

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

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

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

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**Learner's University Registration Number:
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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP) - BMPP6001D

Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the Graduate Diploma in Professional Policing Practice. You are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- Wellbeing and Resilience
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

You may wish to use the same incidents as you have outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

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

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

Contents

Component 1 50%	Area of Professional Practice	Word count
Task 1	Vulnerability and Risk Evidence-based policing	2000
Task 2	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 2		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	
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Task 1

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

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

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

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

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

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

ANSWER:

It is essential when dealing with any policing incident that vulnerability and risk is identified from the outset. This is acknowledged by the College of Policing (2021) who have recently implemented the 'recognising and responding to vulnerability-related risk guidelines,' which provide evidence-based recommendations to police. In this answer I will refer to a policing incident relating to the rape of a female by her ex-partner. She disclosed several offences taking place over their 15-year relationship. I will outline the vulnerabilities and language issues involved in this investigation, before critically evaluating the different approaches used to support the individuals involved and manage the risk of harm to them. A critical evaluation of the appropriateness of different approaches will involve exploring the positive and the negative aspects of each approach and where they might be more suitable or less suitable. Being critical does not involve finding fault with different approaches but assessing them using a variety of sources and providing the reasons I have drawn certain conclusions on their appropriateness (The University of Edinburgh, 2021). I will explore the methods we utilised to tackle repeat victimisation and offending in this investigation and more generally, referring to evidence-based policing. I will be implementing Gibbs' (1988) Reflective Model.

The first element of Gibbs' (1988) model I will be utilising is a description of the incident and the relevant social and legislative context. A policing incident in which I played a significant role with a victim of crime relates to an incident of rape, whereby the victim and the suspect are both profoundly deaf and require British Sign Language (BSL) interpreters to communicate effectively. Race and Hogue (2018) found that despite the introduction of the Equality Act (2010), the general availability

of services for the deaf community within the UK still appears to be sparse and inconsistent.

The victim reported that her partner had raped her. She had been asleep and had woken up to her partner raping her. She told him to stop several times. He ejaculated inside her and she fell pregnant. She further disclosed that the suspect had raped her vaginally, anally and orally countless times over the course of their relationship and had also physically assaulted her.

The victim and suspect, as well as several witnesses being deaf, has had an impact on the length of the investigation. There are very few BSL interpreters readily available at short notice. The National Registers of Communication Professionals Working with Deaf and Deafblind People (NRCPD) (2015) found that there was a total of 883 registered BSL interpreters in 2013-14, to provide for the needs of 800,000 deaf individuals in the UK (Race and Hogue, 2018). Due to the short supply of BSL interpreters, arranging dates for statements and interviews has resulted in long delays, as we have been governed by the availability of interpreters. Also, concerns were raised about the suspects understanding of the caution when he was arrested, therefore an intermediary assessment was required. We were advised that the registered intermediary used should also be deaf, as outlined by the Ministry of Justice (2020). Therefore, a deaf registered intermediary assessment was arranged and conducted. In 2011, a Strategic Command Course was published by Sign Health, stating that services for deaf people within the criminal justice system needed improving (Race and Hogue, 2018). Edwards (2013), the NCRPD (2015) and Reeves et al (2003) all highlight the scarcity of available and appropriate interpreters, as well as the length of time it can take for an appropriately trained one to arrive (Race and Hogue, 2018) and this is what I found to be true in this investigation. In addition, the victim was also vulnerable as she was pregnant. Pregnancy is a protected characteristic under the Equality Act (2010). Although the victim had these protected characteristics, I felt as though I did everything I could to ensure I was addressing the victim's needs and ensuring she was still able to access the necessary support, as I will go on to outline.

I will move on to the evaluation stage of Gibbs' (1988) Model, whereby I will critically evaluate the appropriateness of different approaches by both the police and other professionals, in supporting vulnerable people and managing the risk of harm towards them, by evaluating approaches utilised in this investigation.

There are several approaches available to manage vulnerable people and people at risk of harm, including the victim in this investigation. Firstly, in relation to support, police can submit a public protection notice (PPN), which I submitted for the victim. With her permission I submitted this notice to be shared with other agencies, such as health and social services. This is a process that should be followed as outlined by the College of Policing (2021), who state officers should consider whether a referral to another organisation is required for ongoing care and support. This allows safeguarding measures to be put in place. I submitted a Victim Focus Referral and

made a referral to the Sexual Assault Referral Centre (SARC) so she could be allocated an Independent Sexual Violence Advisor (ISVA) as soon as possible. The SARC is a multi-functional specialist unit accessible to anyone who has been raped or sexually assaulted (The Survivor's Trust, n.d.). The referral is made by police, but this support is then handed over to other professionals who are specially trained in how to best support and manage vulnerable people or those at risk of harm. ISVA's provide emotional and practical support to meet the needs of the victim, act as a single point of contact and provide accurate and impartial information to victims (Home Office, 2017). The Victim Focus Referral is sent to South Wales Victim Focus, a local service run by Victim Support. They are independent from the police and provide help and support to anyone in South Wales affected by crime (South Wales Victim Focus, 2023). In relation to the critical evaluation of this approach and its appropriateness, the fact that the organisation is independent from the police can be a positive to some victims. However, it is important to note that these referrals to Victim Focus and the SARC are only appropriate when the victim is open to further support and this is something they want, they should only be made with the victim's consent, therefore this approach is limited in that sense. If they are made without consent of the victim they could have a detrimental effect, as the victim may start receiving unwanted contact from these agencies. The PPN however, can be submitted without consent for safeguarding purposes (College of Policing, 2021).

Another approach we took to ensure we were managing the victim who was at risk of harm, was placing a critical marker on her address. This added an additional level of safeguarding as it means that if a call is made for police to her address, this will be flagged as a priority to officers due to the risk from the suspect. A marker is put on an address to highlight that an officer needs to get to the victim's home as soon as possible if called (Citizen's Advice, 2021). To critically evaluate this approach, it is appropriate in circumstances where the victim and suspect are known to each other, such as in a domestic setting. However, it would not be beneficial in preventing further harm necessarily if the initial incident was a chance encounter involving strangers who did not know where the victim lived.

We also utilised target hardening. Officers can issue safety devices such as personal alarms and house alarms (College of Policing, 2023), this can add an additional level of safety for a victim and allow them to feel safer in their home. The College of Policing (2023) found that the use of a panic alarm by victims was successful in tackling repeat victimisation and repeat offending. We also offered other safety guidance to the victim in this case, such as keeping her phone charged and with her at all times in case the suspect approaches her. This advice is supported by the Live Fear Free Helpline (Welsh Government, n.d.) who suggest several safety strategies such as these to develop a safety plan for victims.

An important way the police in this investigation were able to safeguard the vulnerable victim and people at risk of harm was using bail conditions. If a suspect is arrested for an offence involving vulnerable people or domestic abuse, bail conditions should be seriously considered to safeguard victims, as supported by the National Police Chief's Council (2019). We released the suspect in this investigation with bail conditions,

including not to contact the victim or her family, not to attend their address and not to contact any witnesses. In critically evaluating this approach, due to the serious nature of the crime under investigation, the approach was appropriate. This allowed us to manage the risk to the victim from the suspect and protect her from further harm (Home Office, 2020). It was also necessary to safeguard the children they shared, due to concerns raised about the suspect's concerning behaviour around their children. Therefore, we imposed a bail condition that all child contact the suspect had, had to be arranged with the prior agreement of social services. This was also an appropriate approach in this investigation. This meant social services would conduct a risk assessment if the suspect requested contact with his children. This meant their children were adequately safeguarded and the risk of harm to them was managed. The safeguarding of children is supported by the NSPCC Learning (2023) who outline that all organisations that work with or encounter children should have safeguarding policies and procedures to ensure that every child is protected from harm. These kinds of bail conditions would not necessarily be appropriate if there had not been concerns raised about the suspects behaviour around his children.

The next element of Gibbs' (1988) reflective model I will utilise is analysis and I will do this by exploring and analysing what works in tackling repeat victimisation and repeat offending, as well as considering the use of evidence-based policing. As defined by the College of Policing (n.d), evidence-based policing refers to using the best available evidence to inform decisions and practises in policing. Evidence-based policing shows that crime is highly concentrated to a small proportion of victims and offenders. Focussing on repeat victims and prolific offenders is an effective way to see crime reduction; and as a result tackling repeat offending and repeat victimisation (College of Policing, 2021).

Implementing bail conditions also tackles repeat offending and repeat victimisation, as it puts conditions in place that protect the victim from the suspect. The National Police Chief's Council (2019) also suggest that putting conditions on violent offenders can prevent reoffending. The suspect is not as likely to repeatedly offend against that victim whilst the bail conditions are in place, because if they break those conditions it could result in them being arrested and could result in being remanded in custody (Legal Knowledge Base (2022). In this investigation the bail conditions have prevented any repeat offending by the suspect so far.

In relation to what is successful in tackling repeat victimisation and repeat offending, it is also important that the victim is provided with support, to support them in breaking the cycle they may be in. In this case, the victim had previously reported a domestic related assault against her by the suspect. However, in this previous investigation she withdrew her support and eventually got back into a relationship with him. This is the most common reason that victims retract from police investigations (Robinson and Cook, 2006). It is important that police and other agencies do all we can to ensure this doesn't happen again. Being provided with adequate support creates a higher likelihood that the victim will see the investigation through and break the cycle, not withdrawing from the investigation. Solving these problems requires the police and

other agencies to work together to create long-lasting solutions to problems (College of Policing, 2021 and Bullock and others, 2006).

Providing victims with support goes hand in hand with 'winning hearts and minds' (College of Policing, 2021) of people the police come into contact with and therefore increasing the chance of offenders being caught (College of Policing, 2021), because victims will be more likely to report to police if they have had a positive experience previously, which in turn reduces offending rates.

In conclusion, there are several approaches which can be utilised by police and other professionals to support victims of crime and manage the risk of harm to them, and several approaches that work in tackling repeat victimisation and repeat offending. Although, arguably the most important and impactful approaches are the same for each. This includes putting referrals in place to set up further support for the victim. The support provided through other agencies ensures the victim is supported throughout the police investigation and once the investigation is over, which also means they are less likely to experience repeat victimisation. Additionally, the implementation of bail conditions on suspects provides an additional level of safeguarding to victims and other vulnerable people, which reduces rates of re-offending.

Word Count: 2,191

Task 2

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

Choose 1 of these 5 options to answer

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

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

Task 2 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

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

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

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

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

Answer:

A criminal investigation according to the Codes of Practice to the Criminal Procedure and Investigations Act 1996 (CPIA), is an investigation carried out by police to gather evidence, which will decide whether someone should be charged with an offence and if charged, whether they are guilty of it. Although what is referred to as a serious or complex crime is not defined, it is considered by the College of Policing (2023) that rape and sexual offending are among the most serious and high impact crimes against a person and can therefore be complex crimes to investigate. When conducting these investigations, there are several fast-track actions which should be conducted. The College of Policing (2023) defines these as, "any investigative action which, if pursued immediately, are likely to establish important facts, preserve evidence or lead to the early resolution of the investigation." It is also essential that whilst conducting investigations of this nature, the relevant support is put in place for all involved. This is particularly important when dealing with sexual offences, due to the sensitive nature of the crime and the requirement to safeguard those involved. Throughout this answer, I will be following Gibb's (1988) Reflective Model to critically evaluate an investigation I have acted as the officer in charge for which was of a complex nature. To critically evaluate I will be addressing the positive and negatives of the processes involved and why they were necessary in this investigation, as well as covering what actions were fast tracked and why. I will be evaluating the support I provided to those involved and how I managed my own values and attitudes in relation to this.

I have been the officer in charge of a complex investigation relating to the rape of a female, in which I was able to fast-track several actions. The female was a university student and reported that two years ago whilst in university, she smoked weed and experienced an adverse reaction to this. As a result, she experienced a kind of psychosis and was unable to move from her bed for the following 5 days. Whilst she was in this state, a boy she was dating stayed with her and she reports that he had sex with her each day whilst she was unable to consent due to the state she was in.

The first process that was utilised in this investigation was the taking of a first account from the complainant, using a 'PPD3.' Evaluating this process critically; obtaining the PPD3 was crucial and therefore fast-tracked as the first initial process, because it allowed us to take the first account of what has happened, from the complainant. This allows us to establish what offences have taken place (College of Policing, n.d.). However, it should be considered that the PPD3 does lack considerable detail and does not provide much information, only the basics. This is supported by the National Policing Improvement Agency (2010) who state detailed questioning of a victim of rape is not appropriate during the report-taking or first response stages. Upon critical evaluation, it doesn't provide us with the full account, however it ensures that by only taking the basic details of what happened, the complainant doesn't contradict herself in any future more detailed accounts she gives. I covered the basics by asking the complainant, 'Who' 'What' 'When' and 'Where', in line with what is outlined by the College of Policing (2023). I did not ask 'Why', as asking the complainant of a sexual offence this can appear as though

blame is being placed on them. Placing blame on a victim can lead to increased and unnecessary suffering for them (Very Well Mind, 2021).

Upon evaluation, I spoke with the complainant about any third-party material we may look to obtain (Home Office, 2022), at the earliest opportunity, this being when I met with her to obtain a PPD3. We discussed whether she had seen any medical professionals or reported what had happened to the University. I prioritised fast-tracking these requests for her records as I'm aware from previous investigations that these can often take an extended period to be returned. She explained whilst she was experiencing the psychosis-like state, she attended A&E seeking help from the mental health team. She had also disclosed what happened to the University at the time, to access additional support. Therefore, she signed consent forms to enable me to request this material. Upon critical evaluation, I thought it important to fast-track these actions as they may hold crucial evidence. The complainant was reporting the incident to police two years after it happened so there were no 'golden-hour' (College of Policing, 2023) opportunities in relation to forensic evidence or physical evidence such as CCTV. Upon critical evaluation, if the complainant had been within the forensic window, a medical examination would have been a fast-tracked action as it may have provided key evidence. However, in this instance she made a disclosure at the time to the University which would be important evidence, as would medical notes of her hospital attendance.

Upon evaluation, it was important safeguarding measures for the complainant were fast-tracked, therefore I submitted a referral to the Sexual Assault Referral Centre (SARC) for her so she was able to be assigned an Independent Sexual Violence Advisor (ISVA) as soon as possible (The Survivors Trust, n.d.). The role of an ISVA is to tailor support to the individual needs of the victim, provide emotional and practical support and act as a single point of contact for victims (Home Office, 2017). I submitted a Victim Focus Referral (South Wales Victim Focus, 2023) to ensure further support, and a public protection notification to record safeguarding concerns, to be shared with other agencies (HMICFRS, 2023). Although these would not necessarily be fast-track actions for all investigations, in this case due to the complainant reporting a rape and expressing that she was struggling to cope, the assessment was made that she needed further support and contact with these agencies at the earliest opportunity, therefore this aspect of safeguarding was fast-tracked.

The following week we were able to arrange an Achieving Best Evidence (ABE) recorded interview with the complainant. An ABE is an interview with the complainant whereby they are asked to talk in detail about the incident they are reporting. It is a product for court and if the case goes to court it will be played as the complainant's evidence (National Police Chief's Council, 2022). This is offered as a special measure to all complainants reporting a rape (National Police Chief's Council, 2022) and upon evaluation was the appropriate process in this investigation, as it improved the quality of the complainants' evidence.

The complainant described in her ABE that she was still experiencing stress and worry, as she was concerned about bumping into the suspect. Once we had obtained her account, upon evaluation it was essential we fast tracked the arrest of the suspect to put safeguarding measures in place (College of Policing, 2022). We attended the suspect's address, arrested him on suspicion of rape and conveyed him to custody, where his detention was authorised. My colleague and I interviewed him. He gave an account, stating no sexual contact took place the entire time the complainant was unwell. He stated they did not have sex until a week after, when she was better. After discussions with the Sergeant, it was agreed the best course of action was to bail the suspect, so I submitted a bail application which was authorised. Bail conditions were put in place to protect the complainant, including not to contact her by any means and not to attend her address. Upon critical evaluation, this decision was made to safeguard the complainant as she had reported a sexual offence (Victim's Commissioner, 2021), and already expressed her concerns about the possibility of seeing the suspect again. Despite this, in relation to critically evaluating the process, the decision was made that the suspect would be bailed as opposed to remanded in custody due to the fact he was of clean character and there was no reason to believe he would offend whilst on bail (GOV.UK, n.d.). However, the bail conditions could still provide the complainant with safety from the suspect which addressed the priority of safeguarding issues (Home Office, 2023).

I seized the suspects phone on arrest using my powers under Section 19 of the Police and Criminal Evidence Act (1984). He provided the pin for his phone, and I submitted the relevant forms to the digital media investigators (DMI's) outlining what we were looking for on the device, so they were able to begin the download at the earliest opportunity in line with guidance from the College of Policing (n.d.). This action was completed at the first opportunity while the suspect was still in custody. We believed his phone download could provide vital evidence, as the complainant stated in her account that the suspect called the police on himself after the incident took place, but then hung up the phone. Therefore, we were looking to access his call logs from the time of the incident. This action was fast-tracked for the download to be completed as soon as possible.

On evaluation of the investigation, the support provided to victims is force wide priority (HMIC, 2015). I was able to do this within this investigation by setting up referrals to the SARC, Victim Focus and a submission of a PPN as previously mentioned. It's also important that a complainant's physical and sexual health is addressed (NHS, 2021) and she is provided this support while at the SARC. I spoke with her regularly to provide her with updates and ensure her mind was put at ease and answering any questions throughout the investigation, in line with Victim's Code (2020). However, after a few months the complainant asked if she could only be contacted when there was a significant update to the case, therefore I had to re-evaluate contact I made with her to adjust to her wishes. Upon critical evaluation, despite the importance of providing support to a victim of a sexual offence, in this investigation I also ensured I provided the support that I could to the suspect. He was a university student of clean character prior to this investigation and was visibly shocked and upset by the process. Before he was released from police custody, I

arranged for him to undergo a fitness to release assessment with the custody nurse, to ensure he was mentally stable enough to be released (The Faculty of Forensic & Legal Medicine of the Royal College of Physicians, 2021). I also provided him with advice and guidance sheets specifically tailored to those who have just been arrested for a sexual offence, due to the shock and distress this can cause, along with the stigma of having been arrested for such offences (Unlock, n.d.). My colleague and I also gave him a lift home after he was released, as we seized his phone and he didn't have money with him. It was important that we didn't forget our duty of care to the suspect (College of Policing, 2021) as well as the victims and thought it best to ensure he got home safely.

On further evaluation of the investigation and my thoughts and feelings in relation to it, it was important to keep my own personal values and attitudes at the forefront of my mind when conducting complex investigations. The Standards of Professional Behaviour and Policing Principles, set out in the Code of Ethics (College of Policing, 2014) outline that officers should always act with fairness and impartiality. In this investigation the complainant was a young female and as I identify as a young female myself, I had to ensure I kept the professional standards of fairness and impartiality at the forefront of my mind, to prevent biases and my personal attitudes impacting my decision making. I remained aware that my role was to act as an impartial investigator and to simply gather all the evidence, therefore I treated the suspect in the case fairly and impartially throughout, by treating him with respect, explaining the process and providing him with documents outlining how he could access support. By doing so I was acting in line with the Policing Principles (College of Policing, 2014), acting with fairness and objectivity.

In conclusion, there are several processes that need to be considered and carried out when conducting a complex investigation such as rape. Many of these processes will require fast-tracking. These include a forensic exam if the complainant is within the forensic window, however if like in this case they are not, actions such as obtaining annex material needs to be fast-tracked, as does putting safeguarding measures in place for every investigation. Going forward, I will continue to ensure I am providing support to victims, however ensuring I am also providing the support to suspects, especially suspects who may be of clean character previously or are the subject of rape investigations due to the shock and distress they may be experiencing.

Word Count: 2,171

Authentication signature:

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

Signed: Eleanor Jenkins

Date: 8th May 2023

Bibliography

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

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