

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based
Workbook 2 (DHEP/DET)**

***To be completed by DHEP Detective students
only***

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

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Learner's University Registration Number: 2222274

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.*
- *You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.*

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Task 1

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

You must choose serious and complex investigation in which you played a significant role with a victim of crime and reflect on what happened.

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

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

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

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

ANSWER:

I will construct my answer by outlining the initial stages of the investigation in section one.

In section two, I will critically evaluate the appropriateness of different approaches in supporting or managing vulnerable people.

In section three, I will explore what worked in relation to tackling repeat victimisation and repeat offending.

1. The investigation

This is a Rape investigation.

It commenced when the complainant reported criminal damage and threats to harm them. Response officers attended and the complainant alleged that they had been raped by a male that they had only known for a short period. The response officers training in this area (College of Policing, Briefing note, 2023) meant that they were confident in the initial stages of the investigation and as such, they obtained a written first account from the complainant in the form of a PPD3. The response officers also completed several 'golden hour' fast track actions (Wood, D. (Ed.), 2022 Part IV. 11.2. 4. Pg. 241), such as securing forensic samples from the complainant by utilising an Early Evidence Kit (EEK), securing, and preserving evidence in the form of clothing and bedding from the complainant's address and safeguarding the complainant, ensuring a Public Protection Notification (PPN) was submitted and that warning markers were placed on the complainant's address and on the complainant. The Rape Investigation team was then tasked, and it was at this point that I took up the investigation.

I met with the complainant, as they had consented to a forensic medical examination and Achieving Best Evidence Video Recorded Interview (Ministry of Justice & NPCC, 2022). This was conducted the next day at the Sexual Assault Referral Centre.

Response officers attended the known address of the suspect and arrested him on suspicion of Rape (*Sexual Offences Act* 2003. c. 42. Part 1. Section 1.). The Response officers who effected the arrest were a different team that dealt with the complainant. This was to minimise the risk of any cross contamination. The arresting officers also completed fast-track actions by seizing the suspect's phone so that I could investigate any communications between him and the complainant.

The suspect had forensic samples taken while in custody though refused to provide intimate samples. The suspect had legal representation and the representative attended a briefing prior to interview (Wood, D. (Ed.), 2022 Part VI. 25.5.4 Pg. 600-601). I then interviewed the suspect with another officer in accordance with PACE (*Police and Criminal Evidence Act*, 1984) and in the presence his legal representative. He answered 'no comment' to all questions.

The suspect was bailed with conditions to safeguard the complainant and preserve the integrity of the investigation. One condition was not to enter this locality as their home address was in another part of the UK.

In terms of other cultural and ethnicity considerations, the suspect was a Syrian national, though spoke and understood English, so no interpreter was required. They did not disclose any religious beliefs to the custody officer, nor did they disclose any dietary requirements. The suspect had been granted the right to live and stay in the UK.

As per golden hour principles (Wood, D. (Ed.), 2022 Part IV. 11.2.1.2 Pg. 237-238), the following scenes were identified that needed to be protected so that evidence could be gathered.

Scene one – The complainant. Clothing was seized and she was forensically examined by a medical examiner. A DNA elimination sample was taken. Her injuries photographed and body mapping undertaken by the force medical examiner. I was present to assist the officer processing the exhibits for the force medical examiner. Being Sexual Offence Interview Trained (SOIT), I then interviewed the complainant while my colleague monitored the interview.

Scene two – The address of the complainant. This was the site of the alleged rape. The address was cordoned off and a scene guard put in place with Joint Scientific Investigation Unit (JSIU) attending. JSIU are a team of forensic scientists that work across two force areas securing and preserving evidence at crime scenes. The scene was forensically examined, and bedding seized, as this was the site of the alleged rape. JSIU are governed by legislation (*The Forensic Science Regulator Act*, 2021) and a code of practice (*Forensic Science Regulator*, 2023) which ensures standards are adhered to.

Scene three – The suspect. The suspect was arrested and interviewed in accordance with PACE (*Police and Criminal Evidence Act*, 1984). When the suspect was arrested, he made a significant statement while under caution of "THEY RAPE ME". I put this to him at interview, and he declined to comment. The suspect also

answered no comment to all questions. His DNA samples were taken along with fingerprints. The clothing of the suspect that they were wearing at the time of the alleged offences was also seized for forensic examination.

Other 'golden hour' actions were safeguarding the complainant (addressed in sections two and three) and obtaining any evidence captured on closed circuit television (CCTV) cameras or passive data captured evidence such as ring doorbells (Wood, D. (Ed.), 2022 Part VI. 24.4.1.3 Pg. 581-582). I identified these at several sites. The only site that generated any evidence was a shop opposite the suspects address, where suspect and complainant met. This showed the suspect and complainant boarding a taxi. The complainant stated that they then travelled to her address in this taxi. I contacted all the taxi companies in the locality to ascertain if any taxi had a record of this journey. This line of enquiry provided no evidence. I conducted house to house enquiries at addresses surrounding the suspects address and the complainant address. Both lines of enquiry returned no evidence. There were no witnesses to the alleged rape.

2. Critical Evaluation of the different approaches.

The following police and professionals were involved supporting vulnerable people in this investigation:

Police - Response officers, Custody officers and Custody Detention Officers, Detective Constables, Supervisors, Public Protection Officers and Outreach Project Officers.

Other professionals – Independent Sexual Violence Advisor (ISVA), Housing officers, Dyfodol – Drug interventions and South Wales Victim Focus.

The most vulnerable party in this investigation was the complainant. The suspect also had vulnerabilities that required management.

The main risk factors for the complainant were a history of drug use and sex work. The drug use being the main factor that put the complainant at risk in the first instance as they had arranged a meeting with the suspect to access drugs which resulted in the suspect attending her address and a subsequent allegation of rape.

The suspects vulnerabilities were that he had visited the area from another part of the country and had links to throughout the UK. This, along with links to controlled drugs could indicate potential links to Organised Crime Groups, which put the suspect at heightened risk of exploitation. The impact of the rape allegation on his mental health was also a consideration.

In terms of the complainant the priority was safeguarding her. This took place primarily through arrest of the suspect and via bail conditions. Additional safeguarding and management measures for the complainant via the following actions: -

Response officers following initial attendance as per the correct procedure, submitted a Public Protection Notification (PPN). This is as per South Wales Police policy. Also, Body worn video was not used with the complainant, as this is also

policy in any sexual offence to ensure anonymity in accordance with legislation. (*Sexual Offences (Amendment) Act 1992*, C. 34. Section 1). These officers also completed a South Wales Victim Focus referral in accordance with the Victims Code (Ministry of Justice, 2023).

As Officer in case (OIC), I completed a New Pathways referral for the appointment of an ISVA.

I engaged with the SWAN outreach project. This is a South Wales Police project that engages with sex workers. The project provides a safe space for sex workers to engage with Police, to highlight areas of risk and reduce the level vulnerability to sex workers.

With the suspect, support, and management was firstly via detention in custody and through code C of the PACE (*Police and Criminal Evidence Act 1984*. Code C.). Code C governs the detention, treatment and questioning of any person arrested and detained. Accountable for the oversight of the suspect while in custody, was the custody officer at the police station custody suite.

I also was aware that the suspect may be at risk of exploitation himself and that this incident may have come about because of the exploitation of the suspect in the first instance. i.e. was he in the area under any form of duress to sell drugs for organised crime groups?

I considered this at interview and put questions to the suspect around that topic, affording the suspect an opportunity to provide information regarding exploitation should they wish to do so. The suspect declined to answer, and pre-charge engagement was also explained to them in the company of their solicitor. (Attorney General's Office, 2024. Annex B. Pg. 38 – 42). The suspect was also provided with safeguarding documentation following interview. This is signposting to support services as there is a recognition that an allegation of this nature can have a detrimental effect on the mental health of a suspect.

Critically evaluating approaches taken by the police, I would say that these approaches are appropriate given the legislation and policy that is required to follow. These approaches are predominantly evidence based as in Rape Investigation they follow Operation Soteria Bluestone (*NPCC*, 2023). Strengths I found in the approaches by police were that information sharing across departments was very effective. The example I would state here is communication between myself and the SWAN project. Another strength to the police approach is the level of oversight and scrutiny ensuring process is followed correctly. The last strength I would say is fairness to all involved and a recognition that this is an investigation and that the suspect requires safeguarding also.

Weaknesses I would say to the police approach is that processes can mean that we lose sight of the people within the process. Something which negates this, is the role of Victim progression officer (VPO). The VPO ensures that the investigation becomes more victim led. This was a key area that Operation Soteria Bluestone (*NPCC*, 2023) identified as an issue in past investigations.

Critically evaluating the approaches by other professional, I would say strengths would be the sharing of information between police and other agencies. Technology

enhances this sharing of information through PPNs and MARAC referrals. The process works well, and information is shared with efficiency.

Weaknesses are that ISVA's see part of their role as keeping the complainant updated with the investigation. More education and dialogue are required between ISVA's and police to make them aware of the role of the VPO following Operation Soteria Bluestone (NPCC, 2023). One other weakness observing MARAC meetings, is that they are led by the Police. To ensure effective partnership working the chairing and facilitation of these meetings should be shared between agencies in my opinion.

3. Tackling repeat victimisation and repeat offending.

As this is an investigation into an allegation of Rape, Operation Soteria Bluestone (NPCC, 2023) would play a large part in what works in relation to using evidence-based policing.

Tackling repeat victimisation with the complainant was a challenge. They have a history of sex work and intelligence shows that they return to sex work to fund a drug habit. This makes them vulnerable (Platt et al, 2018) and puts them at risk of repeat victimisation.

Though my own values and a recognition that sex work is illegal (*Sexual Offences Act 2003. C42. Part 1*) come to the fore, the harsh reality is that people conduct sex work for any number of reasons (National Harm Reduction Coalition, 2020).

The complainant had engagement with drug case workers from Dyfodol following this incident. Dyfodol is run via an umbrella organisation called Kaleidoscope and they run substance use projects via support workers across Wales. This was the most important intervention for the complainant as their motivation to undertake sex work is to gain money for drugs.

If this motivation for drug use is reduced, then the need for sex work could reduce and as a result so could the risk of repeat victimisation.

Tactics for a reduction in re-offending for the suspect was also the use of Dyfodol and referrals to agencies at his home address. The suspect has a history of drug use and intelligence points to involvement in controlled drugs.

Bail conditions to remain away from the area were aimed at a reduction in offending as well as safeguarding.

The main tactics used regarding reducing re-offending were during interview. I hoped that the suspect would open up when questioned regarding any duress that he may be under, that may result in him offending. I also hoped that he would engage in the process of pre-charge engagement.

Pre-charge engagement was employed as it was linked to the evidence-based approach of winning hearts and minds and enhancing police legitimacy. It was to understand the suspect in this investigation. If I could seek to understand his motivation, I could then enhance police legitimacy with the suspect by engaging them in support networks to reduce chances of re-offending. (Tyler and Fagan, 2008)

Word Count - 2195

Task 2

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an **serious and complex investigation** that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically evaluate the processes employed in a **complex investigation** you have been involved in, and the fast-track actions that you have utilised.

Evaluate the support you have provided to victims, witnesses, and offenders (where appropriate) during a **complex investigation** and reference the management of your own personal values and attitudes in relation to this.

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

Answer:

I will construct my answer by critically evaluating the processes and fast track actions involved in section one.

In section two, I will evaluate the support I have provided to victims, witnesses, and offenders.

1. Investigation.

Two suspects were arrested following reports of a vehicle driving erratically through the locality. Officers arrested two males who were both intoxicated in the vehicle. Intelligence on the subject vehicle had shown it was involved in an attempted theft of another vehicle earlier that day and that it had also made off without payment after refuelling at a petrol station. On further examination an additional set of number plates were found in the subject vehicle. These plates were registered to a vehicle that had been reported stolen the previous day. Examination showed that the plates on the subject vehicle at the time of arrest were false plates and that this subject vehicle was actually the vehicle reported stolen the previous day.

The investigation showed that the two suspects, following the theft of the first vehicle, have proceeded to steal another vehicle and attempt to steal a further two vehicles prior to arrest.

To critically evaluate the process and actions I will use the learning cycle of Kolb. (Kolb, 2015).

Concrete Experience

Processes that were involved in this investigation were, arrest (*Police and Criminal Evidence Act 1984. C60. Part III. Section 24*) and detention of suspects, seizing of evidence, preparation of legal disclosure for solicitors (Wood, D. (Ed.), 2022 Part VI. 25.5.4 Pg. 600-601), interviewing of suspects, preparation of a case file and charge and remand of suspects.

Fast track actions utilised were as follows –

1. Closed Circuit Television (CCTV) enquiries at all five incidents. This was to obtain footage of every incident. This was then uploaded to NICE Investigates which is an online platform for the holding of digital evidence that can be shared via links with the Crown Prosecution Service (CPS).
2. House to House enquiries were conducted at all addresses linked to the investigation, where the theft of vehicles and attempted theft of vehicles took place. This was done in accordance with Association of Chief Police Officers Practice Advice (ACPO, 2006). Officers were able to send links to residents so that they could upload evidence from cameras of ring doorbells to NICE Investigates.
3. The Joint Scientific Investigation Unit (JSIU) attended and examined the vehicle in which the suspects were travelling when arrested. JSIU also attended and examined all other vehicles involved in the incident. JSIU are a team of forensic scientists that cover two force areas. These scientists attend and gather and preserve any forensic evidence at the scenes of investigations. JSIU are governed by legislation (*The Forensic Science Regulator Act 2021*) and a code of practice (*Forensic Science Regulator, 2023*).
6. I utilised my powers under PACE and seized the clothing of suspects while they were in custody. This was seized as evidence for analysis as they were wearing these clothes when they committed the offences. (*Police and Criminal Evidence Act 1984. c60. Part II. Section 19*)
7. Automatic Number plate Recognition (ANPR) and convoy analysis of the movements of the vehicles involved between defined hours (late evening day 1 to late evening day 2) was requested and received very shortly after. ANPR cameras are a national network of cameras which have the capability to read the vehicle registration mark (VRM) of a vehicle so that it can be compared against database of records to identify a possible registered owner. (College of Policing, Authorised Professional Practice – February 2023).
8. Statements were taken from victims and witnesses (*Criminal Justice Act 1967 c.80. Part I. Section 9*).
9. Identification procedures established for witnesses to identify the suspects. (*Police and Criminal Evidence Act 1984. c.60. Part VI. Section 66. (Code D)*)

Many processes involved were managed via Niche. Niche is the Police records management system that is utilised in our force area. It is an online secure platform that allows officers to build and manage case files and investigations.

Reflective observation

This was my first investigation as an Officer in Charge/Case (OIC). Blackstone's Handbook for Policing Students (Wood, D. (Ed.), 2022 Part VI. 24.1 Pg. 567) states that the Criminal Procedure and Investigations Act 1996 (CPIA) defines the role of OIC. This is defined as,

the officer in charge of an investigation is the police officer responsible for directing a criminal investigation. They are also responsible for ensuring that proper procedures are in place for recording information, and retaining records of information and other material, in the investigation;

(Ministry of Justice, 2020)

Taking on the large responsibility of OIC I found to be quite a daunting task for such a complex investigation.

House to House enquires also returned results in terms of CCTV and ring doorbell camera footage that aided in putting the suspects at the scenes during the material timeframe of the incidents.

A hard task I found was completing the MG21. The MG21 is a document required by the JSIU team so that they can authorise the forensic examination of exhibits that have been seized as part of the investigation. Reflecting this back to fast-track action six in the concrete experience section above, analysis of the suspects clothing was required to determine if any fibres of clothing were traceable to any of the vehicles involved and glass analysis was required to ascertain if any glass fragments from the smashed window of a vehicle were present on any clothing. The JSIU as per the Code of Practice (*Forensic Science Regulator*, 2023. 46.1.1 Pg.116) appointed an Infrequently Commissioned Expert to conduct this analysis. The expert was able to conduct the analysis required and provide the evidence to confirm that there was presence of glass from a smashed window on the clothing of both suspects. They were also able to confirm that the glass on the suspects clothing was a match to the glass of a vehicle involved in the incident. As the suspects were wearing the clothing when arrested, this proved to be strong evidence.

I was impressed by the results from the ANPR and convoy analysis and how quickly this returned results. This evidence was able to show the movements of the suspects in the stolen vehicle over a twenty-four-hour period.

Abstract Conceptualisation

What did I learn that I could apply to these fast-track actions and processes? – When seizing the suspects clothing, I was initially going to 'bag up' these exhibits all at the same time in custody. On seeking advice, I learnt that it was good practice to seize one suspects clothing first, 'bag up' the exhibits and seal them. Then repeat for the second suspect. This would ensure there was no cross contamination of clothing which would have been of extreme importance when analysing them for glass fragments.

It is important to know what you need from the JSIU scientists and why you need it. What are you trying to prove or disprove?

A phone consultation with the scientists prior to submitting an MG21 is always a good idea. Even if it is just to give them the heads up that an MG21 is coming, they will, in most circumstances give you pointers on what is required on the MG21.

I learnt to note all bag numbers for exhibits and include these in the description when booking them onto property in Niche. This makes it easier as these numbers are also required on any MG21.

Though I was quite nervous taking on the role of OIC, my natural tendency towards optimism helped me to take on a role I had never experienced before. I also thrive on teamwork and with an experienced team around me this helped to settle my nerves.

Active Experimentation

Embedding learning from this experience, I found it important to ask for help from colleagues and supervisors. Some of the forms and processes on Niche are changing and everyone is in the same boat when it comes to learning. Even experienced officers are sometimes getting to grips with new forms and processes. I never assume anything and always seek clarification if I have knowledge gaps regarding Niche processes.

I always put bag numbers for exhibits on the description when booking exhibits into property as each bag has a unique identification number.

I always have a telephone consultation with a JSIU scientist prior to submitting any MG21.

I have since used ANPR technology on other enquiries and this has helped to map a journey of a suspect which has enabled us to challenge their account at interview.

Looking at strengths and weaknesses of processes and fast track actions, one weaknesses of the investigation that I will be critical of, is allocating an inexperienced officer as OIC in this case. This was a complex case involving two suspects and five complainants in total and was very high pressure. Though the oversight and support were excellent, I would still challenge this approach due to the importance of this case.

A strength in the CCTV enquiries is that all officers are Level One CCTV trained as a minimum requirement. Therefore, there is a level of consistency and quality assurance in terms of gathering the evidence. An additional strength of this action was that it was completed very quickly.

Another strength was the speed of ANPR results. These were also returned very quickly.

Being critical of the JSIU MG21 submission process, this is a difficult form to complete, especially for inexperienced officers. Guidance to officers encouraging them to speak with a JSIU scientist prior to submission would be valuable.

In conclusion here the strengths which appear to be due to high quality training and efficient processes appear to outweigh the weaknesses of appointing an inexperienced officer as OIC. Though this weakness was not an ideal scenario, it presented huge learning opportunities for me.

2. Evaluating the support I have provided to victims and witnesses.

I will evaluate this by firstly reflecting using Borton's reflective framework (Rolfe et al, 2011).

What happened? – I supported victims by keeping them updated on the investigation. There were five victims in this investigation, so this was large task. This was predominantly conducted over the phone, though one victim did attend the police station for a face to face up date. I would update on the progress of the investigation; answer any questions they would have (these would usually be around whether the suspects would be bailed or remanded) and ensure victims had received support in the form of a Victim focused referral. I would also ensure victims were aware of the victim's code (*Ministry of Justice*, 2023).

So what? - Reflecting on the experience, there were a wide range of emotional reactions to the incidents from the different victims. Some were highly emotional and upset, some were annoyed at the inconvenience, and some seemed thankful for the investigation and updates. The face-to-face update with a victim I found impactful, as I was able to read body language and actively listen more to what they were saying demonstrating empathy towards them.

I learned not to make assumptions on how any victim may react to an incident or update. Some may still be in shock, and this may affect their reaction. Some may have had a negative experience with the police in the past, so that again may impact their reaction and some may have never experienced anything like this before so may have lots of questions. The variation in reaction that I observed is supported by research (Frieze, et al, 1987) explaining the many reactions that individuals may experience due being a victim of crime.

What next? - In terms of trying out what I have learnt, I always have it in my mind not to make any assumptions of how a victim will react in any situation.

I also like to meet victims face to face so we can relate to each other a little better. There is both a strength and weakness here as, this is possible within my role with the Rape Investigation Team, though Operation Soteria Bluestone (*NPCC*, 2023) can also act as a barrier to this, as the Victim Progression Officer is responsible for keeping the victim informed of the investigation.

Relating to the above evaluation and reflecting to my own values, I can see that two of the top values, kindness and fairness would fit with a strong victim focus. An understanding of my values was gained by completing an online survey/psychometric evaluation through the VIA Institute on Character (*VIA Institute on Character*, 2019). The outputs of this can be viewed in appendix one and the top five are deemed signature values and strengths. I find it energising to be able to utilise signature strengths when meeting with victims. Being critical, I sometimes need to balance empathy with realism for the victim if the outcome in terms of the investigation, may not deliver what they feel is a just outcome.

In conclusion there is evidence (Cerasoli et al, 2014) to support aligning my values with my professional career, and believing they are intrinsic motivators, will have a positive impact on my professional performance. That evidence states that intrinsic motivation remains a moderate to strong predictor of performance.

Total Word Count - 2196

Appendix one

Values inventory – Survey outputs showing signature values for Mark Wells

Mark Wells

1: Fairness 🤝

Treating all people the same according to notions of fairness and justice; not letting feelings bias decisions about others; giving everyone a fair chance.

2: Gratitude 🙏

Being aware of and thankful for the good things that happen; taking time to express thanks.

3: Forgiveness 🕊

Forgiving those who have done wrong; accepting others' shortcomings; giving people a second chance; not being vengeful.

4: Leadership 🧠

Encouraging a group of which one is a member to get things done and at the same time maintain good relations within the group; organizing group activities and seeing that they happen.

5: Kindness 🤲

Doing favors and good deeds for others; helping them; taking care of them.

6: Honesty 🗣

Speaking the truth but more broadly presenting oneself in a genuine way and acting in a sincere way; being without pretense; taking responsibility for one's feelings and actions.

7: Prudence 🏠

Being careful about one's choices; not taking undue risks; not saying or doing things that might later be regretted.

8: Teamwork 🤝

Working well as a member of a group or team; being loyal to the group; doing one's share.

9: Humor 😄

Liking to laugh and tease; bringing smiles to other people; seeing the light side; making (not necessarily telling) jokes.

10: Appreciation of Beauty & Excellence 🌟

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Authentication signature:

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

Signed: *Mark Wells*

Date: 2nd June 2024

Bibliography

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

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