

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	
	Bibliography	

Task 1

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

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

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

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

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

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

ANSWER:

I will be using Borton's Reflective Model (1970) to critically evaluate the appropriateness of different approaches by police and professionals in supporting and managing vulnerable people or people at risk of harm, and exploring what works in relation to tackling repeat victimisation and repeat offending.

I find Borton's (1970) fundamentalist approach provides more freedom of expression as opposed to the more formulaic developments by other theorist, such as Gibb's (1988) or Kolb (1980).

What?

The incident began as a male (AH) allegedly damaging vehicles and a property in a residential area with a hammer. AH was also alleged to have remained in the street brandishing the weapon for some time. Officers attended the scene to discover significant damage to two vehicles, including slashed tyres, smashed windows and a term, "GOB", sprayed in orange spray paint across the side of the vehicle. There was also damage to the front and back doors of a house. Officers found the male inside his own property after being directed by a neighbour who had witnessed the incident. The male complied with police demands to exit his house and was subsequently detained. After being arrested, officers searched his house, finding the instruments used in the offence. Whilst this search was being conducted, I remained with AH. AH's expressions and representations were abnormal. AH claimed that he had enacted his crimes because the owners of the vehicle, and the house, were "Transgender scientists" and "Jewish businesspeople" who were "worse than paedophiles". AH would continue with

his antisemitic and transphobic commentary for some time. AH was interviewed and bailed. The owners of the house and the vehicles were not present during the incident, due to being away on holiday. The owner's parents attended the address to try and mitigate some of the damage, however AH returned to the scene and had carved a swastika in one of the vehicles. AH again levied transphobic and antisemitic slurs, this time threatening the parents. AH was again arrested, but due to the continued irregularity of his behaviour was examined by a forensic medical examiner, who determined that AH was suffering from acute mental health problems. AH was detained under Section 2 of the Mental Capacity Act 2005.

When the owners returned home, I attended to continue the investigation by taking statements from them. It transpired that one of the victims (MC) was a transgender male. MC and his wife (FT) disclosed that they had never had much interaction with AH and excluding their outward appearances gave him no reason to act against them.

The difficulty in progressing this investigation arose from the management of expectations. MC and FT were victims of not only criminal damage but hate crime. AH had made them not only targets for their beliefs and protected characteristics but made them feel unsafe in their own home. I had to manage the real expectations of them wanting justice for their victimisation, whilst helping them to understand that based on the assessment of mental health professionals, AH may not have been capable of understanding his crimes.

AH was determined by a psychiatric consultant to not have had capacity during the incident, as such an investigation and subsequent prosecution was not possible.

This incident forced me to communicate and manage victims during a protracted investigation, and ultimately tell them that the crime they had been victims of would not be investigated.

So What?

The assessment of vulnerability and vulnerability-related risk begins the moment a call is taken by police (College of Policing, 2021). The police adopt a THRIVE (threat, harm, risk, investigation, vulnerability, and engagement) approach which provides a definition for vulnerability as – “If, as a result of their situation or circumstances, they are unable to take care of themselves or others from harm or exploitation” – (College of Policing, 2021)

THRIVE then requires a four-stage approach to determine risk, being:

1. Identify vulnerabilities.
2. Understand how these vulnerabilities interact with the situation and create harm or risk
3. Assess the level of harm or risk
4. Take proportionate and appropriate action if required, referring to partners if they represent relevant skills

As per Youth Justice and Criminal Evidence Act (1999), vulnerable people are also entitled to enhanced services by police and practitioners, however the criteria classifying a person as vulnerable are:

Being under the age of 18

If evidence given is likely to suffer due to the person:

- Suffering from a mental disorder as defined by Mental Health Act (1983) or,
- Otherwise has a significant impairment of intelligence and social functioning, and/or,
- The witness has a physical disability or is suffering physical disorder.

When taking these definitions into consideration, the Police and court's provision of services based on vulnerability seems reductive. Classifying a person as vulnerable by definition only, ultimately doesn't consider individual or differentiating factors that place people at risk of harm. Realistically, any person who has called police and requires help is vulnerable in some way (College of Policing, 2021).

Following the risk assessment through THRIVE, police often employ risk assessment tools and checklists to identify and predict risk (College of Policing, 2021), however there is little empirical evidence to support the efficacy of the risk assessment and the capacity to predict risk (Almond et al. 2017; College of Policing, 2016; College of Policing, 2021).

As per the Victim's Code (2020) there is an amendment or extension to the criteria that entitles victims to an enhanced service by police, pointing practitioners to specific considerations to the victim's social or cultural background, religious beliefs or political opinions, ethnic origin, domestic and employment circumstances, and any views expressed by the victim (Ministry of Justice, 2020). Additionally, a person is entitled to enhanced rights under the Victim's Code (2020) if they are persistently or repeatedly targeted, or a victim of serious crime, including hate crime (Ministry of Justice, 2020).

Transgender hate crime has taken a considerable upturn in the past few years, specifically between the reported statistics of 2020/2021 to 2021/2022 showing a 56% increase in reported hate crime against transgender people (Home Office, 2022). In June 2023, the College of Policing introduced amended guidance on reporting and handling hate crime or non-crime hate related incidents (NCHI), with specific relation to the reporting of NCHIs, advising police to use a proportional, common-sense approach and the least intrusive method (Home Office, 2023). Whilst this was a coerced change due to the 2021 Miller v College of Policing Court of Appeal case (Home Office, 2023), it has effectively led to specific criteria and definitions being imposed with direct effect on how police can report and deal with hate crime and NCHI (Home Office, 2023). Considering the individual and community impact hate crime and prejudice can have, a more metred and "proportionate" approach to dealing with the incidents has the potential to undermine a victim's experiences and make them feel unsupported by police.

MC and FT were subjected to abhorrent crimes against them based on their protected characteristics (Equality Act, 2010). Speaking with them, during the acquisition of their statements, I could see how

significantly the incident impacted them. They were terrified, dejected, and traumatised. Whilst speaking with them, I was trying to provide them with avenues of support and as much information as possible to help assuage some of their fear and doubt. However, I was unsure of how the investigation would progress, due to not knowing the process when an offender is sectioned.

Speaking with my supervisors and senior colleagues, I would come to learn that the likely outcome was a dismissal of the investigation through a 'no further action' outcome. I was informed that if AH was deemed to not have capacity (Mental Capacity Act, 2005) during the incident, that not only would that mean that he would not have capacity for the incident but would be deemed to not have capacity for an interview following his release.

Capacity as defined by the Mental Capacity Act (2005) states that a person's capacity is:

"The ability to understand, retain, weigh up and communicate their decision on the specific matter in question".

When speaking with MC and FT beyond this realisation, I would always have this in the back of my mind. I was simultaneously trying to juggle the expectations of victims of serious crime with the restrictions imposed on me by the realistic outcome of the investigation. The Victim's Code (2020), Right 6 conveys that a victim should be updated within five days of a decision point, or within one day if they have enhanced rights (Home Office, 2022), considering the protracted nature of the investigation, there was nothing to update. I was frequently checking with the psychiatric ward to receive any information regarding AH, and if he was likely to be released, but realised due to the Data Protection Act (2022), I could reveal very little information. Effectively I was duty bound to suspend MC and FT in a state where nothing was progressing, and their crime and fears were still very real. This continued for months.

Eventually I would be informed by AH's psychiatric consultant that he did not have capacity.

The idea of telling MC and FT that not only would they receive no justice for their experience, that they would receive no compensation for their loss, but also that due to the investigation being dismissed, that any safeguarding and support that the police could directly offer would end. AH's bail conditions would not apply following his release, and both MC and FT were utterly terrified of him. Not only did I feel like I had failed them, but I felt powerless to help them, seemingly restrained by duty and legislation.

MC and FT understood the outcome and understandably were not happy with it. I explained everything to the best of my knowledge and offered them my work email to try and answer any questions that may arise beyond the point of closure.

MC and FT raised a request under the Right to Review scheme (Home Office, 2022). They stated that they believed that the investigation was not dealt with properly and that the outcome was unjust to

them. As per the initial complaint, this was dismissed, again stating that a consultant deemed AH to not have capacity (Mental Capacity Act, 2005). When I considered this outcome, it made me revisit my feelings of failure from the initial outcome.

Procedural Justice and Legitimacy (Tyler, 2006) convey the principle that the justice process and the conduct of police, regardless of their compliance with due process, can deeply impact not only an individual's response to police, but the community response and trust in police. I considered how MC and FT would perceive the justice process and whether they would be unwilling to report further crimes at the fear that their concerns would be dismissed or brushed aside. Whilst I acted within the scope of my role, I couldn't help but feel responsible for their potential loss of faith in the police.

Whilst MC and FT were not repeat victims of crime, AH's course of conduct prior to arrest and section was demonstrating a targeted behaviour. If left to continue, or if his crimes had not been so severe, it seems as though he would have persistently targeted MC and FT. Whilst studies have pointed to the individual behaviour and lifestyle of a victim being a factor in whether they are subject to repeat victimisation (Turanovic; Pratt, 2012), law enforcement has a role in mitigating that through the reduction and prediction of repeat offending. Research has shown that without conviction; arrest and subsequent custody has little impact on the repeated offending of individuals (MacLeod; Grove; Farrington, 2012). This begs the question, what works?

Strategic development and targeted action designed to change the behaviour of specific prolific offenders has been shown to have the most impact on crime reduction (Braga; Weisburg; Turchon, 2019). Police have employed strategies around this, implementing a co-operative approach involving both police and communities that can be applied to most situations, namely the SARA model (College of Policing, 2021). This is a problem-solving model that uses a four-stage approach introduced by Eck and Spelman (1987), that uses evidence-based policing in a cyclical process to help problem solve and spot reduce criminality (College of Policing, 2021).

Now What?

Whilst the outcome of MC and FT's case was beyond my control, it has helped me to realise how to manage expectations more effectively. Due to the lack of available disclosable information, I suspended MC and FT in a space where there was the potential for a positive outcome from the investigation. Realistically, there was not. In hindsight, managing expectations and providing a realistic outlook on the judicial process, may have mitigated some of the doubt and confusion from MC and FT, which is what I can work on in the future.

With a broader understanding of the extended parameters of what a 'vulnerable' person is, I can better implement support from the initial stages of an interaction, this includes having a more developed understanding of the issues arising from dealing with the LGBTQ community and the broader 'protected' communities in general.

Word Count: 2181

Task 2

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

Choose 1 of these 5 options to answer

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

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

Task 2 Option 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:

I will be using Borton's Reflective Model (1970) to critically evaluate the processes that I have employed in a complex investigation and the fast-track actions that I have utilised. Further to this, I will evaluate the support I have provided to victims, witnesses, and offenders, with reference to the management of my own personal values and attitudes in relation to this.

What?

The victim (NL) disclosed that her ex-partner, whom she had blocked on social media, had used a friends account to view her Snapchat story from a night out she had been on. The result was a tirade of abusive messages (more than 50) from him. NL disclosed a history of abuse, both physical and mental, stalking and harassment and threats to kill. I considered the national decision model (NDM)(College of Policing, 2013), assessing the actual and potential risks that NL would face, considering the powers and policies and ultimately determining a course of action. NL provided me with a statement, allowing me to identify lines of enquiry and fast track actions (College of Policing, 2013). As per the Victim's Code (College of Policing, 2021), I expeditiously documented her crime and provided her with both personal support and support through various channels that were available to her. With NL's statement and evidence, I adopted an investigative mindset (College of Policing, 2021) and implemented an investigative strategy (College of Policing, 2013). NL disclosed that most of the harassment and abuse had taken place through messaging, so an essential line of enquiry would be digital media. Due to the sensitive nature of phone downloads and the potential for collateral intrusion (HMICFRS, 2023), I carefully considered my powers and policies, paying particular attention to Criminal Procedures and Investigation Act (1996) and Human Rights Act (1998), to ensure that my investigative strategy (College of Policing, 2013) was sound. It occurred to me that BE, given notice of the situation, could potentially tamper with, or destroy evidence, as such I developed an arrest strategy (College of Policing, 2013). BE was arrested and his phone downloaded. To ensure BE had not deleted messages, I requested to download NL's phone as well, to which she acquiesced. The investigation progressed with the examination of years of messages, which, along with further disclosure, would indicate that BE was spying on NL using CCTV cameras, tracking her location using transaction information etc. which identified further lines of enquiry. The investigation lasted several months, during which, as per the Victim's Code (2020), I remained in close contact with NL. BE breached his bail several times, and further harassed NL, ultimately expediting the court date.

So What?

The investigation of this incident was somewhat daunting to me, this was the first investigation that I had taken from its inception, and the most complex that I had dealt with to that point. Whilst I had a grasp of investigative skills from initial training, and from inputs from my tutor and teammates, this would be a formative process for me, teaching me essential skills and embedding knowledge that I had acquired, and putting it into practice.

NL identified that a significant portion of BE's tactics in abuse, control and harassment were primarily engendered through messaging.

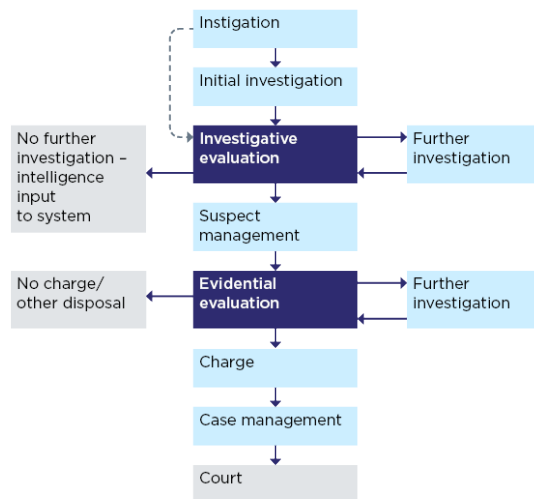
A fast-track action is something that, if pursued with celerity, can:

- establish important information.
- establish, and preserve evidence or,
- lead to the early resolution of an investigation (College of Policing, 2013).

At the time of the investigation, I wasn't aware of this concept, and instead was mindful of Golden Hour Principles (College of Policing, 2013). Like fast-track actions, this concept sets forth considerations to discover and preserve material, which may prove evidential, such as identifying and supporting witnesses and victims, preserving evidence, and gathering intelligence etc. (College of Policing, 2013). NL was difficult to extract information from. The initial account of a victim or witness is often pivotal in the early identification of suspects, the recovery of material and the prevention of further offences (College of Policing, 2013). With this in mind, and the obfuscation of NL's disclosure, I had to consider my approach. Building a rapport is essential (Ministry of Justice, 2022). A good rapport can improve both the quality and quantity of information gained from the interview (Ministry of Justice, 2022). Despite my frustrations, I had to remain calm, and provide NL with reassurance and the confidence to disclose her narrative to achieve best evidence (Ministry of Justice, 2022).

As NL disclosed her account, I had to consider how I would evidence her claims. Fortunately, NL had captured several photographs of her injuries following her assault and could provide me with screenshots of the most recent abuse and harassment. However, she had stated that the harassment and abuse had been persistent for at least a year, so to properly evidence her claims, I would need to consider more intrusive methods of investigation. This would lead me to digital forensics. My capacity to investigate and the more intrusive or covert powers are strictly governed by legislation, such as Criminal Procedure and Investigation Act (1996), Regulation of Investigatory Powers Act (2000), Investigatory Powers Act (2016) (College of Policing, 2013; College of Policing 2023). Taking a victim's phone, or even a suspect's phone and pouring through the information on it is an intrusive and worrying concept and a clear deviation from article 8 of the Human Rights Act 1998 – the right to respect for private and family life (Human Rights Act, 1998). The legislation and documentation that allows me to enact this, ultimately prevents unnecessary intrusion. I understood that NL might be daunted by the process, but again, rapport allowed me to achieve best evidence by explaining the process and assuring NL that no unnecessary data would be extracted. Further disclosure and further evidence gathered from the data on the phones presented further lines of enquiry, that I ultimately did not follow, that would have evidenced the stalking and harassment. My understanding of digital media extraction was nascent at the time, and my knowledge of investigation and the evidential threshold for charge was poor, as such, I feel that with the knowledge that I have gained now, the outcome of the investigation would have been different, however this is ultimately a lesson learned.

As per the investigative process:



Light blue sections represent activities from investigative strategies, the dark blue sections represent the main decision points and the grey sections are the outcomes that can be achieved.

(College of Policing, 2013)

Provided the investigative evaluation is met, the suspect management and evidential evaluation of material gained from victims, witnesses and suspects takes place (College of Policing, 2013). BE's account in interview was concerning, he was not remorseful for his actions and merely seemed interested in justifying his actions. As an 'impartial investigator' this would require me again, to temper myself and consider my approach. BE would convey further lines of enquiry, that provided cause to revisit house to house enquiries. This is usually considered a 'general trawl for information', which is typically conducted during the initial stages of an investigation (College of Policing, 2013), however with further information, these lines of enquiry became pertinent again. As I had not experienced a more complex investigation until this point, the back-and-forth nature of evaluating evidence and furthering the investigation was frustrating and off putting. Possibly because of this frustration, I did not properly evaluate the information I had, thus was negligent in pursuing lines of enquiry available to me. Whilst quality assurance of the investigation by a supervisor takes place (College of Policing, 2013), as a response officer, I am among a team of nine officers, each with a workload that requires review. It is therefore paramount that an investigator re-evaluates both their work to date and their objectivity, ensuring that frustration and laziness do not hinder the investigation, ultimately being accountable for their own actions (College of Policing, 2014).

BE would go on to commit further offences, that led to a further arrest and additional charges of 'stalking with fear of violence' being considered.

I did not interview BE for this offence, instead, this was handled by the investigative hub. This development resulted in the further charges being dismissed with no further action. This was a pivotal moment in my experience of policing. I had to consider the impact of telling NL that this offence would not be considered, who at the time was in legitimate fear of BE. I had to consider the time and effort that had been spent on gathering that information and the liberties that I had taken and infringed of both NL and BE, but ultimately would lead me to reflect on my communication strategies and my documentation.

Ultimately the reason for the outcome, was that I had not documented my findings properly and had not considered how the interviewer would find this information amongst the near 120 files.

Communication and documentation are fundamental principles of investigation (College of Policing, 2013). Record keeping allows an investigator to keep a record of their rationale for taking a particular action, keeping them accountable and documenting their integrity throughout the process (College of Policing, 2013). Additionally, as evidenced by my actions, provides an invaluable source of information for any subsequent investigator or agents involved in the investigation (College of Policing, 2013). Documentation is a basic principle in policing, but on reflection, the volume of information I was dealing with, the lines of enquiry branching off from it, and the workload I was carrying as a response officer ultimately overwhelmed me, leaving me falling short in this area. BE was charged and convicted for assault, but had I been more erudite in my investigation, I feel the outcome would have been more positive. My understanding of investigation and the powers bestowed to me have only benefited from this experience, but again, this came at the real cost of NL. As per the Victim's Code (2020), continued communication with a victim is essential. A victim must be offered support, be provided with information about the investigation and be allowed to make a personal statement (Ministry of Justice, 2020).

I maintained contact with NL throughout the process. Objectivity is a fundamental principle by which police in the UK operate, with a specific requirement to make choices based on evidence (College of Policing, 2014). It is hard not to empathise and side with a victim of crime, and it was hard not to become entangled in the setbacks that NL experienced. Towards the end of the investigation, I took a victim personal statement from NL, and was deeply moved by what she expressed. A good investigator is sensitive and perceptive, always considering the welfare of those involved in the investigation (College of Policing, 2013). Listening to the deep impact that BE's actions had on NL, and the memories that the investigative process had not only dredged up, but made NL confront was heart breaking. Investigation is callous and probing, scouring into the deepest corners to establish best evidence (Ministry of Justice, 2022), as such, it is imperative as an investigator to be transparent and supportive (College of Policing, 2013). Due to the incident being domestic, NL was spoken to by various parties, including independent domestic abuse advisors and specialist officers. These parties would come and go, but I tried to remain a point of grounding for NL, a connection that understood the nuances of her experience, and with that tried to ensure that she was always supported.

This support does not end at the victims however, suspects also require engagement. It was difficult not becoming emotionally invested in NL's narrative. Considering this, when engaging with BE, I had to consider my approach and impartiality. I could not levy my frustrations on BE, but only treat him with fairness, as per the policing principles of honesty and integrity (College of Policing, 2014)

Now What?

This investigation led me to understand a few hard truths.

Firstly, my knowledge of investigation, the powers available to me and my resource management was deficient. Managing an investigation requires clear and concise strategies in place to ensure that best evidence is achieved, victims and witnesses are appropriately supported, and the investigation is thorough and fair (College of Policing, 2013).

Secondly, that the legislative restrictions imposed on investigators and their powers, require careful consideration. Whilst lines of enquiry may appear to be essential, an investigator must consider if these are both proportional and a priority (College of Policing, 2013).

Finally, that whilst supporting victims and witnesses is a must (Ministry of Justice, 2022), the investigator must remain impartial (College of Policing, 2014), not only to achieve best evidence, but to ensure their own welfare. Despite the time invested in an investigation, the decision to charge for either way or indictable offences rests with the Crown Prosecution Service (CPS, 2020). It is paramount not to be drawn into the Sunk-Cost Fallacy (Harvard Business Review, 2021). This is to say that where positive outcomes are not met, or facing disappointment from victims occurs, to not overly criticise and understand that this may happen.

I did not achieve the outcome that I desired, or what was best for NL in this investigation, as such, I use this experience as a guide for improvement. When facing self-doubt or idleness of my own making, I remember the principles gained throughout this investigation, and use them to better myself.

Word Count of Answer: 2195

Total Word Count of Document: 4380

Authentication signature:

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

Signed:

A handwritten signature in black ink, consisting of a series of loops and a long, sweeping tail.

Date: 07/08/2023

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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