



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



V5.0

Conducting Further Investigations

By the end of this lesson, you will be able to:

1. Define three different strategy methods
2. Apply different strategies into a scenario

Recap

Initial contact
Arrival at an incident
Initial investigation
Investigative strategies
Powers/ options available
Records and other roles

Decision-making

Golden Hour Principles

Reflective practice

Initial accounts



Re-cap on the main elements of the Conducting Investigations Session.

The Professionalising Investigation Programme

This programme is designed to
*'improve the professional competence
of all police officers & staff who are
tasked with conducting
investigations'*

PIP is for police officers & staff
whose role involves conducting or
managing investigations, conducting
interview with victims & witnesses,
& interviewing suspects

The aim of PIP is to develop professional
investigators who can conduct
investigations to a national standard based
on recognised good practice



The Professionalising Investigation Programme (PIP)

Jointly sponsored by ACPO and the College of Policing, this programme is designed to “improve the professional competence of all police officers and staff who are tasked with conducting investigations”. PIP is for police officers and staff whose role involves conducting or managing investigations, conducting interviews with victims and witnesses, and interviewing suspects. PIP delivers the capability of staff to conduct professional investigations at all levels within the police service and in other sectors. It is not just about delivering training to staff who are about to enter the service or start in a new investigative role; it encompasses investigators of all ranks, ensuring that they remain competent to practise throughout their service by registering their skills and competency at both national and local levels and ensuring continued professional development. The aim of PIP is to develop professional investigators who can conduct investigations to a national standard based on recognised good practice.

The 4 PIP Levels of Investigation

PIP Level 1 - Investigation of volume crime

'any crime which, through it's sheer volume, has a significant impact on the community & the ability of the local police to tackle it. It includes priority crimes such as street robbery, burglary & vehicle related crime, but can also apply to criminal damage or assaults & anti-social behaviour'

PIP Level 2

Investigation of serious & complex crime/incidents

PIP Level 3

SIOs for major crime & SIOs for serious & organised crime

PIP Level 4

Often referred to as 'Heads of Crime' programme



There are four PIP levels of investigation:

- **PIP Level 1** relates to the investigation of volume crime. This is the entry level for investigators and the level at which you will be operating. Volume crime is defined in the ACPO (2009) Practice Advice on the Management of Priority and Volume Crime (The Volume Crime Management Model) (Second Edition) as: "any crime which, through its sheer volume, has a significant impact on the community and the ability of the local police to tackle it. It includes priority crimes such as street robbery, burglary and vehicle related crime, but can also apply to criminal damage or assaults and anti-social behaviour".
- Investigators move through the subsequent according to the requirements of their role:
- **PIP Level 2** relates to the investigation of serious and complex crime/incidents
- **PIP Level 3** relates to senior investigating officers for major crime and senior investigating officers for serious and organised crime
- **PIP Level 4** is often referred to as the "Heads of Crime" programme

The Role & Responsibilities of a PIP Level 1 Investigator

The CPIA Code of Practice under Part II of the Act defines the roles & responsibilities of an investigator as :-



'any police officer or other person involved in the conduct of a criminal investigation. All investigators have a responsibility for carrying out the duties imposed on them under this code, including in particular recording information, & retaining records of information & other material'



The role and responsibilities of a PIP level 1 investigator:

The CPIA Code of Practice under Part II of the Act defines the role and responsibilities of an investigator as “any police officer or other person involved in the conduct of a criminal investigation. All investigators have a responsibility for carrying out the duties imposed on them under this code, including in particular recording information, and retaining records of information and other material”

PIP Level 1: Volume Crime

Offences categorised as volume and priority investigations:

- arson (criminal damage)
- burglary dwelling
- burglary non-dwelling
- cheque/credit card fraud
- criminal damage
- drugs offences
- Firearms Act offences
- going equipped for stealing

- handling stolen goods
- other fraud
- public order
- sexual assault (excluding sexual assault against children)
- street robbery
- theft from the person or motor vehicle
- theft of motor vehicle
- taking without owner's consent (including aggravated offences).



These are the offences which you will be able to investigate at PIP Level 1.

Reference: APP College of Policing

<https://www.app.college.police.uk/app-content/investigations/introduction/?s=pip#pip-level-1>

Group work

Research your given topic and consider the benefits to you in your role as an investigator.

Group 1:
'Modus Operandi'
(MO)

Group 2:
'TIE' Strategy

Group 3:
'Investigative
Hypothesis'

Group 4:
'Managing Cases'



Activity 1 – Trainer to split class into 4 groups, 20 mins to research one of the allocated topics, 15 mins to de-brief each group using PPT slides 8 - 13

Modus Operandi (MO)

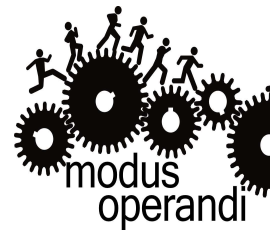
A detailed knowledge of the Mos employed by offenders within your policing areas will enable you to:-

Ascertain how a particular crime has been committed, the type of material that may have been generated in the commission of the offence & how or where the material might be recovered

Identify links between crimes & known offenders who use the same MO

Identify linked series of crimes committed with the same MO

Identify likely disposal routes & markets for stolen or illicit property

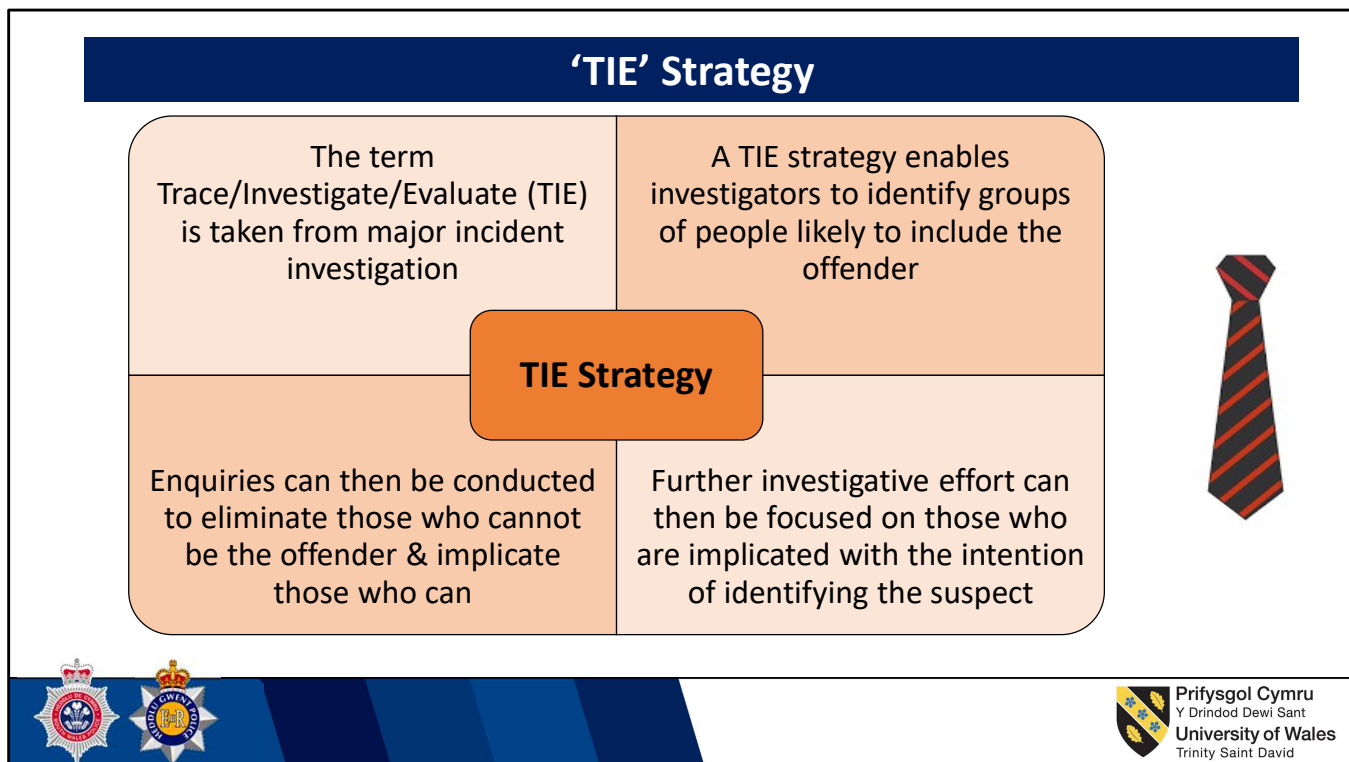


QTS – what does the term mean in relation to an investigative strategy?

QTS - What are the benefits of this strategy for you as an investigator?

Ascertain how a particular crime has been committed, the type of material that may have been generated in the commission of the offence and how or where this material might be recovered

- Identify linked series of crimes committed with the same MO. (Pooling material from a linked series of crimes is often a highly effective way of progressing an investigation)
- Identify linked series of crimes committed with the same MO
- Identify likely disposal routes and markets for stolen or illicit property
- Predict future offending patterns which may enable preventive or protective measures to be taken
- Predict future offending patterns which may enable offenders to be caught red-handed



QTS - What does the term mean in relation to an investigative strategy?

QTS - What are the benefits of this strategy for you as an investigator?

NB. Trace/Investigate/Evaluate used to be known as Trace/Interview/ Eliminate but in reality they are the same strategy but the terminology has been re-designed to more align itself with modern day investigative processes.

At a SIO focus group there was consensus that the terms Trace Interview and Eliminate no longer accurately reflect the processes involved. This led to new terminology 'Trace Investigate Evaluate' being proposed which the focus group suggested:

1. More accurately conveys the processes involved.
2. Removes reference solely to interview. The T.I.E process involves more than just interviewing an individual, it involves a range of tactical options and investigative strategies (e.g. search and seizure, taking samples and descriptions etc.) that are available to investigate a specified nominal in an enquiry. The term 'investigate' is more inclusive and covers any essential preparatory work required before any approach/interview is considered such as risk assessment and intelligence checks. The use of the term 'investigate' also encapsulates the range of investigative skills required when conducting T.I.E enquiries.

3. Removes reference to elimination. Current practice suggests that some SIO's are reluctant to set a T.I.E strategy because they have nothing to eliminate against. Elimination remains a vital part of the T.I.E process, however, the process involves more than just elimination. Investigative mind-set needs to go both ways; enquiries should be aimed at either implicating or eliminating a person from a T.I.E category. The term evaluate has a far less narrow-minded connotation (i.e. not just related to an elimination process). The term 'eliminate' is widely misunderstood as meaning 'eliminated from the enquiry' as opposed to a T.I.E category. Using solely the term 'eliminate' has also caused issues in the past when applying for RIPA authorities on T.I.E enquiries.
4. Emphasises the need to evaluate information gathered from investigations into particular individual(s), which fits with the PEACE model.
5. Aligns with the National Decision Making Model in relation to risk assessment and evaluation.
6. Still fits with HOLMES acronym (i.e. T.I.E).
7. Also fits with T/I - which could be changed, subject to the views of the HOLMES User Group, to Trace/Investigate (as opposed to Trace/Interview).
8. Prevents any confusion in future as T.I.E currently has different meanings to some (i.e. Trace Interview and Eliminate or Trace Implicate or Eliminate).

The term T.I.E has not changed in the past 25 years, however, legislation and practices have. An advantage of the proposed new terminology is that it aims to eradicate confusion and enable more effective, comprehensive, and focused enquiries. This is vital in the current climate of limited resources and reducing cadres of detectives.

Refer to APP

Reference: <https://www.app.college.police.uk/app-content/investigations/working-with-suspects/>

Investigative Hypothesis

Hypotheses can assist investigators to progress investigations

A Hypothesis is defined as: '...a suggested explanation for a group of facts either accepted as a basis for further verification or accepted as likely to be true.'

Before deciding to use hypotheses you must consider the following factors:

- Has all the available material been gathered? - Do you understand all the material?
- What benefit will the use of a hypothesis bring to the investigation?
- Are there lines of enquiry which have not yet been pursued and which could generate more material?



QTS - What does the term mean?

QTS - How does this benefit you as an investigator?

Reference: Core Investigative Doctrine 2012

<https://www.whatdotheyknow.com/request/387377/response/948818/attach/2/Core%20Investigative%20Doctrine%202012.pdf>

Hypotheses can assist investigators to progress investigations. A Hypothesis is defined as:

'...a suggested explanation for a group of facts either accepted as a basis for further verification or accepted as likely to be true.' (Collins English Dictionary, 2004)

Alternatively, it can be defined as, *'building a scenario that best explains the available material'*

Hypotheses that are formed from limited or uncertain information can, at best, only amount to an assumption of what may have occurred and this could be influenced by personal bias or stereotyping.

Before deciding to use hypotheses you must consider the following factors:

- Has all the available material been gathered?
- Do you understand all the material?
- Are there lines of enquiry which have not yet been pursued and which could generate more material?
- What benefit will the use of a hypothesis bring to the investigation?

Before developing hypotheses, you must have sufficient knowledge to make valid judgements. All material relevant to an investigation should be considered and any assumptions or inferences that are made during this process should be explicitly recorded. A hypothesis should be a reasonable interpretation of the material available and should offer the most logical explanation of the facts as they are known. It is likely, however, that there will be no single most logical explanation, but rather a series of hypotheses, each of which offers an alternative explanation. As more material becomes available, any hypothesis should be examined to establish the known facts. Never try to find facts to fit the hypothesis. Alter the hypothesis to accord with the facts.

Developing a Hypothesis

Information Gathering

Assessment & evaluation of available information
Interpret the information & identify gaps
How can you fill the gaps – seek further information
Consider using a hypothesis for the gaps

Developing Hypothesis

Reasonable interpretation
Most logical explanation
Is there more than one likely explanation
Do you need to seek assistance?

Test Hypothesis

Generate further information/ lines of enquiry
Discount other hypotheses
Review



Reference: Core Investigative Doctrine 2012

<https://www.whatdotheyknow.com/request/387377/response/948818/attach/2/Core%20Investigative%20Doctrine%202012.pdf>

Information Gathering

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Building Hypotheses:

Considerations that have to be met when building hypotheses:

- Ensuring a thorough understanding of the relevance and reliability of all material gathered;
- Ensuring that the investigative and evidential test has been applied to all the material gathered in the investigation;
- Ensuring there is sufficient knowledge of the subject matter to interpret the material correctly;
- Defining a clear objective for the hypothesis;

- Developing hypotheses that 'best fit' with the known material;
- Consulting colleagues and experts to formulate hypotheses;
- Ensuring sufficient resources are available to develop or test the hypotheses;
- Ensuring that hypotheses building is proportionate to the seriousness of the offence.

Hypotheses should only be used when absolutely necessary.

Investigative Hypothesis: Open Mind

- Be receptive to alternative views or explanations
- Never rush to premature judgements about the meaning of any material or the reliability of its source
- It is **imperative** that **no decision** in respect of suspects, or the value and meaning of any material gathered, is made before a thorough evaluation has been carried out



However, it is sometimes useful to build a hypothesis, based on the available facts, in order to decide on the nature of the crime and the way to progress the investigation.



Reference: Core Investigative Doctrine 2012

<https://www.whatdotheyknow.com/request/387377/response/948818/attach/2/Core%20Investigative%20Doctrine%202012.pdf>

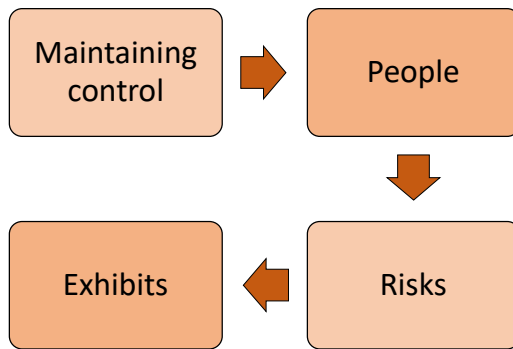
You must keep an open mind and be receptive to alternative views or explanations and never rush to premature judgements about the meaning of any material or the reliability of its source.

It is imperative that no decision in respect of suspects, or the value and meaning of any material gathered, is made before a thorough evaluation has been carried out.

However, bearing this in mind, it is sometimes useful to build a hypothesis, based on the available facts, in order to decide on the nature of the crime and the way to progress the investigation.

Case Management

The effective management of an investigation requires organisation, planning & control.
An investigation may entail managing any of the following:



Case Management



QTS - What does the term mean in relation to an investigative strategy?

QTS - What implications does this strategy have on you as an investigator?

Case management

The effective management of an investigation requires organisation, planning and control.

An investigation may entail managing any of the following:

Maintaining control

Ensure that you document all decisions, actions, options and rationale in accordance with current policy and legislation

You need to understand and comply with the provisions of the Management of Police Information, Data Protection Act 1998 and be aware of the effects of the Freedom of Information Act 2000

You must ensure that contact with the media is in line with policy and does not undermine the integrity of the investigation

People

When dealing with colleagues, victims and witnesses it is essential that you communicate effectively. You must listen to others, ensuring that you understand them and pass instructions and information clearly, ensuring that, in turn, they understand you.

You must deal with individuals in an ethical manner recognising their needs with respect to equality and diversity. Be positive but not aggressive and offer practical advice and support.

Risk

During an investigation risk must be constantly assessed and managed.

Investigators must be able to:

- Recognise any risks that may occur during an investigation and their likely impact upon individuals, the investigation or the organisation itself
- Make appropriate decisions to manage that risk
- Keep detailed records demonstrating the steps taken to manage and monitor risk
- Communicate details to others of the risk, or the strategies established to deal with it (e.g. colleagues, victims or witnesses).

Exhibits

Material gathered during an investigation will, if it is relevant, be submitted to support the evidential case. It is essential that an accurate record is maintained in respect of the material gathered in an investigation detailing:

- A precise description of the material
- How it was obtained
 - Precise place of detection e.g. on a suspect's person
 - Its creation e.g. a photograph of a crime scene
- The time, day and date of recovery
- The individual who recovered it
- The individual who produces it for court
- Its location and method of storage
- Any movements in and out of storage e.g. for examination.

Effective Communication

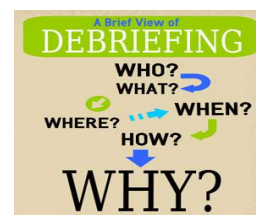
Briefing

This is a method of imparting or exchanging information either to bring others up to date with the progress of the investigation, or to colleagues & team members to task them with future action



Debriefing

This is a means by which an investigator can gather information from others involved in the operation, & all involved can share information & experience



Briefing and debriefing

Briefing

A briefing is simply a method of imparting or exchanging information either to bring others up to date with the progress of the investigation, or to colleagues and team members to task them with future action. To be effective, the person delivering the briefing must:

- Have a complete knowledge of the investigation, or the part of it, that is the subject of the briefing
- Be certain that those being briefed:
 - Understand the progress to date
 - Understand the objective of the briefing
 - Are completely aware of their task(s) (if they are being tasked)
 - Understand any logistics e.g. communications
- Know the competencies and experience of those being briefed. There are many briefing models designed to assist you to deliver a briefing and you should choose one to suit the investigation.

Debriefing

A debriefing is a means by which an investigator can gather information from others involved in the operation, and all involved can share information and

experience. Frequent debriefings can help to drive an investigation forward. The person holding the debriefing must ensure that everyone taking part contributes fully and that all information is gathered.

Both briefings and debriefings should be planned and structured. A record must be made and retained as it may be needed at court to comply with the disclosure provisions of the Criminal Procedure and Investigations Act 1996.

2.16 Handing over cases

Responsibility for an investigation often passes from one investigator to another. The initial investigator may pass the case to an investigating team. When handing over a case you must record the full extent of all the actions taken in the investigation to date and must ensure that all available information about the conduct of an investigation has been fully communicated to any new investigator. This will ensure that all investigative opportunities are progressed.

Briefing & Debriefing

Handing over cases

- Responsibility for an investigation often passes from one investigator to another
- When handing over a case you must record the full extent of all the actions taken in the investigation to date & must ensure that all available information about the conduct of an investigation has been fully communicated to any new investigator
- This will ensure that all investigative opportunities are progressed.



The principle of 'passing the baton' applies. In the majority of volume crime cases, the handover can be recorded on the crime report or associated document. In serious cases a verbal briefing/debriefing may be necessary to fully update the new investigator. This allows information to be disseminated and/or the physical transfer of documents or exhibits. The initial investigator is also able to communicate to the new investigator any actions that need to be finalised. A full record should be made of the handover process.

What impact can investigations have on the investigator?



QTS – what impact can investigations have on the investigator?

Trainer to highlight investigator fatigue, empathy fatigue, psychological risks, mindlessness and dangers of judgement bias (the bias in the judgement of ambiguous information influenced by emotional state) and stereotyping.

Some of the most psychologically challenging roles in policing include those dealing with child protection, domestic violence and family liaison. Other specialist roles are emerging with the development of technology, with computer science experts pitting their wits against online criminals dealing in fraud, drugs, guns, terrorism and child abuse. With this increasing complexity of crime, there has been a need to develop groups of highly specialised teams of officers and staff. These demands enhance traditional functions, such as those in public protection, counter terrorism, collision investigation, scene of crimes, undercover, forensic examiners and coroner's officers. In addition to these dedicated officers and staff, there are many part-time specialisms, such as family liaison, negotiators and body recovery. These specialist roles carry with them a higher level of psychological risk.

Specialist roles can expose the officers to extreme trauma through direct exposure, as found in a scene of crimes officer, where the work can be intense

and concentrated, with few breaks to allow time for recovery. It is also possible to be exposed to secondary trauma caused by exposure to the testimony, images or stories of victims and perpetrators. The symptoms of secondary trauma are similar to primary trauma, but are created by the officer or staff member's ability to empathise with the victim. They can imagine how they or people close to them may be affected, should they experience a similar event.

Several police forces have introduced role risk assessments for these high-risk specialist roles. The role risk assessment is similar to the situational risk assessment but, rather than assessing an incident, is designed to look at the common hazards found in the specific high-risk roles. Over time, a level of consensus has been established between the forces on which roles pose the greatest risk to the role holders.

In response to these psychological risks, most police forces have introduced additional psychological support for their high-risk specialist roles. The level of psychological support in forces ranges from a simple annual meeting with a welfare officer or counsellor, to a comprehensive programme of psychological screening, surveillance and support. These programmes test levels of anxiety, depression, burnout, primary and secondary trauma as well as their coping skills, resilience and personality.

References

Home Office (2017) Police Workforce, England and Wales, Statistical Bulletin 10/17. Available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630471/hosb1017-police-workforce.pdf [Accessed 7 February 2017]

HSE (2008) Working together to reduce stress at work - A guide for employees. Sudbury, HSE Books

Call Received

A call has been received from Ms Hannah Griffiths of Highgrove, Maine Road, Littletown. She is reporting that her ex-husband has been at her address making threats. He was verbally abusive, tried to break the door down and threatened to return & burn the house down. He left an axe embedded in the front door . Hannah is not injured, but very upset.

She is waiting at home & would like to see an officer.



Activity 2 – in the same groups Trainer to allocate Scenario 1 to groups 1 & 2 and Scenario 2 to groups 3 & 4. Students are to devise a strategy for the initial response to the scenario.

Threats to Life

Within their allocated groups (Groups 1 and 3) ask the students to devise a strategy for the **initial actions when responding to this incident**.

If the target group is too large then the objective can be achieved by discussing this scenario in the larger group, using a wipe board or flipchart to record

Alternatively, request that each student complete this task individually

Call Received

A call has been received from Mr Steven Thomas of 14, The Circle, Littletown. He is reporting that he has been verbally & physically attacked by his neighbours. 'This has happened before & nothing has been done about it'. Steven has minor injuries and is very upset. Steven is a Muslim & believes this is the reason he has been targeted

He is waiting at home and would like to see an officer.



Hate Crime

Within their allocated groups (Groups 2 and 4) ask the students to devise a strategy for the **initial actions when responding to this incident**.

If the target group is too large then the objective can be achieved by discussing this scenario in the larger group, using a wipe board or flipchart to record

Alternatively, request that each student complete this task individually.

