

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)**

Learner name: Charlotte REES

**Learner's University Registration Number:
2236374**

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/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

Advice and support about the completion of this workbook is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. However, you must:

- adhere to guidance in the Candidate Handbook about confidentiality.
- not identify individuals including witnesses, victims, or offenders by name.
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions.
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Candidate Handbook.

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is particularly important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Candidate Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- 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

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

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:

Being able to identify and respond accordingly to the vulnerabilities of individuals is paramount in protecting both harm to vulnerable victims and repeated re-offending because of identified vulnerabilities. Within this essay I will be using Gibbs' Model of Reflection (1988) to reflect upon an incident in which I played a significant role with a vulnerable victim of a sexual assault, and the serious and complex investigation that ensued.

Firstly, I will give a description of the investigation, emitting details to comply with data protection regulations. The incident was identified by the victim attending the station to report that he had been sexually assaulted by another male. The victim was a vulnerable 15-year-old and was fearful of the repercussions of making a report but was concerned of the implications if this male was left free in the community. The male was quickly arrested by me and brought into custody, not only to safeguard the victim but other vulnerable

individuals within the community the suspect had regular access to. The male was subsequently remanded into custody as the complex investigation continued, again to continue this element of safeguarding not only to the victim but also to the wider public.

Vulnerability is difficult to define, due to the differing ways in which vulnerabilities present in individuals. For example, you could be dealing with not only a vulnerable victim, but also a detained person with vulnerabilities. The College of Policing (2021) defines a vulnerable person as someone who due to their situation or circumstances, cannot take care or protect either themselves or others from harm or exploitation. Police officers should remain up to date and educated in identifying vulnerable individuals within the everchanging nature of society.

Sexual assaults are massively underreported due to barriers such as shame, guilt, embarrassment, and fears of not being believed, to name a few (Sable et al, 2006), factors that are heightened when the victim is male. Additionally, the victim and the suspect are within the Islamic community and spoke extremely limited English. The victim was fearful of being shunned within the Islamic community for going against a respected member of the community and the repercussions for him and his family. Often within communities of religious or cultural backgrounds, victims feel silenced by the taboos associated with sexual matters, particularly when it involves homosexual relations (Sable et al, 2006). The victim described to officers how initially he did not see himself as a victim, as he felt he had brought shame on his family, and it was unacceptable to discuss such things. This was further intensified by the language barrier between me and the victim. The victim required an Arabic interpreter to give his account to officers, however the victim was hesitant of this process as he stated the interpreter would be of the same culture as himself and feared judgement, despite my reassurance that this service was confidential.

Less complex in nature was the legislative aspect of the investigation. Contrary to Section 9 of the Sexual Offences Act (2003), a person commits the offence if they are aged over 18 years of age and intentionally touches another person, the touching is sexual and the other person is either under 16 years of age, they do not reasonably believe the person is 16 or over, or that the other person is under 13 years of age. The victim in this case is 15-years-of-age and this is blatantly known to the suspect. The element of consent is not included within this legislation, as owing to the victim's age, they cannot consent.

At the initial stage of dealing with this incident, I felt quite concerned due to the serious nature of the offence and the complexities involved in the investigation. However, once I was able to gain a report with the victim and ultimately identify the suspect, I felt confident that we would be able to create the support that he needed and also apprehend the suspect to protect the wider community. Looking back, I am extremely satisfied by the swift nature in which the suspect was apprehended and removed from the public whilst the investigation was conducted.

I think that the investigation of this incident, although still ongoing, has been extremely successful in that it has advanced swiftly and with good results thus far. Within a 24-hour period, an account had been obtained from the victim, the suspect arrested and interviewed and subsequently remanded into custody until trial. I think this investigation progressed expeditiously largely due to my communication skills with the victim which allowed me to gain a rapport for the victim to feel comfortable enough to give me a full account of the incident, as well as to implement further support for the victim. As mentioned previously, the victim does not speak English and required an interpreter. He initially was becoming

frustrated with this three-way conversation and struggling to keep up with the interpreter. To overcome this, I spoke calmly and slowly, in short sentences so he had the opportunity to ask questions when and where he felt he needed to. I also explained the different elements of support available for the victim which again encouraged him to provide us with an account and ultimately identify the suspect.

Particularly within investigations that involve a sexual assault, there are numerous avenues of support available for vulnerable people involved. These investigations are highly complex and can take an extended period to complete, meaning it is important to ensure that victims and people who may be witnesses to an incident are updated, should they have any questions involving their involvement.

One commonly used approach by the Police, but also other agencies such as Alcohol and Drug support workers and Social Services in supporting vulnerable people during investigations is by creating a referral for them, should they consent to one being created to a victim support service. Within South Wales Police, this is known as South Wales Victim Focus. This is a free and confidential service, independent from the Police force that offer immediate and long-term support to victims of crime, regardless of whether it has been reported to the police or not (South Wales Victim Focus, 2024). This is beneficial in supporting and managing vulnerable people, providing both emotional and practical support, information about the Criminal Justice Process, and to also create further referrals to more specialist teams that vulnerable people may benefit from, such as mental health services. However, these referral services are offered to every victim of crime, regardless of judgement of vulnerability, consequently to the effectiveness of the service, due to the demand on the workload and the sheer quantity of victims that require support (Raaijmakers et al, 2024). Furthermore, although referrals are being created, many victims are being missed by services and are therefore not receiving adequate psychological services (Winkel et al, 2004). Instead,

creating a recommendation that an ideal procedure would be to identify at early stages vulnerable victims who will be more likely to need psychological support, rather than generic support with the Criminal Justice Process (Winkel et al, 2004). These specialist services are then aware and can reach out to them within a few days rather than months down the line.

Referrals made to Victim Support Services are usually to support vulnerable people at the very beginning of the investigation process, usually offered by the first attending officers. However, there are also approaches which can be implemented further along in the investigative process to support and manage vulnerable people. For example, the Police and other professionals, such as prosecutors can apply for special measures to be considered, should the investigation end up going to a court trial. There are several special measures available under Sections 23-30 of the Youth Justice and Criminal Evidence Act (1999) designed to enable vulnerable or intimidated witnesses to give their best evidence in court. For example, evidence can be given by video recorded evidence in chief, or via a live link (Youth Justice and Criminal Evidence Act, 1999). They also may implement measures such as screens, hiding the individual from the defendant, or removal of wigs and gowns, to make the court process a less intimidating (Youth Justice and Criminal Evidence Act 1999). However, these measures require agencies such as the Police in the first instance, and the courts to make judgements of how an individual may perform in court and the quality of their evidence (Burton et al, 2006). This is a difficult task for those who are expected to be able to identify wide categories of vulnerable and intimidated people, including mild mental disorders and mild disabilities, finding deficiencies in the police and CPS having difficulties in making these identifications (Burton et al, 2006). Similarly, vulnerable, and intimidated people are not identified as such until they have arrived at court, when it is predominantly too late for them to benefit from special measures (Bunting et al, 2013). Despite this, individuals

who are granted special measures highly value these approaches, avoiding the need to confront defendants and in turn reduce the fear associated with the court process (Bunting et al, 2013).

Within this investigation, I both created a referral to a victim support group 'New Pathways' and an application for special measures for court proceedings. A support worker from New Pathways was able to be present during the victim giving his account by a recorded interview, providing reassurance, and ensuring that the victim understood what was happening in a process that can be very overwhelming. I also applied for the victim to receive special measures such as providing his evidence by way of video link, so he did not have to be in the court room and face the defendant again. Utilising these measures meant the victim was willing to provide an official account and give evidence in the best way he could.

Within complex investigations, it is important that Police and professionals look deeper than the incident itself, aiming to tackle the root cause, in turn reducing repeat offending and victimisation. Evidence-based policing is a paradigm based on uniting the best available evidence, professional judgement and community values, preference, and circumstances to create a decision-making tool (Klose, 2024). This involves using research to develop a better understanding of the nature, extent, and possible causes of an issue, rather than just tackling the issue in an isolated manner (College of Policing, 2024). The issue of repeat victimization has is a phenomenon recognised in the ever-rising crime statistics, with small percentages of the population suffering large percentages of crimes (Farrell, 1995). For example, if an individual is victim to a personal crime, such as a sexual assault, they are more likely to again suffer other crimes (Farrell, 1995). Particularly with sexual offences, they are far more likely to be committed by someone who is unknown to the victim and less likely to be reported (Farrell, 1995). Several recommendations have emerged from evidence-based policing in

reducing re-offending and repeat victimization, such as community consultation and involvement, to ensure that specific needs are being met in targeted areas rather than just public (Read & Tilley, 2000). Contrastingly, several failures have been identified in present policing practices, such as an insensitivity to other's agendas, styles, constraints or ideologies and a failure to fully involve partners in an investigation (Read & Tilley, 2000). This was important during this investigation, as both parties are from the Islamic community, where topics of sexual assaults are seen as taboo and are not discussed outside of the community. It was important that everyone involved in this investigation understood the specific needs of the victim who was initially very fearful of making a complaint due to repercussions within his community. Immediately following the incident, police presence was increased, utilising community foot patrols to engage and start conversations. The voices of people living within communities are crucial, as they are encouraged to come forward and report crimes, working alongside the police to create a better place for them to live and tackling problems that are pertinent to them. Tackling offending and reducing re-victimisation will always be an evolving discussion as the nature of crime within communities' changes, however by utilising evidence-based policing, the police service can coordinate action with other agencies to create the most sustainable solution tailored to specific individuals and addressing the root cause of the crime.

To conclude, there are an abundance of different approaches at both the police service and partner agencies disposal to create support and manage vulnerable people during what are often complex and serious investigations. However, these approaches should be utilised on a person-to-person basis and not just used to tick a box and say you have done it. That being said, to best utilize these approaches, both police officers and partner agencies, need to be more educated on what constitutes their use and in identifying those who are or may be

vulnerable throughout the investigation (Burton et al, 2006). It is important that victims of crime are consulted on their opinions throughout the investigative process, with clear communication and explanation of what the next steps will be in order for them to be prepared and ultimately give their best evidence should the case go to court.

WORD COUNT – 2196

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:

Within the role of a Police Officer, particularly in specialist roles such as detectives, complex investigations into a wide range of offences are undergone daily. These investigations entail several processes and actions that can be utilised in order to progress these investigations and ultimately help them come to a conclusion as timely as possible, ascertaining whether an individual is responsible for an offence and whether they should be charged with it (College of Policing, 2024).

However, these investigations often require the participation and cooperation of both victims, witnesses and offenders and providing appropriate support to these individuals is paramount in the success of your investigation. This essay will explore the processes that are undergone to conduct a complex investigation and the fast-track actions that are available to achieve this, whilst ensuring to provide adequate support to those involved.

Firstly, I will give a description of the investigation, emitting certain details to comply with data protection regulations. The incident was identified initially by one of the victims themselves, who had a restraining order in place against the suspect. When officers attended this report, the details of three further incidents emerged, leading to a fast-paced initial investigation and an arrest of the suspect for several offences, including breach of restraining order, criminal damage, causing actual bodily harm, false imprisonment and burglary with intent to cause criminal damage.

Initial Golden Hour

The initial stage of an investigation contains several fast-paced actions that are required to secure the best initial information about an offence possible. This is often referred to as the golden hour of investigation, in which there is an increased opportunity to protect and gather information, that may be lost or altered as the time following an incident elapse (College of Policing, 2024).

Initially, we attended the scene to speak to the original reporting person, who had stated that a male known to him, whom he had a restraining order against had attended his address and had caused criminal damage to his property. This individual had a ring doorbell, and the footage was quickly able to be reviewed by myself at the scene to gain an understanding of both the clothing the suspect was wearing and his direction of travel, to assist with further CCTV enquiries. Further CCTV footage from a neighbouring property showed the same suspect appearing to enter another property nearby. As such, we immediately attended this property and the suspect was arrested walking out of the front door, followed by the

homeowner who had been assaulted by the male, in the same clothing seen as on the initial CCTV. The suspect was then arrested and conveyed to custody.

We then re-attended the scenes of the incidents to conduct house to house enquiries in the immediate vicinity. Whilst speaking to members of the public regarding the incidents, two further victims approached officers and informed them of two more incidents involving a male matching the description of the suspect. One victim stated to officers that the suspect had gained entry to her property, where he had then refused to let her leave, holding the door handle to stop her pulling it, whilst attempting to take her mobile phone. The other victim stated that the male had broken the window to his property, where he had gained entry and caused significant damage inside, before making a good escape. The suspect was then further arrested for these offences whilst in custody.

These initial fast-track actions meant that we were able to quickly identify and locate the suspect, ultimately leading to a quick arrest, and protecting members of the public from further harm, loss or damage. It also meant we were able to identify all four scenes, which were then secured and preserved for forensic attendance. We liaised with crime scene investigators to consider a scene strategy and assessing the most valuable material available to us to allocate resources (College of Policing, 2024). Examinations were completed of all four scenes and the information was obtained to be submitted as evidence at a later stage in the investigation.

The use of CCTV within the public is often a controversial topic, with the argument being that the use of such systems challenges the general public's privacy as they are scrutinized and observed under surveillance systems (Kerr, 2009). However, the UK Government fully

supports the use of overt surveillance cameras in public places, when their use is proportionate, effective and complies with legal requirements and appoints a Surveillance Camera Commissioner to ensure that these systems protect and support the public (Home Office, 2017). From a policing perspective, CCTV can be vital in providing visual evidence in a criminal investigation. There are six key questions which structure an investigation, often known as the 5WH Model, asking what, when, where, why, who and how (College of Policing, 2020). When CCTV footage of an incident is available, many of these questions can be answered in one go, showing what happened, when, where and who was involved. Particularly, when footage is of good quality, it can be a key aid in identifying individuals present, the events that occurred and directions of travel before and after the incident (Ashby, 2017). However, it is often that these systems we rely on, particularly those within private residences, are out of date for software updates, of poor quality or just not plugged in at all. Similarly, the collection and review of CCTV in cases where the period is extensive may frankly be unfeasible or useful to provide anything evidential (Ashby, 2017).

House to house enquiries is an often utilised fast-track action as they can be conducted in any area, to speak to the public and possibly identify both suspects and witnesses (College of Policing, 2020). Furthermore, they can be carried out thoroughly over a vast area, whilst not requiring many resources, and at the same time providing re-assurance to communities who may be concerned by police presence (College of Policing, 2020). However, often potential witnesses are unwilling to provide officers with information, fearing the repercussions due to living in the same area as the incident.

Conducting Interviews

Another important step in a complex investigation is conducting interviews, with the suspect, but also witnesses and victims, to obtain as much information as possible about an incident.

Often interviews are first conducted with victims and witnesses, either in the style of a written statement or a video recorded interview, depending on the needs of the victim or witness and the type of offence being investigated. This investigation was particularly complex at this stage due to there being four victims, who were all vulnerable victims for differing reasons.

Two of the victims wished to provide their evidence by way of written statements. One of these victims was vulnerable due a language barrier, having only recently moved to the UK 10 days prior. Within the Code of Practice for Victims of Crime in England and Wales (2024), the victim has the right to be understood and be understood, which in this case involved the use of an interpreter, to take the statement from the victim in their native language before translating it into English after for officers. Another victim was vulnerable due to them being a juvenile. When taking a statement from this victim, we made sure that an appropriate adult was present to ensure the victim understood both the process of giving a statement and the court process going forward.

The other two victims, one of which who had a restraining order against the suspect and was highly intimidated, and the other who had additional learning needs, wished to provide their evidence by way of video recorded interview as they felt this would be the best way that they would present their evidence. Again, an appropriate adult was utilised for the victim who had additional learning needs, for a figure of support and familiarity during the interview process.

Within complex investigations in particular, victims and witnesses are crucial in gaining the best information possible. To assist with this, it is important that officers adopt an appropriate and reassuring nature of speaking to and interviewing individuals, building rapport, and assessing their individual needs as a witness or victim to achieve this best evidence (College of Policing, 2023). Investigators should keep victims and witnesses informed of what is expected of them as witnesses, providing updates and explaining the processes of an investigation, particularly when complex and lengthy (College of Policing, 2023). Building such a rapport with victims and witnesses can reduce anxiety and therefore increase the quantity and quality of information gained and creating a positive mood (Ministry of Justice, 2022).

Following this we also interviewed the suspect for the offences to gain an account from him and any outstanding lines of enquiries that could be investigated from his account. The interviewing of suspects is regulated under Code C of the Police and Criminal Evidence Act (PACE) 1984. This Code sets out powers and procedures which are to be used when a person is detained in custody and to be questioned by officers. For example, the suspect in this investigation elected to have a solicitor present during his interview and therefore his selected solicitor was contacted expeditiously to ensure that he could have a private consultation with them prior to the interview, as set out in Code C PACE (Home Office, 2019).

As it is when interviewing victims and witnesses, it is just as important to adopt a good rapport with suspects, also making sure they are comfortable and have access to amenities such as a drink during interview to ensure you are gaining the best evidence possible.

Particularly when interviewing suspects, it is important to create an approach you are going to utilise to know what information you are asking for. In complex investigations this is highly important in either corroborating or disproving information which is already held as part of the investigation (College of Policing, 2024). Similarly, this means investigators should use broad questions to avoid leading a suspect's account, but also means that investigators are not obliged to accept the first answer given (College of Policing, 2024). Investigations are about finding out the truth of what has happened, and it is the officer's obligation to ensure that they are obtaining accurate and reliable information, which may require more persistent questioning (College of Policing, 2024).

Early approaches to questioning individuals were often combined with aggressive techniques such as bright lights and exposure to cold water (Roberts, 2012). These approaches were long questioned in their reliability in gaining accurate accounts and versions of events (Roberts, 2012), leading to numerous false confessions and miscarriages of justice. Interviewing techniques have since developed drastically and involve the use of open-ended questions to engage the human memory and creating a personal style of interviewing for subject (Roberts, 2012). However, officers are often under a pressure to get the answers they want and to get them quickly at that, interviewing under stressful circumstances and in turn resorting to more oppressive questioning (Roberts, 2012). Therefore, interviewing suspects is often a huge test of professionalism and values within organisations.

It is not uncommon for officers to deal with the same individual within investigations frequently, both as suspects but also as victims. It is highly important that officers are aware of their susceptibility to confirmation biases in investigations, knowing an individual's

history of offending and effectively deciding they have committed the crime, or contrastingly have not been the victim in a crime before the investigation has even commenced. Subsequently, interviews conducted with both victims and suspects are designed to obtain a confession, deciding guilt before they begin (Hill et al, 2008). These personal attitudes towards both victims and witnesses can also impact the level of engagement officers supply individuals with, and thus the support they receive during the investigation. Victims are often seen as the forgotten element of complex investigations, wanting information, advice and most importantly support (Skogan & Wycoff, 1987). It is important that officers, no matter their thoughts on the involvement of a victim, witness or even a suspect in an investigation, takes the time to allocate adequate support for individuals and explain the next step in the investigation process to them. For example, submitting public protection notifications to be shared with external services which can support people, and creating referrals to victim support services.

To conclude, fast track actions are paramount to the integrity and success of complex investigations. The initial stage of the investigation is the golden hour of enquiries in which the best evidence available can be captured. CCTV footage is extremely useful in identifying not only suspects but also potential significant witnesses in investigations that can provide detailed accounts of what has happened. Similarly, house to house enquiries in the immediate vicinity of the incident can also identify significant witnesses and further CCTV that may not be visible immediately. Throughout the investigation, it is important that all involved are provided with adequate support to be able to be informed of the investigation process and be able to give their best evidence. Keeping individuals up to date with investigations that can take an extensive amount of time ultimately benefits both them but also the investigator when relying on them to obtain evidence.

WORD COUNT: 2200

Authentication signature: C REES

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

Signed: C REES

Date:02/08/2024

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

Ashby, M.P., 2017. The value of CCTV surveillance cameras as an investigative tool: An empirical analysis. *European Journal on Criminal Policy and Research*, 23(3), pp.441-459.

Bunting, L., Hayes, D. and Clifford, G.I.L.L.I.A.N., 2013. Special Measures for Vulnerable Witnesses in Northern Ireland.

Burton, M., Evans, R. and Sanders, A., 2006. *Are special measures for vulnerable and intimidated witnesses working?: Evidence from the criminal justice agencies*. London: Home Office.

College of Policing (2020) *Getting Started*. Available at: [Getting started | College of Policing](#). (Accessed 21st June 2024).

College of Policing (2020). *House-to-house enquiries*. Available at: [House-to-house enquiries | College of Policing](#). (Accessed 21st June 2024).

College of Policing (2021) *Introduction to vulnerability-related risk*. Available at: [Introduction to vulnerability-related risk | College of Policing](#) (Accessed 3rd of May 2024).

College of Policing (2023). *Working with Victims and Witnesses*. Available at: [Working with victims and witnesses | College of Policing](#). (Accessed 29th June 2024).

College of Policing (2024) *Evidence-based policing*. Available at: [Evidence-based policing | College of Policing](#) (Accessed 25th May 2024).

College of Policing (2024) *Investigation Process*. Available at: [Investigation process | College of Policing](#). (Accessed 10th June 2024).

College of Policing (2024) *Managing Scenes*. Available at: [Scene strategy | College of Policing](#). (Accessed 21st June 2024).

Farrell, G., 1995. Preventing repeat victimization. *Crime and Justice*, 19, pp.469-534.

Gibbs G. (1988). *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Further Education Unit, Oxford Polytechnic.

Hill, C., Memon, A. and McGeorge, P., 2008. The role of confirmation bias in suspect interviews: A systematic evaluation. *Legal and criminological psychology*, 13(2), pp.357-371.

Home Office (2017) *A National Surveillance Camera Strategy for England and Wales: Executive Summary*. Available at: [NSCS - Executive Summary FINAL.pdf \(publishing.service.gov.uk\)](#). (Accessed 21st June 2024).

Home Office (2019) *PACE Code C 2019 (accessible)*. Available at: [PACE Code C 2019 \(accessible\) - GOV.UK \(www.gov.uk\)](#) (Accessed 4th July 2024).

Kerr, C., 2009. *Closed circuit television (CCTV) and its application to public safety initiatives: effectiveness and considerations* (Doctoral dissertation, University of the Fraser Valley).

Klose, S., 2024. Re-defining evidence-based policing. *Policing: A Journal of Policy and Practice*, 18, pp. 1-95.

Ministry of Justice (2022) *Achieving Best Evidence in Criminal Proceedings: Guidance on Interviewing Victims and Witnesses, and Guidance on Using Special Measures*. Available at: [Achieving Best Evidence in Criminal Proceedings \(publishing.service.gov.uk\)](#). (Accessed 29th June 2024).

Ministry of Justice (2024) *Code of Practice for Victims of Crime in England and Wales (Victim's Code)*. Available at: [Code of Practice for Victims of Crime in England and Wales \(Victims' Code\) - GOV.UK \(www.gov.uk\)](#). (Accessed 21st June 2024).

Raaijmakers, N., Bosma, A.K. and Scholte, R.H., 2024. Better safe than sorry? Police officers' identification of and responses to vulnerable crime victims. *Policing and Society*, pp.1-16.

Reed, T., and Tilley, N., 2000. Not Rocket Science? Problem-solving and crime reduction. *Crime Reduction Research Series* (6), pp. 1-47.

Roberts, K., 2012. Police interviewing of criminal suspects: A historical perspective. *Internet Journal of criminology*, 5.

Sable, M.R., Danis, F., Mauzy, D.L. and Gallagher, S.K., 2006. Barriers to reporting sexual assault for women and men: Perspectives of college students. *Journal of American College Health*, 55(3), pp.157-162.

Skogan, W.G. and Wycoff, M.A., 1987. Some unexpected effects of a police service for victims. *Crime & Delinquency*, 33(4), pp.490-501.

South Wales Victim Focus (2024). *Who we are*. Available at: [Who we are - South Wales Victim Focus](#) (Accessed 5th of May 2024).

Winkel, F.W., Wohlfarth, T. and Blaauw, E., 2004. Police referral to victim support: The predictive and diagnostic value of the Risk (10) screening instrument. *Crisis*, 25(3), pp.118-127.

Youth Justice and Criminal Evidence Act 1999, c. 23. Available at: [Youth Justice and Criminal Evidence Act 1999 \(legislation.gov.uk\)](#) (Accessed 23rd May 2024).