that this will be a joint investigation under Section 47 of the Children Act 1989, which places a legal duty on local authorities and the police to investigate when there is reason to believe that a child is at risk of significant harm.

Wellbeing officer from school asked the mother of the child to attend the school. Myself, my colleague and social services arrived at the school and spoke with the child. The child was taken for a medical examination by social services with consent from her mother. During the examination, our objective was to assess for any injuries and preserve potential forensic evidence. Samples were collected for DNA testing. Meanwhile, while the child was being examined, I communicated with my colleagues and instructed them to proceed to the suspect's address, who was the child's stepfather, and arrest him.

Identifying and Preserving Scene

At this stage I have contacted Crime Scene Investigators and asked them to attend the scene during the arrest as that would give us a lawful entry upon the arrest and would allow them to search and photograph the scene and preserve any objects that can be relevant to that investigation such as bedding, pyjamas and other items such as tissues and underwear of the suspect, those were seized and send off for an examination. I have briefed CSI on the victim's account and jointly agreed on search and photos to be taken in the victim's bedroom, as this was the place she identified as the scene of her assault.

Identifying and Managing Witnesses

We have identified witnesses as the victim told us she disclosed the incident to her teacher and friend from school. We have spoken with the teacher and obtained initial account. Due to the nature and circumstances of the disclosure I have decided that witnesses can be revisited further down the line in the course of investigation.

Identifying and Managing Suspect

In this investigation suspect was identified and arrested just after the report so there was no issue with identification. Upon his arrival at the police station nurse took swabs of suspect's genitalia with his consent, they have then been sent for examination to establish if there is any DNA evidence of sexual assault.

I have interviewed the suspect in the presence of my colleague, the suspect provided no explanation to the allegations. The suspect was released on police bail with conditions not to contact any of the witnesses, victims and not to have any unsupervised contact with children under 18 y/o.

Identifying and Managing Passive Data Generators

The last building block relates to any passive data generators. Those are any data collectors such as GPS, social media, web browsing history, and other data sources that generate data without the user's active participation (Biswas et al., 2020). I have established that there was no CCTV cameras or any other devices that could record this incident except from suspect's mobile device. This had been seized upon the arrest of the suspect and sent for an examination.

After interviewing and bailing the suspect I have progressed with an investigation. There were multiple actions outstanding that we were not able to complete prior to releasing the suspect. We have conducted child video evidence recorded in chief with the victim where the specialist officer were able to speak with the child in more detail and get an exact description of what happened. We received analysis of forensic examination for both suspect and the victim. The examination was positive and there was semen DNA match on child's bedding and pyjamas. I have also analysed examination of

suspects mobile device. This was necessary to review if the suspect had contacted anyone about the offence or searched anything on the internet that relates to the offence. I have concluded the investigation and invited the suspect for another interview as I had more evidence in relation to the investigation.

The suspect did not answer any of my questions.

I have sent the case to Crown Prosecution Service, who then decided on charging the suspect and remanding into custody until the court date.

Through the investigation I made sure that all parties involved were supported and kept up to date in relation to the investigation. Support for the family of the child victim of sexual assault is crucial in helping them cope with the traumatic experience. I made sure that they have received a contact list for charities supporting both families and victims of sexual offences. I was in regular contact with social services to make sure that they are engaging with the victim and the family and support them.

I have provided equivalent support for the suspect. I try and not formulate opinions about my suspect, I do follow the concept of 'innocent until proven guilty' (Council of Europe, 1950) This helps me with following police principals and staying impartial in my investigations. After the interview I have provided the suspect with helpful contacts for charities in relation to speaking to someone after being arrested. I have also provided the suspect with a leaflet for Lucy Faithfull Charity Organisation that strictly 'works to prevent child sexual abuse and exploitation. It provides a range of services, including assessments and interventions for individuals who have sexually harmed children, training and education for professionals and the public, and support services for survivors and their families' (Lucy Faithfull Foundation, 2023).

It is important for me as a police officer to manage my personal values and attitudes in relation to investigations I am in charge of. This consists of being aware of any biases or perception I have and making conscious effort to avoid being led by them and approach my investigation objectively. By

approaching my investigations in that way, I believe I am not letting my personal beliefs influence my investigation or the way I interact with all parties involved. It is also important to look for support from colleagues or supervisor whenever I struggle with my emotions or ethical challenges that may occur during the investigation. As per 'The Lammy Review (2017) there has been evidence found of bias in the United Kingdom criminal justice system against black, Asian and minority ethnic (BAME) individuals. The report highlighted disparities in the way BAME individuals were treated in the system, from stop and search practices to court sentencing, indicating the potential for bias in police investigations' (The Lammy Review, 2017). This highlights the importance of understanding how biases may impact investigation and everyday work.

I have decided to undertake a child interviewing course which will allow me to interview children witnesses and victims. The Child Interview Course is a training program offered by the College of Policing in the UK. Its goal is to teach police officers and other professionals how to conduct interviews with children who may have experienced abuse. The course focuses on developing the necessary skills to communicate effectively and sensitively with child victims or witnesses. Its aim is to ensure that professionals are well-equipped to handle these sensitive situations and gather accurate information while providing support to the children involved. (College Of Policing, 2021)

In conclusion, complex investigations require careful planning, coordination, and adherence to legal requirements. Fast-track actions can help speed up the investigation process. In the case discussed, steps were taken to protect the child, collect evidence, and involve other agencies for support. The building blocks approach, like ensuring safety, preserving the scene, managing witnesses and suspects, and dealing with digital data, helped move the investigation forward. I provided support to all parties involved and ensured that I managed my personal values and biases professionally. Looking ahead, I have decided to participate in a child interviewing course to further improve my skills in handling sensitive cases. I understand that continuous reflection and learning are vital for the growth and development of my investigative practices.

Word Count: 1,933

Authentication signature: Joanna Cecerko

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

Signed: Joanna Cecerko

Date: 15/06/2023

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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