

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	
	Bibliography	

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:

The purpose of this question is to consider an incident where I played a significant role with a victim of crime. I will be considering an incident that involved a young female who was approached by an unknown male in a manner which caused the female to feel alarmed and distressed. I will be utilising Gibbs reflective cycle as per Gibbs (1998) to consider this incident and review how I managed the victim's needs, by evaluating different approaches that can be applied to support vulnerable victims. Thereafter, I will consider methods that tackle repeat victimisation and repeat offending, as well the use of evidence-based policing.

Gibbs reflective cycle is designed to assist with providing structure when evaluating an experience to learn and improve how to deal with a similar incident again (University of Edinburgh, 2020). It achieves this by guiding you through six stages which will assist me in structuring this question (Main, 2023).

An incident where I played a role in assisting a victim involved a young female from the US who was temporarily residing in Wales to study. The female was seventeen years old and therefore deemed a child in the eyes of the law according to the Convention on the Rights of the Child 1989. She had been drinking on her own in the local city centre and was followed by an unknown male, who shouted profanities at her. The male ran after and lunged at the female when she tried to get away from him. This caused the female no physical injuries, but she felt threatened and harassed by his behaviour. The female reported the incident to the police and as it had been graded as an emergency call, I prioritised getting to the female immediately to ensure she was safe, to get her account of what happened and an understanding of her needs. She explained that she had been struggling being away from her family and as a result, she felt she had no support network and had

turned to drinking. Having conducted a risk assessment to identify her needs, I established the need to provide an enhanced service and to offer her additional support.

I adhered to the golden hour principles, as defined by (His Majesty's Inspectorate of Constabulary and Fire & Rescue Services, n.d.) as the period immediately after a crime is committed where positive action must be taken promptly, by utilising CCTV to identify the male, having gathered a detailed account from the victim, and was able to locate the male. Once located, I utilised my power to arrest him as provided by the Police and Criminal Evidence Act 1984 as I had reasonable grounds to suspect he had committed an offence. The male was arrested for the offence of fear or provocation of violence, as per (section 4 of the Public Order Act 1986).

Following the first and second stages of Gibbs, I reflected on the experience to determine what worked well and I felt that overall, it had been handled swiftly and I kept the female's safety and needs as my main priority. I was able to safeguard her by using tools available to me to quickly identify the male involved and arrest him, while also recognising her vulnerability and addressing the need to provide her with further support. Considering the third stage of the Gibbs cycle, I recognise that I learned a lot from this experience about the importance of recognising vulnerability early, in order to provide appropriate support swiftly. The female was not only vulnerable because of her age, she was also at risk because she lived away from family, and she was putting herself in dangerous circumstances by drinking alone in unfamiliar areas. Addressing such risks early allowed for early intervention with appropriate external agencies and ensured the police public protection unit were aware of her circumstances and liaise with appropriate organisations to keep her safeguarded.

The College of Policing (2021a) defines 'vulnerability' as "a person ... as a result of their situation or circumstances, ... are unable to take care of or protect themselves or others from harm or exploitation." Therefore, in addition to the rights and responsibilities that police have to victims, as contained within the Victims Code of Practice, as provided by the Ministry of Justice (2020), the police have an additional responsibility to offer enhanced rights to vulnerable victims to provide additional support through a tailored approach to each (College of Policing, 2021b). The Victims Code of Practice states that you are deemed a vulnerable victim if you are under 18 years old at the time of the offence, which is stipulated in (section 16 of the Youth Justice and Criminal Evidence Act 1999). Therefore, the victim was deemed vulnerable.

Once it is identified that a victim is vulnerable, it is of paramount importance to consider the best way to support and manage vulnerable people and there are a variety of approaches that can be adopted. I will consider four approaches to supporting and managing vulnerable people and whether such approaches are appropriate. Such approaches include a multi-agency approach, information sharing, carrying out safety checks and follow ups and submitting relevant referrals.

The purpose of a multi-agency approach is to provide a more efficient and effective service by working together and utilising the strengths and resources of each agency, as provided by the Criminal Justice Joint Inspection (2015). It has been recognised that such an approach is beneficial to recognising vulnerability and the threat and harm that a vulnerable person is exposed to. Therefore, through joint decision making and a coordinated effort, professionals can prevent such risks from "escalating" by sharing information that can establish the full picture of a vulnerable person's circumstances (Home office, 2015). The Multi-Agency Safeguarding Hub (MASH) is an example of multi-agency working which has worked to safeguard vulnerable children whereby information can be gathered from several sources quickly so that professionals are equipped to assess risk and

determine who is best placed to manage the risk, as described by the Multi Agency Safeguarding Hub (n.d.).

Information sharing is vital in ensuring the effectiveness of a multi-agency approach. It improves the collective knowledge held about the experiences a vulnerable person has endured which can be used to help to decrease the likelihood of them experiencing further harm, by reviewing what has happened to determine what can be done to stop them being targeted again (Policing, Health and Social Care consensus: working together to protect and prevent harm to vulnerable people, 2018). Typically, the police require a victim's consent to share information about them which can limit the appropriateness of this approach. However, there are some occasions where the threat or risk of harm to a person is so high that it is deemed in their best interests to share such information, irrespective of their consent. A sufficient risk assessment is required and consideration of the impact this may have on the person's support for the police must be taken into consideration (SCIE, 2019).

Police are regularly asked to carry out safety checks (or welfare checks) on a person when it is deemed necessary to protect life or property or to prevent crime, to locate persons at risk of harm and to manage any safeguarding risks (College of Policing, n.d.). Safety checks are beneficial as they allow for police to determine when a person requires additional support and can liaise with other agencies that are deemed more appropriate to assist. For example, police may contact the ambulance service, the community mental health team or if deemed necessary to do so, detain the person under the Mental Health Act so the person can be taken to a place of safety and assessed by a medical professional (Finnis, 2023). In addition, police may also recognise that while additional support might not be required, a follow up check can be beneficial to ensure that any risk of harm is being managed without intervention.

Police are not always considered the most appropriate agency to carry out safety checks but by having a multi-agency approach well-established within the UK allows for a robust process whereby agencies such as social services, local authorities, the NHS, education and police can turn to one another when they have concerns about the welfare of a vulnerable person and ask the most appropriate service to intervene (Home office, 2015).

Submitting referrals to other agencies is also a tool used by police to manage vulnerable people and those at risk of harm. The most common referrals are Public Protection Notices (PPN) and Victim Focus Referrals which are completed by police officers internally. A PPN is an information sharing form shared with partner agencies and are used to highlight certain categories of people that are considered at risk or vulnerable (Grant, 2019). There are four categories – adult at risk, child at risk, domestic abuse, and honour-based abuse. The form is a risk assessment tool and is used to make referrals to partner agencies when they have concerns about vulnerable people whom they believe require additional support. PPNs do require consent of the person whom the form is about, however even if they do not consent, internal safeguarding units can still endeavour to manage the risks by recording any risks identified internally.

Victim Focus is a service offered by the charity 'Victim Support'; they are not part of the police, and they provide help and support to victims of crime. It is not limited to vulnerable victims (South Wales Victim Focus, n.d.). It is a voluntary process whereby police officers offer their support to victims of crime and if they consent to it, police submit a referral on their behalf. They provide a wide range of services, including emotional and practical support, help understanding the criminal justice system and further referrals for specialist support. This is an effective service when victims are reluctant to seek support from police but are willing to engage with an independent charity who can also identify vulnerable people and those most at risk, to ensure they are offered additional support (Victim Support, n.d.).

The different approaches I have identified and discussed highlight the importance of working with other agencies to ensure those most at risk receive support they need from the most appropriate agency. Each approach has an element of multi-agency collaborating and emphasis' that it is important for police officers to recognise that we are not always the most able and suitable service to provide ongoing support, however through information sharing, referrals, and safety checks, we can determine who is and offer our assistance and support in ensuring the right help is available to those most in need. Having a range of methods available to police officers allows a tailored approach to each victim.

The (Home Office, 2000) defines repeat victimisation as 'being the victim of the same type of crime more than once in the last 12 months' (College of Policing, 2022), whereas repeat offending is when an offender "commits the same offence on more than one occasion (GOV.UK, n.d.). International research demonstrates that victims of crime are susceptible to being repeat victims as repeat victimisation is 'substantial' and accounts for a 'large proportion of crime' (Lamm Weisel, 2019). However, statistics demonstrate that crime occurs densely; it occurs within a small proportion of places and victims (College of Policing, 2021c).

Evidence-based policing was first considered by (Sherman, 1998) who defines it as "a method of making decisions" about 'what works' in policing by considering what practices and strategies have assisted in reducing re-offending or repeat victimisation in such dense areas. Evidence-based policing suggests that the best way to reduce repeat victimisation and offending requires tailored-made strategies to be adopted in the concentrated areas where crime is mostly committed, in order to respond to crimes by trying to prevent the next crime (Grove and others, 2012; Johnson, 2013). This requires police to be proactive in such concentrates areas and adopting crime prevention measures. (Innes and Weston, 2010) also provided that adopting measures that tackled issues that impacted those most vulnerable and those who are harmed by antisocial behaviour may also be effective as the police may encourage people in the local community to take more of a role in supporting one another.

To conclude, I have provided an incident where I played a significant role with a victim of crime. I used the Gibbs reflective cycle to reflect on the incident to determine what I did well and how I can learn from this experience. I have evaluated different approaches used by professionals and police to support vulnerable people. This included multi-agency approaches, information sharing, welfare checks and referrals. I concluded that a combination of such approaches provides the most effective and proactive solution as working together with other agencies allows a collaborative effort whereby the service most appropriate can take responsibility, with the support of other agencies when needed. I have then considered methods that assist in tackling repeat victimisation and offending whereby I found that adopting evidence-based strategies towards repeat victims in areas where they are likely to be targeted and strategies that target prolific offenders are most effective.

Word Count – 2,184

Task 2

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 1:

Relevant areas of the National Policing Curriculum:

Response Policing

A core part of the policing mission is to prevent crime and disorder. Domestic abuse causes both serious harm and constitutes a considerable proportion of overall crime

You should choose **a domestic abuse incident** that was of a complex nature, in which you played a significant role in providing a response.

Critically assess the challenges associated with a domestic abuse incident that you have attended, and the strategies developed for effective policing in such challenging situations.

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

ANSWER:

Task 2 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

Criminal justice faces ever more challenges from society. While official figures show a drop in police recorded crime in the UK the distribution of crime shows a more complex pattern with violent crime showing a rise.

Regarding community policing chose an incident that you have attended that presented a complex issue for the community, and that you played a significant role in providing a response.

Critically evaluate a range of interventions that you have employed to promote community engagement that assisted in resolving the issue.

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

Answer:

Task 2 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

The police are the lead agency for collision investigation and have the primary duty to investigate and establish the circumstances that have led to road deaths and life changing injuries.

Describe a serious collision that you attended and in which you took a significant role (e.g., initial reporting officer, scene manager, lead investigator).

Critically evaluate the evidence base that you dealt with and strategies that could be implemented to reduce the likelihood of it reoccurring.

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

Answer:

Task 2 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

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 analyse an investigation, that you have led, commenting on the effectiveness of the National Intelligence Model and the importance of the role played by cross border cooperation in relation to your information and intelligence.

Reference how effective information and intelligence was used within your operation, and how you used specialist intelligence roles to support your complex investigation.

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

Answer:

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:

The purpose of this question is to consider an investigation of a complex nature where I played a significant role. The investigation I will discuss concerned a female who had been raped by an unknown male. I will critically evaluate the processes used to progress the investigation. This will consist of taking an in-depth account of what happened, taking non-intimate swabs from the victim and seizing clothing for forensic opportunities, conducting area searches and utilising specialist interviews. I will also evaluate the fast-track actions that I utilised to assist the investigation such as organising forensic medication examinations, working with other departments to trace the suspect, and contacting other local agencies to assist with ingathering valuable information. Thereafter, I will evaluate the support I provided to the victim and witnesses which included ensuring the relevant rights enshrined within the Victims Code of Practice were offered, making referrals and contacting specialist advisers. Finally, I will consider how I managed my personal values to ensure I remained unbiased throughout.

A female report that she had been raped by an unknown male. Initially, she was unable to identify the male or where the incident had taken place. As a trained sexual offence first responder, I met with the victim to ensure her safety, to carry out a risk assessment and commence the initial steps of the rape investigation (College of Policing, 2023a).

Whilst on route to meet with her, I contacted the rape investigation team ('RIT') so that all relevant departments were aware of the report. This ensured that I received support from detectives that are trained to deal with such investigations and to ensure relevant departments worked together to utilise the period immediately after the report effectively (National Policing Improving Agency, 2010). This is important with sexual offences, as certain forensic opportunities for such investigations are time sensitive, as provided by the Law Commission (2023).

The victim explained that following a night out with friends, she took a taxi home with a male she had met and stayed at the male's address as he had refused to walk her home. While staying at the address, she alleged that she was raped. Due to the trauma she was experiencing and the amount of alcohol she had the night before, she had little memory of the male or the address she had been taken to.

There are several important processes employed in such an investigation and I will evaluate all that I adopted in this incident (GOV.UK, n.d.). When dealing with such a serious allegation, it is paramount to gather evidence expeditiously to understand what has happened and if necessary, build a case and take action (National Policing Improving Agency, 2010). For rape investigations, this process is commenced by completing an electric form called the PPD3.

This form provides a framework to aid officers in ensuring essential, detailed information is gathered about exactly what has happened and is integral in identifying additional investigative opportunities such as the identity of suspects and witnesses, relevant time frames for collection of forensic samples as per ((Devon & Cornwall SARC - NHS, n.d.), identifying the location of crime scenes that may need to be secured and exactly what sort of sexual offence has occurred. The form also assists in encouraging the victim to speak freely about what has happened, whilst ensuring that I record her account fully and accurately with as much detail she can recall as possible (GOV.UK, 2023).

I took some time to build rapport with the victim before commencing the form, to establish a safe and comfortable environment for her so that she could open up to me. As a result, I was able to utilise the PPD3 by verifying key information. Furthermore, I was then able to fast-track several actions that were crucial in gathering vital evidence. Whilst the victim initially could not identify the male and did not know where the rape had occurred, by asking open questions and allowing her time to speak freely without interruption, I learned that the unknown suspect had given the victim his mobile number. With this information, I liaised with RIT to carry out checks on the mobile number. I also identified that the unknown suspect used the instant messaging app 'Whatsapp' to contact the victim and had a profile picture of him on the app. In the picture, the suspect was wearing a rugby kit and I worked with RIT and the intelligence department to make enquiries about the rugby kit to identify the rugby team.

In addition, while the victim was unsure of the location where the offence was committed, I asked further open questions and used Google Maps to provide visuals to consolidate possible areas. This helped her identify recognisable landmarks that assisted in narrowing down possible locations. Following this, I took the initiative to arrange a drive by with the victim to use visual aids to identify the location. This fast-track action proved successful as driving through areas where the landmarks had been spotted on Google Maps, the victim identified the property she believed she was taken to. I was then able to advise RIT who attended immediately and with the assistance of the victim's description of the property which was obtained whilst completing the PPD3, the location was found and thereafter secured in order to identify further forensic opportunities and photograph the scene for evidential purposes.

The next important stage in the initial steps of the investigation was using the early evidence kit (known as 'EEK') with the victim to take non intimate swabs, with her consent. The EEK allowed me to gather evidence by way of a urine sample, swabs of the victim's mouth, cheeks and hands and also a mouth rinse, to ensure such evidence wasn't lost while we waited for intimate swabs to be taken by a medical practitioner in an appropriate place (POLICE.UK, n.d.).

As I was discussing the purpose of the EEK with the victim and taking the relevant swabs and samples, my colleague who attended the call with me, contacted the local sexual assault referral centre (SARC) in order to arrange a forensic medical examination (FME). This ensured that we wasted no time in collecting as much evidence as possible within the necessary timeframes, whilst also keeping the victim informed of the process, so that she understood what was happening and had the opportunity to ask questions before deciding what she wished to do. I was then able to take the victim to the SARC and assist the examiner.

Whilst I was attending the appointment with the victim, my colleague remained at the station with the victims' friends, whom she had initially disclosed the offence to. As they were given the first account of what happened by the victim, they could also provide key evidence by way of disclosure statements. My colleague explained the benefits of such evidence to said friends, who agreed to provide disclosure statements which my colleague arranged.

At the same time, RIT had continued their efforts to identify the suspect and through researching his mobile number and the rugby kit worn in his Whatsapp profile picture, the suspect was identified and his home address was located which allowed for arrest enquiries. This then allowed for further forensic evidence to be obtained from the suspect and subsequently for him to be interviewed by specially trained interviewers within RIT about the report.

Throughout the investigation, it was important to ensure that all relevant parties were provided with support. Sexual offences are some of the most serious and traumatic crimes against a person and as such, taking positive action to investigate such offences and working with victims to understand their needs is of paramount importance to building trust and confidence (College of Policing, 2014b).

Firstly, I ensured that the victim was aware of the rights she is entitled to through the (Victims Code of Practice) when reporting a crime and throughout the investigation (House of Commons, 2020). It was also necessary to conduct a risk assessment at the earliest opportunity to identify whether the victim was vulnerable or are at risk of further harm, to ascertain if any enhanced services were required or any special measures were needed to protect the victim and assist in making potential court proceedings easier for the victim to partake in, by ensuring they can give their best evidence (Understanding your rights, n.d.). Thereafter, as a result of conducting a risk assessment, I was able to determine what referrals were appropriate and whether any specialised support should be offered.

There are a number of different ways in which support can be offered which can be tailored to the needs of a particular victim or witness (www.bps.org.uk, n.d.). Support can be by way of additional treatment through the SARC, referrals to an independent sexual violence advisor ('ISVAs'), referrals for therapy or counselling (South Wales Police, n.d.), as well as advice for rape victims, such as 'The Survivors Trust' or 'Rape Crisis'.

In this case, the victim was in shock from what had happened and I was conscious of not wanting to overwhelm the victim with information. Instead, it was more beneficial at this stage to provide the victim with comfort in explaining the next steps within the investigation, so that she was fully informed, to manage her expectations and ensure she understood what would happen and a likely time frame. Having explained this to her, I explained that support was available in a variety of forms throughout the investigation. Before the victim left the police station, I provided her with my contact details so that she could reach out to me when she was ready to discuss further support.

I also explained the referral process South Wales Police have for all victims of crime to an independent charity 'Victim Focus'. I informed the victim that they provide confidential advice and

can assist with identifying what support the victim may benefit from receiving. The victim was happy for a referral to be made and I actioned this promptly. It was imperative to me throughout my time with the victim and witnesses that they felt supported by the police and had direct details to reach out to, if they were either struggling with the investigation, required additional support or had questions about the investigation, to ensure they remained supportive of the investigation. This was important to me as I understand the difficulties faced within such investigations should police lose the support of victims (Molina and Poppleton, 2020), in addition to the long-term impact such offences can have on a person and therefore the need to ensure victims receive ongoing support.

On reflection, I feel the support and referrals I offered and the information I shared with the victim provided her with assurance that the police will provide her with tailored support throughout the investigation and an opportunity for her to speak with someone independent if she wished to. I created a non-judgemental and understanding environment, to ensure the victim felt no pressure to make any decisions about further support she may require, whilst also establishing an open line of communication between police and the victim so she could make contact when she felt ready to consider additional support available to her.

In order to continue to uphold the professional standard of behaviour that I am bound to as a police officer, it remained important to me throughout the investigation that I remained impartial, while also showing empathy and sensitivity, as per (College of Policing, 2014a). Whilst I strive to work closely with victims to ensure that their needs are met during an investigation, it is an integral part of my work that I remain emotionally uninvested, to ensure that I can make good decisions that are not guided or instructed by anyone and by recording everything accurately and without allowing my own opinion to form part of the investigation. I achieved this by reflecting on the decisions I made throughout the investigation to ensure I felt I was acting appropriately, liaising with my sergeant to allow him to review my decisions and seeking assistance from RIT when I was concerned that I may becoming too emotionally invested (College of Policing, 2023b). I also ensured all my decisions were evidence-led. By working collaboratively with my colleagues, we ensured that decisions were made with the needs of the investigation at the heart of our considerations.

To conclude, as the victim had reported the offence within a short time following when the offence took place, it was important that I acted promptly to manage the initial phase of such a complex investigation. To do this, it was important that I worked closely with RIT and my colleague to use the time that we had with the victim and witnesses effectively, by collecting as much evidence from several sources simultaneously and furthering all other lines of enquiry which were significant in managing and building the case. It was also imperative that I adopted the use of evidence gathering processes that were available to me, such as the PPD, EEK and FME so that I did not lose any vital evidence and to ensure the validity of the investigation.

Word Count - 2,188

Authentication signature:

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

Signed: C.Brown

Date: 05.02.24

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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