



POLICING
RESEARCH
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NORTHERN EVIDENCE BASED POLICING HUB

What makes a 'good' investigation?

*Evidence, Victims, Specialism, and
the Realities of Policing*

21 Jan | University of Lancaster



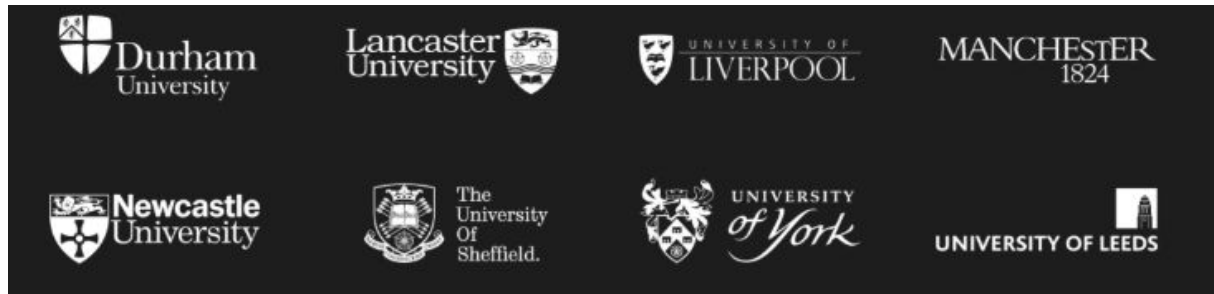
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Welcome and Introduction | Professor Layla Skinns



POLICING
RESEARCH
PARTNERSHIP

*Champion, enable and support
policing research and its
impact on policy and practice.*



What we do

Our strategy to increase and improve collaborative working between police and academics.

N8 PRP brings together...



...the skills, structures, and independence of academic research...

...with the knowledge, experience, and data of police.



Police Research Priorities



Research
Funding for N8 academics for innovative, impact-focused, collaborative policing research



Knowledge Exchange
Conferences, Webinars, Website and the Policing Innovation Forum



CPD
NRiPN - PGR and ECR support to cultivate excellence in policing research

N8 PRP Policing Research Priorities

2025-2026



- 1. Investigations and Outcomes**
- 2. VAWG and Domestic Abuse: Demand and Victimization**
- 3. Workforce: Managing Workloads Effectively**
- 4. Neighbourhood & Hotspot Policing**
- 5. Health and Policing**



Where to find us

www.n8prp.org.uk

Learn more about N8 PRP and stay up to date with new events, research, annual reports and funding opportunities.

Organisational leads

Find your local contact at
<https://www.n8prp.org.uk/home/people/>

Social Media

Bluesky – [@n8prp.bsky.social](https://bsky.app/profile/@n8prp.bsky.social)

Twitter – [@N8PRP](https://twitter.com/N8PRP)

LinkedIn – [N8 Policing Research Partnership](https://www.linkedin.com/company/n8-prp)





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Context and Themes

- **Putting Victims First**

What is a 'good' outcome for victims and the wider community?

- **Specialism vs. omni-competence**

Do omnicompetent or specialist teams improve investigation outcomes? What is the right balance and what is the impact on workforce development and skills?

- **Managing Investigator Workloads and Reducing Delays**

How should response officers understand their investigative role?

- **Effective Training**

E.g what makes for 'good' interview practice?

- **Others?**

Aims and Outputs

Collaboration - *bring together researcher and police practitioners and policy makers with an interest in police investigation*

Knowledge exchange - *sharing best practice and current research about police investigations*

Research Agenda - *Co-creation of a research agenda, which can feed into future N8 PRP research activities*

N8 PRP Funding opportunities:

- **2026 Police Priority Grants** *open 1 Feb - 30 April*
- **Agile Evidence Reviews** *agreed by the Steering Group.*

What Makes a 'Good' Investigation?



10:05| **Keynote** | DCC Katy Barrow-Grint

Evidence: Skills and Strategies

10:40| **Investigative Interviewing** | Professor Fiona Gabbert

11:20| **Digital Evidence Strategies** | Professor Dana Wilson-Kovacs

11:40| **Cumbria's Digital Investigation Toolkit** | ACC Dave Stalker

Networking Lunch and Data Immersion Centre Interactive Session

12:15| **GROUP 1 – Operation Northgate** | GROUP 2 - Lunch

13:00| **GROUP 2 – Operation Northgate** | GROUP 1 - Lunch

What Makes a 'Good' Investigation?



Police Specialism and Putting Victims First

13:45 | **Developing RASSO Units: Rethinking Specialism** | Arianna Brabin

14:25 | **Victim-Centred by Design: Yath CSI Control Room** | Andy Crofts

15:05 | *Coffee Break*

Research Agenda Discussion

15:20 | **Panel Discussion** | Chair – Professor Layla Skinns; Panellists - Amir Abid, Arianna Brabin, Andy Crofts, Fiona Gabbert and Dave Stalker

16:30 | **Close**

Katy Barrow-Grint

Investigative Interviewing

Professor Fiona Gabbert

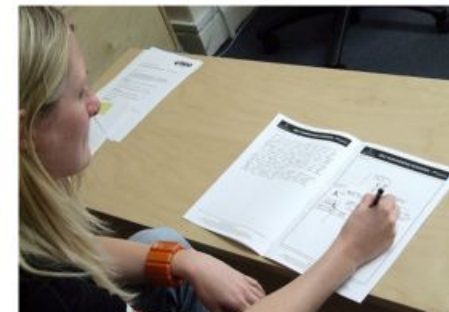
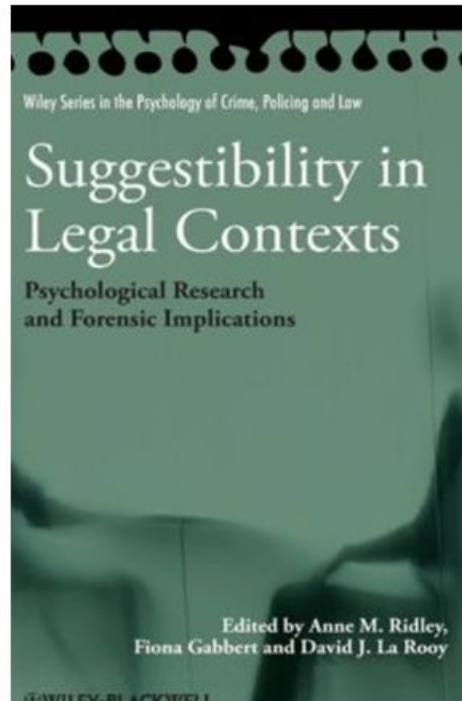
A mini introduction.

Professor of Psychology at Goldsmiths University of London.

Expertise in applied cognition

- The reliability of memory
- Investigative interviewing

Frequently work with police, trainers, policy-makers to develop new and effective investigative tools and investigative interview practice.



Investigative interviewing overview

Interviews shape:

- Evidence quality
- Case progression
- Victim experience

Known challenges (based on 7 forces; HMICFRS, 2025):

- Variation in interview performance across officers and police forces
- Investigative opportunities are frequently lost at first contact
- Variation in quality of training materials and trainers
- Current training models struggle to maintain interviewing quality over time

Effective Investigative Interviewing

Investigative interviewing is a complex task requiring;

- Interpersonal skills (aiming to build rapport)
- Skill at asking the right questions at the right time
- Understanding of memory (and memory retrieval techniques)
- Professional knowledge, expertise, and competence.

I would argue that these skills are essential baseline competencies. However, they are not intuitive, and they are not easily learned on the job.

Challenges in training investigative interviewing skills

Systematic Review (Akca et al., 2021):

- Reviewed **30 police training courses** – found large variation in design and outcomes.
- Overall, skills were poorly retained
- Some studies found that **simple skills** (e.g. legal rights delivery) improved after training.
- However, **complex skills** (e.g., rapport building and appropriate questioning) consistently failed to improve post-training.

Why do complex interview skills fail to improve?

- Trainers often lack expertise in interpreting psychological research, making it difficult to translate evidence into best practice (Akca et al., 2021; Ericsson et al., 2024).
- Courses frequently explain what to do, but not why - leading to poor understanding and inconsistent application (Akca et al., 2021; Dando et al. 2009; Ericsson et al., 2024).
- Effective interviewing requires knowing which techniques to use, when, and how ...which depends on understanding the psychological rationale (Fisher et al., 2014).

How psychological science strengthens interviewing skills

- Scientific research provides an evidence base for understanding, predicting, and controlling interviewee engagement and information elicitation.
- A key contribution from psychology has been to identify variables that increase and decrease the amount and accuracy of information reported.
- Tools, techniques, and guidelines, based on a body of scientific research, can then be developed for collecting reliable eyewitness evidence
 - *What works?*

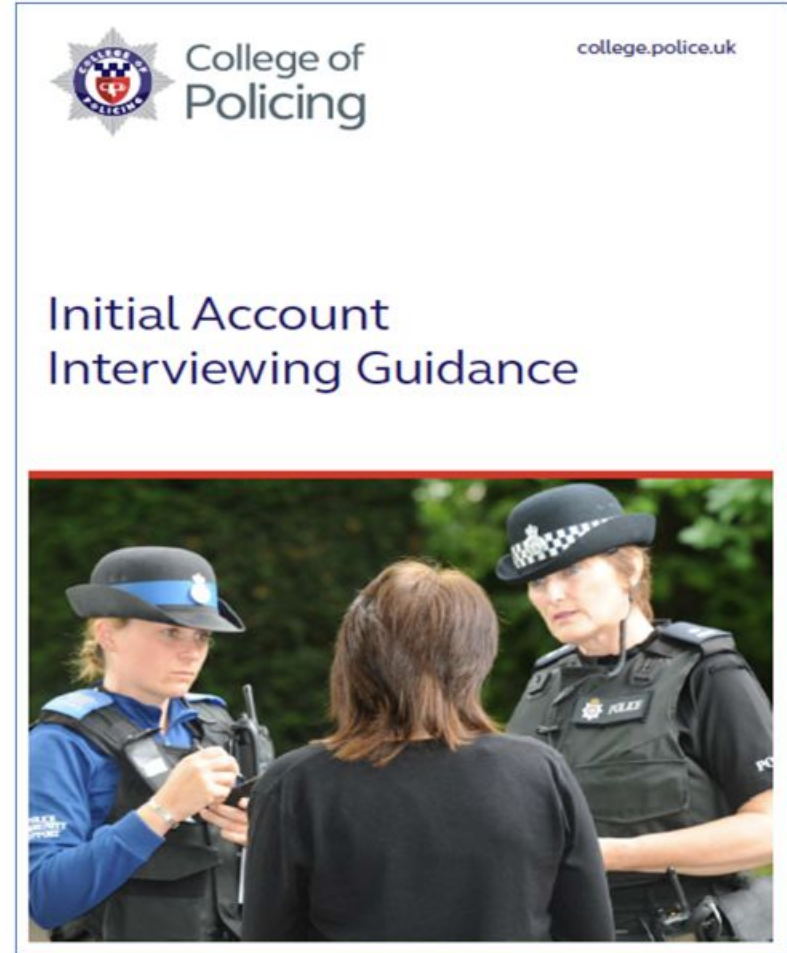
A good example...

College of Policing (2019)

New APP guidelines for UK police officers to use when obtaining initial accounts from witnesses.

Policy-makers, specialist and generalist practitioners; academic subject matter experts, and lay members worked collaboratively.

Each of the ten guidelines transparently shows the underpinning supporting research evidence.



Summary table

Practice guidelines for the front line

Evidence-base: empirical evidence  practitioner evidence available 

<p>1 Rapport building </p> <p>Officers and staff should, wherever possible, take steps to build and maintain rapport with the witness throughout the interaction</p> <p>Evidence-base: good moderate limited </p>	<p>2 Witness separation </p> <p>Officers and staff should separate witnesses to take initial accounts and make sure they are out of earshot of other witnesses, unless this is not possible</p> <p>Evidence-base: good moderate limited </p>	<p>3 Clarifying sources of information </p> <p>Throughout the first account, officers and staff should clarify the source of the information the witness is providing, for example by asking 'Did you see this yourself?'</p> <p>Evidence-base: good moderate limited </p>	<p>4 Alcohol intoxication </p> <p>Officers and staff can take an initial account from an intoxicated person</p> <p>Evidence-base: good moderate limited  practitioner evidence </p>	<p>5 Witnesses' own words and open questioning </p> <p>Officers and staff should allow the witness to give an account in their own words, using open questions where possible, to obtain sufficient reliable information to determine next steps</p> <p>Evidence-base: good moderate limited </p>
<p>6 Non-leading approach to questioning </p> <p>Officers and staff should gather information in an objective way and remain neutral if giving feedback, both verbal and non-verbal, to the witness on the information they are providing</p> <p>Evidence-base: good moderate limited </p>	<p>7 Allowing uncertainty </p> <p>If a witness is unable to be specific then the officer or staff should not push them to provide an answer</p> <p>Evidence-base: good moderate limited </p>	<p>8 Suggesting eye closure </p> <p>In some circumstances, the officer may suggest that the witness close their eyes if they need help to focus and recall more detail</p> <p>Evidence-base: good moderate limited </p>	<p>9 Advice on information exposure </p> <p>After taking an initial account, officers and staff should consider advising witnesses that exposure to other sources of information about the event may affect their recollection and where possible it should be avoided. If it is unavoidable, the witness should be advised to make a note of the sources</p> <p>Evidence-base: good moderate limited </p>	<p>10 Identify and record vulnerability and needs </p> <p>Officers and staff should seek to identify and record any apparent witness needs and vulnerabilities, including reported and observed demeanour, reluctance, and physical or communication needs, to inform future decision making</p> <p>Evidence-base: practitioner evidence </p>



But interview guidance still needs to be trained effectively

Our efforts to support the training of basic competencies

1. Review the scientific research to find out what works
 - Building rapport
 - Asking the right questions at the right time
 - Memory retrieval techniques
2. Help bridge the gap between research and practice via training resources
 - Short **videos** help trainers incorporate psychological research without needing expert knowledge.
 - **Protocols** and **aide-memoirs** help interviewers remember core/effective skills.
 - Together, promotes **training standardisation** and **reduce variability** in how core skills are taught.



Building rapport

“Officers and staff should, wherever possible, take steps to build and maintain rapport with the witness throughout the interaction” (College of Policing, 2020).

Why attempt to build rapport?

To overcome the many reasons that prevent engagement, cooperation, and disclosure

- Trauma
- Vulnerability
- Reluctance to engage
- Unfamiliar interviewers
- Difficult topic areas
- Re-activating old memories
- Negativity or mistrust in the police
- Concerns re. implications of engaging
- *...and so on...*

What is rapport?

A close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well (Wikipedia)

A friendly, harmonious relationship characterized especially by agreement, mutual understanding, or empathy that makes communication possible or easy (merriam-webster.com)

Relation; connection, especially harmonious or sympathetic relation (Dictionary.com)

A friendly relationship in which people understand each other very well (oxfordlearnersdictionaries.com)



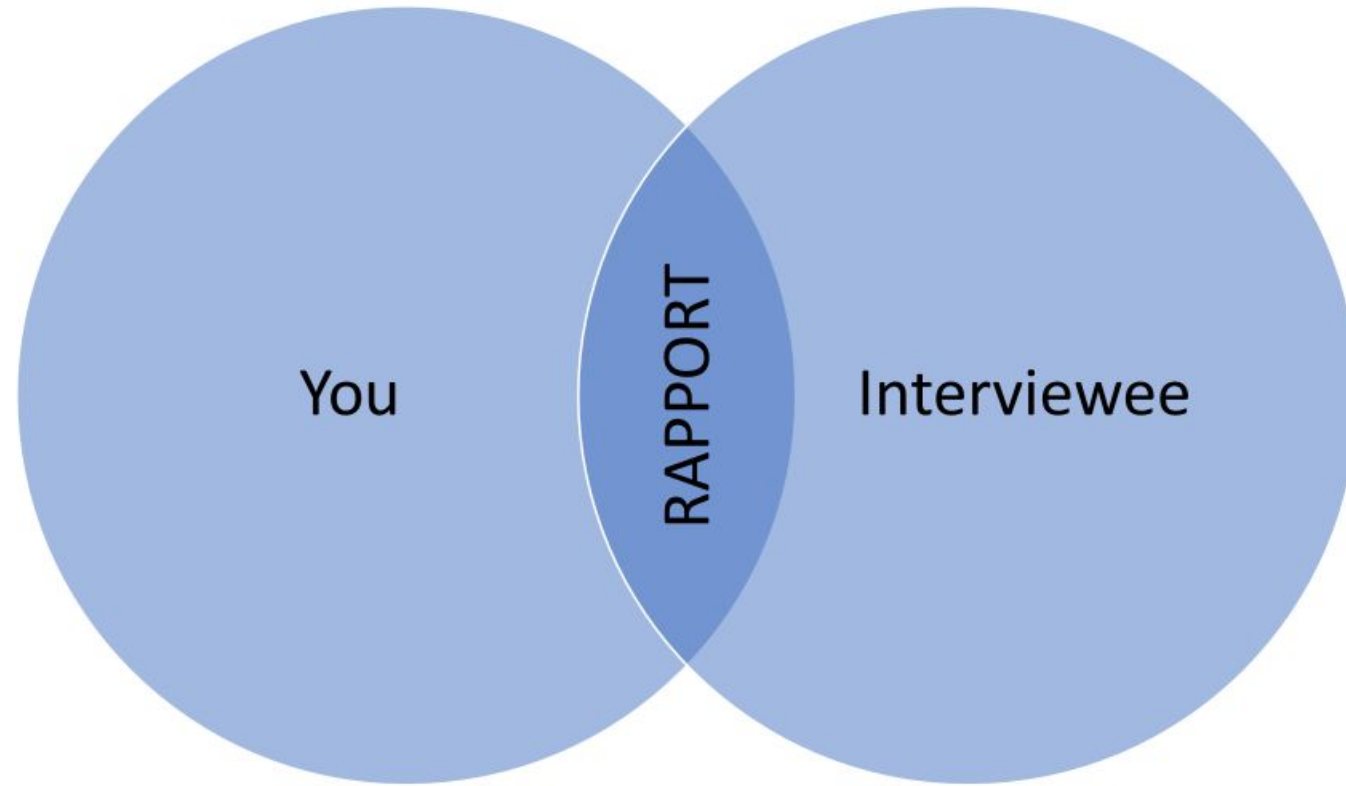
Professional Rapport

"An intentional use of interpersonal skills and behaviours in an attempt to facilitate a positive interaction with another person that might or might not lead to establishing genuine rapport"

(Gabbert et al., 2021, p. 330)



...HOW DO YOU BUILD RAPPORT?!





WILEY

SPECIAL ISSUE ARTICLE

Exploring the use of rapport in professional information-gathering contexts by systematically mapping the evidence base

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Magdalene Ng⁴ | Gavin Oxburgh⁵

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Funding information

Centre for Research and Evidence on Security Threats/ESRC, Grant/Award Number: ES/N009614/1

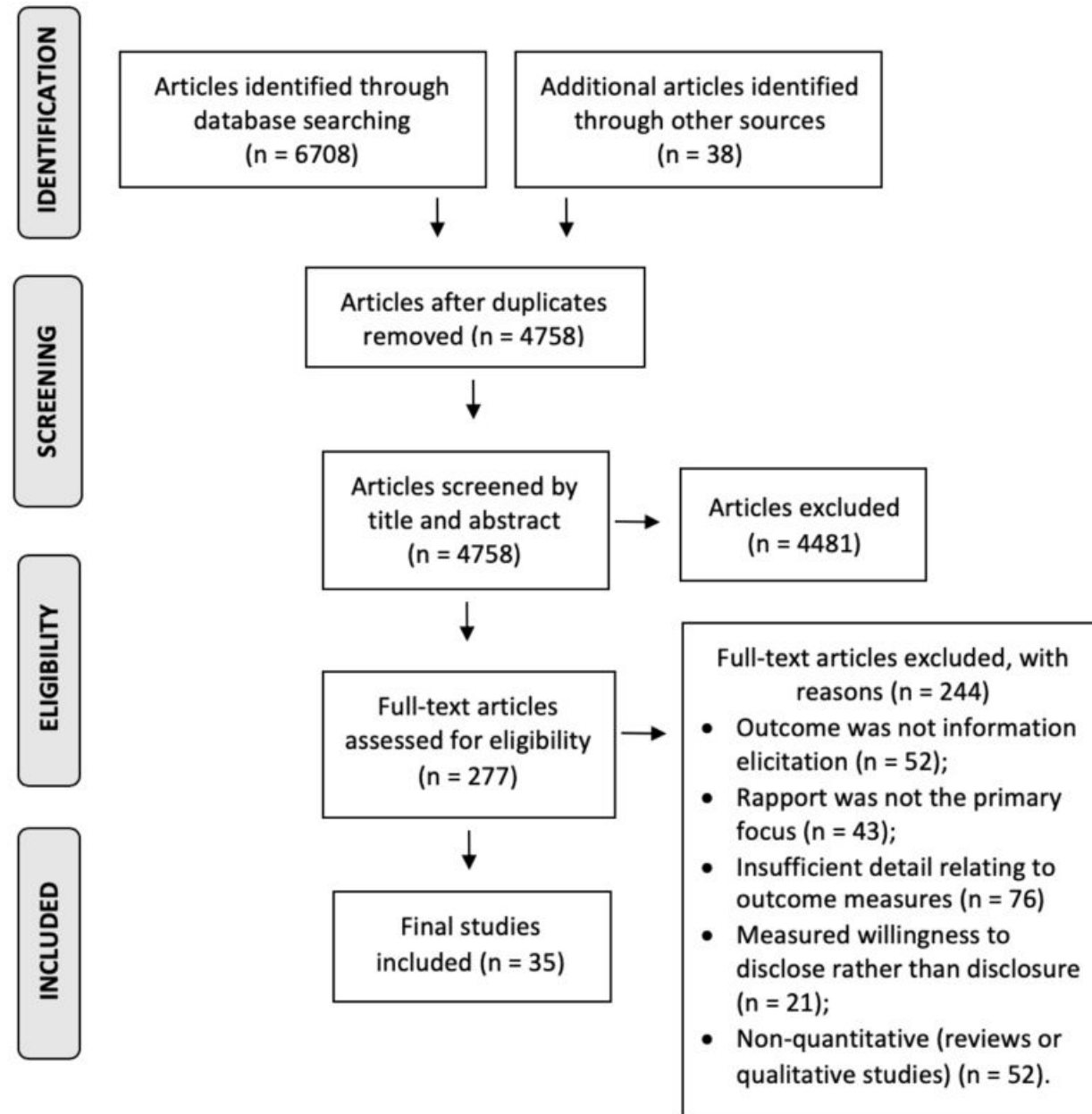
Summary

A growing body of research illustrates consensus between researchers and practitioners that developing rapport facilitates cooperation and disclosure in a range of professional information gathering contexts. In such contexts, rapport behaviors are often intentionally used in an attempt to facilitate a positive interaction with another adult, which may or may not result in genuine mutual rapport. To examine how rapport has been manipulated and measured in professional contexts we systematically mapped the relevant evidence-base in this field. For each of the 35 studies that met our inclusion criteria, behaviors associated with building rapport were coded in relation to whether they were verbal, non-verbal, or para-verbal. Methods to measure rapport were also coded and recorded, as were different types of disclosure. A Searchable Systematic Map was produced to catalogue key study characteristics. Discussion focuses on the underlying intention of the rapport behaviors that featured most frequently across studies.

KEYWORDS

disclosure, eyewitness, information-gathering, investigative interviewing, rapport, suspect

A systematic review of research on 'professional rapport' – what works?



Of the 35 studies in the review, 32 reported full or partial support for positive effects of rapport on interview outcomes.

Interviewers who make an effort to develop rapport are found to elicit significantly more detailed and accurate memory reports from witnesses, suspects, and in intelligence gathering contexts.

Building rapport: what works?

Function of rapport behaviour used	% of studies	(No. of studies)
Building a relationship		
Show personal interest / reciprocity	51%	(18)
Use of self-disclosure	40%	(14)
Use of interviewee's name	20%	(7)
Presenting an approachable demeanor		
Tone of voice	23%	(8)
Smiling	14%	(5)
Open body language	11%	(4)
Paying attention		
Active listening	66%	(23)
Empathic responses	37%	(13)
Eye-contact	11%	(4)
Head-nodding	11%	(4)

Gabbert et al., 2021, systematic review of the effects of rapport on disclosure

Bridging the gap between research and practice

We developed a brief (~20min) video on **rapport building** that presents core psychological evidence in a clear and accessible way to support skill development and application.

- Designed to help **trainers incorporate psychological research** without needing expert knowledge.
- Helps promote **training standardisation** and **reduce variability** in how core skills are taught.



Building rapport

Bridging the gap between research and practice

We developed a credit card size **aide-memoir** to remind interviewers of core skills and help **protect against skill fade**.

ENGAGE WITH YOUR INTERVIEWEE

PERSONALISE THE INTERVIEW

- Use of preferred name
- Self disclosure

BE APPROACHABLE

- Smile
- Conversational tone of voice
- Open body posture

BE ATTENTIVE

- Eye-contact
- Head-nodding
- Active listening
- Empathy



Enhancing investigative interview skills with brief educational videos

Fiona Gabbert, Adrian J. Scott and Celine Brouillard

Abstract

Purpose – Gathering detailed and reliable information from victims, witnesses and suspects is essential for effective criminal investigations. However, research has demonstrated that skills such as appropriate questioning procedures and techniques to build rapport frequently show no improvement following training (Akca et al., 2021). The purpose of this paper is to test the benefits of two brief educational videos developed to present a clear and concise summary of the key psychological evidence-base underpinning these two core skills.

Design/methodology/approach – A mixed design with $n = 44$ participants was used where education was manipulated within participants (initial pre-education interview vs post-education interview), and practice was manipulated between participants (practice interview vs. no practice interview).

Findings – The findings indicate significant improvements in both questioning and rapport building competencies compared to baseline performance. Importantly, these improvements were not attributable to simple practice effects.

Practical implications – The authors propose that brief educational videos can enhance investigative interview training by aiding course trainers who may not be experts in accessing or interpreting scientific research. These resources also promote standardisation in training and reducing variability in how evidence-based competencies are taught.

Originality/value – This research provides an efficient solution to help bridge the gap between the science of “what works” in investigative interviewing and real-world practice by creating educational videos that explain the psychology behind key skills, making them easier to understand and apply. Brief educational videos offer a valuable resource that can be easily integrated into existing investigative interviewing training programmes, thus supporting the goal of translating research into best practice.

Keywords Investigative interview, Question types, Rapport, Training, Education, Training resources, Best practice

Paper type Research paper

(Information about the authors can be found at the end of this article.)

Journal of Criminal Psychology (2025)

<https://doi.org/10.1108/JCP-11-2024-0125>



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The authors are grateful to have received a grant from the International Investigative Interviewing Research Group

Goldsmiths
UNIVERSITY OF LONDON

Progressing from basic to more specialist interviewer skills

- Vulnerable or traumatised witnesses
- Difficult topic areas (e.g., RASSO)
- Delayed allegations
- Reluctant or hostile interviewees
- Repeated or prolonged interviewing
- High evidential stakes

Progressing from basic to more specialist interviewer skills

- Vulnerable or traumatised witnesses
- Difficult topic areas (e.g., RASSO)
- Delayed allegations
- Reluctant or hostile interviewees
- Repeated or prolonged interviewing
- High evidential stakes

All require more personalised approaches; skills tailored to the person and their known or expected needs.

But all build upon the basic competencies:

- Building rapport (and trust)
- Using the right questions at the right time
- Memory retrieval support

Overall Summary

Investigative interviewing is a complex skill, requiring understanding of cognitive, social, and environmental factors that influence the content and accuracy of witness or suspect accounts.

It evolves via scientific enquiry and systematic evaluation of methods, leading to evidence-based advances in investigative interview training, policy, and procedure.

We don't need more training; we need **psychologically informed scalable training.**

Thank you!

I'm happy to take questions now or later (f.gabbert@gold.ac.uk)

Questions for you:

- Which interview skills (rapport, questioning skills, memory retrieval) do you think officers feel least confident in?
- Where do current training models fall down (and how could they be improved)?
- What do you think should be considered 'non-negotiable' interviewing competencies?
- If time and money weren't a barrier, what would you request?
 - e.g., refresher training, specialist skills (if so, what?), practice with feedback.

Digital evidence strategies: what helps?

Dana Wilson-Kovacs

N8 PRP Northern Evidence Based Policing Hub Workshop
January 2026

Managing Policing Demand for Digital Forensics through Risk Assessment and Prioritization in England and Wales

Dana Wilson-Kovacs, Jen Wilcox

Policing: A Journal of Policy and Practice, Volume 17, 2023, paac106, <https://doi.org/10.1093/police/paac106>

Published: 16 December 2022

Dirty Work? Policing Online Indecency in Digital Forensics

Dana Wilson-Kovacs, Brian Rappert, Lauren Redfern

The British Journal of Criminology, Volume 62, Issue 1, January 2022, Pages 106–123, <https://doi.org/10.1093/bjc/azab055>

Published: 21 June 2021

The International Journal of Evidence & Proof

Impact Factor: 1.5
5-Year Impact Factor: 1.6

Open access | Research article | First published online April 20, 2023

Digital evidence in defence practice: Prevalence, challenges and expertise

Dana Wilson-Kovacs, Rebecca Helm, and Lauren Redfern [View all authors and affiliations](#)

Volume 27, Issue 3 | <https://doi.org/10.1177/13657127231171620>

<https://www.indexofevidence.org/forensics>

<https://sociology.exeter.ac.uk/staff/wilsonkovacs>

Advanced Review | Open Access | CC BY

The long journey of resistance toward acceptance: Understanding digital forensic accreditation in England and Wales from a social science perspective

Dana Wilson-Kovacs, David Wyatt

First published: 28 September 2023 | <https://doi.org/10.1002/wfs2.1501>

Digital media investigators: challenges and opportunities in the use of digital forensics in police investigations in England and Wales

Dana Wilson-Kovacs

Policing: An International Journal
ISSN: 1363-951X

Article publication date: 7 May 2021 [Permissions](#)

DOWNLOADS 2021
ALTMETRICS 2



LAW, PRACTICE AND POLITICS OF FORENSIC DNA PROFILING
FORENSIC GENETICS AND THEIR TECHNOLOGICAL WORLDS

Edited by
Vivian Tsou, Matthew Weirich and
Arnold M. Lohr



ROUTLEDGE INTERNATIONAL



The Routledge International Handbook of Homicide Investigation

Edited by Cheryl Allcock and Sophie Fyles

Advertisement

Ethnographic study of practices and workforce expertise in 4 DFUs and interviews with DF practitioners, managers and police officers

Focused on what users identified as the most pressing issues:

- a. Practitioners - the introduction of accreditation, well-being
- b. Management - backlogs, recruitment and retention, training, resilience
- c. Officers - selection of devices, delays in investigation, increased bureaucracy

September 2018-August 2022

Three case studies covering 33 police forces

- a. **Infrastructures** - case management systems and risk assessment procedures
- b. **Quality and Standards** - obtaining accreditation
- c. **Courts** - Streamlined forensic reporting/using DF evidence in court

Overarching issues

Knowledge, resources
and resilience in
dealing with change

Understanding the
place of digital
forensics in
investigations

•Force Level:

DF awareness and expertise
outside DFUs
Ownership
Accountability

•DFU level:

Translation and dialogue
Effective practice
Measurement and performance
Professionalisation

Digital evidence-based policing: digital evidence strategies (DES) and criminal justice outcomes (ESRC-IAA Dec 23- June 25)



Background

National issues with digital investigative capability and capacity

Aim

To provide an evidential basis for using digital investigative strategies effectively

Research Questions

What is an effective digital evidence strategy? How can it be achieved?

What are the challenges in assembling and using a digital evidence strategy?

What we did?



Co-designed mixed methods exploratory study using a combination of quantitative and qualitative approaches

Police and academic team:

- a. police volunteers from specialist teams in one force examining Niche records and compiling a dataset
- b. academics analyzing the dataset information + interviews with the police assessors

Criteria for inclusion: cases submitted to DFU for analysis

Analysis: evaluating DES through OELs, DMI and DMA templates and IMDs using a digital forensics conceptual framework

What is a good DES?



Evaluation based on a traffic light system – (Green=good, Amber=medium, Red=inadequate)

1. Green DES typically include: a detailed initial summary of the case, devices seized and considered, steps taken, DFU submission requests and outcomes, and clear closing summaries. They capture relevant information at each stage of the investigation, providing detailed rationales for what is sought, justifying actions effectively. Chain of custody and continuity problems acknowledged and addressed.
2. Have supervisor input/review. They may incorporate an IMD, a DMI and/or a DMA, without being reduced to the information in these documents.
3. Green DES consider alternative ways of obtaining digital information without the need to submit to DFU (for instance, Charter data).

What we found



1. If DES added in the first two days it is more likely to be scored as good. Cases evaluated as Green and Amber are more likely to achieve a positive outcome compared to cases evaluated as having a Red DES.
2. Units working regularly with digital evidence (e.g. ICAT/CID) more likely to produce Green DES. However, while the type of Operation and Investigating Team examining a case may lead to better DES (i.e., some teams are more familiar with formulating comprehensive DES), officers' own approach and investigative decisions impact on the quality of the DES.
4. The importance of DMI input + timeliness of the input
5. The importance of a good Sergeant/Gatekeeper review
6. The importance of officers' knowledge and ability to produce good DES

Limitations and ways forward



- * variability in the quality of the data available in Niche - Some records contained detailed information, whereas others offered only basic data
- * trying to assess from Niche OELs the quality of a DES – ideally include/examine different case management systems (e.g. HOLMES, DFU's own)
- * changing knowledge and expertise of OICs
- * variability in DES assessment of records – a pool of assessors, ideally peer review



University
of Exeter

**Comments, questions,
suggestions?**

m.d.wilson-kovacs@exeter.ac.uk



STAR Project: Meeting the Digital Demands of Modern Policing Using an Evidence Based Approach

ACC Dave Stalker
Cumbria Constabulary



STAR Project Objectives:

- Identify commonly missed digital lines of enquiry in domestic abuse investigations
- Design a toolkit to address knowledge gaps
- Test toolkit through Randomised Control Trial
- Develop Police Digital Academy using evidence base to identify content

STAR Project Key Stages:

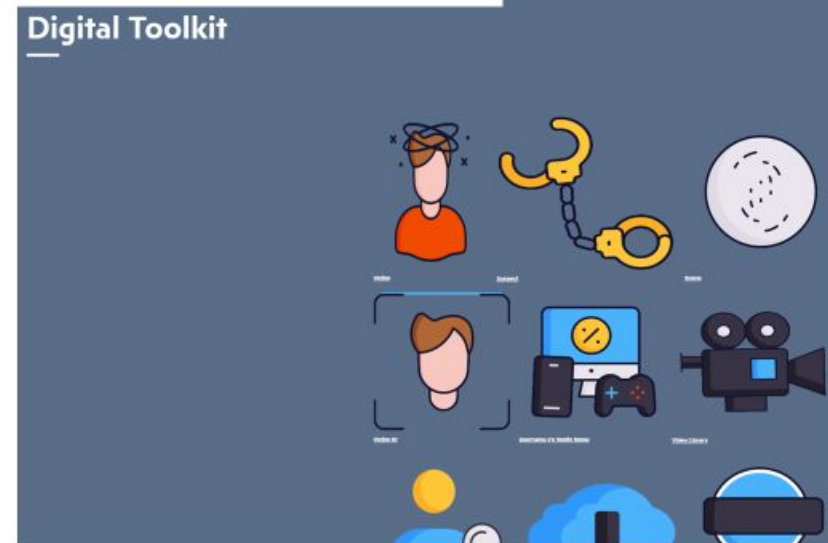
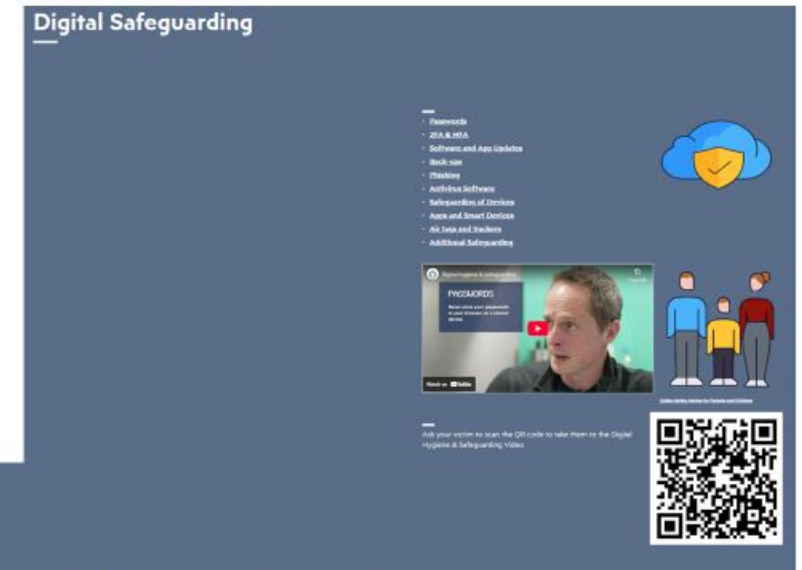
1. Review of closed DA crimes
2. Officer Interviews
3. Creation of Toolkit
4. Randomised Control Trial
5. Post RCT- Crime Review
6. Post RCT Interviews and Focus Groups
7. Roll out of Digital Toolkit
8. Launch of Police Digital Academy

Key Findings:

- There was significant room for improvement in the quality of Digital Investigation in DA cases
- Whilst uptake of the toolkit during RCT- phase was limited, there was definitely an appetite for a simple, user-friendly product
- Real- time specialist support was also important to officers

Digital Toolkit:

- Microsoft Sway Product
- 4 core topic areas
 - Victim
 - Suspect
 - Scene
 - Digital Safeguarding
- Central repository for Digital knowledge
- Emerging trends/ technological advances
 - MFH
 - FMSE
 - Cloud Data
- Bitesize chunks
- Video library
- QR code to public facing Digital Safeguarding Video



Roll out of Digital Toolkit

- Soft launch in on quadrant as part of Operation Redefine
- Need to Know article, demonstration and Q&A stand, attendance at briefings to introduce and promote toolkit
- Encourage viewing of videos at briefings
- Inclusion on L&D syllabus on almost all training courses (new starters, returning blocks, PIP2 investigator, PIP2 Manager, SCAIDP, Tutor CPD sessions, CID CPS sessions)
- Digital Investigation Team prioritised introduction and promotion of toolkit during the first month of the team's implementation

Review of Efficacy of Toolkit

- Difficulties attributing improvements to one initiative
- SWAY viewing figures
- Officer feedback
- Review of positive outcome rate
- Non- crime metrics- e.g.
 - Increase in CycComms applications
 - Improved compliance of applications
 - Improved DFU compliance



Police Digital Academy



Aim:

- Create content to assist with identification and completion of digital lines of enquiry
- Short, sharp inputs
- No physical abstraction from place of work
- Ability to complete training whilst outside of police station
- Out of hours delivery options
- Ability to create new content quickly based on emerging threats

Soft Launch:

- Launch to 5 North West Forces in February 2024
- Daily sessions (30 in total) covering 3 modules
- Launch modules: Facebook, Snapchat and Digital Prevention
- Co- operative learning model- presenters across 5 forces

Results:

- 3066 attendees across 30 sessions, average of 102 per input
- Highest attendance from Lancashire and Cumbria
- Digital Prevention was most popular module
- Highest attendance for sessions 11am-2pm

Feedback from Participants:

- Average survey completion rate of 7.2%
- Positive feedback for length and pace of inputs
- Improvement in knowledge across all 3 modules
- Very few took nothing away from course
- Recommendations for future content

Lessons learned:

- Understand if we are reaching target audience
- Suitability of presenting platform
- Standardisation of presenters
- Encourage questions

Next steps:

- Formalise governance arrangements
- Refine delivery and plan future content
- On board of additional forces
- Development of public- facing arm
- Dedicated central co- ordination team

Questions?

Operation RANGE – identifying missed digital lines of enquiry in domestic abuse investigations and creating a digital toolkit | College of Policing

RETHINKING POLICE SPECIALISM EFFECTIVENESS IN ENGLAND AND WALES

**A THREE-YEARS CONSTRUCTIVIST MIXED-METHODS
STUDY OF RASSO SPECIALISM DEVELOPMENT**

Arianna Barbin, PhD

with

Professor Miranda Horvath, Dr Kari Davies, and Dr Mark Manning

RESEARCH BACKGROUND

- In most fields, **specialism is perceived as superior to generalist** approaches, which are associated with lower levels of career prestige, achievements and knowledge (Misky et al., 2022).
- Simultaneously, specialist executive skills **are expected** by most companies and employers as non-negotiable and basic requirements for being hired in the first place (Schelfhaudt & Crittenden, 2005).
- Research hints that **forced specialisation** can have negative effects on wellbeing and performance (De Hert, 2020; Dias Carvalho & da Palma, 2018).
- Absence of general specialism models = **lack of evidence-based practice** on how (and if) specialism should be improved nationally and through the development of which characteristics (Fulton, 2021; Vaughan et al., 2021).

TWO CONTRASTING POSITIONS

(NONE OF WHICH DIRECTLY MENTIONS SPECIALISM!)

PRO SPECIALISM

Clearer roles understanding = better case handling and increased wellbeing (e.g., lower levels of stress and burnout) (Fulambarker, 2020)

“The single greatest factor reducing stress in the workplace was the presence of skilled assistance” (Kluger et al., 2003)

ANTI SPECIALISM

Repeated exposure to the same crime/routine = negative impact on wellbeing leading to higher burnout rates (MacEachern et al., 2018)

Some crime types show higher risk (e.g., sex offences, especially against children) (Foley & Massey, 2020)

THE STARTING POINT

- Police specialism includes tasks that go **beyond traditional day-to-day duties** of a police officer and that are used to appropriately handle specific types of crimes, victims, and perpetrators (Ministry of Defence, 2014).
- At least one among the following elements 'specialist units, specialist training and/or specialist roles' is incorporated in police work practice and/or reflected in force-specific organisational needs.
- Specialism \neq **Professionalism**. Holdaway (2017): the self-identification of officers with specialism is linked to professional status and belonging, rather than measurable, acquired, specialised skills and knowledge.
- Increased research focus on police specialism, as emerging needs for further professionalisation have been **clashing with the objective capacity** of police forces in England and Wales -> diluted expertise and duplicated resources (Redgrave et al., 2022).

Police Specialism



Barbin, A., Manning, M., Davies, K. and Horvath, M.A.H. (2024). Police specialism in England and Wales: an exploratory review, *Journal of Criminological Research, Policy and Practice*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/JCRPP-03-2024-0014>

FINDINGS

Barbin, A., Manning, M., Davies, K. and Horvath, M.A.H. (2024), "Police specialism in England and Wales: an exploratory review", *Journal of Criminological Research, Policy and Practice*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/JCRPP-03-2024-0014>

ABSENCE OF A DEFINITION

No nationally implemented definition of police specialism is in use. Its notion, although widely and routinely adopted, is not always understood by police personnel nor contextualised by police forces within day-to-day duties and role expectations.

SPECIALISM IS INFERRED

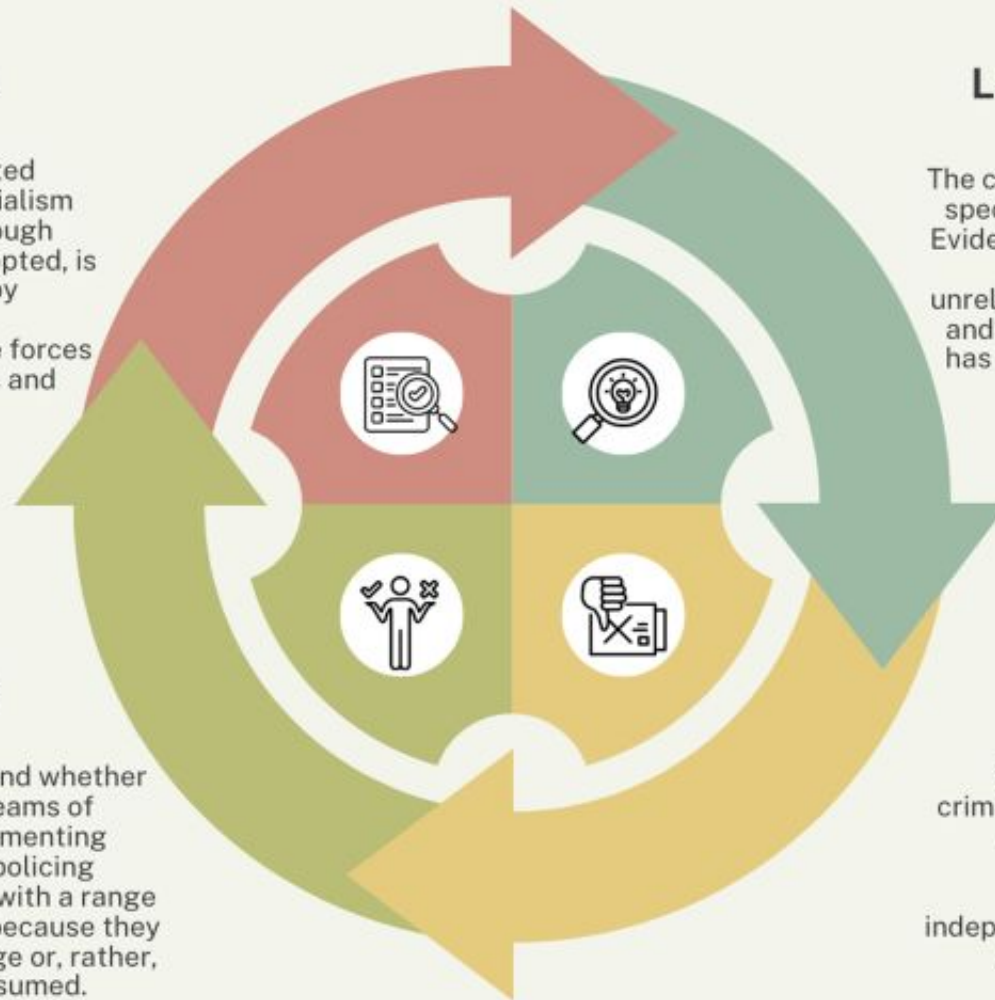
It is difficult to understand whether specifically appointed teams of police officers are implementing functions, expertise, or policing skills necessary to deal with a range of specific crime types because they hold specialist knowledge or, rather, if their specialism is presumed.

LACK OF EBP FOR SPECIALISM

The creation and dismantling of specialist unit is not guided by Evidence-Based Practice (EBP), but rather informed by unrelated external target goals and measures of success. This has hindered the development and understanding of specialism in policing.

HINDERED PROGRESS

Police specialism for some crimes appear underdeveloped and underfunded, despite recommendations from campaigns, projects and independent reviews to improve specialism development.



PRELIMINARY REFLECTIONS [1]

01

Importance of both **individual** (e.g., competence, job satisfaction, wellbeing) and **work-related** factors (managerial support, resource investments, training) in the maximisation of specialism.

02

Self-legitimacy (Prince et al., 2022), police identity (Workman-Stark, 2024), or **organisational justice** (Chase, 2018), **burnout** incidence amongst police officers (Cho, 2023; Maguire et al., 2023) and the influence of organisational support on wellbeing (Baker et al., 2023). None of them measured the impact of specialism specifically.

PRELIMINARY REFLECTIONS [2]

03

Direct and indirect measurements of **police success** have been routinely implemented within and outside England and Wales in the last two decades and are largely based on crime performance outputs and survey responses (Putra et al., 2023; Sparrow, 2015).

04

Target-driven culture is problematic: it increases the likelihood of focusing on performance measures that might not align with personnel needs (de Maillard & Savage, 2018) and overlook aspects of policing that might be important for responding police officers (Crous, 2010).

IS SPECIALISM SUCCESSFUL?

“When a measure becomes a target, it ceases to be a good measure.”

- *Goodhart's Law*

Apparent Performance ≠ Actual Performance

To address the complications surrounding measures of success, **Hibberd (2021)** has suggested differentiating *apparent performance* (top-bottom, based on extrinsic measures of crime and success indicators) from *actual performance*, intended as an aspect of policing concerned with the direct experience of how well police officers do on the job, and how they make use of the resources they have at disposal.

STUDY (2)

Hypotheses

01

Do specialist police officers show **higher levels** of confidence, job satisfaction and greater wellbeing compared to those working for non-specialist units?

02

Are officers who previously worked for specialist units **more likely to endorse** the development of police specialism?

03

Can **organisational support** and having worked for a specialist unit influence specialism endorsement, competence, **wellbeing** and job satisfaction?

04

Can any of the measured variables **predict well-being scores** amongst police officers?

Scale and item descriptions, testing criteria and reliability analyses.

Scale	Testing Criteria	Items	α	α^*
PCMT Model <i>Adapted from Matusik et al. (2023)</i>	Perceived Levels of Organisational Support Applied to a Policing Context	24	.93	.93
SLCS-R <i>Adapted from Tafarodi & Swann (1995)</i>	Police Officers Self-Reported Role Competence	20	.90	.84
WEMWBS <i>Adapted from Tennant et al. (2007)</i>	General Measure for Well-Being in a Policing Context	14	.83	.87
Police Force Job Satisfaction	Overall Satisfaction for Police Officers	8	.81	-
Specialism Endorsement	Police Officers' Perceptions Around the Need for Specialism in Policing	11	.71	-
RASSO Specialism Endorsement	Police Officers' Perceptions Around the Need for RASSO Specialism in Policing	8	.70	-

Note: α^* refers to Cronbach's alpha value reported in the original version of the validated scale. This was included to compare the α Cronbach value measured during the analysis for this study, where the scale items were adapted to fit the policing context.

STUDY (2)

Scales Validity
N=209

STUDY (2)

Results

Correlations, significance and confidence intervals.

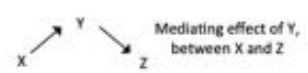
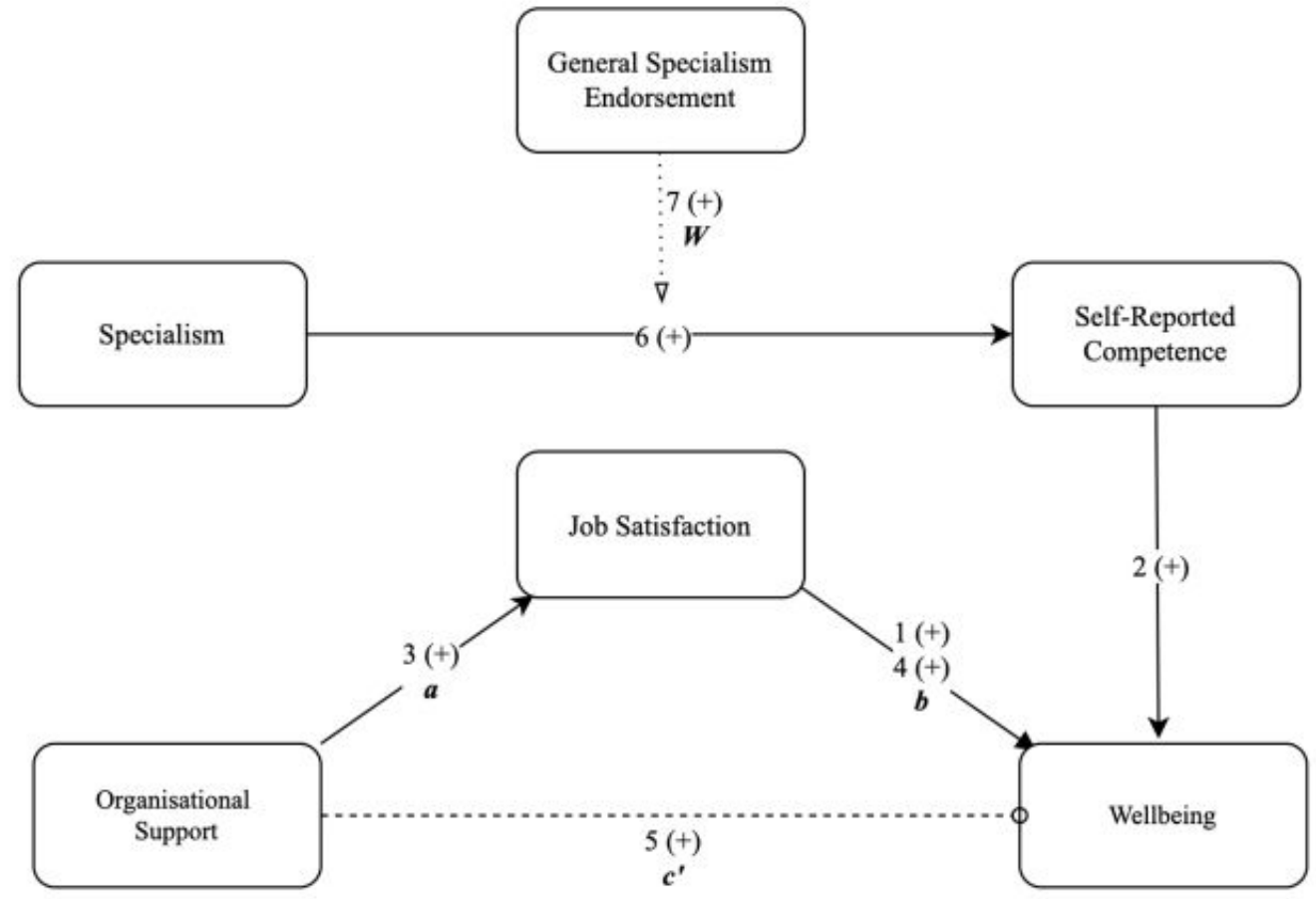
Variable	<i>M (SD)</i>	<i>N</i>	1	2	3	4	5	6	7	8	9
1. specialism endorsement	3.38 (0.51)	172									
2. RASSO specialism end.	4.02 (0.54)	171	.04 [-.11, .19]								
3. competence	3.81(0.64)	156	.35** [.10, .48]	.01 [-.15, .17]							
4. well-being	3.38 (0.54)	151	.25** [.10, .40]	-.04 [-.20, .12]	.68** [.58, .76]						
5. job satisfaction	2.73 (0.67)	139	.36** [.21, .50]	-.16 [-.32, -.01]	.53** [.40, .64]	.66** [.56, .75]					
6. organisational support	2.56 (0.69)	145	.49** [.35, .60]	-.01 [-.17, .15]	.48** [.35, .60]	.55** [.42, .65]	.70** [.60, .78]				
7. specialist unit ^a	-	209	-.21** [-.35, -.07]	-.06 [-.21, .09]	-.30** [-.44, -.15]	-.17* [-.32, -.01]	-.18* [-.33, -.01]	-.13 [-.28, .04]			
8. burnout diagnosis ^a	-	151	.08 [-.08, .24]	-.08 [-2.24, .08]	.19* [.03, .34]	.24** [.09, .39]	.21* [.05, .36]	.19* [.03, .34]	.12 [-.04, .28]		
9. retired ^a	-	209	.04 [-.11, .18]	-.00 [-.15, .15]	-.20* [-.34, -.04]	-.17* [-.32, -.01]	-.10 [-.26, .06]	-.02 [-.18, .14]	.26** [.13, .38]	-.05 [-.21, .11]	
10. personal issues ^a	-	151	.09 [-.07, .25]	-.04 [-.20, .12]	.03 [-.13, .19]	.01 [-.15, .17]	-.00 [-.17, .17]	-.07 [-.23, .10]	-.07 [-.23, .09]	-.27** [-.41, .12]	.10 [-.06, .26]

Note: *M* and *SD* represent mean and standard deviation, respectively. – is for binary variables that had no *M/SD*. *N* refers to how many participants responded to each variable. All values in [] refer to the 95% confidence interval (CI) for each correlation, as routinely done for studies that tested a single sample from a population (e.g., police officers) as opposed to the entire population (Hazra, 2017). ** indicates $p < .01$, and * indicates $p < .05$ (two-tailed). ^a was used for binary variables for which (Y=0, N=1), where Y means yes (the attribute is present) and N stands for no (meaning that the attribute is absent).

MODERATION/ MEDIATION ANALYSIS

The study sheds light on some internal measures of success which might aid staff retention, wellbeing, and improve personal efficacy among police officers.

Barbin, A., Manning, M., Davies, K., & Horvath, M.A.H. (under review). Rethinking Success in Policing: A Moderation Model of Specialism's Interaction with Self-Reported Competence, Specialism Endorsement, Wellbeing and Organisational Support. *Current Psychology*.



- Mediating effect
-▶ Moderating effect
- ▶ Main effect

STUDY (2) Implications

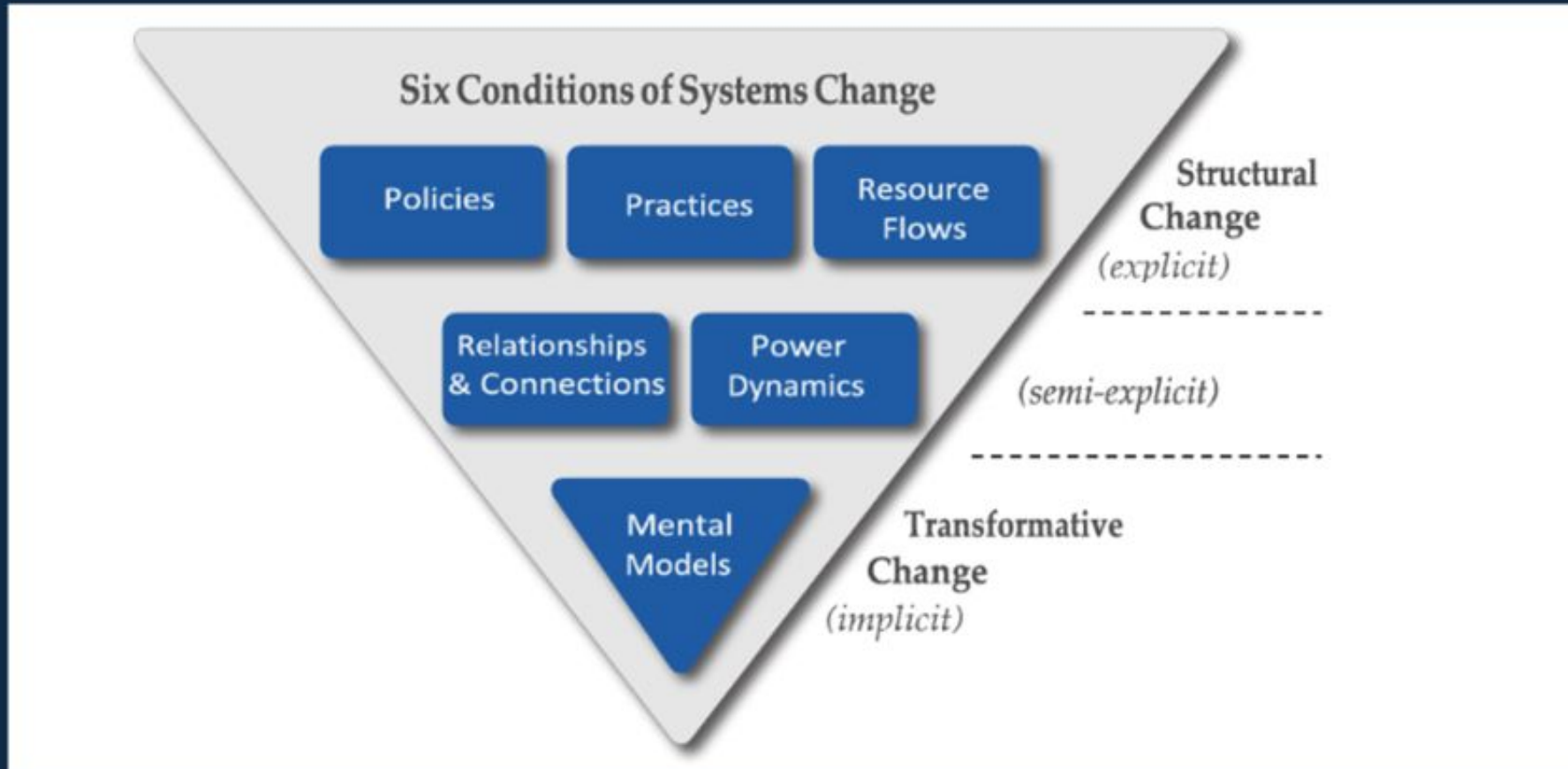
There are **promising protective effects** of specialism for the officers' population sampled which are likely to benefit broader policing dynamics. The findings are ever so important, as forces and criminal justice entities have been asked to look after staff wellbeing, pinpoint organisational stressors, and increase retention (Charman & Bennett, 2021; College of Policing, 2018; Drew et al., 2024). A recent report from the Police Federation in England and Wales (PFEW, 2024) underlined that over **70%** of staff leavers felt **unappreciated** by their force, and around **60%** reported feeling dissatisfied with their position and having impaired mental health as the **primary driver** for quitting their job in policing.

EXAMPLES

“The view of individual officers on their performance, professional value, and efficacy is, will be, and always has been clouded by organisational inefficiency and supervisory shortcomings. I held a supervisory rank, was an experienced intelligence officer, and an extremely experienced patrol officer; I loved my job, and I was exceptional at it. There is, however, a distinct lack of supervisory and strategic competence within the service, and individual officers will often be found to be in one of two camps: indelibly self-aware of minute failings and as such lacking in confidence, or they will be blind to criticism and, in their eyes, unassailable in their role. It is uncommon to find an officer in the clear middle ground” (**Officer 55**).

“There's a lack of confidence and competence on the part of some of the gatekeepers around RASSO offences in relation to the way that we deal with victims. It's not anywhere near where it needs to be, but that will require a new mindset, potentially different legislation, punishment, and certainly a streamlining of judicial processes to get hearings” (**Officer 011**).

TOWARDS EFFECTIVE SPECIALISM



The 'Water of System Change' model (Kania et al., 2018)

DEFINING SPECIALISM

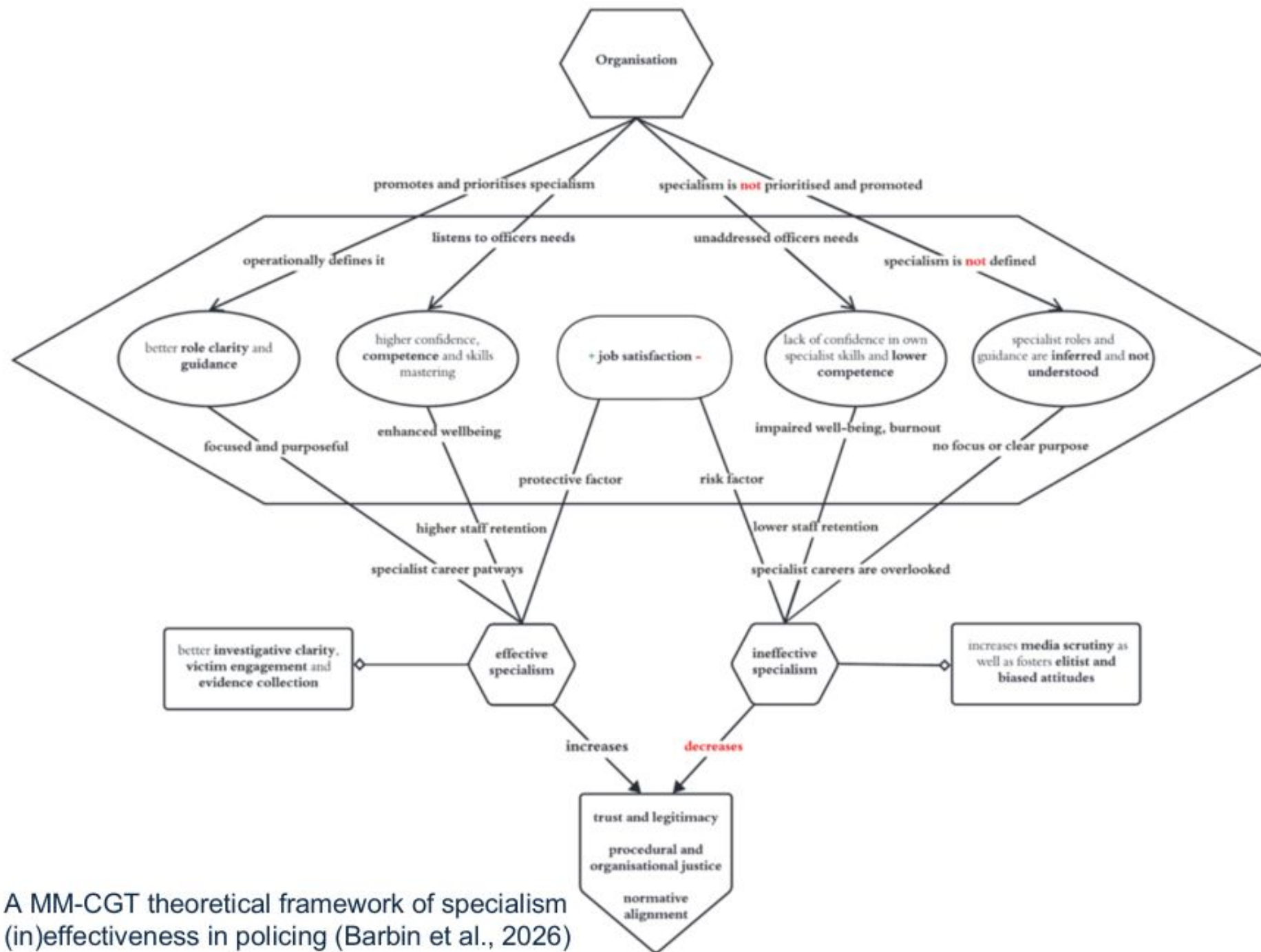
*Specialism in policing is the practice of officers enhancing their expertise in a specific area of policing through advanced, tailored in-person training, experience, and accreditation, allowing them to perform specialist roles within and across forces. To be classified as specialists, officers must undergo rigorous selection processes that consider *prior* and *potential* skills development. They also need to be involved in continuous professional development to ensure the acquisition of *nationally transferable* proficiency and quality of service in their chosen *specialty crime*, complex enough to justify the acquisition of specialist skills. These criteria must be satisfied before the officer is appointed to handle that crime and *prioritised* by policing organisations and chiefs.*

DEFINING RASSO SPECIALISM

The nationally recognised expertise of officers investigating and responding to sex offences, having acquired specialist training, experience, and accreditation through active guidance and investments from higher-ranking officers and staff associations, supported by government funding. Officers looking to specialise in the investigation of sex offences require an in-depth knowledge of victim psychology and safeguarding, an understanding of repeat and predatory offender behaviour and tactics, as well as familiarity with socio-cultural biases and constraints surrounding sex offences. Officers specialising in sex offences must possess advanced interviewing techniques, be familiar with trauma-informed approaches, and understand victims' need to feel heard, believed, and supported. Effective specialism in this area ensures thorough investigations, victim-centred support, and the ability to navigate the complexities of prosecuting sex offences, while maintaining public trust and legal integrity.

Identified Issue	Recommendation	Expected Impact
Lack of national consistency in specialist standards, training, and investigative approaches	Establish a national framework for sex-offence specialism, including standardised training, accreditation, and operating models	Consistent victim experience across the UK; improved investigative quality; reduced “postcode lottery” in services
Inadequate screening for officer suitability and problematic attitudes (e.g., biases, misogyny)	Implement robust recruitment and selection processes including early bias screening and assessment of interpersonal skills	More suitable and motivated specialist officers; improved victim care; enhanced public trust
Absence of clear career pathways for specialist officers	Develop defined career routes for sex-offence investigation, with progression opportunities and clarity on role expectations	Better retention of skilled officers; increased interest in specialising; greater professionalism
Limited availability of dedicated specialist units; over-reliance on general detectives	Create fully staffed RASSO/sex-offence units with investigative and victim-facing roles	Improved caseload management, higher expertise concentration, and better victim safeguarding
National training models (e.g., Soteria) focused predominantly on adult rape; gaps for child sexual offences	Expand the application and tailoring of specialist models to include child sexual offences and other sex-offence categories	More comprehensive investigative capability; inclusion of all victim groups; reduced siloing
Training inconsistent and often absent before officers join specialist roles	Ensure mandatory foundational and advanced training, including trauma-informed practice, interviewing skills, and offender behaviour, are offered before the role starts	Higher baseline for competence; improved quality and consistency of investigations aligned with expectations

Identified Issue	Recommendation	Expected Impact
Informal, person-dependent specialist development; lack of continuity	Replace informal mentoring with formal professional development structures and national guidance for career development	Sustainable specialist capacity; less dependence on individual officers; improved organisational resilience
Overemphasis on outcome-based metrics (e.g., charge rates)	Shift to risk-based case allocation and internal quality-focused performance measures	Better case-officer matching; improved victim experience; reduced pressure to prematurely close investigations
Weak quality assurance procedures and insufficient peer-review mechanisms	Introduce regular peer reviews, post-implementation reviews, and national oversight	Faster identification and correction of systemic issues; enhanced learning and accountability
Limited organisational and governmental prioritisation and funding	Secure long-term political and financial investment to build and maintain specialist capability	Sustainable resourcing; higher-quality investigations; strengthened public confidence
Lack of integration between local knowledge and national standards	Combine national criteria with locally-tailored unit structures, preserving force-level contextual expertise	Effective local standardised response; improved relevance and operational fit; better handling of geographically sensitive cases
Victims needing more consistent care, communication, and trauma-sensitive response	Embed victim-centred practice through training, supervision, and role design (including developing victim-facing specialists if suitable)	Improved procedural justice outcomes leading to trust, support, and cooperation from victims; more successful prosecutions



A MM-CGT theoretical framework of specialism (in)effectiveness in policing (Barbin et al., 2026)

THM

Overall, the research has:

1. advanced the understanding of police specialism in England and Wales by demonstrating how specialist practice (roles, units, knowledge) is shaped not only by skills and training, but also by the organisational conditions that might favour or constrain its effectiveness.
2. provided a theoretical model of how specialism can be maximised in policing.
3. offered an interdisciplinary account of how general specialism could be used to inform sex offence specialism.
4. contributed to data-driven mixed-methods theorisation to policing research, supporting the showcase of insights that truly reflect the lived experience, expectations and structural influences of specialism across several constabularies.
5. emphasised the need for policing organisations and policy-makers to consider how internal misalignments, support, and culture can affect funding of specialist roles, both in general and specifically for RASSO.
6. set the foundation for informing future theoretical developments, training, and workforce/units designs aimed at organically improving specialist capability and officers' wellbeing.

THANK YOU!

DO YOU HAVE ANY QUESTIONS?

Recent Publications:

Barbin, A., Gekoski, A., Davies, K. and Horvath, M.A.H. (2024), "Policing rape and serious sexual offences: officers' insights on police specialism", *Journal of Criminal Psychology*, Vol. 15 No. 1, pp. 54-70. <https://doi.org/10.1108/JCP-07-2024-0063>

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Barbin, A., Manning, M., Davies, K. and Horvath, M.A.H. (2024), "Police specialism in England and Wales: an exploratory review", *Journal of Criminological Research, Policy and Practice*, 11(2), pp. 150-165. <https://doi.org/10.1108/JCRPP-03-2024-0014>

Arianna Barbin, PhD

Barbin, A., Manning, M., Davies, K., & Horvath, M.A.H. (2025). "Rethinking Success in Policing: A Moderation Model of Specialism's Interaction with Self-Reported Competence, Specialism Endorsement, Wellbeing and Organisational Support. Survey Insights from Police Officers in England and Wales", *Current Psychology*, 44, pp. 16565-16581. <https://doi.org/10.1007/s12144-025-08318-5>

Available soon:

Barbin, A., Manning, M., Davies, K., & Horvath, M.A.H. (under review). Legitimacy, specialism, and sexual violence: officers' narratives of broken and repaired trust towards procedural justice and normative alignment. *Journal of Police and Criminal Psychology*.

Barbin, A., Manning, M., Davies, K., & Horvath, M.A.H. (under review). "Advancing Interdisciplinary Research: A Mixed Methods Constructivist Grounded Theory Framework of Police Specialism", *Journal of Mixed Methods Research*.





Andy Crofts
CSI Operations
Support Manager





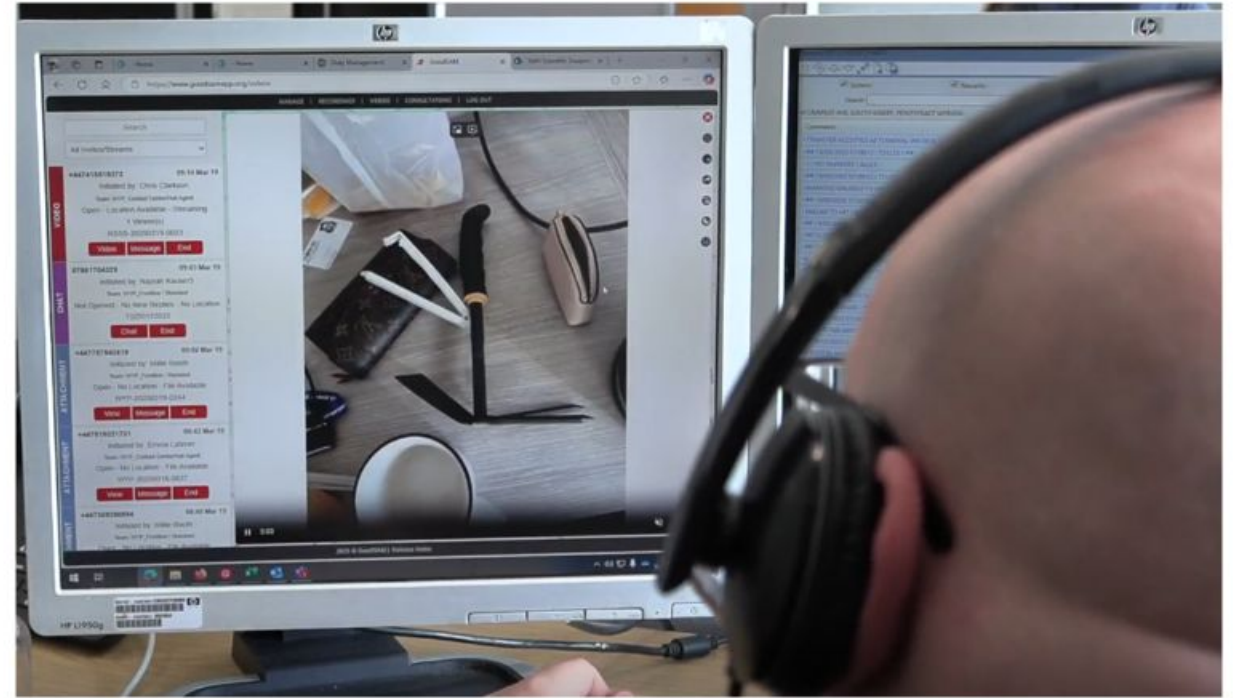
The Victim Experience

What makes a good Service



RSSS Control Room

- Located at Calder Park in Wakefield
- Provides 24hr cover, 365 days a year
- Made up of 3 teams each with a supervisor and 7 (FTE) operators
- Covers all requests for CSI across YatH and deployment of CSI staff
- Requests are sent by each force to the RSSS Control Room



What makes the Victim Experience

- A confidence in the service being provided
- Consistency
- Empowerment in the process
- Addressing expectations at the outset
- A proper and meaningful review in the end-to-end process


Confidence

- Operators are specialist trained rather than Omni-Competent
- Attend a three-day course at the CSI Training Centre in Weatherby
- Only signed of as competent having completed a formal assessment
- Subjected to dip samples and live assessments
- Undertake 1000's of forensic assessments annually
- Also includes confidence from our partners in the service we offer

Consistency

- All victims of volume crime receive a call direct from an RSSS Control Operator.
- All assessments are undertaken in the same way providing consistency to decisions.
- GoodSAM technology is utilised to carry out the assessment.

Preservation, Evidence and Vulnerability Model

REGIONAL SCIENTIFIC SUPPORT SERVICES PEV ASSESSMENT MATRIX (PEV VERSION 8.0, (07/2025))			
WHAT IS THE CRIME TYPE?			
ARE THERE DNA OPPORTUNITIES AT THE SCENE WHICH IS BELIEVED TO BE THE SUSPECT/S? (IF YES PROVIDE DETAILS)			
ARE THERE ITEMS WHICH ARE LIKELY TO HAVE BEEN TOUCHED BY THE SUSPECT? (IF YES PROVIDE DETAILS)			
ARE THE ITEMS SUITABLE OR OTHERWISE FOR FINGERPRINTING? (PROVIDE DETAILS)			
ARE THERE VISIBLE FOOTWEAR MARKS LEFT AT THE SCENE BY THE SUSPECT/S? (IF YES PROVIDE DETAILS)			
ARE THERE LIKELY AREAS WALKED ON BY SUSPECT? (IF YES PROVIDE DETAILS)			
ARE THE LIKELY AREAS FOR FOOTWEAR SUITABLE OR OTHERWISE FOR ENHANCEMENT (PROVIDE DETAILS)			
ARE THERE ANY INSTRUMENT MARKS AT THE SCENE?			
IS THE TOOL STILL PRESENT? (IF YES PROVIDE DETAILS)			
ANY ITEMS LEFT AT THE SCENE BY THE OFFENDER INCLUDING CIG BUTTS, CLOTHING ETC (IF YES PROVIDE			
FREE TEXT	PEV SCORE/GRADING:	0	GRADE
	WAS GOODSAM USED?		
	SUPPORTING EVIDENCE?	NO	
	VULNERABILITIES?	NO VULNERABILITIES IDENTIFIED	VULNERABILITIES
Copy PEV Text	PRESERVATION ADVICE		Reset Entire Sheet
No Contact Disposal Text			
Vehicle Validation Text	Disposal Text		
Preservation SMS - Contact	Preservation SMS - NO Contact		

GoodSAM

- **Victim of crime is contacted and a GoodSAM link is sent**
- **The Scene is assessed by the operator, and all relevant areas are accessed for forensic potential which includes:**
 - ✓ **Any visible evidence such as blood and items left at the scene**
 - ✓ **The types of surface for potential fingerprinting and footwear**
 - ✓ **The Point of Entry (POE) and exit**
 - ✓ **Any other points of note relevant to a CSI examination**
 - ✓ **Used to view CCTV if necessary**
- **GoodSAM allows the operator to specifically focus into any area, see the complete scene and develop a hypothesis**



The Forensic Assessment



- All victims in volume crime receive an informed assessment process
- Specific and immediate scene preservation where required supported with a link to a short video stream
- Efficient tasking of CSIs to those scenes where a forensic opportunity has been identified
- Immediate advice to victims (for example untidy searches)
- Victim remains involved in the process
- Managing victim expectations



A Proper and Meaningful Review

Empowerment

The process of becoming stronger and more confident. Especially in controlling one's life and claiming one's right. (oxford dictionary)

They were polite, understanding and listened carefully to what I said, and asked.

They were prompt, polite, and understood the situation and acted accordingly

Pretty low level incident but I was pleased it was being taken seriously.

...extremely professional, all details fully explained in a way I understood to accommodate to my disabilities also.

Managing Expectations

A belief that something will happen because it is likely. (oxford dictionary)

Much better than having to wait for CSI to attend

The gentleman was professional, thoughtful, helpfully.
Explained why it was not beneficial to attend.

I think everything was covered to both our satisfactions

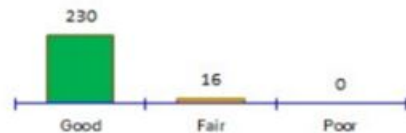
...to provide detailed explanation and appraisal of a
scene and realistic opinion regarding the incident...

I'm wondering if police could not attend straight forward
for investigation why they didn't make a video call and
give advise and initial investigation (sic) .

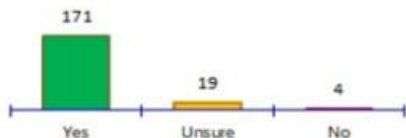
Survey Results

CSI Customer Satisfaction Survey: Responses Oct-Dec 25 (statistics below are based on completed questionnaires only)

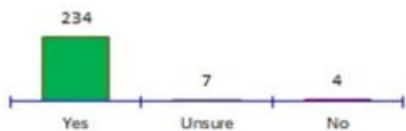
Re the initial forensic assessment call with RSSS Control Room, how would you rate the experience?



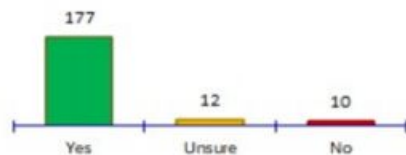
Where GoodSAM was utilised, did you find this beneficial?



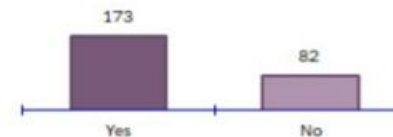
Did the CSI Operator fully explain the decision around CSI attending or otherwise?



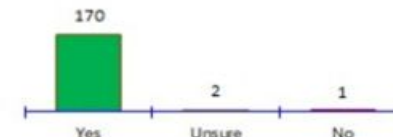
If applicable, did the CSI Operator discuss next steps you should take to preserve the scene?



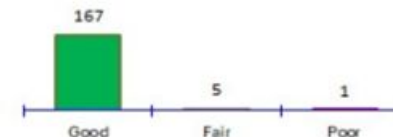
Did a CSI attend the scene?



Did the CSI provide enough information on the examination?



Regarding the CSI attendance, how would you rate the experience?



Could the CSI Operator have done anything different to improve the service provided?

- "No, they were very thorough and clear with their directions and explanations"
- "No, very good service, the operator showed empathy, was helpful, patient and understanding"
- "The video call was great, the officer was thorough and explained the reasons for the exam"
- "Service was excellent, clear concise explanations and advice"
- "Bit clearer about what I should do next"

Could the CSI have done anything different to improve the service they provided?

- "She was amazing, very friendly, explained everything perfectly"
- "He was excellent, extremely dedicated and a complete asset to your team"
- "Very helpful and communicated fully what she would do. Impressive service"
- "The officer was great and explained what she would do which was very informative"
- "I was promised a call before arrival which didn't happen"

Is there anything further you would like to add re your contact with RSSS Control Room?

- "Impressed a relatively minor incident taken so seriously"
- "The gentleman was professional, helpful and explained why it wasn't beneficial to attend"
- "They were very professional and attentive to our distress"
- "Everyone has been very supportive"
- "Video was a bit tricky to get working"

Is there anything further you would like to add in relation to your visit from a CSI?

- "If there had been an 'excellent' option I would have chosen that"
- "She was polite, approachable, informative, answered our questions and a very pleasant lady"
- "The officer was very informative and helpful with the advice he gave"
- "She was excellent and explanations made a lot of sense that were actually quite settling, thank you"
- "When will I find out if there was any DNA on the bottle that was drunk out of"



Summary



Any Questions

Panel Discussion: Setting a Research Agenda



What makes a ‘good’ investigation?

*Evidence, Victims, Specialism, and
the Realities of Policing*

Evaluation

N8 PRP Northern Evidence Based
Policing Hub: What Makes A
'Good' Investigation?



Wrap Up



Upcoming Events

NRiPN: Analysing Police Data

Policing Research Methodologies Webinar, 19 Feb

Hotspots Policing: Strategy, Implementation, Evaluation

Webinar, March (date tbc)

2026 Policing Innovation Forum: Policing and Health

Newcastle, 16 June

Funding Opportunity

2026 Police Priority Grants *open 1 Feb - 30 April*

NRiPN

New Researchers in Policing Network *sign up online*



www.n8prp.org.uk