

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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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/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.

ANSWER:

In this assignment, I will reflect on a serious and complex investigation in which I played a significant role with a victim of crime. The Code of Practice to the Criminal Procedure and Investigations Act (CPIA) (1996) defines a criminal investigation as, “an investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it” (Ministry of Justice, 2015). The investigation that I have chosen to discuss is based on the alleged offences of Rape contrary to Section 1 of the Sexual Offences Act 2003, Domestic Abuse contrary to Section 1 of the Domestic Abuse Act 2021, and Coercive Control contrary to Section 76 of the Serious Crime Act 2015. I will begin with a brief description of the investigation drawing on social and legislative contexts and relevant cultural, ethnicity and language issues. I will then critically evaluate different approaches used by professionals and the police in supporting and managing people at risk of harm during the investigation assessing their effectiveness. I will explore the approaches to tackling repeat victimisation and repeat offending that I considered during this investigation drawing on the use of evidence-based policing namely, Operation

Soteria. I will reflect on this investigation using Graham Gibbs' 1988 six-stage cyclical model of reflection:



Gibbs' Reflective Cycle (The University of Edinburgh, 2020)

The Instigation stage of the investigation began with the neighbour of the victim making a 999 call to the police. As defined by The Code of Practice for Victims of Crime in England and Wales, a victim is “a person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence” (Ministry of Justice, 2020). In this case, the victim had sought refuge in her neighbour's house where she disclosed that she had been raped by her husband some years ago, that he was physically abusive towards her and that he controlled her finances. Rape is defined as, “A person (A) commits an offence if - (a) he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, (b) B does not consent to

the penetration, and (c) A does not reasonably believe that B consents” (Sexual Offences Act, 2003). The victim was distressed and in fear. The cultural, ethnicity and language issue was that the victim was a member of the Muslim community and that although she could speak some English, her first language was Arabic. I therefore arranged for an interpreter to communicate with her through Wales Interpretation and Translation Service (WITS) (WITS, 2024). I understood that It was important to have different interpreters for the victim and the suspect to maintain the integrity of the case. Response officers initially attended the scene, the suspect was promptly arrested and the case was handed on to the Rape Investigation Team (RIT) to progress. In the RIT, initially the team works on the case before an Officer In Case (OIC) and Victim Engagement Officer (VEO) are allocated as per Operation Soteria which I will discuss later (National Police Chief’s Council, 2024). The victim was then spoken to by RIT officers, an initial account recorded on a PPD3 and a Video Recorded Evidence In Chief (VREIC) interview as per Achieve Best Evidence (ABE) was arranged to take place at the Sexual Assault Referral Centre (SARC) (Ministry of Justice, 2022).

When critically evaluating the suitability of different approaches in supporting and managing the risk of harm to the victim during the investigation, it is important to understand that risk taking is at the core of policing and that policing is based on the management of risks. There are ten principles on taking and reviewing risks; principle 4 is, “harm can never be totally prevented” and principle 9 is, “sharing information about individuals between public authorities is essential to keeping people safe” (College of Policing (CoP), 2013). For me, this highlights the importance of the police working with partner agencies to support and safeguard victims and manage the risk to them.

An approach used by the police to manage the risk of harm to victims and witness during the investigation is by managing the suspect through pre-charge bail conditions. Bail conditions allow for officers to continue to investigate without the suspect being

detained and the conditions “protect complainants or witnesses, preserve evidence and mitigate the risk of further criminality” (CoP, 2022). In this investigation, following the suspect interview, I contacted the victim to inform her that the suspect was to be released on bail and of the bail conditions that were to be put in place. These included conditions not to contact the victim directly or indirectly or through any third party and not to attend her home address or street on which she lived. Having reflected on a previous investigation, I learnt to add the name of the street to the bail conditions to prevent the suspect from not only attending the victim’s home address but the street to avoid any incidents of harassment or stalking near her home. I felt that conditional bail was appropriate and the conditions worked well as they reassured the victim who was scared of repercussions following the allegations made. They worked well to safeguard her and she was aware that should the suspect breach the conditions to call 999 immediately. Looking back, the conditions safeguarded the victim and prevented repeat victimisation and repeat offending by keeping the suspect away from the victim.

Another approach used by the police and partner agencies to support victims and mitigate the risk of harm to them is to submit a public protection notification (PPN). In this case, I submitted a Domestic Abuse Stalking and Harassment (DASH) risk assessment. This is a series of questions which the victim is asked and then assessed as low, medium or high risk. In this case, the victim was deemed to be of high risk. I was aware of the importance of DASH assessments from my experience of domestic abuse calls as a response officer. In response to this, a Multi Agency Risk Assessment Conference (MARAC) was held (SafeLives, 2024). This is a meeting of partner agencies who discuss how best to support the victim and manage the risk to them through safeguarding. A referral was made to Women’s Aid which is, “the national charity working to end domestic abuse against women and children” (Women’s Aid, 2024).

An additional approach used by the police is to refer the victim to New Pathways which is “the largest sexual violence support provider in Wales” (New Pathways, 2024). Following the referral I made, the victim was allocated an Independent Sexual Violence Advisor (ISVA). ISVAs are an invaluable resource in supporting victims of sexual offences since they offer support and advice and can sign post victims to additional services such as counselling. I also advised the victim of Live Fear Free helpline, a service which provides, “help and advice about violence against women, domestic violence and sexual violence” (Welsh Government, 2024). I felt that the victim was well supported with the bail conditions in place and referrals made. However, I am aware that according to a survey on Rape and sexual assault survivor’s experience of the police in England and Wales, “only 14% of respondents said they felt safer as a result of what the police did, whilst 39% said they felt less safe” (Hohl, 2023). With the launch of Operation Soteria and the new victim-centered approach, I will work to improve the level of service that we offer to victims.

At the start of this investigation, I identified the victim as being at risk of honour based abuse since she was from a Muslim community and because of the allegation that she had made against her husband who was a high-standing member of the Muslim community. This was coupled with the fact that the suspect had not been made incommunicado in custody. This meant that he had been able to contact members of the Muslim community who had since contacted the victim’s children to persuade her to withdraw her complaint. I have learnt from this experience to always consider the need to place a suspect incommunicado especially in similar cases. I am aware that honour based abuse is “a form of domestic abuse” and is commonly defined as “a crime or incident which has, or may have been, committed to protect or defend the honour of the family and / or communities” (Karma Nirvana, 2024). It is important to understand that, “for some communities, the concept of ‘honour’ is prized above the safety and wellbeing of individuals” (Karma Nirvana, 2024). In order to manage this heightened risk to the

victim, I worked with the Domestic Abuse Unit (DAU) who specialise in safeguarding victims of domestic abuse and who offered the victim a place in a women's refuge. I also arranged for a police watch package to be put in place with increased patrols of her address to provide further reassurance and I arranged for a critical marker to be put on her address. I am confident that these approaches reduced the likelihood of repeat victimisation.

When exploring how to disrupt repeat victimisation and repeat offending during this investigation through evidence-based policing (EBP), it is important to understand what EBP is. It is, "utilising evidence to inform policy making and professional practice" (Fielding, 2020, p.3). EBP has informed this investigation through Operation Soteria. Operation Soteria, which is led by the National Police Chief's Council (NPCC), is an example of evidence-based policing since it was "developed conceptually and theoretically by academics", "grounded in social science methods", and "supported by leadership throughout the criminal justice system" (Stanko, 2022, p.303). Based on the work of Operation Soteria, there is a new national operating model for the investigation of rape and serious sexual offences (RASSO). This model "offers a transformational change approach to support improvement in police investigations" (CoP, 2024). On my first day on the RIT, I was educated about Operation Soteria. I therefore aimed to adhere to the new model of "victim-centered, suspect focused and context-led" (CoP, 2024). Pertinent to my investigation is its objective to "reduce disparity in charge volumes between victims of different protected characteristics" with the victim here being of an ethnic background (CoP 2023). Another aim of the model is the reduction and prevention of RASSO with the objective of "routine and reliable identification of repeat suspects" and "stopping known perpetrators from offending again" (CoP 2023). Operation Soteria informed and structured my investigation from the very beginning to tackle repeat victimisation and offending. I will continue to develop my understanding of Operation Soteria to improve my investigations.

In conclusion, this serious and complex investigation in which I played a significant role with the victim is based on the offences of Rape, Domestic Abuse and Coercive Control. On reflection, this investigation, with the victim being of an ethnic origin and with Arabic being her first language raised many cultural, ethnicity and language issues and highlighted the risk of honour based abuse. From the outset, it was a complex investigation. I critically evaluated the suitability of different approaches taken by the police and professionals to support and manage people at risk of harm. I discussed police bail conditions, PPNs, DASH risk assessments and approaches taken by police in conjunction with partner agencies such as MARAC meetings, New pathways referrals and signposting to Women's Aid and Live Fear Free. Looking back, these approaches are most effective in safeguarding victims when they are used to support one another. I understand that these approaches are beneficial in reducing repeat victimisation as they provide advice, support and guidance and also to reduce re-offending with specific reference to the bail conditions. This investigation was informed by Evidence-based policing through Operation Soteria which ensued that the investigation was centered on the victim. With continuous reflection and review, I am confident that Operation Soteria will continue to improve the way that I investigate sexual offence cases into the future.

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.

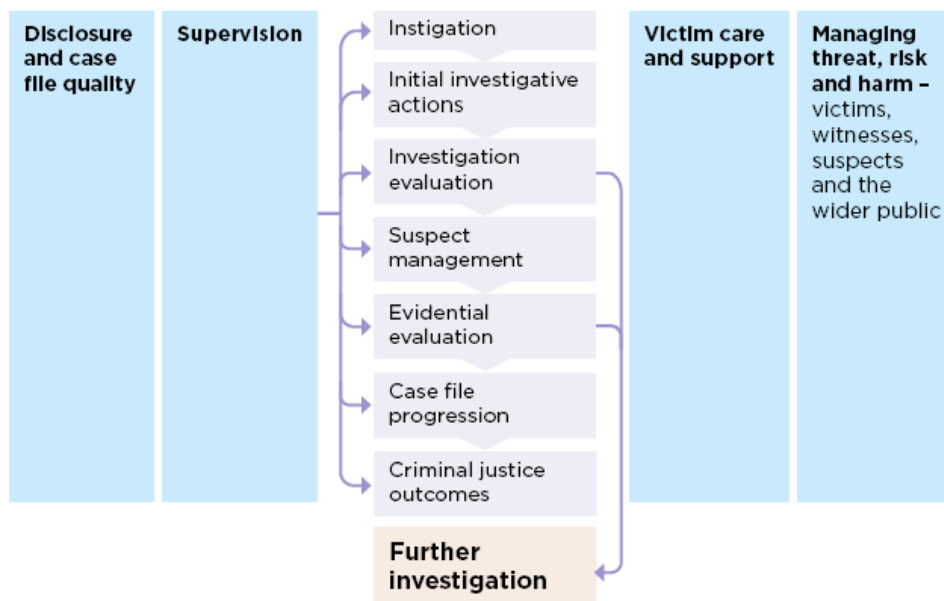
Critically evaluate the processes employed in a complex investigation you have been involved in, and the fast-track actions that you have utilised.

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.

Answer:

This assignment is based on a serious and complex investigation in which I played a significant role. The investigation focuses on an allegation of Rape contrary to Section 1 of Sexual Offences Act 2003. I will critically evaluate the investigative actions as well as the fast-track actions that I took. In order to understand the phases of an investigation, I will first discuss the investigation model and building blocks and define the terms “fast-track actions” and “golden hour”. I will then evaluate the support that I provided to victims drawing on the Victim’s Code, as well as the support that I provided to witness and offenders during this complex investigation. I will also reflect on how I managed my own personal values and attitudes during the investigation and investigations in general referencing the Code of Ethics. Throughout, I will draw on Graham Gibbs’ 1988 cyclical reflective model of Description, Feeling, Evaluation, Analysis, Conclusion, and Action Plan. I will consider the strengths and challenges experienced and learning points to take forwards.

An investigation is composed of eight phases as shown in the diagram below:



(CoP, 2024)

And when planning an investigation, it is important to consider the five building blocks of Victim, Witness, Suspect, Scenes, and Passive Data Generators. As stated by the Criminal Procedures and Investigations Act (CPIA) (1996), “the investigator should pursue all reasonable lines of inquiry, whether these point towards or away from the suspect” (Ministry of Justice, 2015). An investigator is impartial and personal attitudes and values need to be managed to ensure this. In the Initial investigation phase, “fast-track actions” are identified. These are “actions that, if pursued immediately, may help to establish important facts, identify the suspect, preserve evidence or lead to the early arrest and resolution of the investigation” (CoP, 2024). Fast track actions include conducting CCTV and house to house enquiries and identifying forensic opportunities. These actions are completed within the “golden hour” which is “the period immediately following the report of an offence or incident, when positive action should be taken” (CoP, 2024). The “golden hour” provides the best opportunity to secure and preserve evidence.

This investigation focuses on an allegation of rape made by a teenage girl against a teenage boy. The initial 999 call was made by the victim’s step-mother the morning after

the alleged incident. This is the instigation phase of the investigation. The first action taken was that response officers attended to speak with the victim. They took an initial account from the victim which was recorded on a PPD3. The victim recalled that she and a male friend had been sitting on a park bench smoking cannabis when she fell asleep. When she woke up she felt pain in her vagina and she did not know what had happened. The case was then handed on the RIT team. I was later allocated as Officer In Case (OIC) of this investigation and a colleague as the Victim Engagement Officer (VEO) as per Operation Soteria. This was one of the first occurrences that I had been allocated as a trainee detective constable on the RIT and therefore I learnt a lot from it.

In this investigation, all decisions were taken having considered the National Decision-Making Model (NMD) which is underpinned by the Code of Ethics which I will discuss in more detail later (CoP, 2024). During the golden hour, the first investigative action that I took was to speak to the victim and considered the use of an Early Evidence Kit (EEK). RIT officers attended and took these samples as well as a DNA Elimination Kit. Officers also seized the clothing that she was wearing that night in order to secure and preserve evidence. They explained the report to court process to the victim and she agreed to attend the Sexual Assault Referral Centre (SARC). Having reflected on a previous investigation, I learnt not to over-promise to victims and also not to provide a time-scale of when things will be completed by since forensic results can take a number of weeks. As soon as practicable, I called the Joint Scientific Investigations Unit (JSIU) and discussed which samples were best to submit for analysis. This was a daunting experience as I had not done this before. From the discussion, I learnt that in cases where the suspect is not known, samples are often fast-tracked. I also learnt that to avoid cross contamination, officers dealing with the victim must not come into contact with the suspect.

Another fast-track action which I identified was to complete house-to-house and CCTV enquiries. The park was situated in a residential area and surrounded by houses. Alongside a colleague, I conducted these enquiries and recorded which addresses I had attended and who I had spoken to. On reflection, I should have briefed my colleague with what information we were to tell the residents so as not to prevent any rumours amongst members of the public. I also made enquiries with the local authority to ask whether they had CCTV which covered the park which they did not. Although these enquiries did not provide any further lines of enquiry, I understand the importance of these enquiries to any investigation.

A key investigative action is the arrest and interview of the suspect. I arrested the suspect on suspicion of Rape and seized his mobile phone. In hindsight, as the Digital Media Investigators (DMIs) had no capacity to examine his phone immediately, I should have tasked a Kiosk-trained officer to do this so that we could retrieve any data relevant to the offence prior to interview. I interviewed the suspect in line with the Police and Criminal Evidence Act (PACE) (1984) (Home Office, 2022). This was my first interview on RIT and so I felt apprehensive before-hand. I took time to prepare questions and sought the expertise of colleagues which helped to settle my nerves. The suspect provided his account and denied the allegation. After the interview, I had a debrief on how the interview went. Although it went well overall, I took the constructive criticism on board and applied it to future interviews.

At the outset of the investigation, I identified that the victim came under S.17.4 of the Youth Justice and Criminal Evidence Act (1999) and was entitled to a Video Recorded Evidence In Chief Interview (VREIC) as well as special measures (Ministry of Justice, 2022). I arranged for the victim to attend a video-recorded interview at the SARC. I initially felt frustrated when the victim did not show up as I had arranged a child-trained officer to conduct the interview. The victim later made the decision to make a withdrawal

statement. However, with experience and from speaking with colleagues, I have a better understanding of Rape investigations and the strength it can take a victim to progress with an investigation.

Throughout this complex investigation, I provided support to the victim, witness and offender. As stated by CoP, “victims should be supported according to their diverse needs, allowing them to give their best evidence.” (CoP, 2013). Unlike suspects, a victim of crime is supported by the Victim’s Code. This code “sets out the services and a minimum standard of these services that must be provided to victims of crime” (Ministry of Justice, 2024). One of these twelve rights is the right “to be referred to services that support victims and have services and support tailored to your needs” (Right 4) (Ministry of Justice, 2024). I understand that this right is particularly important in ensuring that the victim feels supported and remains engaged with the investigation. As per Operation Soteria, the victim is at the centre of the investigation and in many cases without the support of the victim there is no case. According to a survey on rape and sexual assault survivors’ experience of the police in England and Wales, three out of four of the two-thousand participants said that, “their mental health has worsened as a direct result of what the police did, or failed to do, in their case” (Hohl, 2023). This highlights the importance of providing the victim with the appropriate support and regular updates so that they do not disengage from the process.

In this investigation, with the victims’s consent, I submitted a public protection notice (PPN) which allows for referrals to be submitted to partner agencies. I also submitted a New Pathway’s referral for the victim which allowed her to access an Independent Sexual Violence Advisor (ISVA) who can offer support and advice and signpost to additional services such as counselling as required. In addition, when the victim attended the SARC, a crisis worker was present who supported the victim through the process there. I felt that the victim was offered all available support during the

investigation. I treated her with respect and empathy and conducted the investigation diligently.

In this case, the witness was the victim's step-mother to whom she disclosed what had happened to her. CoP observes, "by building a relationship with victims and witnesses, the investigator is able to keep them informed about the various resources available to them" (CoP, 2023). I ensured that she was kept up to date about the investigation and submitted a Victim Focus referral. In terms of the suspect, CoP states that, "by engaging with suspects, the investigator has an opportunity to obtain material relating to criminality in the local and wide community" which assists in reducing crime (CoP, 2023). Unlike for victims, there is no code of practice which supports the suspect. At the end of the interview, I provided him with Lucy Faithful Foundation documentation which is a charity that works to stop child sexual abuse and "protect[s] children by working with people who pose a sexual risk and diverting them from causing harm" (Lucy Faithful Foundation, 2024) as well as suicide prevention documentation. Despite this, I feel that we do not provide adequate support to Rape suspects. A survey found that, "among men with sexual offense charges, risk was higher in those charged with rape, other nonconsensual acts against adults and offenses against children, compared with all other sexual offences combined" (Web, 2012, no page number). This highlights that more can be done to support suspects in Rape investigations. Whilst the suspect was on bail, I ensured that the investigation progressed as efficiently as possible.

On my own personal values and attributes, throughout the investigation, I ensured that I remained impartial following all lines of enquiry whether they pointed away or towards the suspect. I did not believe one side of the story over another but worked diligently to secure and preserve evidence and expeditiously to ensure that the investigation progressed at a good pace. Parratt found that, "stereotypes appeared to be highly influential in officers' beliefs of rape, where in most, but not all, officers had pre-

conceived ideas of what a genuine victim presents as” (Parratt, 2017, p.79). I am aware of rape myths, victim-blaming, and unconscious bias and worked with the information and evidence gathered during the investigation and avoided stereotypes influencing decisions I made. I acted professionally and confidentially and did not disclose anything about the investigation to anyone who was not involved except to ask colleagues for advice or support. As of 2024, the Code of Ethics has been updated and is based on Courage, Respect, Empathy and Public Service (CoP, 2024). The Code of Ethics remains at the centre of the National Decision Making Model and at the centre of all the decisions I made during this investigation.

In conclusion, in this discussion of a serious and complex investigation, I have critically evaluated the investigative including fast-track actions that I took. I have discussed the investigative fast-track actions taken during the Initial Investigation phase such as obtaining an initial account from the victim and identifying the suspect, taking an EEK and taking the victim to the SARC. I also conducted the fast-track actions of house to house and CCTV enquiries. Looking back, it was important to do this without delay as CCTV footage is only held for a limited amount of time. It was also important to obtain the samples for forensic analysis as soon as practicable to remain within the forensic window and ensure that evidence is not lost. In terms of support, I ensured that the victim was aware of the report to court process so that she could make an informed decision, I submitted a PPN and referral to NewPathways so that she could be allocated an ISVA without delay. I also provided appropriate support to the disclosure witness and suspect. Moreover, I ensured that I remained impartial, made both the victim and suspect aware of my role as an investigator. I ensured that I treated the victim and suspect with respect and empathy and conducted the investigation expeditiously. This was my first investigation of the RIT team and I have learnt a lot from the challenges that it presented.

Authentication signature:

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

Signed: Abigail V Richards

Date: 4th August 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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