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Education and Training of Specialist Sexual Offence Investigators in Victoria, Australia from 2009 to 2011

Jennifer Anne Turnley
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**Education and Training of
Specialist Sexual Offence Investigators
in Victoria, Australia
from 2009 to 2011**

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M.E.I., B.Soc.Sc.

A Thesis submitted in fulfilment of the requirements for the award of
Master of Social Science

Faculty of Faculty of Computing, Health and Science
Edith Cowan University

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ABSTRACT

The topic of training specifically designed for investigators of sexual offences has received little attention from academic researchers to date. Previous studies have not described training provided to police investigators of sexual offences in Australia. This thesis developed *Turnley's Framework for the Examination of Police Training in Sexual Assault Investigation*, to examine and describe a Sexual Offences and Child Abuse Investigative Teams (SOCIT) Course, provided to Victorian Police from 2009 to 2011. This entailed triangulation of findings from non-participant observations of one SOCIT Course, with quantitative and qualitative data sourced through an in-depth interview with course trainers; feedback sheets voluntarily completed by trainees who undertook the course and responses from an online survey of 44 police who completed a course between 2009 and 2011. A description of the course design, resourcing, content, delivery, individual and organisational outcomes are presented as findings. Trainees reported the SOCIT course to be highly relevant for the work of specialist sexual assault investigators, with 80% of survey respondents self-reporting a change in their attitudes towards victims of sexual offences as a result of the SOCIT training. Despite these self-reports, findings from the survey indicate the maintenance of negative attitudes by some police in relation victims. The findings of this thesis concur and support findings of the Policing Just Outcomes Project with regard to the need for police to focus on, and refine the process of selection and recruitment, for this specialised area of police work.

DECLARATION

I certify that this thesis does not, to the best of my knowledge and belief:

- (i) incorporate without acknowledgement any material previously submitted for a degree or diploma in any institution of higher education;
- (ii) contain any material previously published or written by another person except where due reference is made in the text; or
- (iii) contain any defamatory material

Contents

ACKNOWLEDGMENTS	3
ABSTRACT.....	5
CONTENTS.....	7
CHAPTER 1: POSITIONING THE RESEARCH	10
INTRODUCTION.....	10
THE PROBLEM.....	11
AIM OF THE CURRENT STUDY	12
THE VICTORIAN CRIMINAL JUSTICE RESPONSE TO SEXUAL OFFENCES.....	12
VICTORIA POLICE RESPONSE TO SEXUAL OFFENCES 2003 - 2013	16
POLICING JUST OUTCOMES PROJECT	18
CHAPTER 2: THE LATE BLOOMER: THE EMERGENCE OF SCHOLARLY LITERATURE ON EDUCATION AND TRAINING FOR POLICE RESPONDING TO SEXUAL OFFENCES.....	22
INTRODUCTION.....	22
EDUCATION AND TRAINING OF POLICE RESPONDING TO SEXUAL OFFENCES	23
THE IMPORTANCE OF ATTITUDES OF POLICE RESPONDING TO SEXUAL OFFENCES.....	31
GAPS IDENTIFIED IN EXISTING RESEARCH INTO SEXUAL ASSAULT TRAINING OF POLICE	35
CHAPTER 3: METHODOLOGY.....	38
INTRODUCTION.....	38
FRAMEWORK FOR THE STUDY	40
<i>Bradley’s Integrated Police Education Model of Evaluation</i>	<i>40</i>
TABLE 1. APPLICATION OF BRADLEY’S MODEL TO THIS STUDY	41
<i>Attitudes of Police Investigating Sexual Offences.....</i>	<i>41</i>
<i>Development of a Framework for This Study</i>	<i>42</i>
TABLE 2. TURNLEY’S FRAMEWORK FOR THE EXAMINATION OF POLICE TRAINING IN SEXUAL ASSAULT INVESTIGATION.....	43
<i>Development of Curriculum Themes.....</i>	<i>43</i>
TABLE 3. ALLOCATION OF SESSIONS INTO CURRICULUM CATEGORIES.....	45
PARTICIPANTS.....	46
<i>Course Designers & Trainers</i>	<i>46</i>
<i>Trainees.....</i>	<i>47</i>
TABLE 4. TRAINEES WHO ATTENDED A SOCIT COURSE IN THE YEARS UNDER EXAMINATION	47
<i>Online Survey Respondents</i>	<i>48</i>
<i>Non-Participant Observation</i>	<i>49</i>
PROCEDURE	49

<i>In-depth Interview</i>	49
<i>Online Survey</i>	50
<i>Trainee Feedback Sheets</i>	51
TABLE 5. TOTAL NUMBER OF SOCIT TRAINEE SESSION FEEDBACK SHEETS EXAMINED, BY CURRICULUM THEME, SESSION, AND YEAR.	53
<i>Non Participant Observation</i>	54
DATA ANALYSIS	55
<i>Quantitative Analysis</i>	55
<i>Content Analysis</i>	56
<i>Grid Analysis</i>	57
<i>Triangulation</i>	58
TABLE 6. TRIANGULATION OF DATA EXAMINED FOR THIS STUDY, USING TURNLEY’S FRAMEWORK.....	59
ETHICS AND CONDUCT	59
LIMITATIONS OF THE CURRENT STUDY.....	60
CHAPTER 4: DESIGN AND RESOURCING OF THE SOCIT COURSE	61
INTRODUCTION.....	61
REPORTED AIMS OF THE SOCIT COURSE	61
REPORTED RECRUITMENT AND ENROLMENT PROCESS.....	65
HUMAN RESOURCES.....	66
PHYSICAL RESOURCES	67
ACADEMIC AND ADMINISTRATIVE SUPPORT	70
COSTS OF DELIVERING THE PROGRAM.....	71
PROGRAM EVALUATION.....	72
CHAPTER 5: COURSE CONTENT AND DELIVERY	74
INTRODUCTION.....	74
COURSE CONTENT AND OUTLINE.....	74
CURRICULUM CATEGORY I – VICTIMOLOGY.....	77
CURRICULUM CATEGORY II - SEX OFFENDERS.....	83
CURRICULUM CATEGORY III - SOCIT SKILLS	88
CURRICULUM CATEGORY IV - SOCIT SUPPORT	93
COURSE MATERIALS AND RESOURCES.....	99
TEACHING STRATEGIES AND PERFORMANCE	100
SOCIT COURSE ASSESSMENT	102

CHAPTER 6: INDIVIDUAL AND ORGANISATIONAL OUTCOMES	105
INTRODUCTION.....	105
INDIVIDUAL LEARNING OUTCOMES	105
TABLE 7. SURVEY RESPONDENTS RATINGS OF INDIVIDUAL LEARNING OUTCOMES	106
WORK RELEVANCE.....	107
ORGANISATIONAL OUTCOMES	109
ATTITUDES OF POLICE TRAINED TO INVESTIGATE SEXUAL ASSAULTS.....	112
CHAPTER 7: SUMMARY OF FINDINGS AND INTERPRETATIONS	120
CHAPTER 8: CONCLUSIONS.....	131
REFERENCES.....	137
APPENDICES.....	142
APPENDIX 1. COPY OF IN-DEPTH INTERVIEW SCHEDULE HELD WITH SOCIT TRAINERS.	142
APPENDIX 2. MASTER GRID ANALYSIS TEMPLATE USED IN THE STUDY.	146
APPENDIX 3. COPY OF THE ONLINE SURVEY COMPLETED BY VICTORIAN POLICE WHO COMPLETED A SOCIT COURSE BETWEEN 2009 AND 2011.	150
APPENDIX 4. COPY OF THE ONLINE SURVEY DATABASE NAMES, QUESTIONS AND VALUES.....	160
APPENDIX 5. CODING OF DATA FROM TRAINEE FEEDBACK SHEETS.....	179
APPENDIX 6. COPY OF A SOCIT COURSE FINAL FEEDBACK SHEET.....	181
APPENDIX 7. COPY OF THE PLAIN LANGUAGE STATEMENTS AND INFORMED CONSENT FORMS USED IN THIS STUDY.....	184
APPENDIX 8. SOCIT COURSE SYLLABUS FOR THE OBSERVED SOCIT COURSE HELD FROM 19 JULY TO 13 AUGUST 2010	191
APPENDIX 9. RATINGS PROVIDED BY TRAINEES FOR CONTENT AND DELIVERY FOR EACH CURRICULUM THEME.	195
APPENDIX 10. FULL LIST OF RESPONSES TO QUESTIONS 29 AND 30 INCLUDING PERCENTAGES OF FALSE REPORTS, AS REPORTED BY ONLINE SURVEY RESPONDENTS.....	197

Chapter 1: Positioning the Research

Introduction

The topic of police training, specifically designed for investigators of sexual offences, has received little attention from academic researchers generally and nothing in Australia specifically to date. The focus of this thesis is a four week training course delivered to specialist sexual assault investigators in Victoria, Australia. The Sexual Offences and Child Abuse Teams (SOCIT) Course was designed by Victoria Police personnel was first delivered in 2009. Data for this study were collected from Victorian Police members who attended a SOCIT Course between 2009 and 2011. This thesis describes the design, development, curriculum, content and delivery of the program and reports on the degree to which it sought to effect police ideas and attitudes about survivors of sexual offences.

This first chapter explains some of the factors that steered the focus of this study, and led to the research question. It provides some understanding of the policing landscape of sexual violence in Victoria from 2001 until 2013. This included review of recommendations made by the Victorian Law Reform Commission (hereafter, VLRC) in 2004, to improve the overall criminal justice response to sexual offences, and recommendations specific to police training. The newly developed 'SOCIT Model' introduced by Victoria Police in 2009, is also described in this introductory chapter. The final factor which influenced the design and conduct of this study was a five year Australian Research Council Linkage Grant Project, called the Policing Just Outcomes Project (hereafter, *PJO Project*). The *PJO Project* produced a 410 page research report complete with 47 recommendations, ten of which, recommended changes to police training. A brief description of the main achievements of the *PJO Project* is provided, along with an explanation as to and how this study fitted within it and was guided by it.

The Problem

Over the last decade there has been a notable rise in academic research into sexual offences. Yet, as recently as 2010, an evaluation of global sexual violence research initiatives, commissioned by the global forum for health research contended that there remained "a paucity of research on sexual violence" (Townsend & Heimburger, 2010, pp. 6). More research is needed to inform appropriate and effective responses to sexual violence, globally.

Although the literature on adult sexual violence has increased and includes a variety of topics; (Taylor, Torpy, & Das, 2012; Townsend & Heimburger, 2010), scholarly research specifically examining the education and training of police tasked with investigating sexual offences, is severely lacking. The few researchers who have made contributions in this area agree that further evaluation research of police programs and police responses, to sexual offences, are vitally important (Lonsway, Welch, & Fitzgerald, 2001; Lord & Rassel, 2000; Powell, Wright, & Clark, 2010; Taylor & Gassner, 2010). No systematic evaluation of specialist training for police investigators of sexual offences has been conducted in Australia, nor have any tools for such an evaluation been identified by the researcher. The efficacy of sexual offence investigation training, in the workplace has not been examined with any focus. Thus, more research is needed to ensure that police officers are appropriately trained to work in their crucial role as sexual offence investigators. This leads to the research question:

*What have Victoria Police developed in terms of education and training
to improve their response to sexual offences in Victoria?*

Aim of the Current Study

The aim of the current study was to convey a comprehensive description of the training provided to specialist sexual assault investigators in Victoria, Australia from 2009 to 2011. This was achieved using a systematic framework to examine the SOCIT Course, a four week Victoria Police training course provided to investigators of sexual offences.

In addition, the study aimed to;

- understand how those who attended the course perceived it, and its capacity to assist in sexual assault investigations,
- examine how Victoria Police used the course to address recommendations related to training of police in sexual offences, proposed by the VLRC in 2004,
- examine how Victoria Police addressed personal attitudes of police with regard to survivors of sexual offences, through training,
- provide insight and direction for use in future development of sexual offence education and training for police,
- contribute to the small body of academic knowledge that examines police training in sexual assault investigations.

The Victorian Criminal Justice Response to Sexual Offences

In 2001, the VLRC was asked by the then Attorney General., to “review current legislative provisions relating to sexual offences to determine whether legislative, administrative or procedural changes are necessary to ensure the criminal justice system is responsive to the needs of complainants in sexual offence cases” in Victoria, Australia (Victorian Law Reform Commission[VLRC], 2001, pp. vii).

Members of the commission and inquiry advisory committee sought submissions and conducted roundtables that involved more than 30 key stakeholders, service providers and professionals working to address the problems of sexual violence. This included individuals from throughout the criminal justice system, government departments, universities, health and welfare organisations, agencies representing Culturally and Linguistically Diverse (CALD) groups and Indigenous Australians (VLRC, 2004).

Initial findings were published in an interim report in 2003, with the final findings presented in the *Sexual Offences: Law and Procedure: Final Report*, which was tabled at Parliament on 25 August 2004. The report concluded that there was 'a widely held perception that the criminal justice system does not always deal fairly with complainants in sexual offence cases' (VLRC, 2004, pp. xxi).

The VLRC reiterated that police are 'gatekeepers' of the criminal justice system and noted, 'that the way they respond to people who report sexual assault is vitally important' (VLRC, 2004, pp. xxii). Victoria Police were viewed as being 'in an ideal position to take a leadership role in increasing the reporting of sexual assault' (VLRC, 2004, pp.103).

The final report detailed 201 recommendations for reform of the criminal justice response to sexual offences. Of these, twenty seven recommendations were concerned with police responses to sexual offences with key suggestions articulating the need for improvements in police investigation, management, education and training (VLRC, 2004). Eight recommendations highlighted the need for education and training reforms for police. These were the most relevant to the current study.

The VLRC identified three groups of police for whom they considered most in need of training reform, namely general duties police (Recommendation 11) , police undertaking investigation of sexual crimes (Recommendation 12-13), and all officers

who are able to authorise briefs in sexual assault matters (Recommendation 22) (VLRC, 2004).

The VLRC noted that “the person the victim encounters at the front desk in a police station will affect her impression of the whole process” (VLRC, 2004 pp 128). General duties police were recognised as most likely first responders to reports of sexual offences, and as such, enhanced training and refresher courses were recommended for all general duties police. The VLRC said training for general duties police should include how to respond appropriately to victims (VLRC, 2004, Recommendation 11). In 2004, Victoria Police recruit training included one module about basic responses to sexual assault victims, with no future refresher training. The VLRC reported that this training was clearly inadequate (VLRC, 2004).

More comprehensive training was recommended for Criminal Investigation Unit (CIU) and Sexual Offence and Child Abuse Unit (SOCAU) members, who managed sexual offence investigations. The VLRC recommended training address the social context of sexual offences, and include characteristics of sexual crimes, offenders and victims. They recommended that training should include information about the impact of sexual crimes on survivors, the barriers they face in reporting offences (Recommendation 12), and reasons why victims request no further police action after making a complaint (Recommendation 13) (VLRC, 2004).

The VLRC encouraged Victoria Police to collaborate with key agencies that support victims of sexual crimes to develop training (Recommendation 14). Community recognised representatives of CALD and Indigenous groups, who possess expertise in sexual assault responses or training experience in sexual offences, were recommended as allies to Victoria Police to engage, to ensure the needs of these community groups were better attended to (Recommendation 15).

The VLRC made recommendations to improve the system for complainants of sexual assault who have a cognitive impairment. Cognitive impairment included individuals with an intellectual disability, mental illness, dementia, or an acquired brain injury. The VLRC found complainants with a cognitive impairment to be “more vulnerable to sexual assault and abuse because they depend on others for assistance with daily life, and were often abused by someone known to them, such as a carer, staff member or other resident” (VLRC, 2004 pp 321-322). They contended that women living in institutions or group homes were ten times more likely to be sexually assaulted, than women without disabilities (VLRC, 2004).

Police were viewed as needing to develop interviewing and communication skills which met the needs of people with a cognitive impairment. Guidelines for the identification of cognitive impairment were to be developed. The VLRC recommended that training for police ensures that police are familiar with, and can apply guidelines for the identification and communication with people with cognitive impairment. (Recommendation 151 & 153).

The VLRC highlighted how the attitudes of police responding to sexual offences could affect sexual assault investigations. In particular, police beliefs about the truth or falsity of complaints, and preconceptions about ‘real’ rape victims, led the VLRC to recommend additional training for investigators of sexual crimes. They discussed the varying reactions of victims of sexual offences and said training “for police should ensure that these varying reactions are understood by police” (VLRC, 2004 pp.121).

In their final report, the VLRC identified a number of issues which influenced sexual assault brief authorisation including: legal costs, low levels of corroboration, little or no physical or forensic evidence, community attitudes towards sexual offences, police perceptions of how convincing complainants appear, the age of complainants and the age of allegations. The VLRC suggested that sexual assault cases required guidelines for the authorisation process to be more consistent, accountable and

transparent (VLRC, 2004). They recommended specialist training for all police who authorise briefs of evidence in sexual assault matters (Recommendation 22). Brief authorisation refers to the decision making process where a file is examined to decide whether or not it should be referred for prosecution (VLRC, 2004).

The recommendations made by the VLRC led to a change of the response model used by Victoria Police for sexual offences, which is discussed in the following section.

Victoria Police Response to Sexual Offences 2003 - 2013

In 2003, Victoria Police publicly committed to improve their response to sexual violence by listing violence against women and children as a top organisational priority in their 2003 – 2008 Strategic Plan (Vic Police, 2003). At this time, Victoria Police also commenced an evaluation of the code of practice for the investigation of sexual assault, under the auspices of a State-wide steering committee to reduce sexual assault (VLRC, 2004, pp107).

The evaluation involved two months consultation with key stakeholders to examine and develop an improved code of practice and code of conduct. The revised code of practice included a victim's charter of rights. The evaluation included review of issues affecting crisis counselling services and complainants with diverse backgrounds such as Indigenous, non-English speaking, intellectually disabled and mentally ill. Other aspects of sexual offences were examined including: communicating with victims, drug and alcohol facilitated sexual assaults, special needs of child victims, forensic medical examinations, and dispute resolution procedures (VLRC, 2004, pp.108).

In 2005 Victoria Police released the revised code of practice for the Investigation of Sexual Assault. A ready reckoner 'responding to a report of sexual assault' was

developed as a complimentary tool to the code, to prompt and assist police when responding to sexual offences. At that time, Victoria Police claimed to be dedicated to enhancing partnerships with key agencies and the community to ensure a holistic response to sexual offences was provided (Victoria Police, 2005).

In 2006, Victoria Police announced plans to revise their response to sexual offences, by introducing the 'SOCIT Model', which saw the creation of Sexual Offence and Child Abuse Investigation Teams. SOCITs were teams of specialist detectives, trained to investigate only sexual and child abuse offences. Working in partnership with other agencies, SOCIT detectives held responsibility for cases from the initial report, through the investigation and into court processes (Victoria Police, 2006). The SOCIT model, initially rolled out in 2009, allowed victims to establish an ongoing relationship and trust with one or two police members, minimising the need to continually retell their personal experiences. By 2012, twenty seven SOCIT units were established in Victoria, varying in size, depending on location and work demands (Victoria Police, 2012).

Prior to 2009, Victoria Police used a SOCAU/CIU response model, where two separate units were responsible for responding to sexual offences. Under this model, complainants would make a formal statement of alleged sexual offences, to a member of the Sexual Offences and Child Abuse Unit (SOCAU), who were predominantly responsible for victim care and communication. SOCAU members received basic training in dealing with sexual offence complainants, through which they acquired authority to collect victim statements from children, intellectually disabled, and mentally ill individuals using Video and Audio Taped Evidence (VATE) technology. Victim statements were then passed on to the relevant Crime Investigation Unit (CIU) for investigation by a detective. Detectives completed a two week Field Investigators Course (FIC) and a ten week Detective Training School (DTS) course containing only a short overview on sexual offences.

With the introduction of the SOCIT model, the role of specialist sexual offence investigators, known in this study as 'SOCIT detectives', was created. The aim was to provide a more consistent service to victims (Victoria Police, 2006) by combining the roles of SOCAU members and CIU detectives. SOCIT detectives would respond only to sexual crimes and child abuse matters and would receive reports, take statements, manage care of, and communication with victims, as previously undertaken by SOCAU units. SOCIT detectives were also responsible for the investigation of reported offences, and preparation of briefs of evidence, for progression through the criminal justice system, as was previously undertaken by CIU Detectives.

Under the new model SOCIT detectives were employed and required to qualify as a detective by successfully completing the standard detective training through the regular FIC and DTS Courses. If they had not already done so. In creating the SOCIT Detective role, Victoria Police acknowledged the need for specialised sexual assault investigative training. In 2006, a SOCIT training team comprised of two public servants and one detective sergeant, with extensive knowledge in victimology and sex offending, were employed to develop a course for investigators of sexual offences and child abuse. The result was the four week Victoria Police SOCIT Course, first delivered in 2009, which is the focus of this study.

Policing Just Outcomes Project

The VLRC recommended that Victoria Police invest in a research project to examine a number of issues affecting victims/survivors of sexual violence, which could inform police training (VLRC, 2004, Recommendation 8). In 2005, Victoria Police committed to working more actively in sexual violence research by participating as Industry Partner to a five year Australian Research Council (ARC) Large Linkage Grant Project, funded for 1.3 million dollars.

The Policing Just Outcomes (*PJO*) Project was developed and by led by Chief Investigator, Professor S. Caroline Taylor AM, who was a member of the VLRC 2002-2004 inquiry, and Professor David Bradley, who at that time, was employed by Victoria Police as a Principal Research Fellow and research advisor to then Chief Commissioner of Victoria Police, Christine Nixon. Nixon played a critical role in establishing unprecedented commitment from Victoria Police, in terms of both funding and accessing police files and police personnel, in order to address the *PJO* research aims.

The *PJO Project* was the longest and most sustained research focus of its kind, and included interviews and surveys of hundreds of victims of sexual violence, police and other practitioners. It drew on data including analysis of case files of investigated sexual offence matters; interviews with investigating officers and supervisors; prosecutors and victim/survivors in Victoria. The *PJO Project* systematically identified the weaknesses inherent in the newly rolled out SOCIT model.

The *PJO Project* aimed to improve understanding of the incidence, nature and dynamics of sexual assault in Victoria. In addition, it sought to identify and understand factors which influence the decision making of adult victims (whether reporting historical or current sexual assaults) with regard to reporting offences to police. By identifying and developing ways for the criminal justice system to better respond to and manage reports of sexual assault, the *PJO Project* provided 47 recommendations to improve police responses and outcomes for victims of sexual crimes.

The *PJO Project* was contained to three main areas of study, structured as follows;

- Strand 1: Reporting to Police
- Strand 2: Reporting Outcomes
- Strand 3: Adult Sexual Assault Investigation

The *PJO Project* provided an excellent opportunity to turn some attention to the neglected area of academic research, police education and training in sexual offences. A masters by research thesis was included in Strand 3 of the project, hence the current study. Prior to the commencement of this study, a series of other studies had already commenced within the *PJO Project*, further influencing topic choice and direction of this thesis. The current study was designed to add to and complement the work already commenced by the *PJO* team.

Data from this masters study were considered and triangulated with other *PJO* data, and was presented in the *PJO* Final Report (Taylor, Muldoon, Norma & Bradley). The *PJO* Final Report made 47 recommendations for Victoria Police to consider in their response to sexual offences. Ten of these related to training, with a specific suggestion for Victoria Police to undertake a Training Needs Analysis (TNA) to identify additional sexual assault learning requirements for SOCIT police in Victoria (Recommendation 40).

The *PJO* researchers recommended the current SOCIT Course be “re-designed and upgraded to enable challenging of SOCIT unit placement antithetical re-learning and poor practices; to consolidate initial learning through trainee reports of positive practice effects; and to facilitate construction and implementation of an even more robust system for evaluating the course and trainees’ learning accomplishments with reference to the Victoria Police (2010) Crime Investigative Guidelines – Sexual Crimes v 1.1 and the Sexual Assault Code of Practice (Victoria Police, 2005). They suggested re-design should take advantage of the benefits of a module-based framework in course delivery and evaluation.” (Taylor et al., 2012b, Recommendation 38).

Taylor et al. (2012b) recommended the SOCIT Course be accredited bi-annually (Recommendation 42), and that those who completed it “..receive an annually

renewable appraisal-linked certificate of SOCIT detective practice status along with a premium remuneration package attached to that annual status (Recommendation 44).

Other recommendations suggested content changes (Recommendation 41, 5, 8,) and inclusion of refresher training (Recommendation 47). Taylor et al. (2012b) also recommended trainers seek advice from training and development experts, to improve SOCIT training (Recommendation 39).

This introductory chapter sets the scene for this study by introducing the landscape of sexual violence in Victoria and describing important factors that influenced and guided the study. Before describing what Victoria Police developed in terms of training, a review of literature pertaining to specialist sexual assault investigative training for police is now presented.

Chapter 2: The Late Bloomer: the emergence of scholarly literature on education and training for police responding to sexual offences

Introduction

Although the literature on adult sexual violence covers a range of characteristics and variables, a paucity of research exists in the area of education and training for police who investigate sexual offences (Townsend & Heimburger, 2010; Taylor et al., 2012a). This literature review examined previous studies and discussion of training, for police responding to sexual crimes. Literature was sourced using key word searches of online theses, journals and library databases and the Victoria Police Academy Library. Articles were located in peer reviewed Criminology, Psychology, Education, and Policing journals and books. Key word searches included: police, training, education, sexual assault, rape, sexual offence, and investigation.

Over the last decade there has been an exponential rise in scholarly research on policing of sexual violence. The focus of these studies has varied and included numerous topics, for example: community attitudes to violence against women (Vic Health, 2010), survivor perceptions of police responses to rape (McLachlan, 2007, Munroe, Kinney, Dantzler, Weist, Reynolds, & Spriggs, 2005; Maier, 2008, Taylor & Norma, 2011, Taylor & Norma, 2013), attrition (Kelly, Lovett & Regan, 2005; Taylor & Gassner, 2010) and screening for sexual assault (World Health Organization[WHO], 2007; Stevens, 2007), policing and the mentally ill (Denne, 2010), and sexual violence issues for minority groups, such as, Indigenous, Culturally and Linguistically Diverse (CALD) (Taylor & Putt, 2007) and Gay, Lesbian, Bisexual, Transgender and Intersex (GLBTI) groups (Gentlewarrior & Fountain, 2009). These studies contribute relevant information about the complexities of sexual crimes and are relevant to policing, yet they are not the focus of this literature review.

Attitudes of police responding to sexual crimes have been highlighted as crucial in the progression of sexual assault cases (VLRC, 2004; McLachlan, 2007; Kinney, Bruns, Bradley, Dantzler and Weis, 2008, Taylor & Gassner, 2010, Taylor et al., 2012b). Previous research which examined effects of sexual offence training on police attitudes towards sexual assault victims (Lonsway et al., 2001, Jamel et al., 2008) are discussed in this chapter..

Much of the research on police training and education with regard to sexual assault was undertaken in the United States one of the earliest studies in this area focussed on training provided to police across 27 states by McKinnon (1982) who found that training of police in these states was inadequate and inconsistent. A little over a decade later Epstein and Langenbahn (1994) produced what was then a ground breaking study, involving interviews with sex crime investigators and other key professionals such as judges, prosecutors, forensic physicians and counsellors.

Education and training of police responding to sexual offences

Of the handful of scholarly papers that have examined training programs for police responding to sexual offences, none sought to systematically evaluate training programmes for their general efficacy (Lonsway et al., 2001). This was supported by Kinney et al. (2008), who identified the dearth of research in this area.

Epstein and Langenbahn (1994) examined the organizational arrangements of law enforcement departments in the United States regarding the investigation of sexual assault cases. Through their study, five areas of key reform for police were identified, including specialised sex crime units; victim assistance officers' and victim/witness advocates; procedures for working with victims, and recruitment of investigators. Although now twenty years old this study remains the most relevant to the current study as it involved the analysis of police training, albeit in a US

context. In the United States, studies were conducted in North Carolina (Lord & Rassel, 2000), Illinois (Lonsway et al., 2001), Boston (Stevens, 2006) and Maryland (Kinney et al., 2008). Epstein and Langenbahn (1994) analysed police training in four jurisdictions of the USA, Denver, Seattle, Philadelphia, and St Paul. Jamel, Bull and Sheridan (2008) conducted an investigation of the specialist police service provided to male rape survivors in the United Kingdom.

All research that examined police education and training in adult sexual assault that is included in this review was from the United States apart from one study conducted in the United Kingdom. No literature examining the education and training on adult sexual assault for Australian police was available.

Previous research analysing police education and training in adult sexual assault has utilised patrol officers (Stevens, 2006) and police recruits (Lonsway et al., 2001), as participants. Patrol officers, probationary constables, and newly graduated police recruits are often first to receive reports of sexual assault. This imperative role, calls for specialised training to ensure all efforts are made to care for and encourage victims to report sexual crimes.

Kinney's researchers (2008) found that sexual assault training for patrol officers in Maryland was only a minor portion of academy training. Lord and Rassel (2000) had similar findings. Only thirty two percent of law enforcement investigators in their North Carolina sample reported an existence of sexual assault training for patrol officers. In Victoria, Australia, the VLRC reported that there was a lack of sexual assault training for probationary constables, and what was delivered was completely inadequate (VLRC, 2001, VLRC, 2004). Research conducted through the *PJO Project* revealed that probationary constables in Victoria continued to receive only minimal (less than half a day) training, about responding to sexual offences, delivered approximately six months after recruits graduated from the Police Academy. No ongoing, revision or refresher training was provided to those in

general duties police in Victoria. The initial training provided to probationary constables in Victoria in 2012 was essentially the same training the VLRC had criticised Victoria Police for providing, over a decade earlier. As such, the *PJO* researchers viewed this as inadequate in preparing them as first responders to sexual offences (Taylor et al., 2012b).

Stevens (2006) tested a hypothesis that sexual assault training and supervision styles would affect the likelihood of first-responder attempts, to identify and secure sexual assault evidence. Stevens did not offer input from supervisors themselves; instead he used police patrol officers and sexual assault investigators as participants in the study. He reported that supervisory style had an impact on the action of police first to respond to sexual assault reports (2006).

Findings and recommendations published by previous researchers indicate that sourcing opinions from a range of participants, can lead to deeper consideration of the complexities and broader implications of sexual offence reforms (Epstein & Langenbahn, 1994). Previous studies that combined data from a diverse range of participants, for example, police of various ranks, as well as other key agents within the criminal justice system, were able to develop new practices to address sexual offences. For example Epstein and Langenbahn (1994), Taylor et al. (2012b) and the VLRC (2004) each utilised an assortment of participants, resulting in recommendations to improve the criminal justice response. Early research in sexual violence (McKinnon, 1982), found that collaboration in education and training in adult sexual assault between police and key agencies can improve services to victim/survivors of sexual violence and present opportunities for agencies to discover common agendas. Although helpful, these findings failed to impact development of police training in sexual assault investigation, which is evident from more recent research findings such as the VLRC and *PJO Project* who suggested greater collaboration would enhance police training (VLRC, 2004, Taylor et al., 2012).

Epstein and Langenbahn (1994) interviewed police, prosecutors, judges, physicians, social workers, program directors, legal advisers and advocates, and mental health professionals to develop their five areas of reform for police.

The *PJO Project* (Taylor et al., 2012b) brought together what was possibly the first sustained and focussed study on police and sexual assault utilising triangulated qualitative and quantitative data from a range of sources. The *PJO Project* conducted both focus groups and in-depth individual interviews with sworn police officers from a variety of ranks within Victoria Police, as well as sexual assault counsellors from the State-wide Centres Against Sexual Assault and victim/survivors of sexual violence. Data from these interviews were triangulated along with other data bringing forth a complex and richly detailed analyses of how police responded to victims, investigated and managed reported sexual offences (Taylor et al., 2012b).

Quantitative methods dominate previous research in this area, with all but one paper considered in this review, using surveys and questionnaires (Lonsway et al., 2001, Stevens, 2006, Kinney et al., 2008, Lord & Rassel, 2000, Epstein & Langenbahn, 1994).

For example, Lord and Rassel (2000) conducted site visits of all 34 law enforcement departments within the five counties of North Carolina. Telephone interviews were held with law enforcement investigators from each of the 34 departments using an interview protocol developed to examine what processes were used in the investigation of sexual assault cases. The processes used in each department were compared with practices Epstein and Langenbahn (1994) had identified as effective. In Lord and Rassel's study, the majority of departments reported that training was provided in sexual offence interviewing (73.5%), collecting evidence (71%) and sexual assault service coordinating agencies were utilised within training (85.3%) (Lord & Rassel, 2000).

Lord and Rassel's (2000) study did not provide qualitative insights gleaned from interviews held with law enforcement agents. The authors reported whether or not law enforcement agencies used the procedures outlined in Epstein and Langenbahn's model, but they did not fully describe how they were used, or the reasons why. A more comprehensive understanding of sexual assault investigation training provided to police in North Carolina, may have been achieved if qualitative insights were included.

Kinney et al. (2008) examined quantitative survey responses of police officers who received additional training in sexual offences, above a mandated minimum, which they compared to a control group, revealing that the level of training provided to police investigators of sexual offences in Maryland varied. Their review of the amount and type of training provided to police investigators who did and did not receive additional training revealed that education and training in sexual offence investigation could lead to increased feelings of investigator preparedness and could increase victim participation in investigations (Kinney et al., 2008). The authors noted that training was mandated for sex offence detectives; however no specific training course was described or evaluated in their paper.

Lonsway et al. (2001) found that previous evaluations of police training programs in sexual offences primarily used subjective appraisals from instructors, or self-reflection of participants, to determine the impact of programs. They did not identify any previous research using experimentation methods to assess the impact of different elements of a training program. They undertook two studies, using multiple methods, to investigate the impact of training provided to police recruits in Illinois.

Lonsway's studies utilised a range of well-developed measures, including the 45-item Illinois Rape Myth Acceptance (IRMA) Scale, audio-taped role-plays, thematic coding, pilot-testing of new scales and statistical inferential tests. To evaluate the

relative contribution of various elements of training, pre and post training questionnaires were developed to assess group differences and changes across time. Qualitative data were obtained using an original role player evaluation measure to assess recruit performance in simulated sexual assault interviews. Subjective observations were recorded by victim role players, using a 5-point scale, to rate the recruit's performance. Recruit performance was rated at various times throughout the training, however, there were no medium or long-term post-training measures included in the study (Lonsway et al., 2001).

Stevens (2006) conducted mixed methods research to examine the impact of police training and supervisory style, on sex offender detection and conviction rates in Boston. A questionnaire was used to explore attitudes of 319 police about sexual offences supplemented by ninety minute interviews conducted with eight patrol officers who had completed a five day Sexual Assault Investigators Certification Course (Stevens, 2006). Some excerpts from the interviews were provided, however, Stevens did not provided a robust account of the interviews or other methodical details. While Stevens expanded upon his quantitative survey findings, by conducting interviews to obtain deeper qualitative insights, data was limited to the subjective perspective of patrol officers.

In 2008, Jamel, Bull and Sheridan undertook an investigation of specialist police services provided to male rape survivors in the United Kingdom (UK). Training of police was not the focus of their study; however, their findings were relevant to this review. The Jamel researchers' qualitatively designed study, compared questionnaire responses of 19 sexual offence investigators with similar questionnaires returned by victims / survivors of sexual violence. Content analysis of the thematically coded responses resulted in identification of a "training theme", and discussion about the standard of training provided to sexual offence investigators in the UK, which was found to vary across police forces (Jamel et al., 2008) as it did in the United States (Kinney et al., 2008).

Although the participants, settings, and methods used in previous research differed somewhat, synergies in findings and conclusions have been identified. Of the law enforcement agencies examined, a lack of formal structure and standards for education and training of police in sexual offences, was apparent. This finding is consistent with an earlier study of sexual assault training conducted by McKinnon (1982), who found that training structures were inconsistent and inadequate in the twenty seven most populous cities in the United States. Despite the lack of structured training, previous researchers have been able to describe and document what specialised sexual assault training had previously, or should ideally contain.

Epstein and Langenbahn (1994) suggested subjects to be taught to sexual assault investigators including: interviewing techniques for victims and suspects, collection of physical evidence unique to rape cases, and coordination with key agencies such as rape crisis centres, medical personnel, and prosecutors.

Lonsway et al (2001) reported police training in sexual assault investigation should include development of 'soft skills' required for sexual assault interviews. They identified 'soft skills' as attributes that were not able to be learnt through rote practice as physical skills (e.g. firearms training) could. Rather 'soft skills' were improved through the development of effective perception, judgment, and interpersonal skills. Behavioural simulations were proposed to facilitate learning and improve 'soft skills' required for investigative interviews (Lonsway et al., 2001). The design, timing and environment in which simulations were conducted was seen as crucial to providing most effective learning for application in real sexual assault investigations (Lonsway et al, 2001).

In Boston, 2006, a five day Sexual Assault Investigators Certification Course was presented by 28 instructors addressing a number of the topics, including discussion of cultural issues with speakers from a panel of female sexual assault survivors.

Women from Latino, Vietnamese, African-American and Caucasian backgrounds explained how cultural attitudes influence the reporting of sexual assault. The Boston course had a focus on victimisation of the elderly, mentally challenged and disabled people. A convicted sex offender provided insights to police students about his sex offending lifestyle, attacks and rehabilitation (Stevens D. J., 2006). Police reported one of the most important aspects of the Boston Sexual Assault Investigators Certification Course to be training in writing sexual assault warrants, yet only one hour was dedicated to this topic in the course (Stevens, 2006).

Police in Maryland regarded training in interviewing, evidence collection, investigation, referral sources, and changes of laws, to be key elements of effective sexual assault investigative training (Kinney et al., 2008). They also recommended refresher training for police. Researchers in the United Kingdom stated that predominant features of good practice in sexual assault investigative training included "an absence of superficiality, a depth of expertise and the width of external input throughout the syllabus" (Jamel et al., 2008, pp. 491). The depth of expertise and width of external input was viewed as vital in educating police in adult sexual assault investigation. Kinney stated, "training should be updated every year and taught by someone who has skills and knowledge in the field, not by a tape or a lay person" (Kinney et al., 2008, pp.94).

Epstein and Langenbahn stated presentations from key agents "supplement training in investigative skills, allow for investigators to learn first-hand, the needs and contributions of each component of the criminal justice, and victim assistance communities" (1994, pp. 54). Similarly, a number of police departments in North Carolina developed a team teaching approach to sexual assault. Lord and Rassel reported that rape crisis centre staff provided training regarding the trauma experienced by rape victims, and services offered by rape crises centres, to police, while police taught rape crisis volunteers about the role of law enforcement officers (Lord & Rassel, 2000).

No study in this review focused on the effectiveness of adult sexual assault investigative police training, from an organisational perspective. That is, how did training translate from skills learned in the class room, to improved performance and investigations in the work place? Furthermore, the literature reviewed did not explain if sexual assault training equipped police to more effectively respond to reports of adult sexual assault, or if other factors, such as on the job work experience were more, or less effective.

One study that did look at outcomes was Epstein et al. (1994) who found that newly appointed sex offence investigators who were assigned to work with an experienced sexual assault investigator, were more effective in responding to reports of adult sexual assault, than those not paired with a more experienced colleague. This occurred regardless of previous general investigative experience or training completed. While Epstein and Langenbahn discovered that more experienced investigators could enhance good practice, a later study by Stevens (2006) reported that experienced officers may undermine training given to novice sexual offence investigators. Police from Boston received what was deemed comprehensive formal training in sexual assault but reported that "Once out of training, our training officers tell us to forget everything we've learned and listen up" (Stevens, 2006, pp. 142). The discrepancy between researchers on this point calls for further research to examine the effect of on-the-job, versus formal training, from both individual and organisational perspectives.

The Importance of Attitudes of Police Responding to Sexual Offences

The attitudes of police responding to sexual offences are of paramount importance in several ways. In the first instance, as identified by Kerstetter (1990), police act as 'gatekeepers'. Police are the public face of the criminal justice system, they are the first port of call for victims, the first responders and are responsible for investigation

and apprehension of criminal offenders. Moreover, they are “central to the detection and successful prosecution of sexual crimes” (Taylor & Gassner, 2010, pp. 240). The demeanour, verbal and non-verbal personal responses of police responding to victims of sexual crimes can influence victim decisions such as making a formal statement, or continuing to engage the criminal justice system (Taylor et al 2012b, chapter 3). If victims do not report sexual offences to police, sexual offenders can continue offending, seemingly undetected. In addition, high levels of regret among victims who do not report can have major health impacts on victims of sexual assault, as highlighted by Taylor et al. (2012b).

Personal attitudes, such as beliefs in stereotypes, rape myths, and victim blame have been found to influence individual’s effectiveness in investigating sexual offences (Lonsway et al., 2001, Taylor et al., 2012b). The Lonsway researchers suggested that personal attitudes represented the primary block to effective police responses in sexual offences (2001). This is consistent with findings of Jamel et al. (2008) who suggested that rape myths were a pervasive problem that affected the likelihood of rape cases being taken seriously. A study in the South West of England found police attitudes contributed to attrition of sexual offence cases as they progressed through the criminal justice system (Lea & Lanvers, 2003). Taylor and Gassner (2010) suggested that individuals may defer to rape myths and stereotypes as part of the wider context of their decision-making. This suggestion was made an explicit finding in later research in the *PJO Project* (Taylor et al 2012b).

Jamel et al. (2008) contend that the attitude and behavioural response of police responding to reports of sexual assault in the United Kingdom was of particular importance. The initial response was seen to affect how the victim pursues the case, and the quality of evidence which can be obtained. Underlying attitudes supportive of rape myths and stereotypes, about sexual violence were expressed non-verbally and through behaviours, damaging police investigation and most importantly victim / survivor care (Jamel et al, 2008).

Taylor and Gassner (2010) assert that a lack of confidence and trust in police acted as a barrier to victims reporting sexual offences. They discussed the dilemmas that victims of sexual offences are faced with when deciding whether or not to report offences to police, and how these dilemmas impact on decision making. The authors highlighted the complexities victims of sexual violence must grapple with, compared with other criminal offences.

Previous research has highlighted why police need to be equipped with knowledge about the complexities of sexual offences, and how their verbal and non-verbal behaviour can affect various outcomes. This included an understanding of the initial reporting behaviours of victims and their willingness to maintain engagement with police after reporting. Police need to provide an environment in which victims can feel confident to report sexual crimes. Building on this issue of victim confidence to report, is the need to ensure victims remain engaged with the process. Supportive attitudes that encourage victims to remain engaged within the criminal justice system have been identified by previous researchers as an important aspect of an appropriate police response to sexual offences (VLRC 2004; Taylor et al. 2012b *PJO*).

While police attitudes have been found to play a vital role in encouraging victims to report offences, they can be equally influential on individual police decisions to officially record sexual offences. Substantial under recording of sexual offences by police was reported by the VLRC as a “reflection of police attitudes towards victims, with police failing to record incidents when they did not accept the victim’s version of events” (VLRC, 2001, pp. 26-27)

The VLRC assert that the numbers of reported and recorded sexual offences fluctuated in Victoria. They contended that the fluctuation may be influenced by community and police perceptions that women made false claims of being raped or sexually assaulted, despite the lack of empirical support for such views (VLRC,

2001). In 2003, Lea and Lanvers suggested that ...“within the police force there are still officers, albeit now probably a minority, for whom stereotyped attitudes about women who report rape remain intact and that further training in dealing with rape cases is indicated” (Lea & Landers, 2003 pp. 597). This finding remained constant over a decade later, with the *PJO* team stating similar findings in their final report (Taylor et al., 2012b).

Therefore, personal attitudes held by police are vitally important. Previous researchers have highlighted that police are not immune from holding the kinds of societal attitudes and beliefs that negate the credibility of sexual assault victims. As such it is imperative that police working in this area possess an aptitude and knowledge base that will make them effective in their role, to deal with both victims and perpetrators of sexual violence (Taylor & Gassner, 2010; Lea & Lanvers, 2003). Epstein and Langenbahn (1994) identified the need to use specific criteria for selection of investigators' of sexual offences. These authors suggested that the selection criteria ought to include evidence of capabilities to be sensitive to victims, and to understand the short-term and long-term impacts of sexual offences.

This leads to the question, can training in sexual offence investigation alter, instil or improve attitudes police hold about victims of sexual offences? To measure the attitudinal impact of sexual offence training, questions relating to knowledge and attitudes about sexual assault were included in previous studies (Lonsway et al., 2001). Lonsway and colleagues found that sexual assault training did not lead to a change in trainees' level of endorsement of cultural rape myths. They concluded specialised training was effective in improving behavioural performance, however highlighted the difficulty in achieving cognitive and attitudinal change (2001). They suggested that behavioural change might not require cognitive or attitudinal change, as behavioural change precedes if not determines attitudinal change (Lonsway et al., 2001).

Jamel et al. (2008) reported similar findings in their study of sexual offence investigators and survivors in the UK, where police who completed specialist training in sexual assault investigation did not display any change in their underlying attitudes and values. They contend that the underlying attitudes could filter implicitly through non-verbal or more directly through their verbal communication.

Gaps Identified In Existing Research Into Sexual Assault Training Of Police

As previously mentioned, the gap in scholarly research in the area of education and training of police investigators of adult sexual assault is considerable and calls for attention (Lonsway, 2001; Lord, 2001, Taylor et al., 2012b, WHO, 2007). The current study attends to this gap by commencing dialogue in this important area, in Australia.

There is a need for further studies to determine what constitutes a best practice training model for sexual assault policing. Epstein and Langenbahn proposed their model of reforms in 1994. There is clearly a need for more contemporary research to identify the most effective police training in sexual offence investigation. A best practice training model should identify and address training needs for all police including first responders/patrol officers, investigators, supervisors, and prosecutors. The current study examines the SOCIT Course design, resourcing, delivery, curriculum, and workplace outcomes for police investigators. Further, it explores how training provided to Victorian Police attended to police attitudes, values and stereotypical beliefs that can hinder the effectiveness of sexual assault policing.

Kinney's researchers (2008) proposed a model of the benefits of training in sexual assault in Maryland, USA. The authors acknowledged that further research to test if their model would be of value was required. They also suggested further research to

evaluate current and developing training in sexual assault for police, to determine the ideal components, optimum conditions and intensity of such training (Kinney et al, 2008).

How to best evaluate sexual assault training has not been outlined by previous studies and researchers have challenged law enforcement trainers and administrators to think creatively about measures that will more accurately assess desired changes in performance (Lonsway, 2001). Lord noted that research focusing on specific procedures of investigation, and criteria for effectiveness, appears to be sparse (2001). Research shows that in the main, police training courses are internally evaluated through participant feedback. More robust and objective measures and course evaluation tools could provide more insight than subjective opinions alone.

Previous academic research examining sexual offence training for police, predominantly used small samples, relying heavily on self-reported subjective data. The *PJO* Project articulated findings from data collected from a variety of sources, including survivors of sexual assault, general duties police, investigators, supervisors, training course designers, prosecutors and other stakeholders within the criminal justice system (Taylor et al., 2012b). Future research should to consider how to incorporate a range of participants.

There is a need for further qualitative and mixed method studies in this area. Researchers have noted the lack of longitudinal (Taylor et al., 2012b), and experimentally designed studies (Lonsway, 2001) which could enhance findings in future research. In particular, Jamel's researchers (2008) proposed studies to examine the effect of 'double loop' learning to help determine, if, how and why vital training loss occurs, and if it can evoke changes in values and attitudes. Argyris and Schon's (1996) concept of 'double loop' learning would enable trained police to modify the approach taken in sexual offence investigations, depending on the circumstances, by applying perception and personal judgment (Jamel, et al. 2008). 'Double loop'

learning involves learning through experience and using judgment in decision making, rather than rote learning from a script or book.

Previous research on police training in investigation of sexual offences has been explicit in identifying the process for selection of investigators, as a key indicator of success in terms of improving the police response to sexual violence (Epstein & Langenbahn, 1994). More recently, Taylor and her research team from the *PJO Project* reinforced the need to develop specific recruitment policies and selection criteria for the complex and challenging role of a sexual offence investigator (Taylor et al., 2012b) recommending “The SOCIT recruitment process should be overhauled and brought up to best practice standards, including defined and robust selection criteria that ensure only aptly motivated police officers are taken into SOCIT teams.” (Taylor et al., 2012b, Recommendation 43). Taylor et al. assert that further research into what constitutes the ‘right’ person, and how police organisations can recruit and retain these key agents of the criminal justice system, would be invaluable (2012b).

As noted by Lord and Rassel “Epstein and Langenbahn have pioneered a search for excellence in sexual assault investigation that needs to be expanded in future research efforts” (Lord & Rassel, 2000, pp. 86). The current study attends to this need by examining training provided to specialist sexual assault investigators of Victoria Police. It is the first study of its kind to focus on this type of training in Australia, and sets the stage for future explanatory research.

This review has considered the design, locations, methods, participants and findings of previous research. It highlighted the need for more research in this area, and influenced the selection of methods used in the current study.

Chapter 3: Methodology

Introduction

Historically, policing, and in particular, police education and training hasn't been allocated the same amount of intellectual investment and academic energy as other professions such as medicine, engineering, or teaching (Pennell, 2002). Bradley (1992) raised the problem of unreflective policing, as a structural condition, in which policing lacked rigorous, critical, disciplined research in development of policing practices. Twenty years on, Taylor et al., (2012a) echoed this view, while acknowledging that although the literature on police is growing exponentially, there remained room for much more dialogue between police researchers and police practitioners (Taylor et al., 2012a).

Explanations for the lack of scholarly research and quality communication between researchers and police practitioners included the tendency of police organisations to avoid self-reflection (Bradley, 1992), language barriers between the two groups, difficulties in accessing and understanding academic research, and issues of trust between researchers and police (Taylor et al., 2012a). The aim of this study was to draw out a nuanced understanding of the developing landscape of specialist police training in the area of sexual crimes in Victoria, in particular, to provide a description of the SOCIT Course. Effective communication with Victorian Police was integral to the success of this aim.

The current study is descriptive in design. It sought to describe sexual assault investigation training provided to Victorian Police from 2009 – 2011, rather than to analyse or explain it. This exploratory study allowed for development of a systematic description of the training, and revealed areas of focus for later explanatory studies (Punch, 2005).

Data were obtained from three sources, including Victorian police officers who undertook the course, police personnel who developed and delivered the training, and documented observations of the researcher of the course being undertaken.

A number of methods were utilised in this study, which allowed for triangulation of data and validation of the views and opinions provided by the different groups of participants. Data were sourced through in-depth interview; online survey; examination of course feedback sheets; and documented observations. Basic quantitative analysis, such as percentages and counting of responses was performed on survey and course feedback responses. Content analysis was conducted on qualitative data obtained from an in-depth interview, online survey and trainee feedback sheets. Grid Analysis was used to cross reference all responses and triangulate the complete data set. This is described in greater detail below.

Framework for the Study

Bradley's Integrated Police Education Model of Evaluation

The researcher could not identify any specific tool to examine sexual assault training. In 2001, Professor David Bradley proposed a Five Level Model of Police Education Evaluation, for police in New South Wales. At the time, Bradley was Dean of New South Wales Police College and his *Integrated Police Education Model of Evaluation* (2001) was designed specifically for the purpose of evaluating police education and training. It was influenced by and sought to extend upon previously proposed and widely cited models for evaluation of education and training, including Kirkpatrick (1995) and Scott (1995). Bradley's model was adapted in this study to assist in the systematic examination of the course.

Bradley's aim was to develop an integrated model of evaluation that recognised the distinct, occupationally-based, organisationally-oriented nature and professional standards of police education (Bradley, 2001). This was achieved by integrating the models of Kirkpatrick and Scott to create a comprehensive five level evaluation protocol. The model was proposed in 2001, however, according to Bradley (2010), had only been used by him at that time. Bradley's Model allowed for systematic for examination of the SOCIT Course from a number of perspectives and levels. Given the paucity of studies in this area, Bradley's development of a model that could enable an evaluative framework of reference for police education, was useful.

To gain a more detailed understanding of Bradley's model, and how to best adapt it to this study, the researcher conducted an in-depth interview with Professor Bradley on 20 October 2010. The two hour interview provided the researcher with pivotal insight into the model, and confirmed that it was an appropriate tool to be used in the current study. The five Levels of Bradley's model *Design, Participant Reaction, Resource Deployment, Curriculum, and Job Performance*, were selected as the key areas of focus.

Bradley suggested a variety of methods and sources, from which data could be gathered for each of his five levels (Bradley, 2001, 2010). Some methods used in the current study have been adapted from Bradley's Model, while others were devised specifically for this study. The exact methods used in this study are described later in this chapter. Table 1 below displays how the methods in this study were aligned with the five levels of Bradley's Model,

Table 1. Application of Bradley's Model to this Study

Level	Source	Method	Data Type
1. Design	2 Trainers 44 Trainees Researcher	In-depth interview (Q.1 –Q.12) Online Survey (Q.10- Q.13) Written Non Participant Observations	Qual Qual & Quan Qual
2.Participant Reaction	44 Trainees 60 Trainees Researcher	Online Survey Q.14- Q.15 Feedback Sheets (Comments/Ratings) Observation (written observations)	Qual & Quan Qual & Quan Qual
3. Resource Deployment	2 Trainers 60 Trainees Researcher	In-depth interview (Q.13 –Q.20) Feedback Sheets (Comments/Ratings) Written Non Participant Observations	Qual Qual& Quan Qual
4. Curriculum Delivery	2 Trainers 44 Trainees 60 Trainees	In-depth interview (Q.21 –Q.25) Online Survey (Q. 16- Q.20) Feedback Sheets (Comments/Ratings)	Qual Qual& Quan Qual
5. Job Performance	44 Trainees 60 Trainees	Online Survey (Q.17-Q.20,Q.29–Q.30) Feedback Sheets (Comments)	Qual& Quan Qual& Quan

The methods employed in this study yielded rich information to enable a comprehensive description of the SOCIT training to be formed.

Attitudes of Police Investigating Sexual Offences

Police attitudes towards victims were highlighted in the literature as being of paramount importance in attracting survivors to report sexual offences, and maintain participation in the criminal justice system (Taylor & Gassner, 2010; Taylor et al., 2012b; Lord & Rassel, 2000). Belief in the victim and the impact of police attitudes has been found to influence the decision-making of complainants (Taylor et al., 2012b; Taylor & Gassner, 2010, Taylor & Norman, 2012). Police attitudes towards

sexual assault victims were also highlighted by the VLRC as vitally important in terms of their assessment of credibility of victims, and how police conduct themselves in subsequent investigations (VLRC, 2004).

While Bradley's Model was useful in the systematic collection of data relating to the SOCIT training, the inclusion of a sixth level, '*Attitudes*' was deemed necessary by the researcher. This was due to the important role of this element in the criminal justice response to sexual crimes, as highlighted in Chapter 1.

Previous literature on sexual assault training of police revealed that training in sexual offences did not result in positive attitudinal changes of police towards victims (Lonsway, 2001). The current study included inquiry into the attitudes of Victorian Police who had completed specialist sexual assault investigation training. Of particular interest were police beliefs about the truth or falsity of victims who report sexual offences. To examine this aspect of the training, questions about police attitudes towards victims of sexual crimes, were included in the online survey.

Development of a Framework for This Study

When planning how to best analyse and present findings from the large pool of data collected, it became evident to the researcher, that responses and information overlapped between six levels. It was apparent that the findings of this research would be better presented in three main themes, namely:

Theme 1. Design and Resourcing

Theme 2. Course Content and Delivery

Theme 3. Individual and Organisational Outcomes

For each of the themes, a number of key elements were identified; making up the overall framework for the study. *Turnley's Framework for the Examination of Police*

Training in Sexual Assault Investigation is displayed in *Table 2*. Use of this framework facilitated formation of a comprehensive description of the SOCIT Course.

Table 2. Turnley's Framework for the Examination of Police Training in Sexual Assault Investigation

Theme	Elements
1. Design & Resourcing	<ul style="list-style-type: none"> a. Aims of the Program b. Recruitment & Enrolment c. Human Resources d. Physical Resources e. Academic and Administrative Support f. Costs of Delivering the Program g. Program Evaluation
2. Course Content & Delivery	<ul style="list-style-type: none"> a. Course Outline & Content b. Teaching Strategies and Performance c. Course Materials and Resources d. Course Assessment
3. Individual & Organisational Outcomes	<ul style="list-style-type: none"> a. Individual Learning Outcomes b. Work Relevance c. Organisational Outcomes d. Attitudes of Police trained to Investigate Sexual Offences

Development of Curriculum Themes

As Table 2 above, displays Theme 2 examined course curriculum, which including 40 individual sessions delivered over four weeks. Each session contained content relating to different theory, techniques, services and support for investigators.

Content Analysis (Elo & Kyngas,2008), entailing review and categorisation of observations one course, the course outline, and materials, was used to reduce the 40

sessions into five curriculum categories. Each session was allocated to one of the following categories, based upon the main content and purpose.

i. Victimology: Sessions relating to victimology theory, behaviour, working with with and understanding sexual offences from the perspective of survivors.

ii. Sex Offenders: Sessions relating to sex offender theory, behaviour, working with and understanding sexual offences from the perspective of offenders.

iii. SOCIT Skills: Sessions that provided and / or assessed specific skills required for investigations.

iv. SOCIT Support: Sessions relating to support services available to investigators.

v. Children: Sessions relating to investigation of sexual and physical abuse (this data was excluded from the study, as explained in chapter one).

Table 3 displays the allocation of individual sessions into curriculum categories.

Table 3. Allocation of Sessions into Curriculum Categories

Curriculum Category	Session No	Session Name
i. Victimology	2	Intro to Victimology
	5	Development/Memory / Impact of Trauma
	6	Interviewing Theory
	26	Interviewing Theory - Part 2
	13	Victim - Guest Speaker
	37	Surviving Sexual Assault
ii. Sex Offenders	3	Intro to Offenders / Offending
	4	Grooming "The Whole Story"
	33	Suspect Interviewing Theory - Suspect Rapport Building & Planning
iii. SOCIT Skills	19	Court Transcript
	34	Suspect Interview Prac
	39	Developmental Session
	8	VARE - Procedural Guidelines
	38	Crime Scene
	24	Assessment - VARE - Cog Impaired
	32	Sex Offender Register
	22	Intellectual Disability & Communication Failure
iv. SOCIT Support	1	SOCIT Philosophy & Background
	14	Culturally & Linguistically Diverse / MLO
	12	GLLO
	40	SOCIT Investigator
	27	Legislation
	28	Pretext
	29	Drug /Alcohol Facilitated Sexual Assault
	36	Look After Yourself
	23	Mental Health
	35	Site Visit OPP, Specialist Sex Offences Unit, County Court
	18	Victorian Institute of Forensic Medicine
	9	VARE-Assessment (Role Play)
	11	Centre Against Sexual Assault
Sessions excluded from the study		
v. Children	Session No	Session Name
	25	SUDI Morning -Sudden Infant Death
	7	School Visit
	20	VFPMS
	17	Child Abuse - Case Study
	21	SOCIT / DHS Collaboration
	15	Family Violence & Child Abuse
	16	DHS - Joint Investigation - child first - TTO's
	30	ICET - Child
	31	Child Porn / E Crime
	10	VARE-Assessment (Children)
	9	VARE-Assessment (Role Play)

Participants

Participants in this study included sworn Victorian Police officers of various rank and unsworn police personnel as participants. Sworn officers included one course trainer and police officers who completed a SOCIT Course between 2009 and 2011. One unsworn police member who was employed by Victoria Police to develop and deliver specific content for the training also participated in this study. Participants are described in greater detail below.

Course Designers & Trainers

The Victoria Police SOCIT training team (hereafter 'trainers') was established in 2007 as part of the SOCIT response model for sexual crimes. The trainers were located in Melbourne, Victoria. Two male trainers each aged between 40 and 50, participated in an in-depth interview, held in October 2011. Both possessed extensive knowledge in the field of sexual violence, from operational policing, and victim focused / psychology perspectives, respectively. Both had been involved in the original design and further development of all education and training in sexual offences delivered to Victoria Police from 2009 until 2011.

Trainer 1 was an experienced Detective Sergeant of Victoria Police employed in the role of Specialist Development Co-ordinator. His total policing experience was more than 20 years with the last eight specialising in the investigation and / or teaching in sexual assault and child abuse offences. Trainer 1 did not have any formal academic or training qualifications, such as those outlined in the Australian Qualifications Framework (Australian Qualifications Framework, 2011).

Trainer 2 was a Victorian public servant employed by Victoria Police in 2006, specifically to design and deliver sexual offence education programs to Victorian

Police, bringing to the role a decade of previous experience training and counselling in sexual assault, along with tertiary qualifications in psychology.

Trainees

During each session, trainers provided police who attended a SOCIT Course (hereafter, 'trainees') with session feedback sheets to complete and return anonymously. At the end of each course a separate form was provided for final feedback. All feedback sheets were completed voluntarily.

Although no identifiable information was collected about the police who completed feedback sheets, the researcher was provided with some limited information about the trainees who returned feedback. Table 4 displays the rank, work location and unit details of Victorian Police who attended a SOCIT Course during the study period, and potentially provided feedback. The majority of trainees were ranked below Sergeant, were located in metropolitan units, and were responsible for the investigation for sexual offences.

Table 4. Trainees who attended a SOCIT Course in the years under examination

SOCIT Trainee Details	2009		2010		2011		Total	
	n	%	n	%	n	%	n	%
Rank								
Sergeant or Above	4	20%	6	30%	5	25%	15	25%
Below Sergeant	16	80%	14	70%	15	75%	45	75%
Work Unit Type								
SOCIT / SOCAU / CIU	12	60%	15	75%	18	90%	45	75%
Serious Sex Offenders Squad	3	15%	2	10%	2	10%	7	12%
Uniform / General Duties	3	15%	1	5%	0	0%	4	7%
Other	2	10%	2	10%	0	0%	4	7%
Work Location								
Metropolitan	15	75%	13	65%	13	65%	41	68%
Rural	5	25%	7	35%	7	35%	19	32%

n=number of trainees

Online Survey Respondents

Of the 120 Victorian Police who completed a SOCIT course during the study period, 44 accepted an invitation to participate in the current research by completing an anonymous online survey about their experience of the course. The sample of online survey respondents ('respondents') included attendees from each of the years since the course commenced; twenty five percent of respondents completed the course in 2009, thirty nine percent in 2010 and thirty six percent in 2011.

Of the total sample, sixty eight percent (n=30) were male, and thirty two percent (n=14) female, with ages ranging from 25 to 60 years. The majority of respondents were aged over 40. Fifty percent of respondents (n=22) were aged in their forties, while sixteen percent (n=7) were aged over 50. Only two respondents were younger than 30, however, thirty five percent (n=15) of the sample were aged under 40 years. Most (89%, n=39) respondents worked in locations investigating sexual offences, such as a SOCIT, SOCAU or CIU, with only one respondent working at a uniform station, one from the Sexual Crimes Squad, and three from other departments. A majority of respondents (64%, n=28) worked in metropolitan areas with just over a third (36%, n=16) working in rural areas of Victoria.

The target group for the course were sexual assault investigators, ranked Senior Constables or Detective Senior Constable. These ranks represented seventy seven percent (n =34) of respondents. The remaining 10 participants were ranked Sergeant, Detective Sergeant or above, and made up the remaining twenty three percent of respondents.

The total amount of policing experience respondents reported was considerable, with forty nine percent (n=21) of respondents reporting more than 20 years of service with Victoria Police, and a further forty percent (n=17) between ten and twenty years police service. A quarter of respondents did not provide any detail of their

experience in the investigation of sexual offences, but of those who did, fifty eight percent (n=19) had less than two years work experience in the field, while eighteen percent (n=6) had more than ten years. A lack of experience in dealing with sexual assault was not linked with a lack of policing experience. Survey respondents who stated they had less than two years of experience in the investigation of sexual offences reported an average of seventeen years overall policing experience.

Non-Participant Observation

The researcher attended as a non-participant observer of one entire course, held from 16th July until 13th August, 2010. The observed course was attended by 20 members of Victoria Police, sixty five percent (n= 13) were male and thirty five percent (n=7) were female: sixty five percent of Trainees (n= 13) worked in metropolitan locations, and thirty five percent (n=7) in rural areas. The age, nationality, general and sexual assault policing experience of attendees was not revealed. Of the 20 observed attendees, all but two occupied positions within a SOCIT, SOCAU or CIU, with responsibility for investigation of sexual offences. Comments, questions, answers, discussion and general observations were noted; however no personally identifiable information was recorded. The researcher had previously been employed by Victoria Police in an unsworn capacity, from 1996 until 2007. This previous exposure to the policing environment was of benefit to the researcher. Her knowledge of police culture extinguished any fear or uneasiness in engaging with police as participants, or in observing the course on police premises.

Procedure

In-depth Interview

In October 2011, the researcher was accompanied by Professor David Bradley, for a two hour semi structured in-depth interview (Robson, 2002) with two members of

the SOCIT training team, in their Melbourne office. The interview posed a range of questions relating to the design, resource deployment, content and delivery of the course. Robson's (2002) sequence of questions for semi structured interviews; introduction, warm up, main body of the interview, cool off and closure, guided the development of the interview schedule, which can be found at Appendix 1. The two trainers were asked open ended questions, with prompts used by the interviewer to encourage more in-depth responses.

The interview was audio recorded and later transcribed verbatim. Hand written notes were also made by the researcher during the interview. Trainer responses were transferred to a master grid analysis template which is displayed at Appendix 2.

Online Survey

On 29 September 2011, the 120 trainees who had completed the course were invited to participate anonymously in an online survey (Appendix 3). The invitation was sent to trainees by email by one of the trainers on behalf of the researcher. The email included a link to the online survey. A follow up reminder email was sent to from the trainer, on 25 October 2011. The survey tool was closed for submission on 4 November 2011.

The online survey contained questions to elicit both quantitative and qualitative responses about the course design, curriculum, teaching delivery, work relevance, and attitudes towards victims of sexual offences. Space for additional comments was provided for many items. Open ended and free narrative comment areas allowed for the views of trainees to be explored in greater detail than allowed for by the scaled questions alone.

As noted by Robson (2002), self-administered surveys are extremely efficient at providing large amounts of data, at low cost in a short period of time. Anonymity encouraged frank responses to sensitive questions, for example, the personal views respondents held about victims they encounter in their daily work, who may be sought to report a sexual offence.

Data collection for the survey was facilitated by Edith Cowan University utilising a secure online survey tool named "*Qualtrics*". Data collected in the Qualtrics tool were exported by Edith Cowan University staff, to a Microsoft Excel (Version 2010) spreadsheet. The researcher was the only person with access to the survey data. See Appendix 4 for a copy of the survey database names, questions and values. Questions relating to individual teaching sessions were grouped into worksheets for each Curriculum Category. Basic descriptive statistics of quantitative responses were generated using the Microsoft Excel (version 2010). Content Analysis as described by Elo and Kyngas (2008) was undertaken on qualitative responses. Findings from analysis were added to the Master Grid for triangulation.

Trainee Feedback Sheets

In December 2011, Victoria Police provided access to all trainee session and final feedback sheets, collected by trainers, from SOCIT Courses held:

- 2 November to 27 November 2009,
- 19 July to 13 August 2010 and
- 1 August to 26 August 2011.

A total of 781 session feedback sheets were available to the study, however, 173 were excluded from analysis, as they referred to sessions about sexual offences against children. Of the 608 sessions analysed, 278 were from 2009, 176 from 2010 and 154 from 2011. Not all trainees returned feedback for every session; however some feedback was received for all sessions. The exact number of feedback sheets

analysed per session is detailed below. Final course feedback sheets of 51 trainees were examined for this study.

Session feedback sheets asked trainees to rate content and delivery of each session, from 1 (poor) to 5 (outstanding). A large space for comments relating to both content and delivery was also provided.

Session feedback sheets were transcribed onto an excel spread sheet, with a separate worksheet for each session. Appendix 5 displays how data were coded during the transcription. The numbers of feedback sheets collected for each session varied. As explained at the beginning of this chapter, each of the sessions (1 – 40) had been categorised into curriculum themes. Individual session worksheets were combined into one of five curriculum theme worksheets, resulting in a separate work sheet containing all responses for each theme. Table 5 below shows the total number of session feedback sheets examined for each session, and curriculum theme..

Table 5. Total number of SOCIT trainee session feedback sheets examined, by curriculum theme, session, and year.

Curriculum Theme	Session No.	Session Name	Number of Session Feedback Sheets			
			2009	2010	2011	Total
i. Victimology						
	2	Intro to Victimology	12	7	0	19
	5	Development/Memory/ Trauma	17	2	25	44
	6	Interviewing Theory	13	8	9	30
	26	Interviewing Theory - Part 2	8	2	0	10
	13	Victim Guest Speaker - Male	16	10	9	35
	37	Surviving Sexual Assault	18	16	10	44
Total	6		84	45	53	182
ii. Sex Offenders						
	3	Intro to Offenders / Offending	17	13	0	30
	4	Grooming "The Whole Story"	2	0	5	7
	33	Suspect Interviewing Theory - Suspect Rapport Building & Planning	22	6	1	29
Total	3		41	19	6	66
iii. SOCIT Skills						
	19	Court Transcript	6	4	0	10
	34	Suspect Interview Pracs	0	0	26	26
	39	Developmental Session	5	0	0	5
	8	VARE - Procedural Guidelines	9	6	7	22
	38	Crime Scene	8	0	0	8
	24	Assessment VARE C- Impaired	11	13	11	35
	22	Intellectual Disability Communication Failure	11	9	5	25
	32	Sex Offender Register	2	10	3	15
Total	8		52	42	52	146
iv. Support for Investigators						
	1	SOCIT Philosophy & Background	6	1	0	7
	14	Culturally & Linguistically Diverse / MLO	13	6	0	19
	12	GLLO	12	12	0	24
	40	SOCIT Investigator	10	0	0	10
	27	Legislation	13	2	4	19
	28	Pretext	2	1	3	6
	29	Drug /Alcohol Facilitated Sexual Assault	8	2	0	10
	36	Look After Yourself	1	7	11	19
	23	Mental Health	0	12	0	12
	35	OPP, Specialist Sex Offences Unit, County Court, Child Witness Service	10	6	6	22
	18	Victorian Institute of Forensic Medicine	12	12	9	33
	11	Centre Against Sexual Assault	14	9	10	33
Total	12		101	70	43	214
Grand Total	30		278	176	154	608

Final course feedback sheets were completed by trainees in the last session of each course. See Appendix 6 for a copy of the final course feedback sheet. Trainees were asked for comments and ratings from 1 – 4 (where 1= Strongly Agree, 2 = Agree, 3 = Disagree, 4= Strongly Disagree), on different aspects of the course.

In addition, trainees were asked for written responses to the following questions;

- What is your opinion of the standard of the sessions delivered by external presenters (expertise, presentation style, content)?
- How did you find the Victoria Police instructors / course staff?
- What do you consider to be the strengths of the course?
- What do you consider to be the weaknesses of the course?
- How do you think the course could be improved?
- Any further general comments on the Course

Responses provided on the final feedback sheets were transcribed onto separate worksheets for each question, using a similar coding system as the session feedback sheets. Each response was coded with a unique identifier using the year, and response number for each final feedback sheet response.

Non Participant Observation

Non-participant observation of one course held from 19th July until 18th August 2010, was undertaken by the researcher. The course was held at the Victoria Police Academy, Glen Waverley, Victoria, Australia. Some sessions were off-site, such as one day in the city of Melbourne, to visit courts and related services. Another session was held at Moorabbin Police Complex. The researcher observed both on and off site sessions. There was no preconceived instrument for data collection.

As a non-participant observer, the researcher remained seated and silent at the back of training room, for the duration of the observed course. The researcher took hand written notes, did not participate, ask questions, nor make comments during any sessions. As suggested by Mills, Durepos and Wiebe (2010) note taking was an important element of the non-participant observation undertaken in this study. Note taking allowed the researcher to record significant comments made by trainees and trainers, and presenters. The researcher was introduced as a student researcher, on

the *PJO Project*, who would be observing the course, and writing a report about it at a later stage. Trainees were encouraged to discuss topics openly within the classes and appeared to do so. No part of the course was recorded either in video or audio formats.

The process of observation was subjective and researcher bias was likely to affect the data collection and analysis (Creswell & Plano Clark, 2007). To overcome researcher bias, the observations collected were triangulated with other sources of data, in the Master Grid. As discussed in the framework section of this Chapter, Bradley's (2001) model was incorporated to this study in an attempt to reduce researcher bias by providing a systematic way to collect and analyse information about the course. The use of triangulation in the study design addressed researcher and participant bias by combining the views of the researcher, trainees and trainers. This allowed validation of the data, and consensus or disparity in the opinions provided, to be displayed. This is discussed further in the next section.

Data Analysis

The following analysis was conducted in order to make sense of the data collected and develop an overall description of the course.

Quantitative Analysis

Basic descriptive statistics were generated for quantitative data using Microsoft Excel (version 10) including extraction of participant demographic information, and examination of ratings for content and delivery of sessions.

One question of the online survey respondents were asked to rate each of the sessions from one to six (1.'irrelevant', 2.'needs improvement'; 3.'neutral' 4.'can't

remember'; 5.'good'; 6.'excellent'. The scale was used to gauge how relevant, memorable, adequate, and valuable the sessions were to trainees, post training. However, it did not allow for comparison with other quantitative ratings of session content and delivery, which was provided by trainees on a five point scale in session feedback sheets (1.Poor – 5.Outstanding). To overcome this, the six point scale in used the online survey was converted to a five point scale by combining ratings given for 3.'neutral' and 4.'can't remember'. For reporting purposes, the online survey rating scale was relabelled as; 1.'poor', 2.'fair', 3.'neutral', 4.'good', 5.'excellent'. The ratings provided for sessions in feedback sheets and in the online survey were then compared. These are reported in the findings chapters.

Content Analysis

Through Content Analysis (Elo and Kyngas, 2008) inferred meaning of the data was extracted, by examining how words and phrases were used to describe the course. This enabled the researcher to engage with written material to draw out deeper understanding of the data. It included analysis of the different views about aspects of the course; language used to describe things; how they viewed the trainers and materials. This form of analysis which involved a deep and critical reading was the seen by the researcher as the best approach.

Open coding, categorisation and abstraction of the raw data was undertaken to formulate a general description of the views provided. This was achieved in some instances by identifying and examining single words or phrases which recurred throughout trainee comments. For example, when trainees were asked to comment on the quality of session content, individual words which recurred throughout the responses were examined for the context in which they were used, and then categorised according to their context.

For example, if more than one trainee used the word 'good' in the same context, this was noted and the total number of trainees who used the word 'good' to describe the same phenomenon was documented. Recurring words were categorised with others from the same category. During the analysis it became evident that categorising responses based on the context of their entire comments rather than individual words was more appropriate. For example, comments referring to the delivery of sessions were categorised as either 'positive' or 'negative'. The findings were reported in the Master Grid, along with supporting examples from the qualitative comments provided by trainees.

Trainees were asked for general comments about each session on both the online survey and in student feedback sheets. Findings were entered into the Master Grid for triangulation with other sources of data.

Grid Analysis

Grid Analysis, as described by Hurworth (2000), Miles and Huberman (1994), and Bell, Shrimpton, Hurworth and St Leger (2004) has been found to be a rigorous method of qualitative data analysis as it allows for relatively easy comparison and contrast between cases, while also providing a simple summary view of each case's characteristics. Due to the large number of categories and data sources the development of a Master Grid Analysis Spreadsheet was deemed a suitable tool to assist with the management and coding the data.

The three themes, 1. Design & Resourcing, 2. Course Content and Delivery, and 3. Individual and Organisational Outcomes, were first listed the left column of the Master Grid. The elements identified for each were then listed under each theme. Each data source was listed in the top row of the grid. As raw data collected from the online survey, in-depth interview, course feedback sheets and researcher

observations were analysed, they were entered into the master grid under the element they were related to.

Once all of the data was entered into the master grid, it was systematically evaluated and presented as findings for each theme as described next.

Triangulation

Social theorists such as Miles and Huberman (1994), Richardson (2000), and Moran-Ellis, Alexander, Cronin, Dickinson and Thomas (2006) have employed and recommended triangulation as a strategy to increase the rigor and trustworthiness of research data. In this study triangulation allowed for comparison of views of different sources i.e. trainees, trainers, and the researcher through observation. In this project, triangulation also allowed for comparison of data provided by the same source at different times, for example trainee responses provided on written feedback sheets were compared with responses provided in the online survey, which in some cases may have been up to two years later.

Triangulation of data collected from multiple sources at different times generated a comprehensive, accurate description of the course (See Table 6). This process was undertaken for the each of the elements of Turnley's Framework, as displayed in Table 6

Table 6. Triangulation of data examined for this study, using Turnley's Framework

Elements	In-depth Interview	Online Survey	Session Feedback	Final Feedback	Researcher Observation
Design & Resourcing					
Aims of the Program					
Recruitment & Enrolment					
Human Resources					
Physical Resources					
Academic & Administrative Support					
Costs of Delivering the Program					
Program Evaluation					
Course Content & Delivery					
Course Outline & Content					
Curriculum Themes 1 – 4					
Teaching Strategies & Performance					
Course Materials and Resources					
Course Assessment					
Individual & Organisational Outcomes					
Individual Learning Outcomes					
Work Relevance					
Organisational Outcomes					
Attitudes of Police					

Ethics and Conduct

In order to conduct this study, approval from research ethics committees of both Edith Cowan University and Victoria Police was required. An Application for Research Involving Human Participants was approved by the Edith Cowan University Human Research Ethics Committee on 13 July 2011 (Project #6483 TAYLOR). Ethics approval for the Observation aspect of this study had been granted by the Victoria Police Research Ethics Committee in 2009 through an ethics application of the *PJO* Project of which this study was part (Taylor et al., 2012b). A separate ethics application was approved by the Victoria Police Research Ethics Committee for all other aspects of this study on 20 July 2011 (Ethics Approval # 6483).

In accordance with ethics protocols, all participants were provided with a plain language statement and gave informed consent in writing prior to participating.

Trainees who participated in the online survey were provided a Plain Language Statement in their invitation email. The introduction of the online survey explained the project and required trainees to consent to being participants in the research before progressing to any questions (See Appendix 7 for a copy of the plain language statements and informed consent forms used in this study).

Victoria Police provided the researcher access to observe one entire SOCIT Course, and to feedback sheets. This occurred without gaining consent of individual trainees however access was approved by Victoria Police and Edith Cowan University, Human Research Ethics Committees.

Limitations of the Current Study

Limitations that impacted the design, conduct and findings of this study included the project scope and size (being a Masters Research project) and access to participants.

Only two of the four trainers were available for the originally planned focus group with trainers. Despite attempting to meet for a focus group on several occasions, the trainers were not all available at the same time. This resulted in the in-depth interview with two Trainers being utilised instead.

Chapter 4: Design and Resourcing of the SOCIT Course

Introduction

This chapter presents findings relating to the design and resourcing of the Victoria Police SOCIT Course. Overall, the researcher observed efficient use of available resources and a commitment from trainers to deliver the course, to the best of their ability despite some limitations on physical resources, which are raised in this chapter. Trainers were asked about both design and resourcing elements of the course in an in-depth interview. Respondents provided views on adequacy of design and resourcing of the course in the online survey. Further input from trainees was derived from analysis of overall and session feedback forms collected by trainers. Findings from researcher observations of how the course was designed and resourced are also included in this chapter.

Reported Aims of the SOCIT Course

Victorian Police who participated in this study supported a view expressed by the VLRC (2004) a decade earlier, in that there was a need for specialised training for police investigators of sexual offences. All survey respondents (100%, n=44), and the two trainers interviewed, agreed that Victoria Police need specialised training in this area. The course aimed to provide this. Respondents reported that instructors clearly explained the objectives of the course, with one commenting that “The course was very well explained and identified as to what the objectives and outcomes were” (Survey Q.14 Respondent, 12).

Through observation of the 2010 course, and analysis of course materials, the researcher found the aims of the observed SOCIT Course to be to:

- improve the Victoria Police organisational response to sexual offences through education
- educate and improve knowledge of Victoria Police specialist sexual offence investigators
- improve outcomes for victims reporting sexual offences to police
- respond to the 2004 VLRC recommendations in relation to sexual offences
- improve attitudes of police responding to sexual offences

Trainer 2 informed the researcher that the main purpose of the course was to provide foundation training for police to be specialist investigators in the field of sexual offences. Trainer 1 advised that before the SOCIT training, Victoria Police had provided a three week training course relating to sexual offences, which provided police with qualifications to collect video and audio taped evidence from children and cognitively impaired individuals. Trainer 1 said that the earlier training was delivered by one individual police member, accompanied by a few external presenters, who continued to assist in the four week SOCIT course.

In the early days of the SOCIT Model, funding was allocated to trainers to pilot new training techniques and hire resources with expertise in interviewing children, vulnerable witnesses, and suspected sex offenders. A group of three trainers designed a 10-day package for investigators. They trialled the package with pilot sites, and then incorporated the original three week course, evolving into a four week course. Trainer 2 revealed that the new SOCIT Course became more investigative focused and included material on suspect interviewing, which wasn't included in previous training.

Trainers said that there was a whole scope of intended learning outcomes, however didn't articulate these well in the in-depth interview, commenting that "...it

increases their skills...or assists them along the road, if you like, of specialising in this work" (Trainer 1, Interview transcript; 2011 pp. 3). Although the course syllabus did not detail specified learning outcomes of the course, examination of the syllabus and other course materials, recording of learning outcomes discussed at the start of individual sessions, resulted in the researcher describing the individual learning aims of the SOCIT Course to be;

- To equip police with skills, tools and knowledge required for the role of SOCIT detective;
- To help investigators better understand the issues, behaviour and impact of sexual assault on survivors;
- To help police better understand sex offender behaviour and provide tools to work with them more effectively;
- To provide police with knowledge and skills and qualifications including to become 'authorised person' to undertake Video and Audio Recorded Evidence (VARE) interviews with children, mentally ill and cognitively impaired individuals.

Almost half (46%, n=20) of the online survey respondents considered the course to be 'well planned', over a third (35%, n=15) found it to be 'excellent'. Less than four percent of respondents rated the course as 'poor'. The remaining respondents (16%, n=7) were indifferent.

The course was designed to provide vital knowledge specific to sexual offences, which was not being delivered to police in Victoria, in any other course. Trainers viewed the interviewing components of the course as applicable across any crime theme.

The researcher was interested to know if the SOCIT Course was directly linked to any other courses offered by Victoria Police. Trainer 1 explained that a combination of training programs provided the skills and knowledge required by SOCIT

Detectives. The SOCIT course was linked to the Field Investigators Course (FIC), and Detective Training School (DTS) as fully qualified SOCIT Detectives were required to successfully complete all three courses. The FIC and DTS courses included training on brief preparation, investigation, evidence collection, and witness and crime scene management. Generic training on use of police computer systems such as the 'Interpose' or the Law Enforcement Assistance Program (LEAP) was provided in initial recruit training, with further training provided to all operational police more generally, and as new systems were developed.

Trainer 1 explained that variations of the full four week course were broken down and delivered to other specific audiences including; a two hour session for Probationary Constables, a ten day version for the VARE qualification only, and a package delivered to the Department of Human Services in Victoria.

The trainers also offered consultancy services to individual police work places to assist with sexual offence investigations, saying "We also provide an ad hoc case by case consult service, and we're seeking to influence and advocate more broadly." (Trainer 2, Interview transcript, pp. 22). The consultancy service was reportedly growing in demand at the time of the interview with trainers, in October 2011. The consultancy service was viewed by the trainer 2 as raising the status of the SOCIT training team, and gaining credibility with operational units, through the advice they were able to provide. Trainer 2 acknowledged benefits of experiencing and accessing insights from different cases during the consultancy, which he said was used as a feedback loop, back into the training.

Trainer 2 advised that although not a formal linkage, an Advanced Certificate in Child Interviews, offered by Deakin University, was recommended to sexual assault investigators who wanted to further develop their skills. According to trainer 2, the Deakin course developed forensic and investigative skills, and extended on the techniques and theory presented in the SOCIT Course. All members of the training

team had completed the certificate course, designed by Dr. Martine Powell. Trainer 1 advised that Dr. Powell was involved in the design of the previous Victoria Police 3 week sexual offences course. Some of the material she had developed, relating to child interviews was retained in the current course. Powell also reviewed the components of training relating to the VARE qualification.

Reported Recruitment and Enrolment Process

Specialist sexual assault investigators were the primary target group for recruitment to the course. The course was also attended by other Victorian Police who specialised in other aspects of the field of sexual violence, such as supervisors of SOCIT detectives, and members of the Serious Sex Offenders Squad. In the in-depth interview, Trainer 1 said trainees had varying levels of investigative experience "...from detective senior sergeants who potentially have had...10, 20 years plus of investigation background, through to some who are brand new detectives" (Trainer 1, Interview Transcript pp. 4). Online survey respondents reported considerable experience in the investigation of general crime categories, but limited experience in sexual offences.

Trainers described the process for enrolment to the course, during the in-depth interview. On successful selection and appointment to a SOCIT role, individuals would send an email to the course coordinator to request to be enrolled onto the next course. Alternatively, workplace supervisors would send the same email request, on behalf of new members working in sexual offence roles. Enrolment was confirmed by the course coordinator, via email containing course details, pre course materials and, pre course assignments.

Each course enrolled 20 trainees. Applicants were generally allocated to the next available course, in the order they were received. Once a course was full, applications were placed on waiting lists for future courses. The minimum

requirement to be eligible to enrol in the Course was completion of the Victoria Police Field Investigators Course (FIC). Police members, regardless of work role, must have completed FIC before they could apply for the SOCIT Course. There was no other selection process or criteria for enrolment. Most trainees rated the enrolment process as good (59%, n=26) or excellent (18%, n= 8), with the remaining ten trainees (23%) being neutral on this aspect of the SOCIT Course.

Human Resources

The training team consisted of up to four core members, during the time of this study, and was accompanied by a cast of up to 58 others being police and external guest presenters. Of the four trainers, one sworn member, ranked Detective Senior Sergeant, was responsible for co-ordinating the course. The remaining three trainers were unsworn members of Victoria Police, employed for their expertise in sexual violence.

Trainers agreed that four trainers were adequate to run the course. Workloads were more difficult to manage when additional training, such as sessions provided to the Department of Human Services, were scheduled, using the course resources. The researcher observed the course to be managed efficiently by the course coordinator.

To address longer succession planning and contingency, trainer 2 reported that a deliberate cross-pollination of topics was occurring within the training team. Trainer 1 said that over the next twelve months, the four core trainers planned to learn and deliver each other's training material. Previously, they would each deliver training on specific sessions allocated to them only.

Each course enrolled 20 trainees, who were sub divided into groups of 4 trainees, for syndicate group work. The staff:student ratio was 1:20 for sessions conducted by 1 trainer, however depending on the session the ratios could increase to 3:20.

Regardless of the session, trainers reported that staff:student ratios were adequate. The trainers advised that the classroom furniture was deliberately arranged to seat trainees in groups of four. Trainer 1 said using the syndicate groups of four trainees made it difficult for trainees to get lost. Individuals from the same work location were separated from colleagues for syndicate group.

“it's easier for them to get lost in a group of 20, but when you sit them deliberately in syndicates of four and they're seated so...they're not sitting on the same table as a workmate, because sometimes we have three or four members from the same unit, so they're spread throughout syndicates”.

(Trainer 1, Interview Transcript, 2014, pp. 25)

At the course observed by the researcher, trainers encouraged trainees to use them as a specialist resource, during and after the course. Access to trainers was rated by trainees as 'excellent' by sixty one percent (n=27) and 'good' by thirty six percent (n=16) of survey respondents. Only one trainee rated access to trainers as neutral and no negative responses were received. In final feedback forms all but three respondents agreed (54%, n=27) or strongly agreed (40%, n=20) that the course was adequately resourced for all theory and practical sessions. Three trainees (6%) did not agree that course they attended was adequately resourced. Most presenters, both internal and external to Victoria Police, offered further assistance to trainees after the course. Many presenters provided contact information to trainees.

Physical Resources

The course was usually conducted at the Victoria Police Academy, in the Melbourne suburb of Glen Waverley, though there was not a dedicated venue. In the in-depth interview, trainer 1 reported the need to book and hire class rooms, in advance, as the same training rooms were used for other police training courses. Bedrooms at the Police Academy were used for practical video and recorded evidence (VARE)

training and some mock interview sessions. Interview rooms built into a mock police station, at the Victoria Police Academy, were used for suspect interview role play exercises. These facilities were neither available nor sufficient for the VARE training or other practical exercises, which highlighted a resourcing issue.

Access to physical facilities and resources of the course stood out as an aspect of the course design that some survey respondents viewed as 'inadequate', with five percent (n=2) rating this as 'unsatisfactory', and a further sixteen percent (n=7) rating it as 'poor'. A 'neutral' rating was provided by twenty percent of respondents (n=9), however the majority found the course to be either 'good' (43%, n=19) or 'excellent' (16%, n=7) in terms of physical resources. The researcher noted that despite a clear lack of dedicated physical resources, such as training rooms and VARE equipment, they did an exceptional job managing to resource the course. During the time of this study, one course was delivered from Moorabbin Police station, a southern suburb of Melbourne, which was not suitable to some survey respondents who said;

“A negative in my experience was due to having to travel from country Victoria and for three weeks of the four week course having to attend Moorabbin Police Station was a major inconvenience.” (Survey Q.15, Respondent 13)

“The location was difficult - Academy was full so we had to go to Moorabbin.” (Survey Q.13, Respondent 10)

“Moorabbin was a long way to travel, academy or CBD would have been better/easier to get to.” (Survey Q.13, Respondent 20)

Negative responses were also provided by respondents who did not live close to the Victoria Police Academy, commenting that travel to Glen Waverley, for the duration of the course to be tiresome, and the accommodation to be inadequate, for example;

“...the location of the training venue (Academy) which was difficult to commute to from the North / West side of Melbourne.” (Survey Q. 15, Respondent 23)

“I felt that the course was designed very well, and the location at the time was reasonably central for myself, however, due to country members, etc. on the course, it was virtually impossible to accommodate everyone”. (Survey Q13, Respondent 43).

In the in-depth interview, trainers discussed resourcing issues, explaining that they had to make do with what they have at the academy, and sharing resources with other courses was the only way the course could run. Trainer 1 said that a mock police station built at the Academy contained four interview rooms, however this was not enough. Victoria Police were in the process of expanding their training facilities at the Academy at the time of the in-depth interview, with an additional eight interview rooms being built, due to an increase in interview training being provided to police.

The new interview rooms would be a shared resource and were expected to alleviate part of the resourcing issues for the trainers by providing a better training environment. Access to appropriate training facilities and settings for mock interviews, was seen by previous researchers such as Lonsway et al (2001) as crucial to providing most effective learning for application in real sexual assault investigations.

Academic and Administrative Support

Academic and administrative support refers to the administration of the course, and the availability of academic resources to both trainers and trainees. This was rated by most survey respondents as 'good' (51%, n=22) or 'excellent' (26%, n=11). Only one respondent (2%) rated it as 'needing improvement', while nine others (21%) were neutral on this point. Trainer 2 stated that the employment of an additional trainer in 2011, allowed for an increase in other activities to improve the course. They were hopeful the new trainer would have time to search for and research articles relevant to the course, which could then be included in future materials.

The Victoria Police Academy library was available to all trainees and trainers, who were encouraged to use it. The researcher visited the library during a break of the observed course, and was easily able to access many useful resources relating to sexual offence investigation. The professionalism and willingness of the academy librarians to help the researcher was exceptional. Trainers advised they were in the process of building a separate SOCIT library, which would hold resources, articles and journals relevant to SOCIT work, and be available to trainers, trainees and SOCIT detectives. Trainer 1 said that trainees were told about the internal SOCIT library during the course. He explained that a section in a monthly police newsletter was used to communicate information about specialised resources, as they developed, more broadly through the organisation.

Access to educational resources, such as library resources was rated as 'good' by almost half (45%, n=20) of online survey respondents, and 'excellent' by a further eighteen percent (n=8). Just over a third (32%, n=14) rated this as 'neutral', and four and a half percent (n=2) rated it as 'poor'. No additional comments on educational resources were received in the online survey.

Costs of Delivering the Program

Costs of delivering the course were shared between the SOCIT training team, the Education Department, and the regular work unit of trainees. In the in-depth interview, Trainer 1 explained that costs of delivering the SOCIT Course were mainly borne by the training team including; training room hire; meals and refreshments; learning resources and course materials; equipment; costs of trainers and guests; and transport to venues for the course, for example, transport of all trainees to the City of Melbourne for one day of the course.

The regular work locations of trainees were responsible for costs for individuals attending the course. For example, if a rural member was attending the SOCIT course, they could utilise accommodation at the police academy for the duration of the course. The cost of accommodation and meals provided outside of the course, ie: breakfast and dinner, would be paid by individual work locations. Other costs borne by trainee's work unit included; travel and other allowances, printing of pre-course materials, and salaries of members attending the course.

The Victoria Police Education Department covered the costs of support services, such as the library, and computers at the Police Academy. Employee support and counselling services were available to trainees and were funded by the Human Resources Department. These resources are available to all Victoria Police employees.

The researcher was unable to calculate a total cost per trainee complete the training. The cost of salaries of twenty detectives for four weeks would be significant, and this leads to the issue of attrition. Do those who start the four week course, complete it? Trainer 1 said that the course had a ninety nine percent completion rate. Yet, how long SOCIT trained police remained in SOCIT roles after training, was unknown.

This is an important area for Victoria Police to become aware of, considering the expense and time taken to train SOCIT detectives.

Program Evaluation

Course evaluation was undertaken informally by trainers who reviewed trainee feedback forms collectively after each course. The written feedback was the only source of information used to evaluate the course. Although the feedback provided was a valuable source, it needs to be supplemented for a more thorough evaluation of the course.

The use of trainee feedback sheets to evaluate the SOCIT course was raised in the interview with trainers. Trainer 1 reported that "Sometimes we get some sessions, you know, they question the relevancy or the delivery style, if you like, but generally I don't think it's an overstatement to say we're getting, I would suggest, 80 per cent of the course pretty right, most of the time..." (SOCIT Trainer 1, Interview Transcript, pp. 12). The trainers had no way of measuring how effective the course was in terms of police learning outcomes and the application of the learnings in their jobs.

When asked to rate the use of feedback sheets as a method to evaluate the program, fifty two percent of respondents rated it as 'good', and twenty three percent as 'excellent'. Only five percent of trainees (n=2) reported this to be a 'poor' method of evaluation, and twenty percent (n=9) were indifferent. One respondent offered a comment about feedback sheets in the online survey, saying;

As noted earlier, the researcher failed to identify a tool specifically designed to evaluate the efficacy of training in the investigation of sexual offences for police and the in-depth interview with trainers revealed that the course was not internally or externally evaluated for workplace efficacy. Further, the SOCIT Course was not

designed or aligned with the Australian Skills Framework (AQF) in the way other courses delivered by Victoria Police were such as;

- Diploma of Public Safety (Policing)
- Diploma of Public Safety (Policing)
- Advanced Diploma of Public Safety (Police Investigation)
- Advanced Diploma of Public Safety (Police Investigation)

This raises questions about how serious and committed Victoria Police really were to improving their sexual assault training.

This chapter provided findings about how the SOCIT course was designed and resourced in terms of; meeting the aims of the course, recruitment and enrolment, human and physical resources, academic support, costs of delivering the program, and how the course was evaluated.

Chapter 5: Course Content and Delivery

Introduction

This chapter describes the course content and delivery including, the course outline, curriculum, materials, resources, teaching strategies, and assessment practices of the SOCIT Course.

Course Content and Outline

Trainers said they were employed to develop a course to improve interviews with both suspected sex offenders and vulnerable witnesses, including children, and cognitively impaired individuals. In 2007, they were instructed to "...teach whatever it takes" (Trainer 2, Interview Transcript, pp. 9) to improve police interviews in sexual assault cases, and were given one year to develop training materials.

The SOCIT Course was the result, containing 40 individual sessions delivered over 20 days. Each session was categorised into one of five curriculum themes, as determined through content analysis of the syllabus and described earlier. The course included topics identified by previous researchers, as necessary components of sexual assault training, such as; interviewing techniques for victims and suspects, and coordination with key agencies such as rape crisis centres, medical personnel, and prosecutors (Epstein et al., 1994). It included development of soft skills, which develop perception, judgment, and interpersonal skills, (see Lonsway et al, 2001) by means of simulated interviews with vulnerable witnesses.

A copy of the course syllabus for the observed course held from 19 July to 13 August 2010 is attached as Appendix 8. The four curriculum categories described in this chapter include; Victimology, Sex Offenders, SOCIT Skills, and SOCIT Support.

For the Victimology and Sex Offender curriculum, a specialist in each field was employed to develop appropriate training. Trainer 2 reported no particular instruction or method was mandated, saying “We were just told to ... improve interviews really of suspects and victims, and we got pretty much *carte blanche*” (Trainer 2, Interview Transcript, pp. 9).

Trainer 1 advised that material about police policy and other agencies were part of a previous course provided to SOCAU staff. As mentioned in Chapter 1 SOCAU members were primarily responsible for victim care in sexual offences rather than investigation. This material had remained relatively unchanged, apart from updates due to new legislation or police policy. Trainers did not comment on how long the previous course had existed or how the original material was developed.

Sessions relating to communicating with cognitively impaired individuals were provided mainly by external presenters who were experts in the fields of communication and cognitive impairment. Practical sessions involved volunteers who had varying cognitive and communicative abilities.

The course syllabus explicitly and implicitly addressed police attitudes, particularly the poor attitudes police may hold about victims of sexual offences. The trainers said they included discussion of several core attitudes into the course. Trainer 2 said attitudes around false reports, case complexity, specialisation, and what a good result could mean, and to whom, were incorporated into materials.

Trainer 2 said he was not aware of the larger community of police sexual abuse trainers in Australia or internationally. The trainers reported knowing only a little of

what other jurisdictions did in terms of training in sexual offences, and that such knowledge did not influence the design of the SOCIT Course. Trainers articulated that ideally, they would like to see a formal network of trainers from each state who would meet annually, to discuss and share training ideas. At the time of the interview, no such network existed, nor did any informal collaboration regarding training in sexual offences across policing jurisdictions in Australia.

The researcher was interested if work place supervisors had any input into the course. Trainers mentioned that some workplace supervisors helped assess aspects of the course, but did not elaborate on how. They reported that as the SOCIT model was still in transition phase, supervisors themselves were being trained and not necessarily ready to or capable of contributing to the development of the training.

Trainees who successfully completed the course received a qualification to undertake Video and Audio Recorded Evidence (VARE) interviews with children and cognitively impaired individuals. These groups were attended to more intensely in the training, compared with other community groups, such as GLBTI, migrant or indigenous Australians. Practical sessions exposed trainees to unfamiliar situations, such as interviews with children and cognitively impaired individuals.

Each course ran from Monday to Friday, from 8am until 4pm, for four weeks, totalling twenty work days. Final Feedback sheets revealed support from trainees regarding the length of the SOCIT Course. The majority of trainees either 'disagreed' (58%, n=29) or 'strongly disagreed' (16%, n=8) that the course was too long. Further, the majority of trainees either 'disagreed' (70%, n=12) or 'strongly disagreed' (24%, n=12) that the course was too short. Final feedback responses indicated that trainees found the course to be of appropriate length.

When rating the duration of the course in the online survey, respondents were favourable towards the course length. Most rated the course duration as 'good'

(59%, n=26), or 'excellent' (23%, n=9). When asked if they thought the length of the course was appropriate, a considerable number of respondents 'agreed' that it was appropriate (89%, n=36), while very few 'disagreed' (12%, n=5), and two respondents were 'unsure' (5%).

In final course feedback sheets, trainees unanimously agreed that the information given in the theory and practical sessions was relevant to the course and balanced in application, agreeing that practical work was conducted in a realistic manner. All trainees agreed that the course was properly sequenced and structured, apart from one trainee who strongly disagreed. In the online survey, respondents reported that the curriculum, content and resources of the course to be either 'good' (62%, n=26) or 'excellent' (36%, n=5) there were two neutral responses. One respondent said:

“As a very experienced detective with an almost exclusively investigative background in the Crime Squads, I was amazed at how much I was able to learn. Exceptional in every respect”. (Survey Q. 14, Respondent 12)

The opinions of the course curriculum provided in the online survey were consistent with final feedback sheet responses. Curriculum content for each curriculum theme is discussed in more detail below. Descriptions of the sessions were formed through observation of the course and materials from the course held from 19th of July to 13th of August 2010, and accompanying materials.

Curriculum Category i – Victimology

The Victimology curriculum category contained sessions relating to understanding, communicating and working with victims including theory sessions presented by the trainers, combined with presentations from real survivors. The victimology sessions started with 'Introduction to Victimology' delivered by one SOCIT trainer for the three and a half hour afternoon session. The trainer started the session by

introducing himself and providing an overview of his experience. The remainder of the session entailed a class discussion about issues raised by trainees. Areas for discussion were offered by trainees and collated on a whiteboard, then discussed at length. The trainer used examples, scenarios, statistics and psychological theory to explain the issues. In the observed course, trainees raised questions about the impact of delays in reporting sexual offences and other personal issues victims faced when considering making a report. Indicators of false or coached reports were queried and the importance of how investigators presented themselves was also discussed.

In session feedback sheets, trainees provided positive feedback about both the content and delivery of the 'introduction to victimology' session with typical comments indicating it was interesting, enjoyable, excellent, interactive and informative. Only one trainee made a negative comment, that it was too long / repetitive.

Victimology continued on day three of the course with a full day dedicated to the topic covering child development, memory and the impact of trauma. The 'child development' sessions were relevant to this study as they provided some understanding of the behaviours, thinking and actions of adults who reported historical sexual offences. Victimology sessions were delivered in classroom style, with the use of PowerPoint presentation, handouts and examples to explain victimology theory. Trainees were encouraged to ask questions and provide input throughout the sessions. Learning outcomes of the sessions, as documented in training materials were to:

- Use principles of human development to inform decision making when selecting an interview strategy with an individual child or vulnerable witness
- Use understanding of brain development to inform planning and conduct of interviews

- Describe the impact of trauma on developmental trajectories of individuals and how this impacts on interviews
- Describe the functions of memory
- Describe three processes of memory
- Match interviewing style and techniques to create a closer fit between the interview process and task of eliciting accurate autobiographical memories

Comments provided in the online survey and session feedback sheets were complimentary of both the content and delivery of victimology theory sessions. In the online survey, one respondent said

“Victim theory along with memory were the best topics covered and extremely relevant. Learnt so much about victims and the reasoning behind their reporting or behaviour. Fantastic lessons and extremely relevant to our work”. (Survey Q.16, Respondent 16).

In a session feedback sheet, another trainee said the sessions were “extremely informative and interesting, opened my eyes to a whole new perspective on why people behave the way they do” (Feedback Sheet, Course 2011, Session 2, Trainee 11)

Day four of the observed course introduced 'interviewing theory for victims / witnesses'. A PowerPoint presentation and a forty six page handout explained the core elements of victim interviewing theory for sexual offences. The learning outcomes of this full day session, as documented in class handouts, were to;

- Use understanding of the social dynamics that occur within interviews with children and other vulnerable witnesses to better plan and conduct interviews
- Outline the goals of a forensic interview
- Effectively set the interviewees expectations at the beginning of the interview, and reinforce these as necessary throughout the interview

- Use a range of interviewing techniques that maximise accuracy when eliciting details from children and vulnerable witnesses
- Use understanding of different types of questioning techniques to determine when to apply them in an interview
- Describe a range of strategies to keep an open mind
- Use question scales in preparing interview plans to ensure use of the right questions at the right time
- Describe the five stages of the PEACE Framework for investigative interviews, and the goals of each stage
- Effectively identify signposts from a witness account and formulate appropriate probing questions in response
- Demonstrate active listening
- Review interview performance using a range of techniques

'Interviewing vulnerable witnesses' was revisited on the thirteenth day of the course, where further interviewing theory and instructions on its appropriate application were provided. A PowerPoint presentation and twenty four page set of notes were provided to trainees during the session. Learning outcomes of this session saw trainees able to;

- Apply four interview techniques associated with Cognitive Interviewing
- Apply three interview techniques associated with Enhanced Cognitive Interviews
- Apply skills and techniques from a Conversation Management model of interviewing
- Match interviewing techniques to age and level of development of the victim/witness being interviewed.

The victim interviewing theory sessions involved trainees practicing some of the interview techniques, in pairs. One trainee said these sessions were "invaluable.

Will certainly change the way I approach talking to victims be it VATE or written" (Session Feedback, Course 2009, Session 4, Trainee 3), on a Session Feedback Sheet.

With regard to the delivery of victimology sessions, trainees were impressed by the ability of the trainer to deliver a large amount of material, while keeping them interested and enthused. One trainee said these sessions were "delivered very well [the trainer] certainly knows how to deliver the material in an interesting effective manner" (Session Feedback, Course 2009, Session 10, Trainee 5) .

Engaging survivors of sexual offences and inviting them to speak to police at sexual offence training had previously been noted as an important element of sexual assault training (Epstein et al., 1994). The course included two sessions delivered by survivors of sexual violence. On the eighth day of the observed SOCIT Course, "Anthony" a male survivor of childhood sexual assault spoke honestly about his personal experience, from almost forty years earlier. Anthony allowed trainees to ask questions about his description of a series of historical offences and the resulting consequences for him. He said that in his experience, police had facilitated feelings of safety, and offered high quality support. He said he had felt validated and acknowledged by police taking him seriously despite the amount of time that had passed since the offences were committed. Thirty six comments about this session were provided by trainees in session feedback sheets, all positive. Trainees were impressed by the courage, information, honesty and insight of the presenter.

One of the most compelling, and well received sessions of the entire SOCIT Course, was a two hour presentation from a university academic researcher with an international profile in the field of sexual violence and child abuse. Her presentation formed part of the victimology component of the course. This academic also had personal experience of childhood sexual abuse and as such her presentation blended theory, praxis and lived experience in a very powerful way. The session was held in the last session on the final day of the observed course, to bring all of the learning

together and reinforce the importance of the SOCT detective role. The presenter was able to give intricate knowledge about sexual offences drawing on her academic research and international work with police agencies and work with child and adult victim/survivors.

As a skilful, passionate speaker, she received by far the most accolades from trainees for both content and delivery of her input into the course, more so than any other session. She has presented in every course since it commenced in 2009 and would be difficult to replace given the unique combination personal and professional experience of the presenter. Typical comments from trainees from the online survey and session feedback sheets included:

“FANTASTIC - BRILLIANT, BRAVE, Words can't describe the impact she had on everyone - couldn't have asked for a more positive moving presentation to remind us exactly why we do this job.” (Survey Q.19, Respondent 16 [CAPS in original])

“Really credible presentation... It is clear to see why she is regarded as an expert in this area”(Session Feedback, Course 2009, Session 37, Trainee 1)

“extremely well delivered. Had whole class captivated. Caused me to experience several different emotions during the session” (Session Feedback, Course 2009, Session 37, Trainee 18)

“WOW! Empowering!! Passionate!! The world works in mysterious ways. Had [the presenter] ... not experienced such a horrendous childhood would she have become the saviour for others as she clearly is. So valuable, so important, thank you. ” (Session Feedback, Course 2010, Session 37, Trainee 16 [CAPS in original])

Overall, in both session feedback sheets and online survey responses, trainees and survey respondents reported both content and delivery of victimology curriculum to be either 'outstanding' or 'good'. No negative and only a few neutral ratings of victimology sessions were received. Appendix 9 displays the ratings provided by trainees for content and delivery for each Curriculum theme.

Curriculum Category ii - Sex Offenders

Sessions contained within the 'Sex Offenders' curriculum category were predominantly delivered by one trainer who was supported by other trainers at times. The sex offender sessions commenced with the full day dedicated to the topic. A hard copy of the displayed PowerPoint presentation was provided to trainees during the introductory session. The 33 page document contained all of the slides relating to the sex offenders curriculum used during the course. The trainer asked trainees to consider three questions;

- Why are you doing this work?
- Why work in a SOCIT?
- How do you feel about sexual offenders?

This led to lengthy discussion about the complexities of sexual offences and how these offences affected victims differently to other crimes. Discussion around the impact of police attitudes towards victims and offenders ensued, with the trainer explaining that the better detectives understood sex offending, the better they could investigate, work with and interview sex offenders.

Scenarios, real examples, statistics and videos of sex offenders discussing their crimes were used as aides to better explain sex offending. The trainer asked trainees to question the scenarios and challenged them to ask not why victims seemingly 'allowed' offences to happen, but how offenders created safe environments in which

to offend. The use of 'cunning' among sex offenders was highlighted as a common tool to acquire compliance from victims. Trainers pointed out that sex offenders were well adept at manipulating, sizing up and getting people to do what they wanted. Different types of sexual offenders were identified. While much praise was given for the use of videos, one respondent thought they were a little outdated commenting;

"Theory needs to be more up to date re suspects, felt the videos watched were very outdated. Hard to relate to suspects or get your head around the theory as our work is usually based on victims - hard to care as much as we were being asked to" (Survey Q.14, Respondent 16)

The introductory session provided a solid overview of sex offending and led smoothly to the afternoon session, introducing what trainers coined 'the whole story' approach to sexual assault investigation which aimed at capturing what happened in between events, to give a whole picture of sexual crimes, and how they occurred. With regard to whole story approach Trainer 1 said;

"part of our emphasis at certain parts of the training is turning more from wondering why a victim did what he or she did around to – turn that mentality around to, 'How did he get her to do that?' So a lot less focus on her decision-making, if you like, to the other end of, 'How did he get her to make those decisions?'" (Trainer 1, Interview Transcript, pp.11)

While the whole story approach and techniques are not described in full here, the session included use of videos and slide presentations to provide an understanding of grooming, and how offenders established power, control and authority before sexualising occurred. Unique signifiers, such as words used, habits, smells, or times of events, identified from victim interviews, were used as tools in investigative interviews with suspected sex offenders.

A class exercise required trainees to highlight what they saw as grooming in a victim statement, which was later discussed. The whole story approach was suggested by trainers as an effective way to provide a more comprehensive account of sexual offences to jurors. The material was well received, with one trainee commenting in session feedback that “this has given me a valuable insight into how sex offenders operate and how the manipulation of victims occurs. I found the evaluation of the statement really valuable” (Session Feedback, Course 2011, Session 33, Trainee 2). One trainee summed up general comments from session feedback sheets well, saying that the sex offender sessions were “enlightening and thought provoking. Some very good theories which will be worth experimenting with...” (Session Feedback, Course 2010, Session 33, Trainee 3).

The third week of the course returned to the sex offender curriculum theme when 'Suspect Interviewing Theory' and 'Suspect Rapport Building & Planning' were presented over two days. Trainers refreshed the trainee’s memory by revising what had been taught in the first week. Lengthy discussion ensued about false reporting of sexual offences and differences between a false report and investigative anomalies, such as information being left out, or changed by victims, and why this can occur.

Two whole days comprised of theory, instruction and practice in planning interviews with suspected sex offenders. The material and practical advice provided was comprehensive. Some of the topics included;

- Victim Issues – Fight, Flight, Freeze, Surrender
- Six ways to Victim Statements
- Victim Advocacy
- Interview Plan Development
- Pre interview choices

- Success and failure in suspect interviewing
- Interviewer Objectivity
- Relationships – with suspects
- Similarities and differences between victim, witness and suspect interviews
- Interview Process – avoiding the confession culture, concentrate on the process
- Rapport – Respect and understanding for the victim and the process...and the suspect
- Values and investigative habits
- Suspect motivation – factors facilitating and inhibiting disclosure
- Interview room layout
- Timing, Silence, pauses, and breaks in interviews
- Listening, language, voice tone, body language
- Questions types and timing
- Suspect defences
- Role of second interviewer

A three stage interview plan was suggested, which trainers had borrowed from documented instructions of author Eric Shepherd in his 2008 book “Investigative interviewing”. In Chapter eight of the book, entitled “*Right person, right time, right place, right question*”, Shepherd described his three stage technique in detail. A copy of the chapter was provided to trainees during the session. A second ‘grooming’ exercise was undertaken where trainees were asked to read victim statements in six different ways. Having read the statement, the trainees prepared an interview plan using an interview plan template.

Interactive class exercises and video footage of suspect interviews were used to demonstrate the theories about sex offending. In role play exercises, trainees acting as interviewers were instructed to only use certain types of questions of trainees acting as offenders. The experience was then discussed in the class. Trainees

practiced arresting each other in common areas of the Police Academy, and then practiced the cautioning and rights phase of interviews.

In session feedback sheets, several complimentary comments were received in relation to the content and delivery of the sex offender sessions. Only two negative comments were received about this curriculum theme, from a trainee who suggested that one of the sessions dragged on too long. Another trainee suggested increasing the number of suspect interview role plays in the training. Positive comments included:

“all been fantastic, beneficial lectures, my whole style of approach / questioning etc will now change. I think all members should have training in relation to this.” (Session Feedback, Course 2009, Session 33, Trainee 1)

“was good to get an understanding of what makes offenders tick and how their personalities, backgrounds, offending etc impacts on police interview” (Session Feedback, Course 2009, Session 33, Trainee 22)

However, in the online survey, sometime after the course, one respondent said;

“I did get a fair bit out of the interview techniques for all parties. I believe the interview techniques for offenders to be unworkable in many instances. No matter what they tell you we are bound by rules of law when interviewing offenders. We can't just go on and on cross examining their answers and badgering them into a satisfactory response.” (Survey Q.14, Respondent 33)

Overall, the majority of survey respondents rated content and delivery of sessions within the sex offenders theme as 'excellent' (58%, n=140) or 'good' (37%, n=89). Very few rated these sessions as 'poor' (1%, n=2), 'fair' (1%, n=3) or 'neutral' (4%, n=9). See the breakdown of trainee ratings in Table 7.

Curriculum Category iii - SOCIT Skills

Sessions within the SOCIT Skills curriculum category were delivered by course trainers, other police units, and external agencies. Topics allocated to this theme taught specific skills, or included practice of the theory taught in victimology and sex offender theory sessions. Sessions included; interview techniques for victims, and suspected sex offenders; transcribing court and interview transcripts; maintaining the Sex Offender Register, Video and Audio Recorded Evidence (VARE) Guidelines; Communicating with and interviewing cognitively impaired individuals. The 2009 SOCIT Course included skills sessions named 'Court Transcript' and 'Crime Scene' however they were not continued in later courses. Trainers did not provide an explanation as to why these sessions were omitted from the programme, or what they had contained.

Overall, almost all trainees rated both content and delivery of SOCIT Skills sessions as either 'excellent' or 'good' (92%, n=451), in combined session feedback sheets, and online survey ratings.

Investigative interviewing skills were attended to through role play interviews of suspects with trainees playing interviewers and trainers as offenders. Trainees prepared interview plans using the templates provided in the interview theory session the previous day, and statements from a child victim and her mother. The caution and rights stage of the interview was not included in the role plays as that had been practiced during the role play arrest exercises earlier. Video and audio taped interviews lasted thirty five minutes, with a five minute break. The focus was on the conversation process rather than results.

An extensive feedback session was held after the interviews. In syndicates, trainees watched five minutes of each video, and reflected on how they performed using the

interview plans. Trainers provided verbal feedback to the class about their experience of being interviewed by the trainees. In session feedback sheets, numerous trainees commented on the value of being able to put the theory into practice. One trainee said they would like more time in the mock interview saying;

“...would love the third interview to go longer to push me into covering more unique signifiers and points of confirmation. Maybe a 40 minute interview. But I'm aware time may not permit”. (Session Feedback, Course 2011, Session 34, Trainee 1)

The course did not include training of specific skills required for sex offence brief preparation, nor how to properly and accurately record details in police systems, apart from the Sex Offender Register. As mentioned earlier, the successful completion of the course provided a qualification to update the Victoria Police Sex Offender Register. Members of the Sex Offender Register unit gave a short presentation, along with step by step instructions on how to update and maintain the register. Trainees were advised that quality and accuracy of information they recorded was important in the future management of sex offenders. A hard copy folder was given to trainees containing information on compliance management of registered sex offenders. Only positive comments were received from trainees in relation to the content and delivery this session. This session was the only practical session using a police computer system. The practical experience was appreciated by trainees, with one saying “Sex Offender Register was a great lecture and good we got to do hands on by using the computers - it's the best way to learn” (Survey Q.18, Respondent 16).

A risk assessment tool was presented for SOCIT detectives to use in assessing convicted sex offenders. The tool considered a number of factors including; the sexual motivation of offending; number of times charged; aggravating factors; psychopathy and deviant sexual preferences; interfamilial or extra-familial; victim

type and age; compliance with any conditions placed on them; relationship status; intellectual disability; unique and special factors including drug or alcohol use; psychological or social changes; important dates or events that trigger offending. The instructors advised that the risk assessment data was good to use as a prompt in future interviews.

Trainees were advised by the session instructors to tell others if an offender was ranked as a 'high risk of reoffending' by 'adding a summary from the brief onto the dossier', which in laymen's terms meant to highlight the risk on a certain section of a police computer system. The lawful status of the risk assessment tool at the time of the observed course, in 2010, was that information collected through the tool could be shared with other police, law enforcement agencies, the Departments of Human Services and Corrections.

In Victoria, Video and Audio Recorded Evidence (VARE) is used by prosecutors as evidence in chief, in place of written statements for a select group of vulnerable witnesses including; children, cognitively impaired adults, and victims of sexual offences or an indictable offence which involved an assault or injury to a person (Evidence Act, 1958, Section 37B). According to trainers and session instructors, the power of video evidence was considered an effective prosecutorial tool while reducing the impact to victims. "VARE Procedural Guidelines" were presented to trainees by a police member from Dandenong Police station.

The session lasted around an hour, and was held off site at Dandenong Police Station, yet took up the entire afternoon on day five of the course, due to travel. It was an instructive session detailing when, why and how to conduct VARE interviews. Relevant sections of the Criminal Procedures Act, 2009, Police Regulations, and a checklist for conducting VARE interviews were provided to trainees. Interview rooms with fully operational VARE equipment was observed by trainees, however, no practice or trial of the equipment was offered. This was noted

by trainees who commented that; "VATE guidelines were good but in this topic should be instructions on how to use the actual VARE machine. It's a little embarrassing now that I have completed the course I still don't have a clue how to use the machine to record a VARE". (Survey Q.16, Respondent 16). The session was generally well received by trainees who commented that although a dry topic, it was well delivered, essential, and useful.

Communicating with and interviewing cognitively impaired individuals was taught as a specific skill and as such is included in the SOCIT Skills curriculum category. The topic was also relevant to the VARE qualification, which included interviews with cognitively impaired witnesses in the assessment. Over two days, external presenters who were experts in the field of communication provided theory and instruction, before trainees interviewed cognitively impaired adults.

The theory session was extensive, with many new concepts for trainees to digest including; resulting communication issues from an acquired brain injury (ABI); basic brain anatomy; brain conditions and cognition; conversation tips; strategies to use with impaired individuals; video examples of people who had an ABI, and aides to assist communication. Issues faced by intellectually disabled adults were illustrated by the presenters, including abuse from carers, a need for interpreters, and a need for police to be able to identify cognitive impairment.

Session feedback sheet comments indicated support for the content and delivery of this session. Many commented that the information was interesting, insightful, and informative. One said it was "delivered fantastically with passion and no "bullshit"" (Session Feedback, Course 2010, Session 22, Trainee 9).

Practical VARE interviews were held between pairs of trainees and six adult volunteers who had an acquired brain injury, or other cognitive impairment. Interviews were conducted in pairs lasted and ten minutes. Any topic was allowed

to be discussed in the interview. The session aim was to get police to familiarise themselves with communicating with people who had a cognitive impairment. This aim appeared to be met with thirty six positive comments from trainees in session feedback sheets for this session including; "personally I feel much more relaxed and confident dealing with witnesses / victims with an impairment" (Session Feedback, Course 2009, Session 24, Trainee 2).

Later, in the online survey one trainee said that they would like to see more in the course on communicating with people with intellectual disabilities saying "I believe interviews for people with intellectual disabilities should be expanded on from a theory and practical point of view as it requires a different skill set to standard VARES" (Survey Q.14, Respondent 5). This comment reinforces the need for police to be skilled in communicating with differently abled individuals, as highlighted by the VLRC (2004).

During the SOCIT Course, each trainee completed two or three mock interviews with cognitively impaired volunteers, depending on the course, time permitting and number of guest interviewees. The mock interviews were audio and video recorded and assessed by the external presented. Assessment is discussed in more detail later in this chapter. Verbal feedback was provided to trainees at the end of the session. Trainees talked about their experiences in a group class discussion. A few trainees mentioned that if interviewees did not want to talk about a certain topic, they simply would not respond and the trainee had to change the subject. In the observed course, trainers were not able to offer any solid solution to this problem. They suggested thoroughly planning interviews, and using several sessions with the interviewee, to elicit as much information as they could over time.

Session feedback sheets indicated that although some trainees found the session confronting, and were apprehensive, they greatly valued the experience and found it

helpful. Some of the comments from trainees, typical of the responses to this session include;

“Fantastic session. Vital to the integrity and success of the course. Very confronting, rewarding and enlightening day” (Session Feedback, Course 2010, Session 24, Trainee 12).

“I found this one of the most rewarding days of the course so far. To be put in a situation of speaking to 3 vastly different individuals with their relevant disabilities and to speak to them about anything they wish to talk about and see other side of these people was extremely satisfying.” (Session Feedback, Course 2009, Session 24, Trainee 12).

“what a great day, started very nervous but as the day progresses, got to know participants. Learnt to adapt interview styles and use diff techniques of communication.” (Session Feedback, Course 2011, Session 24, Trainee 2).

Curriculum Category iv - SOCIT Support

The SOCIT Support curriculum category included twelve sessions, all offering support, services, or assistance to SOCIT detectives. The sessions were coordinated by trainers, but delivered by a range of Victorian Police and other external agencies.

SOCIT Philosophy and background, and SOCIT Investigator Sessions provided an overview of the SOCIT Project and model. The sessions were presented by SOCIT Project staff along with members of existing SOCIT Units. As one of the opening sessions of the observed course, it set the scene for the course with information about the SOCIT model, roll out, and issues identified to date. Some survey respondents commented that they would like to know more about the philosophy of the SOCIT, saying

“I didn't feel there was enough information about the Philosophy behind the SOCIT project, our role as we transition and what is expected. For someone new to the unit, I think this needs improvement so you know exactly what is expected of a SOCIT member operationally and what our boundaries etc are in relation to taking on investigations” (Survey Q.16, Respondent 16)

in the online survey, and another saying

“I thought it would have been beneficial to discuss some of the teething problems we were experiencing converting from SOCAU to SOCIT. To discuss this in an open forum may assist in preventing/reducing these problems” (Survey Q.16, Respondent 35)

Culturally and Linguistically Diverse (CALD) community groups were discussed by the Multicultural Liaison officer who used a generic presentation lacking information about needs of cultural groups, specific to sexual offence investigations. This was noted in a comment from a trainee who said the 'CALD' session was

“delivered well - despite presenter openly stating[sic] she did not know what we do so I find it hard to see how the content can be relevant to SOCIT if the presenter needs to ask what we do before the start of the session” (Session Feedback, Course 2010, Session 14, Trainee 6).

The same was true for the 'Mental Health', 'Look After Yourself' and the 'Gay and Lesbian Liaison Officer' sessions, which provided broad information about the topics, and were likely to have been previously presented to the same trainees, in other training courses. Trainees and survey respondents were critical of these sessions saying, “Some of the ancillary information sessions such as CALD; GLO; could probably be reduced or removed” (Survey Q.13, Respondent 16) and

“GLLO - presentation needs improvement. Forget the stats just provide useful information for us to improve our job such as who we can contact, support groups, how their role can assist us in our jobs” (Survey Q.17, Respondent 16)

And

“what a wasted opportunity of promoting this office and advertising their services available to investigators. Instead it seemed to be a blame / excuse session of heterosexuals not understanding the inappropriate / and or illegal public actions of gay men”. (Session Feedback, Course 2009, Session 12, Trainee 3).

“Some factual points were insulting and wrong. This presenter assumes police are all homophobic dinosaurs. I don't accept in 2009 this community has distrust for police and I certainly don't accept this is our fault. This was a perfect opportunity for this presenter to dispel the myths of her office and to inform us of their role in a positive and professional manner.” (Session Feedback, Course 2009, Session 12, Trainee 4).

The Mental Health session was commented on as being “dry” in content, “excessive” in length, and reliant on “too many statistics”. One trainee comment summed up the general tenor of comments with the following; “...discussion interesting but not see how an awful lot of how it would assist in the role of SOCIT. Fairly generic presentation” (Session Feedback, Course 2010, Session 10, Trainee 5).

Trainees reported that the eighty minute session ‘Look After Yourself’, was “too long”, “boring” and in many cases, “unnecessary”. Of the twenty comments received about the topic, all contained negative content apart from two. One trainee suggested “2 shorter sessions would be much more valuable and have a greater impact, this is too important to have students “switching off” (Session Feedback, Course 2010, Session 36, Trainee 5).

The 'Legislation' session was presented by a police officer with extensive knowledge in sexual offence legislation, history, police policies and procedures. A hard copy of PowerPoint presentation slides was provided to trainees, along with a link to "the Investigator's Guide to Sexual Assault" published by Victoria Police on their Intranet. The information and advice contained within the Investigator's Guide was extensive. A copy was made available to the researcher for review. It contained much of the theory and techniques presented in the SOCIT Course, along with other information specific to sexual offences. In the observed 2010 SOCIT Course, instructors did not provide a hard copy of the 171 page instructive guide to trainees. One trainee commented that it would have been useful saying the instructor "...repeatedly referred fondly/enthusiastically to the 'Investigators Guide for Sexual Offences' Essential reading it would seem. I want one! Perhaps they could present them to students". " (Session Feedback, Course 2010, Session 27, Trainee 2).

During the in-depth interview, trainers indicated that since 2011, a hard copy of the guide was provided to trainees during the course. The guide also remained available to all Victoria Police personnel to download from the Victoria Police Intranet. Detailed information about legislation specific to sexual offences, and how to correctly apply legislation to historical matters was presented during the session. One trainee said they "would like a list of sexual related offences (like an overview) to consider what alternative offences may be available" (Session Feedback, Course 2009, Session 27, Trainee 11).

Members of the Serious Sexual Offenders Squad presented a session about their role, and provided an explanation of how sex crimes were categorised and allocated for investigation through the Accountability Resource Model. SOCIT detectives were responsible for investigation of the majority of sexual offences, namely those categorised as Category 3. Although the role of the Serious Sex Offenders Squad was to respond to Category 1 offences, they also provided assistance in any sex

offence investigation regardless of the category. The emphasis of the session was on investigative support available to SOCIT detectives. Drug and alcohol facilitated sexual assaults were also briefly discussed.

A forensic medical officer delivered an overview of services provided by the Victorian Institute of Forensic Medicine (VIFM). The presenter explained procedures undertaken by the VIFM when dealing with victims of sexual assault, and how the VIFM could assist investigations. The presenter utilised power point slides and linked the information to case studies. Both online survey and session feedback sheets contained positive comments relating to this session in terms of content and delivery such as "Excellent presentation, very informative and valuable for investigators" (Session Feedback, Course 2011, Session 18, Trainee 9) in session feedback, and "VIFM - excellent presentation - could have listened all day!" (Survey Q.17, Respondent 16) in the online survey.

Presenters from the Centre Against Sexual Assault (CASA) provided a package of information to trainees, in a session about their services for victims of sexual offenses. A class exercise involved trainees brainstorming the impacts of sexual assault on victims. Trainees later worked in syndicates to review and discuss issues for victims they could identify in presented scenarios.

Mixed responses were received about the CASA session, with some trainees finding it informative and interesting, while others felt more information about CASA was required. For example, in the online survey one respondent said "CASA presenters were average and I think needed improvement on their presentation and perhaps provide us with information we ARE NOT aware of so we can actually learn something from them."(Survey Q17, Respondent 15, CAPS in original). Similar comments were provided in session feedback sheets, with eighty percent of trainee comments being negative in relation to the CASA session.

One full of the course was held off site, visiting a range of court services relevant to sexual offences. Staff from each service presented information about their role in the justice system and how it related to the work of SOCIT detectives. The day included visits to the Office of Public Prosecutions Specialist Sex Offences Unit; Melbourne Prosecutions; the County Court of Victoria, and the Witness Assistance Service.

Trainee feedback indicated the site visits were worthwhile in terms of providing the opportunity for trainees to see facilities, and gain a greater understanding of how their work links directly into the larger criminal justice system.

In the 2009 SOCIT Course, a barrister experienced in defending sexual assault matters presented to the course. Trainers did not discuss this session during the in-depth interview, nor provide any explanation as to why it was omitted after 2009. Favourable comments were received about the barrister on session feedback sheets collected in 2009. Respondents were not asked to rate the session in the online survey.

Instruction on the collection and use of telephone and wire taped evidence, known as "pre-text" in sexual offence investigations was provided in SOCIT Courses until 2011. The session was later omitted from the course due to changes in legislation which resulted in a reduction in how and when this technique could be used. Ratings of this session were included in the overall data for the SOCIT Support Curriculum category.

The SOCIT Support curriculum category endeavoured to provide information about support, services, or assistance available to SOCIT detectives. Overall, the content and delivery of SOCIT Support sessions was generally rated as 'good' (40%, n=362) or 'excellent' (23%, n=205) in the online survey and in session feedback sheets combined. Around a quarter of trainees rated these sessions as neutral (26%, n=234) and a few negative ratings were received (fair 7%, n= 65, and poor 4%, n=36). Of all

curriculum categories, SOCIT Support received the most negative ratings and comments. These sessions were often seen as generic and irrelevant to trainees and survey respondents, in that they lacked information specific to sexual offence investigation.

Course Materials and Resources

In the observed course of 2010, course materials were given to trainees before and during the course, resulting in a large pile of papers, pamphlets, scenarios, links, and Power Point slides, in no particular order or format. During the in-depth interview, trainers said that they had since developed a printed package of learning materials, which was distributed to trainees at the beginning of the course. Trainers said “They get a package now that's mostly pre-printed. They get some stuff to add to that during the course that comes from the other presenters”. (Trainer 2, Interview Transcript, pp.26)

The researcher was provided a copy of the 2010 course materials including pre-course reading, and information emails sent to trainees in the weeks prior to the course. General information about the course included details of course dates, venue, room details, attendance, dress, absence, accommodation, meals, course notes, stationary, pre course reading, and qualifications. Pre-Course materials provided included;

- VARE Interviewing assessment tool
- Transcribing template
- VARE Practical Session Oral Presentation
- SOCA Standard Operating Procedures
- Evidence Portfolio Notes for Participants
- Evidence Portfolio Notes for Participants Part 2
- Email & Mock Interview
- Email re Assessment Guides

- Assessment task 1 & 2 - Guide for participants
- Assessment task 1 & 2 - Guide for participants Part 2
- Assessment Task 3 – Guide

Online survey respondents reported the quality of course materials to be either 'excellent' (n=17, 61%), or 'good' (n=26, 34%) with only one neutral rating and no negative ratings provided.

Teaching Strategies and Performance

The 2010 course observed by the researcher was delivered by three trainers. In the in-depth interview, trainers stated that the training team increased to four trainers in late 2011. Each course was heavily supported by up to 30 internal Victoria Police members, and 18 external guest presenters. The observed course had a casual, informal environment, with a combination of lecture style and interactive class room delivery of sessions each lasting around forty minutes each. Each SOCIT Course enrolled 20 trainees, who were allocated into five syndicate groups of four trainees. Trainees remained in syndicates for group work, for the duration of the course. As discussed in chapter four the training room was set up to facilitate both syndicate and larger group discussions.

Trainees were engaged by trainers, who were open to questions throughout the course, and actively sought trainee input. Detailed scenarios and visual aides were used to display concepts, and challenge trainee thinking. Examples include previous case scenarios, and video footage of sexual offenders in treatment programs.

Trainers said they purposely designed the course to be delivered in a way that would encourage trainee participation, commenting in the in-depth interview that;

“On the first day we run a session on adult learning and what the expectations are on their levels of participation. And we talk about... no question being too simple or too stupid, and we talk about the safety of the room, being that you can express any thought that you have ... we would rather agree to disagree than have people not voice their opinion”. (SOCIT Trainer 2, Interview Transcript, pp 13).

At the observed course all trainees were seen to ask questions and provide comments in group discussions at some point or other. Trainers were well versed in explaining the theoretical and practical application of the learning they provided. Those who had completed the course were receptive to the teaching and learning methods employed, with more than half agreeing they were ‘good’ (52%, n=23), and a further forty five percent (n=20) saying they were ‘excellent’. Only two percent of respondents (n=2), felt there was room for improvement in the teaching methods, as reported in the online survey.

In the online survey, trainees rated the expertise, experience and qualifications of teaching staff as either ‘excellent’ (66%, n=29) or ‘good’ (30%, n=13), with only one trainee ranking this as neutral., and one as ‘poor’. Trainees were exceptionally complimentary of the trainers who delivered the victimology and sex offender materials, with one saying in the online survey:

“The two specialist presenters were excellent in their respective disciplines. Furthermore they were able to bridge the gap between academic theory and police practical expertise. From my experience police can be cynical especially when being lectured by non-police personnel.” (Survey Q.13, Respondent 23)

Another respondent said “Teachers (unsworn members from SOCIT project office) were brilliant. Completely opened my eyes and changed my perspective re victims of sexual assault and sex offenders.” (Survey Q.14, Respondent 7) Several favourable comments were also received in relation to the course coordinator, who

trainees considered to be a proficient organiser and trainer. These comments support the observation of the researcher, that the co-ordinator was highly efficient and organised, as stated in Chapter Four.

SOCIT Course Assessment

The SOCIT Course was described as a competency-based training package, in training materials. Assessments were designed to demonstrate skills and knowledge both during the course and later in the workplace.

Trainees were advised in pre-course materials, that assessment was continuous throughout the course and based on the following;

- Active participation in class and syndicate discussions
- Professionalism, behaviour and attitude whilst attending the course
- Participation in syndicate work, role plays,
- Completion of set Assessment Tasks

Successful completion of the course granted qualifications specifically required by SOCIT detectives. While the victimology and sex offender themes provided trainees vital knowledge for their role, the assessable components of the course related to the authority to Conduct Video and Recorded Evidence (VARE) interviews with children or cognitively impaired individuals. Three practical VARE assessments were undertaken during the course, and two further workplace VARE assessments were to be completed within 6 months of attending the course. The assessment tasks included

- Two 15 minute interviews with adults acting as children
- Two 15 minute interviews with children
- Two 10 minute interviews with cognitively impaired adults
- Two VARE interviews from real investigations

Trainees were rated as 'competent' or 'not yet competent' in following the correct legislative requirements for VARE interviews, as per relevant Criminal Procedure Regulations. The procedures required the opening of interviews to include mention of location of interview, time commenced, names of those present, and age of the interviewee. Other required interview procedures included raising awareness of the camera, explain note taking, explain breaks, telling interviewees that 'don't know' is an acceptable answer, and encouraging witnesses to indicate if they do not understand a question.

Trainees were provided with a full explanation of the assessments and a copy of the VARE interviewing assessment tool with pre-course materials. Trainers assessed the first two interview tasks. External presenters who delivered the session 'communicating with and interviewing cognitively impaired individuals', coordinated and assessed the third task. Assessment of workplace VARE interviews were undertaken by workplace supervisors, using the same assessment tool. Workplace supervisors were responsible for reporting successful completion of the final interview assessment to trainers. Police in Victoria could not conduct VARE interviews with children or cognitively impaired individuals until they had been authorised, by passing the assessable VARE components of the SOCIT Course.

In addition to the VARE assessments, trainees completed what the coordinator described as a "20 minute Quiz" on the start of day one of the course. The same "Quiz" was administered again in the middle, and on the last day of the course. The "Quiz" entailed general knowledge questions relating to sexual offences and child abuse for example;

Q.1. What is the offence criteria in relation to VARE interviews?

Q.3. What are the 2 main elements of 'grooming'?

Q.7. What are the core elements of an interview plan?

During the observed course, trainers advised that the aim of the 'Quiz' was to display and monitor knowledge of trainees over the time of the course. Trainer 1 was observed telling trainees that that no one fails the quiz. The 'Quiz' appeared to be an assessment tool, yet trainers revealed in the in-depth interview, that it was not actually marked or assessed. No results or feedback were given to the trainees, making the value of the 'Quiz' both vague and dubious. Due to confidentiality, the 'Quiz' has not been included as an appendix, and is not replicated here. During one of the observed 'Quiz's', the trainer left the room while trainees were completing it. The trainees then discussed the questions and possible answers among themselves until the trainer returned. These observations raise further questions about the value of the 'Quiz' in terms of its usefulness as an assessment tool, or other accurate measure of learning, even if they were assessed.

Online survey respondents reported the 'Assessment' of the course to be either 'good' (64%, n=28) or 'excellent' (34%, n=15). Only one trainee reported a neutral response and zero negative ratings were reported in terms of assessment.

Five curriculum categories were identified in the course. Sessions relating victimology theory, sex offender theory, skills for investigators, and support available to investigators were described in this chapter. The next chapter presents findings related to the final core area of Turnley's Framework, which examined individual and organisational outcomes of the SOCIT Course.

Chapter 6: Individual and Organisational Outcomes

Introduction

Individual and organisational outcomes of the course are discussed in this chapter. Findings are presented in relation to individual learning outcomes, job performance, and organisational outcomes. Findings about the attitudes of trained police, towards victims of sexual offences are the final element of the course described in this study.

Data for this chapter was confined mainly to the online survey and. Some comments from trainers and researcher observations have been included in the discussion regarding organisation outcomes, and police attitudes. This is because it was not possible for the researcher to observe anything that occurred after the course in terms of outcomes. It was not possible for trainers to comment on the impact the course may have had on trainees when they returned to the workplace, as they did not have any follow up or quality control system in place to do so.

Individual Learning Outcomes

The aims and planned outcomes of the course were identified through analysis of the course design, discussed in Chapter 4. To recap, the researcher identified the individual learning outcomes of the SOCIT Course to be;

- Equip police with skills, tools and knowledge to perform optimally in the role of SOCIT Detective;
- Help investigators better understand the issues, behaviour and impact of sexual assault on survivors;
- Help police better understand sex offender behaviour and provide tools to work with them more effectively;

- Provide police with knowledge and skills and qualification to be an 'authorised person' to undertake Video and Audio Recorded Evidence (VARE) interviews with children, mentally ill and cognitively impaired individuals.

Questions were included in the online survey about the extent to which trainees felt individual learning outcomes had been met. Respondents reported improvements in investigations through skills, tools and techniques learnt in the course. They reported an increase in understanding of sexual offences, offenders and victims. In addition, respondents reported increased confidence in dealing with and interviewing both offenders and victims.

Question 29 of the online survey asked 'As a result of the 4 week Sexual Offence Investigation Course, have you experienced any of the following?...' respondents were asked to rate their experiences from 1 (not at all), to 5 (very much) on different experiences. The full set of online survey questions is provided at Appendix 3. Table 7 below displays the ratings related to individual learning outcomes, provided by respondents.

Table 7. Survey Respondents ratings of individual learning outcomes

Rating	Improvement in Investigative Skills, Tools and Techniques		Increased understanding of Sexual Offences		Increased confidence dealing with suspected sex offenders		Increased confidence interviewing vulnerable victims/witnesses	
	%	number	%	number	%	number	%	number
1. Not at all	0%	0	0%	0	5%	2	0%	0
2. Not Much	0%	0	2%	1	2%	1	0%	0
3. Neutral	7%	3	2%	1	9%	4	5%	2
4. A Little	41%	18	25%	11	32%	14	18%	8
5. Very Much	52%	23	70%	31	52%	23	77%	34

The findings from the online survey indicate that the learning outcomes of the training were met, from the trainees' point of view. It could be argued that the

knowledge and skills acquired thorough the course, regarding victimology, sex offenders and investigative interviewing, were retained and actioned by trainees in the workforce. Further research in this area is required to confirm this finding.

Work Relevance

According to trainees, the Course was relevant to the work of SOCIT detectives. Respondents reported that the course resulted in improvements in sexual offence investigations. Question 29 of the online survey asked if as a result of the course, respondents had experienced any improvement in their role as a sexual offence investigator, seventy percent (n=31) of respondents reported they had 'very much' experienced improvements, and a further twenty five percent (n=11) reported 'a little' experience of this, while five percent (n=2) remained neutral.

Question 23 of the survey asked respondents how satisfied they were with the course in preparing them as an investigator of sexual offences. Ratings from 1 'not satisfied at all' to 5 'extremely satisfied' were provided. Respondents were either 'extremely satisfied' (63%, n= 27) or 'satisfied' (37%, n=16). No respondents reported being 'dissatisfied' with the course, in terms of preparing them for the role of SOCIT detective, in the online survey.

Respondents were asked to rate how relevant they felt the course was to their work role twice in the online survey. Their responses were consistent on both occasions. Questions 13 asked respondents to rate how the course was 'designed' in terms of 'relevance to work' role, from 1 'unsatisfactory' to 5 'excellent'. Respondents rated this aspect of design as either 'excellent' (70%, n=30) or 'good' (28%, n =12). One respondent was neutral on this point. Question 15 of the survey asked respondents to rate how they 'generally' found the course to be in terms of 'relevance to work role', using the same 1-5 scale. Respondents generally regarded the course to be

'excellent' (73%, n=32) or 'good' (25%, n=11) in terms of relevance to work role. Again, one trainee (2%) was neutral.

Some respondents were especially complementary about the work relevance of the course, with one saying

"I have completed over 20 courses (internal and external) in my 21 years as a police member as well as being a former member of the instructional staff at the Police Academy. This would have to be the most "job relevant" course I have completed to date and was a joy to attend." (Survey Q.15, Respondent 32)

Examples of where trainees utilised theory or skills from the course in action were offered by thirty five trainees in the online survey. Of the responses, fifty seven percent (n=20) mentioned suspect interviews, and fifty one percent (n=18) mentioned victim interviewing, including VARE interviews, as skills utilised in the workplace. Victimology theory was utilised in the workplace by thirty one percent (n=11) of survey respondents. One respondent said

"My interview skills have improved out of sight and I am more empathetic towards victims now, particularly ones who seem to keep placing themselves in compromising situations as I have a better understanding of why this happens. I also judge victims less on the way they react to situations." (Survey Q.24, Respondent 35)

There were no negative comments made in the online survey in relation into the work relevance of the course. Application of theory presented during the course with regard to victimology sex offending, and the 'whole story approach' was mentioned by fourteen percent of trainees (n=5) as having been utilised in real investigations. For example, one trainee said;

“Rather than questioning/doubting the victim as to why they didn't report immediately now I look to the victim to provide info about 'what the offender did' to make the victim comply or not immediately report.(Survey Q.24, Respondent 7)

And another said;

“Brilliant course. Completely changed my approach to 'keeping an open mind', my approach with victims and also suspects. Inspiring course - made me want to be a better investigator and do better for my victims”.(Survey Q.31, Respondent 30)

Organisational Outcomes

By providing high quality, well delivered, work relevant education to SOCIT detectives, Victoria Police sought improvements in their organisational response to sexual offences. In the online survey, respondents unanimously agreed that the course adequately addressed its intended purpose. Respondents were asked if there were any aspects of the course they would change. The majority of respondents (70%, n=31) answered 'No', however just under a third of survey respondents (27%, n=12) said 'Yes', they would make changes. Some made suggestions, including;

- Include practice using VARE equipment
- Include computer training for 'Interpose case management'
- More material on internet offences
- No Further Police Action statements and briefs for non-authorisation
- Referral information for men as victims of sexual assault
- More information for when dealing with historical sex offence investigations

'Refresher training' is additional follow up training, for periodic review and update of the initial training. The VLRC recommended that Victoria Police develop refresher training for police general duties police (VLRC, Recommendation 11) saying;

"The Commission believes that there is a need to develop additional training components for general duties police to keep them up-to-date on issues relating to sexual assault and enable them to respond sensitively and appropriately to victims who decide to report sexual assault." (VLRC, 2004, pp 128)

The researcher asked both the trainers (in the in-depth interview) and SOCIT trained police (in the online survey) for their views on 'refresher training' for sexual assault investigators. Survey respondents strongly supported 'refresher training' with eighty four percent of online survey respondents 'agreeing' that refresher training was necessary. Respondents suggested refresher training should occur either annually (37%, n= 13), every two years (43%, n=15), or every three years or more (20%, n=7). In comments provided, respondents mentioned the possibility of forgetting information from the course or slipping into bad habits once away from the training.

Survey respondents expressed views that refresher training could help maintain the skills and knowledge required for the SOCIT Detective role. The concept of 'refresher training' was not supported by the trainers who expressed concern with resourcing and accessing trainees without impacting on operational policing. During the interview trainer 2 said;

"We're developing a continual improvement strategy. We haven't got it signed off yet. Refresher training is not really the way to go, because it's – the attrition of the skill is too – you can't train that many people that often without forcing too much of a drain on both this office, but also on operational members. So we're looking at embedding it into a learning

culture...And providing a mentoring and coaching” (Trainer 2, Interview Transcript, pp 30)

Trainer 1 explained problems the trainers faced in terms of terms of providing ‘refresher training’, saying;

“It's a system of developing those people to do it in the workplace. It's hard enough to get people out for four weeks. Then to then say to them twice a year, for example, you have to come back for two or three days or – or for more refreshing training.”(Trainer 1, Interview Transcript, pp 30).

This last comment highlighted resourcing issues to the researcher during the interview. The trainers were prompted to expand on their thoughts about building a system to ensure education continued within the workplace. Trainer 1 said in an ideal world “...we would go into a workplace... and train them as a group at the workplace. (Trainer 1, Interview Transcript, pp 31). Trainer 2 agreed, saying

“Yes. We would go out and do interventions in their office. I don't know that it would be training, but it would be interventions in the office. And there would be – I mean, if it was an ideal world we would have a feedback assessment loop as well” (Trainer 2, Interview Transcript, pp 31).

Trainers were asked if any quality control systems were in place to monitor SOCIT trained staff in the field of sex offences, Trainer 1 said “...in general terms, there's either a lack of time or a lack of expertise or a lack of knowledge to be able to do that within workplaces (Trainer 1, Interview Transcript, pp 31). Trainer 2 added “And it's also not been an imperative for the organisation to do.” (Trainer 2, Interview Transcript, pp 31). He then went on to explain that organisation did not consider interviewing as a being a specialist skill, and was not high on the overall agenda of the organisation.

A finding raised in earlier was that the SOCIT Course was designed to provide vital knowledge specific to sexual offences, which was not being delivered to police in Victoria, in any other course. During the in-depth interview, trainers suggested that the interviewing components of the course as applicable across any crime theme. Online survey respondents agreed that some aspects of the course would be beneficial to other work units throughout the organisation, with one saying;

“Having completed investigator training and all of the Victoria Police intelligence courses, I can confidently say that the SOCIT course was the most rewarding, beneficial and relevant course that I have completed to date. It’s a shame that it is not practical for all police to be exposed to this level of training”.(Survey Q.31, pp Respondent, 23)

and

“I thoroughly enjoyed the course and would recommend it to any investigator. There are aspects of it that should be delivered to recruits, ie, victimology. It changed the way I thought about a number of things”(Survey Q. 31, Respondent 38).

Comments from trainers and online survey respondents suggest that some that aspects of the training could be included in other training courses throughout the organisation.

Attitudes of Police trained to investigate Sexual Assaults

The VLRC highlighted how the attitudes of police responding to sexual offences could affect sexual assault investigations. In particular, police beliefs about the truth or falsity of complaints, and preconceptions about ‘real’ rape victims, led the VLRC to recommend additional training for investigators of sexual crimes. The VLRC identified varying reactions of victims of sexual offences, and said training

“...should ensure that these varying reactions are understood by police” (VLRC, 2004 pp.121).

As highlighted in the literature review, the personal attitudes towards victims held by police are crucial to an appropriate police response to sexual offences. They not only influence the immediate responses of victims reporting, they equally influence the investigation trajectory of that report. As raised in Chapter 1, the VLRC (2004) recommended that Victoria Police better attend to the attitudes of police in relation to sexual offences. The SOCIT trainers endeavoured to do this by including materials and discussion into the course to dispel rape myths and stereotypes. The use of the victimology component of the course was also designed to address this.

The current study included questions in the online survey to examine if the SOCIT course had any impact on attitudes of police, with reference to victims of sexual offences. Specifically, one question in the online survey asked respondents if as a result of the 4 week course, had they experienced any changes in their ideas and attitudes towards survivors of sexual violence? Ratings from 1. ‘not at all’ to 5. ‘very much, were provided by respondents. Eighty percent of online survey respondents (n=35) reported having some change in their ideas and attitudes towards survivors of sexual violence, with forty one percent reporting ‘a little change’, and thirty nine percent (n=17) reporting ‘very much change’. One respondent (2%) reported ‘no change’, and one respondent (2%) reported ‘not much change’, while seven respondents (16%) remained neutral.

Responses to this question indicate that the vast majority of respondents report some changes in their personal beliefs and attitudes about victims of sexual offences, due to the training. This finding is a positive for the course however, the online survey also revealed that although police reported changes in their attitudes towards victims, their ideas and beliefs about the amount of sexual assaults falsely reported to police, were alarming.

In the opening session of the course, trainers held lengthy discussion about false reporting of sexual assaults. The trainer asked trainees how many reports of sexual assault made to police, did they believe were false. Trainees were observed calling out percentages of sexual assault reports they believed to be 'false reports' as '5%', '10%', '20%', '30%', '35%' and '75%'. Responses were recorded on a whiteboard and documented by the researcher.

The trainer then informed the class that the actual percentage of falsely reported sexual assaults was between three and five percent, highlighting the vast discrepancy between what trainees believed and what had been stated by trainers as being found by research.

The same discussion was raised again on the sixteenth day of the observed course. In this discussion the trainer stated that of 146 reported sexual assault cases examined by Victoria Police in one year recently, only two were found to be false, and of 180 cases of sexual assault reported in the following year, only four were found to be false. He estimated the actual false report rate to be between two and five percent. Differences between false reporting and investigative anomalies such as leaving information out, or changing details of what occurred were then discussed at length.

The researcher was interested to know if the course had any impact on the personal attitudes of police, with regards to beliefs about false reporting. One question in the online survey asked: In your experience, and from what you have learned from colleagues, what percentage of reports of sexual assault made to police do you believe are false? The question was open ended. Respondents could answer with a figure, text, both, or leave it blank.

Online survey respondents provided a range of answers to this question, with sixty eight percent (n=30) providing an actual figure. Of those respondents who did provide a figure, forty percent (n=12) reported to believe that five percent or less of reported sexual assaults were false. This finding indicates that some trainees displayed beliefs that are consistent with the small percentage of false reports that were actually made to police, as claimed by trainers, during the Course. See Appendix 10 for the full list of percentages of false reports, as suggested by respondents.

Several respondents provided comments in support of their beliefs. For example one respondent who said they believed that two percent of sexual assaults reported to police were false, also said; "I believe that actual deliberate false reports is very very low." (Survey Q.30, Respondent 10). A female ranked Detective Sergeant with 32 years total policing experience, 9 years in sexual offences, 8 of which were as officer in charge of a SOCAU Unit, and one year in charge of a SOCIT Unit ; said;

"This office has had 2 this year...that would equate to less than 1%. I think it is important to understand that sometimes people report what they believe may be a sexual assault which, after investigation, shows that no offence occurred. We do have quite a few of these ... but it doesn't mean they are false reports! The only way to determine what has occurred is to properly investigate the event / incident reported to police." (Survey Q.30, Respondent 13).

Other comments from respondents who believed false reporting rates to be low included;

"I continue to believe, at least in my region, that there are relatively few FALSE reports. Many, however, cannot be substantiated." (Survey Q. 30, Respondent 12)

“2-3% at the most. Of these, very few again are malicious and the remainder are attention seeking / cries for help.” (Survey Q.30, Respondent 38)

“The % of false reports I believe is quite low, particularly after processes are explained to the victims.” (Survey Q.30, Respondent 18)

Almost a third of online survey respondents (30%, n=9) who offered a figure in response to question 30 said they believed that ten percent of sexual assaults reported to police were false. Two respondents said they believed that that twenty percent of sexual assault reports made to police were made falsely.

Almost a quarter of survey respondents who provided a percentage answer to this question (23%, n=7) believed the number of sexual assaults reported to police that were false to be twenty five percent or greater. Of this group, one respondent believed the false reporting rate to be twenty five percent, one believed thirty percent, and one trainee believed that forty percent of reported sexual assaults were false. Three respondents believed the false reporting rate to be fifty percent. That is they believed that half of victims who reported sexual assaults to police, did so falsely. This was despite the intensive training, including sessions that focused specifically on providing some understanding about this aspect of sexual offences.

One respondent reported believing that eighty percent of reports of sexual assault made to police were false. This respondent was a male aged between 40 and 49 years, who had 21 years total policing experience, approximately 9 years as an investigator, of which 18 months was in the field of sexual offences. He was a Detective Senior Constable stationed at a rural SOCIT at the time of the survey. He also provided comments in support of his view saying;

“And I justify this as 80% of victims don’t tell us all the facts. Some blatantly lie and others bend the truth.” (Survey Q.30, Respondent 40)

A number of other respondents provided frank comments to support their beliefs about high percentages of false reports reported in the online survey. One male Detective Senior Constable aged between 30-39, stationed at a metropolitan SOCIT, with seven years policing experience, and six months in sexual offences said;

“About 40%. So many people come in with agendas and motivation to make a false report for financial gain, spite or revenge.” (Survey Q.30, Respondent 26)

A male Detective Senior Constable aged 40–49, from a metropolitan Crime Investigation Unit with 20 years total policing experience, and 8 years in sexual offences said;

“At my level as a senior investigator - more than half the reports/cases I (crew) investigates turn out to be false reports!” (Survey Q.30, Respondent 29)

Another male respondent aged 40-49 male, ranked Detective/Senior Constable, who worked at a rural SOCIT, who had 15 years total policing experience with 6 years in sexual offences said;

“10% not many are entirely false (made up) however a larger percentage about 30% either don't give the whole story or try to better their position especially when the Family Law Court is involved.” (Survey Q.30, Respondent 9)

These comments along with the percentages provided, and the number of respondents who believed that victims commonly falsely report sexual offences, are concerning. The findings highlight that a pervasive problem exists in that some police do not believe in victims. This problem has direct impacts on the health of survivors, and outcomes of sexual assault investigations (Taylor et al 2012; Taylor

and Gassner, 2010). This was also an important finding given that one of the explicit aims of the SOCIT course was to improve police attitudes and dispel misconceptions and poor attitudes regarding victims and reporting. As can be seen in the table of responses to questions on this topic, at Appendix 10, there was no pattern in age, gender, rank, years total of policing experience, years of experience working in sexual offences, or any 'change in attitude towards victims', as reported by respondents; with regard to their beliefs about levels of false reporting. That is, despite the age, gender, policing experience or reported 'changes in attitudes towards victims', many police still held strong views about how truthful victims of sexual offences were.

The *PJO* researchers reported similar findings in strands one and two of the *PJO Project*. In Strand two interviews with police revealed problems with police attitudes and rape stereotypes. This finding was triangulated with findings from Strand One, where survivors of sexual offences spoke about not wanting to report to police in fear of them not believing them (Taylor et al., 2012b). The findings about police beliefs about false reports presented in the current study, were triangulated with data from other strands of the *PJO Project*, and presented in the final report produced by Taylor and the *PJO* Researchers (Taylor et al., 2012b).

The comments made by several SOCIT detectives regarding false reporting rates were particularly disturbing considering that their core role is to investigate sexual offences and to provide active support and management of the victim from the time of report to the case outcome. This finding is consistent with previous research. For example, as Lonsway et al (2001) and Jamel et al (2008), found training did not lead to attitudinal changes of police in terms of their beliefs about victims of sexual offences. This leads to the conclusion that the selection of appropriate members to investigate sexual offences precedes any training to enhance investigative abilities. The danger of underlying attitudes and values filtering implicitly through non-verbal or more directly through verbal communication, into sexual assault

investigations could be better addressed through improved selection processes, rather than through training.

This chapter described the individual and organisational outcomes of the SOCIT Course. Data from the online survey revealed that while many police reported changes in their attitudes towards victims of sexual offences, several still held strong beliefs about the amount of victims who make false reports. Trainees reported an improvements in understanding the complexities of sexual crimes, including victimology, sexual offending and investigative techniques. Survey respondents reported the course to be designed exceptionally well, in terms relevance to the work of SOCIT detectives. Some respondents suggested that aspects of the training could be extended to a wider audience throughout the organisation.

Chapter 7: Summary of Findings and Interpretations

This chapter summarises the findings from the extensive pool of data described in chapters four to six, in order to answer to the research question “What have Victoria Police developed in terms of education and training to improve their response to sexual offences in Victoria?”.

Due to the complexity and nature of sexual offences, and the need for investigators to understand how they differ to other crime categories, the VLRC recommended that Victoria Police design specialised training in this area (VLRC, 2004, Recommendation 11). In response, Victoria Police developed the four week Sexual Offences and Child Abuse Investigative Team Training (SOCIT) Course containing forty individual sessions delivered over twenty days. The SOCIT Course was first delivered in 2009, by three trainers, who were accompanied by up to fifty guest presenters, session instructors, and volunteers.

The course endeavoured to provide foundation training to police investigators in sexual offences. Its aim was to impart knowledge and skills necessary to undertake investigative interviews with victims and vulnerable witnesses, and suspected sex offenders. The course was designed with the intention of improving outcomes for victims, through education of police investigators. It taught specific skills, and introduced trainees to resources available to assist in investigations. Both trainers, and police who completed it, unanimously agreed that Victoria Police needed specialised training in sexual offence investigation, and the SOCIT Course was highly relevant to this work. The SOCIT Course was the first of its kind to deliver specialised instruction in the investigation of sexual offences to Victorian Police.

The intensive course was designed and delivered by three trainers who had been employed for their professional experience in sexual offences, with expertise in victimology, sex offending and sex offence investigations. Trainers did not have

formal teaching qualifications, yet were specialists in their fields. In terms of expertise, experience, and qualifications of trainers, trainers received high praise for the delivery of sessions particularly those about victimology and sex offending. Trainees were complimentary of the SOCIT Course co-ordinator, who was observed to administer the course exceptionally well.

The professional experience of trainers was important. As noted by Kinney et al (2008), an essential factor of sexual assault investigative training for police, is that it is delivered by people with skills and knowledge in the field, not by a lay person or tape. Jamel et al (2008) agreed and added that along with the depth of expertise in the field, the 'width' of external input was vital.

External presenters were not formal 'trainers' as such, yet some had an educated background, for example, one was a university Professor, one was a forensic medical examiner, others were qualified speech pathologists. External presenters were not interviewed or surveyed, therefore, the researcher was unable to identify if any had specific training or teaching qualifications. All external presenters were experienced in their fields, some more obviously so than others. During an in-depth interview, trainers reported that they had little input into the content and materials provided by external presenters. The researcher observed the trainers to be in an ideal position to guide the content of externally presented sessions, and would encourage trainers to adjust these sessions as per suggestions provided by trainees in course feedback, and online survey responses.

Each Course enrolled twenty trainees, who were positioned in syndicate groups of four, for the duration of the course. The target group for training were SOCIT detectives, as they were predominantly responsible for sexual assault investigations under the SOCIT model. Recruitment for the SOCIT Course generally entailed SOCIT Detectives being scheduled onto the next available course, once they were selected for a SOCIT role. There was no formal 'recruitment process'. Further

research into the selection and recruitment of specialist sexual offence investigators is detailed as part of the findings of the PJO project (Taylor et al., 2012b) and is further discussed in chapter six of this thesis.

The course was under-resourced in terms of facilities and equipment. Trainers 'made do' by delivering a well-received training programme, with available limited resources. This observation was confirmed by course instructors and trainees. There were no dedicated physical resources or accommodation available to the course. Plans for new interview rooms to be built at the Victoria Police Academy were expected to alleviate some of the accommodation issues. Equipment such as video and audio evidence recording devices were not available for trainees to practice with. Trainees suggested these be made available in future courses.

Trainers reported high completion rates for the course, with ninety nine percent of trainees commencing it, successfully finishing it. At the time of completing this thesis, no information about the amount of time that trained SOCIT detectives remained in SOCIT roles once they were trained was collected.

The SOCIT Course lacked a formal process of evaluation. Course feedback sheets voluntarily completed by trainees immediately following sessions were the only data reviewed by trainers in terms of course evaluation. As highlighted in the literature review, a tool for the systematic evaluation of police training in sexual offence investigation had not been identified (Lonsway et al., 2001; Kinney et al., 2008), this remains true.

The *Turnley Framework for the Examination of Police Education in Sexual Assault Investigation* provided a starting point for examining the SOCIT Course, and could be used to examine specialised training courses provided to police who investigate sexual offences in other jurisdictions. Yet, the *Turnley Framework* was proposed as an

examination tool, rather than an evaluation tool. The current study revealed that the need for a tool to evaluate the efficacy of sexual assault training for police still exists.

Each course contained forty sessions lasting around forty minutes each, delivered in class room or lecture style. The course included syndicate work, practical exercises, role plays, mock interviews, and interactive class discussions. Video aides, case studies and scenarios were also employed. Trainees reported that information provided in the theory and practical sessions was relevant to the course and balanced in application.

Five 'curriculum categories' were presented in the Course, and four were examined in this study, including; victimology, sex offenders, SOCIT skills, and SOCIT support. A number of topics identified by previous researchers as relevant to training for investigators of sexual offences were included in the course curriculum. The course addressed the social context of sexual offences, including the characteristics of sexual crimes, offenders and victims. The victimology sessions focused on the impact of sexual crimes on survivors, the barriers they face in reporting offences, and included reasons why victims request no further police action after making a complaint. The VLRC recommended these topics be addressed through police training (VLRC, 2004, Recommendations 12 -13).

Theory and practice of interviewing techniques for victims and suspects (Epstein & Langenbahn, 1994, Lonsway et al., 2001, Kinney et al., 2008) were a significant component of the course with information about investigative interviewing included in the victimology, sex offenders and SOCIT skills curriculum themes.

Trainers mentioned in the in-depth interview, a major aim of the course was to improve investigative interviews of SOCIT detectives. The course included mock interviews between trainees and; actors as victims; cognitively impaired adult volunteers; and, actors as suspected sex offenders. The simulated interviews were

held in make-shift interview rooms, which were actually spare 'bedrooms' at the Victoria police Academy. In real police investigations, fully set up permanent VARE interview rooms were used for interviews with vulnerable victims. Lonsway et al. (2001) noted that the design, timing and environment in which simulations were conducted were crucial to providing most effective learning for application in real investigations.

While the course included practice of 'soft skills' identified by Lonsway et al (2001), the environment in which they were held was not realistic, nor suitably equipped. Online survey respondents commented that they would have liked an opportunity to use the VARE equipment in a properly set up facility. This was an important aspect of training which was lacking. The training environment may improve when additional mock interview rooms became available to the course.

The course designers collaborated with key agencies in the development of course materials and presentations, as suggested by Epstein and Langenbahn (1994). A number of experts attended the course with instruction on their services, and support available detectives. These sessions were designed and delivered by individuals both internal and external to Victoria Police, with many providing referral information, as recommended by Kinney et al (2008).

The SOCIT Support curriculum included twelve sessions offering resources and assistance for sexual assault investigators. The sessions in this category included; 'SOCIT Philosophy & Background'; 'Culturally & Linguistically Diverse' session; 'Gay and Lesbian Liaison Officer'; 'SOCIT Investigator'; 'Legislation'; 'Pretext'; 'Drug /Alcohol Facilitated Sexual Assault'; 'Look After Yourself'; 'Mental Health'; 'Site Visits - OPP, Specialist Sex Offences Unit, County Court, Child Witness Service'; 'Victorian Institute of Forensic Medicine'; 'Centre Against Sexual Assault'. This curriculum category was the least favoured by trainees, for lack of topic focus and relevance to sexual offence investigations, as well as poor delivery in some cases.

Feedback from trainees indicated some presenters had missed their mark, in that they provided overly general or generic presentations. For example, a session provided by the Gay and Lesbian Liaison (GLBTI) Office provided general information about the GLBTI office, most likely provided in other police training courses. This session was not designed for sexual offence investigators, adding little to trainees' knowledge and understanding of issues faced by victims of sexual offences from this group. The same could not be said about all externally presented sessions. For example, the quality of both content and delivery of sessions relating to surviving sexual assault, were rated by trainees as second to none. The researcher identified the trainers as best equipped to guide further development of externally presented sessions.

Previous researchers found that collaboration between key agencies and police in the development of training could lead to improvements in service provided to survivors of sexual offences (McKinnon, 1982, Epstein & Langenbahn, 1994). Victoria Police could take advantage of the strong collaborative relationships they had already forged with key agencies, to improve the SOCIT Support sessions, in terms of their relevance to sexual offences.

Stevens (2006) noted a focus on elderly, mentally challenged, and disabled people in sexual assault investigation training provided to police in Boston. The VLRC (2004) recommended Victoria Police improve the system for complainants of sexual assault, who have a cognitive impairment (VLRC, 2004, Recommendation 15). These complainants were much more vulnerable to sexual assault, with women living in group homes or institutions ten times more likely to be sexually assaulted. The VLRC recommended training for police include appropriate techniques for communicating with people with a cognitive impairment (Recommendation 151 & 153).

Communicating with intellectually disabled or cognitively impaired individuals was introduced to trainees through a theory session relating to the topic, followed by a practical session involving volunteers with an acquired brain injury or cognitive impairment. Role played interviews with trainees acting as interviewers and cognitively impaired volunteers as witnesses were for many trainees, a confronting, yet rewarding experience.

Two sessions of the course involved survivors of sexual offences sharing their real life experiences with trainees. The value of the first hand personal experience of the survivors of sexual offences provided to trainees was insurmountable. Discussion with speakers from a panel of female sexual assault survivors had featured in training for sexual assault investigators in Boston (Stevens, 2006). Yet the Boston training differed from the course in that it included survivors from a number of CALD backgrounds. Women from Latino, Vietnamese, African American and Caucasian backgrounds spoke about how cultural attitudes influenced their reporting decisions (Stevens, 2006).

The VLRC had recommended that representatives of CALD and Indigenous groups, who possessed expertise in sexual assault responses or training experience in sexual offences, be engaged in the development of police training in Victoria. This would ensure the needs of community groups were better attended to (VLRC, 2004, Recommendation 15). The training provided in Boston provided an effective solution to this recommendation by incorporating women from CALD backgrounds, with personal lived experience. The SOCIT Course did not attend to CALD groups with any focus. Only one session from a multicultural liaison officer provided a general overview about CALD groups, with no emphasis on sexual offences.

Content focussing on victimology, sex offenders, and SOCIT Skills were particularly well received by trainees, who reported using both the skills and knowledge acquired through these sessions in real investigations. An approach which revolved

around 'grooming' and understanding and conveying the 'whole story' of sexual crimes was introduced to trainees for use in planning investigative interviews with suspects and survivors of sexual crimes.

In training provided to sexual offence investigators in Boston, a convicted sex offender provided insights to police students about his sex offending lifestyle, attacks and rehabilitation (Stevens, 2006). In the SOCIT Course, video footage of convicted sex offenders talking about their offending was shown to trainees. Although interesting, the footage was reported by some survey respondents to be outdated. The researcher observed the overwhelmingly positive response of trainees to the presentations from real survivors of sexual offences. They were especially appreciative of the experience of hearing a real person, giving an honest account of their personal lived experiences. Perhaps an in-person presentation from a convicted sex offender to the trainees, in place of or with the use of videos may be of benefit in terms of educational impact. This would also resolve the issue of outdated footage by providing a current, realistic example.

The course did not include any specific training in the collection of physical evidence unique to sexual offences, as suggested by Epstein and Langenbahn (1994) and Kinney (2008). The Field Investigators Course (FIC), a pre-requisite for the SOCIT Course contained training on general evidence collection. A doctor from the Victorian Institute of Forensic Medicine explained forensic procedures for sexual offences. No further training specific to the collection of physical evidence in sexual offences was included in the SOCIT Course.

Training in writing sexual assault warrants was raised by Stevens (2006) as one of the most important aspects of the Boston sexual course, yet only one hour was allocated to it. In Victoria, the Detective Training School and FIC courses included training on general investigation, writing warrants, preparation of briefs of evidence and recording of information on police systems. The SOCIT Course did not provide

any instruction specific to sexual offences for any of these aspects of investigation, apart from instruction on how to maintain the Sex Offender Register. The SOCIT course did however include practice in preparation of investigative interview plans specific to sexual offences.

Trainees had ample access to educational resources, such as library, course materials, trainers and guest presenters. Since 2012 course materials were provided to trainees in a hard copy package, at the beginning of each course. Before this time, materials were provided during the sessions they were most relevant to.

The course contained assessments tasks leading to a qualification to undertake Video and Audio Recorded Evidence (VARE) interviews with vulnerable witnesses. Assessments required trainees to undertake six video recorded interviews with role playing adults, children, and cognitively impaired adults, during the course. Two further VARE interviews with witnesses from real investigations were to be undertaken within six months of completing the course, which were assessed by workplace supervisors. Trainees were rated as 'competent' or 'not yet competent' in following legislative requirements for VARE interviews. SOCIT Detectives needed to be authorised to conduct VARE interviews to perform all duties of their role.

As a result of the course, those who completed it reported improvements in investigative skills, tools and techniques; increased understanding of sexual offences; increased confidence dealing with sex offenders; increased understanding of and confidence in interviewing vulnerable victims and witnesses.

The course was found to be relevant to the work of SOCIT detectives, with trainees commenting they would recommend it to others. A number of trainees believed follow up refresher training should be offered, periodically, a suggestion made by the VLRC in 2004, but not fully supported by trainers who said that ideally further training would be delivered within workplaces.

The role of the SOCIT detective is specialised and calls for a particular type of individual. Put simply, the role is not suited to all police. The importance of attitudes of police working with sexual offences has been well documented in previous research (Kerstetter,1990, Taylor & Gassner, 2010, Lonsway et al., 2001, Taylor et al., 2012b, Lea & Lanvers, 2003, Jamel et al. 2008, Epstein and , 1994). The current study explored the attitudes of police who completed the SOCIT Course, in terms of their personal thoughts about victims and the amount sexual assaults reported to police, they believed were made falsely.

The online survey revealed that poor personal attitudes of police with regard to 'false reporting' were not necessarily repaired through attending intensive training in sexual offences. Trainers reported the amount of reports of sexual assault that were false to be between two and five percent, yet sixty percent (n=18) of survey respondents who answered a question about this, reported that they believed that victims falsely reported sexual assaults ten percent of the time or more. Almost a quarter of online survey respondents reported believing more than twenty five percent of sexual assaults made to police were false. Responses gathered sometime after the course included negative comments about victims along with ratings from respondents stating they believed up to twenty five, thirty, forty, fifty and even eight percent of reported sexual assaults were false reports.

This was despite eighty percent of survey respondents also claiming that they had experienced some change in their attitudes and ideas about victims, as a result of the course. The two responses contradict each other, and the interpretation gathered is that the course may have had an effect on some attitudes detectives held about victims, but it did not impact their beliefs about false reporting. Previous researchers such as Lonsway et al. (2001) and Jamel et al. (2008) found that training in sexual offence investigation did not impact or alter personal beliefs about victims

that police held. The current study was unable to establish if the SOCIT Course had any significant impact on the attitudes of those who attended it.

The implications of this finding are important as a link between investigator attitude and decision making that influence the outcome of reported sex offences has been identified (Taylor and Gassner, 2010, Taylor et al., 2012b). Whether exercising poor attitudes intentionally or not, the appointment of specialist police investigators in sexual offences must take account of the role of attitudes.

This concludes the summary of findings.

Chapter 8: Conclusions

This chapter revisits the aims of the study, and provides an explanation as to how these were addressed. Limitations of the findings are discussed, and suggestions for future research are presented.

This study set out to understand what Victoria Police had developed in terms of education and training for specialist sexual assault investigators. This topic had previously been lacking in research focus. The study formed part of a larger project, an Australian Research Council Large Linkage Grant project, *The PJO Project*, with a spotlight on a newly developed police training course in Victoria, Australia.

In the absence of a framework to systematically examine police training in sexual offence investigation, the researcher leaned on a model of evaluation of police education proposed by Bradley (2001) for guidance. Bradley's model suggested five levels from which to evaluate police training. Personal attitudes had been identified as an important aspect of the police response to sexual offences and as such, examination of 'attitudes' was built into in the study. Combining Bradley's five levels and the additional area of attitudes led to the development of *Turnley's Framework for the Examination of Police Training in Sexual Assault Investigation*. Use of this framework entailed review of three core areas of the SOCIT Course, namely; Design and Resourcing; Course Content and Delivery; and Individual and Organisational Outcomes. A number of specific elements were examined for each of the core areas, as outlined in Table 2, Chapter 1.

Victoria Police delivered the first four week Sexual Offence and Child Abuse Investigative Teams Course in 2009. Data was included in this study from courses held in 2009, 2010 and 2011. A range of methods were utilised, involving non participant observation, in-depth interview, an online survey and review of trainee feedback.

Basic quantitative analysis was undertaken on trainee ratings of course content and delivery provided in course feedback sheets and online survey. Qualitative data was examined using content analysis (Elo & Kyngas, 2008). Content analysis of qualitative data involved thematic coding of responses from the online survey and comments provided in trainee feedback sheets. Inferred meaning of the data was extracted by examining how words and phrases were used to describe each of the elements outlined in Turnley's Framework.

Content analysis of course materials reduced the forty individual sessions that made up the SOCIT Course, into five curriculum categories. Data from the online survey and trainee feedback sheets pertaining to individual curriculum sessions, were grouped, analysed and presented together in 'victimology', 'sex offenders', 'SOCIT Skills', or 'SOCIT Support' curriculum categories. Sessions about sex offences against children were not included, analysed or discussed as they were outside of the scope of the study.

Findings were triangulated involving comparison of researcher observations, with other quantitative and qualitative data gleaned from trainers, trainees and survey respondents. Triangulation of the data allowed for a more comprehensive the description of the course as it considered each element from a number of perspectives. Grid analysis was performed where all data were added to a master grid as they were analysed. Triangulation was undertaken when the complete data set was entered into the master grid. This resulted in an inclusive description of the SOCIT Course as perceived by the researcher, trainers, and those who completed it.

One of the aims of this study was to provide insight and direction for use in future development of sexual offence education and training for police. It is hoped that the information reported in this study is useful for Victoria Police. Potentially a wider audience of police practitioners will consider and utilise the findings of this research,

to better understand and improve police education and training for specialist sexual offence investigators. This study contributes to the small body of academic knowledge that examines police training for specialist sexual assault investigators, and is the first study to focus on this topic in Australia.

As raised in the methodology chapter, previous researchers had identified difficulties in engaging police practitioners as participants in academic research (Pennell, 2002, Bradley, 2002; Taylor et al., 2012). How findings of this research will be taken by police practitioners remains to be seen. As noted by Taylor et al (2012c), unfortunately the potential impact of academic research on day to day policing practice has not yet been realised. A fortunate aspect of the current study was the active role Victorian police accepted as participants. Those who participated in this study were generous in providing their personal views and opinions about the course, which resulted in fruitful data.

As this thesis was part of the *PJO* Project, some of the findings of this research have been incorporated into and published in the *PJO* Final Report (Taylor et al., 2012b, Chapter 9). The *PJO* final report was presented to Victoria Police, and the Australian Research Council, and is publically available to the wider policing and research communities. This is certainly a positive for the current research in that some of the findings have being promoted through the larger *PJO Project*.

The need for the SOCIT Course was partly identified through the recommendations of the VLRC in 2004. This brings us to a brief examination of how Victoria Police addressed recommendations related to training.

Victoria Police developed training for two of the three groups identified by the VLRC as most in need of training reform, namely police investigating sexual crimes (Recommendation 13) and officers who are able to authorise briefs in sexual assault

matters (Recommendation 22). Both of these groups were able to attend the SOCIT Course, although specific training in brief authorisation was not provided.

Trainers advised that other training containing a fraction of the SOCIT Course material was delivered to probationary constables, in a short session among a week post-academy training. After probation no further training was provided to general duties police, this was despite a recommendation of the VLRC to do so (Recommendation 11).

The SOCIT Course included training about the impact of sexual crimes on survivors, the barriers they face in reporting offences (Recommendation 12), and reasons why victims request no further police action after making a complaint (Recommendation 13). The course offered more comprehensive training to SOCIT detectives, who managed sexual offence investigations, than any other course that had previously been delivered to Victorian Police. It addressed the social context of sexual offences, and included characteristics of sexual crimes, offenders and victims, and varying reactions of victims of sexual offences, as recommended by the VLRC (2004).

Collaboration occurred between Victoria Police and key agencies who offer support to victims of sexual crimes in developing and delivering SOCIT training (Recommendation 14). However community recognised representatives of CALD and Indigenous groups, who possessed expertise in sexual assault responses or training experience in sexual offences were not used as allies of Victoria Police (Recommendation 15). The sessions relating to these groups generated some of the most negative feedback from trainees, indicating Victoria Police have some way to go in meeting this recommendation.

The SOCIT course provided trainees with an introduction to cognitive impairment including communicating with intellectual disabled, and individuals with an acquired brain injury. Training included instruction on appropriate techniques for

identifying and communicating with people with a cognitive impairment (Recommendation 151 & 153).

Police beliefs about the truth or falsity of complaints, and preconceptions about 'real' rape victims, were addressed through the course materials. The VLRC had highlighted how the attitudes of police responding to sexual offences could affect sexual assault investigations. Although the SOCIT course did address police attitudes within various sessions, the findings of the current study indicate that poor attitudes may not be 'trained' out, and recruitment of appropriate people for SOCIT roles should precede any training.

A description of the training provided to specialist sexual assault investigators in Victoria Australia from 2009 to 2011, and how those who took the course experienced it and its capacity to assist in the work of police responding to sexual violence, was provided in chapters four to seven. The insights obtained through this study, have not been previously described and as such make a relevant and new contribution to the small body of academic knowledge that previously examined sexual assault training for police investigators.

Previous researchers found that training provided to police investigators of sexual offences varied and often lacked formal structure, or method of evaluation (McKinnon, 1982; Epstein & Langenbahn, 1994, Lonsway et al., 2001; Kinney et al., 2008). The current study revealed that a structured, yet informally evaluated training course was provided to police in Victoria. The training delivered to sexual offence investigators in other Australian jurisdictions remains unknown. While this study has described a training course provided in Victoria, it did not locate where the Victorian SOCIT Course sits within the overall training landscape for police in this area, in Australia. Further studies are required to examine what training, if any is provided to investigators in other Australian jurisdictions.

As an exploratory study, this thesis has commenced dialog about police training for specialist sexual assault investigators in Australia. However, this research is limited in how far any findings can be inferred, due to the small sample size, scope and methods used in the study. While the SOCIT Course delivered to Victorian Police was reported to be highly relevant to the work of sexual offence investigators, further studies to examine the impact of SOCIT training in the work place are recommended.

A finding of this research and as noted in previous research (Jamel et al., 2008), was that training does not necessarily address poor personal attitudes police hold about victims of sexual offences. This finding is important as it highlights the importance of recruiting individuals who are most suited to work in sexual offences, rather than attempting to reprogram attitudes through training. As Jamel et al. stated “although all officers receive the same training, their individual values and attitudes are likely to influence the impact of this training on its delivery” (Jamel et al., 2008 pp.503).

The need for further research about the components of an ‘ideal’ sexual offence investigator, research to examine police selection and recruitment for these roles, is apparent. Previous researchers have identified the need for a specialist response to sexual crimes (Epstein & Langenbahn, 1994, Lonsway et al.,2001, Jamel et al., 2008, Taylor et al., 2012b, VLRC, 2004) yet they have failed to document the personal attributes of individuals most suited to these roles, and how to identify these.

The current study was exploratory in design and facilitated development of a systematic description of the training provided in Victoria, Australia from 2009 to 2011. Further explanatory studies are required to attain a deeper understanding of how effective the SOCIT Course is in preparing specialist sexual offence investigators for their work and how to ensure it continues to do so.

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Appendices

Appendix 1. Copy of in-depth interview schedule held with SOCIT Trainers.

Key Question 1:

Level One: Design Evaluation

- ⊙ Do you think VicPol need the SOCIT training course? Tell me about why / why not?.
- ⊙ What do you see as the main purpose of the SOCIT training course?

Key Question 2:

Level One: Design Evaluation

- ⊙ Who is the course designed for?

Key Question 3:

Level One: Design Evaluation

- ⊙ What are the intended learning outcomes of the program ?

Key Question 4:

Level One: Design Evaluation

- ⊙ Tell me about the course enrolment procedures?

Key Question 5:

Level One: Design Evaluation

- ⊙ Tell me how the SOCIT course team was established and how resources are allocated

Key Question 6:

Level One: Design Evaluation

- ⊙ What were the drivers for curriculum content topics

Key Question 7:

Level One: Design Evaluation

- ⊙ What proportion of the training is relevant specifically to adult sexual assault compared to that specifically focussing on child sexual abuse? How is this decided?

Key Question 8:

Level One: Design Evaluation

- ⊙ Are there any linkage(s) between the SOCIT program and other VicPol programs?

Key Question 9:

Level One: Design Evaluation

- ⊙ Tell me about the types of teaching and learning techniques used, How and Why are these chosen?

Key Question 10:

Level One: Design Evaluation

- ⊙ How is the program evaluated ?if at all

Key Question 11:

Level One: Design Evaluation

- ⊙ What kind of administrative and educational support services were devised?

Key Question 12:

- ⊙ What can you tell me about costs of delivering the program, as well as the per capita cost per successfully completing student/participant, and which agencies bear which parts of these costs?

Key Question 13:

Level Three Resource Deployment Evaluation

⊙ Tell me about sites, resources and equipment actually deployed and used. Have these been adequate?

Key Question 14:

Level Three Resource Deployment Evaluation

⊙ How are student enrolments handled, is there enough administration support or time?

Key Question 15:

Level Three Resource Deployment Evaluation

⊙ With a team of 3 teachers, and up to 18 visiting speakers, how do you manage?

Key Question 16:

Level Three Resource Deployment Evaluation

⊙ What are the staff / student ratio's ? are these appropriate ?

Key Question 17:

Level Three Resource Deployment Evaluation

⊙ Are there any processes for distribution of learning materials?

Key Question 18:

Level Three Resource Deployment Evaluation

⊙ What academic and administrative support is available to the Training team ?

Key Question 19:

Level Three Resource Deployment Evaluation

⊙ What is the student progression/course completion (attrition) rate ?

Key Question 20:

Level Three Resource Deployment Evaluation

- ⊗ How has costs of delivery impacted the design and implementation of the course?

Key Question 21:

Level Four – Curriculum Delivery Evaluation

- ⊗ Discussion on syllabus; What are the key elements of the syllabus? Why is this so?

Key Question 22:

Level Four – Curriculum Delivery Evaluation

- ⊗ How has the syllabus evolved over time ? What does your idea of the perfect syllabus look like ?

Key Question 23:

Level Four – Curriculum Delivery Evaluation

- ⊗ Tell me about the teaching strategies used?

Key Question 24:

Level Four – Curriculum Delivery Evaluation

- ⊗ Tell me about the assessment practices. What types of learning outcomes do you measure?

Key Question 25:

General

- ⊗ Do you have any further thoughts, suggestions, comments or questions?

Appendix 2. Master Grid Analysis Template used in the study.

Design & Resourcing						
Element	Bradley's Levels	Trainers In-depth Interview	Trainees Questionnaire	Trainees Session Feedback	Trainees Final Feedback	Researcher Observations
Aims of the Program	<p>L1 - the planned organisational outcomes of the program</p> <p>L1 - research methods or other means used to identify the need for the program</p> <p>L1 - intended learning outcomes of the program, including the educational standards to be achieved</p> <p>L1 - linkage(s) between the program and other programs</p>	<p>Q. 1: Do you think VicPol need the SOCIT training course? Tell me about why / why not? What do you see as the main purpose of the SOCIT training course?</p> <p>Q. 3: What are the intended learning outcomes of the program ?</p> <p>Q. 8: Are there any linkage(s) between the SOCIT program and other VicPol programs?</p>	<p>Q.10 Do you believe Victoria Police need specialist training in investigating sexual offences</p> <p>Q. 11. Did the course instructor clearly explain the objectives of the 4 week sexual offence investigation course to you?</p> <p>Q.13 Linkage(s) between the program and other programs (eg: DTS) - rating 1-5</p>		1.06 the aims and learning outcomes of the course were properly explained to me	Observations of SOCIT Course
Recruitment & Enrolment	<p>L1 - the target group of potential students/participants (including criteria for entry onto the course/program)</p> <p>L1 - enrolment procedures</p> <p>L3 - student enrolment processes</p>	<p>Q. 2: Who is the course designed for?</p> <p>Q. 4: Tell me about the course enrolment procedures?</p> <p>Q. 14: How are student enrolments handled,</p>	Q.13 enrolment procedures - rating 1 - 5			Observations of SOCIT Course
Human Resources	<p>L3 - teacher deployment</p> <p>L3 - staff-student ratios</p> <p>L2 - accessibility of teachers</p>	<p>Q. 5: Tell me how the SOCIT course team was established and how resources are allocated</p> <p>Q. 16: What are the staff / student ratio's ? are these appropriate ?</p>	Q.15 Access to teachers - rated 1-5		1.12 the course was adequately resourced for all theory and practical sessions	Observations of SOCIT Course
Physical Resources	<p>L1 - nature and location of physical facilities and resources</p> <p>L3 - sites, resources and equipment actually deployed and used</p>	Q. 13: Tell me about sites, resources and equipment actually deployed and used. Have these been adequate?	<p>Q. 13 Location of physical facilities and resources - rated 1-5</p> <p>Q. 15 Access to Resources eg: Accommodation, Meals - rated 1-5</p>			Observations of SOCIT Course

Design & Resourcing...continued						
Academic & Administrative Support	L3 - the operation of academic and administrative support systems L2 - administration L1 - nature and location of administrative and educational support (for example, student learning support/remediation) L2 - teaching and learning support (eg library services, learning support)	Q. 14 is there enough administration support or time? Q. 15: With a team of 3 teachers, and up to 18 visiting speakers, how do you manage? Q. 18: What academic and administrative support is available to the Training team ? Q. 11: What kind of administrative and educational support services were devised?	Q. 15 Access to Educational Resources (eg library services) - rated 1-5 Q. 13 Access to administrative and educational support - rated 1-5			Observations of SOCIT Course
Costs of Delivering the Program	L1 - costs of delivering the program L3 - the costs of delivery L3 - student progression/attrition rates	Q. 12: What can you tell me about costs of delivering the program, as well as the per capita cost per successfully completing student/participant, and which agencies bear which parts of these costs? Q. 20: How has costs of delivery impacted the design and implementation of the course. Q. 19: What is the student progression/course completion (attrition) rate				Observations of SOCIT Course
Program Evaluation	L1 - ways (if any) in which the program is to be evaluated	Q. 10: How is the program evaluated ?if at all	Q. 13 Use of Feedback Sheets for program evaluation - rated 1 - 5			Observations of SOCIT Course
Course Content & Delivery						
Element	Bradley's Levels	Trainers In-depth Interview	Trainees Questionnaire	Trainees Session Feedback	Trainees Final Feedback	Researcher Observations
Course Outline & Content	L2 - length of program/program elements L2 - curriculum content relevance	Q. 6: What was the drivers for curriculum content topics Q. 21: Discussion on syllabus; Q. 22: How has the syllabus evolved over time ? What does your idea of the perfect syllabus look like ?.	Q.13 Curriculum content and resources- rating 1 - 5 Q.13 Duration of course - rated 1-5 Q. 20 The length of the course was appropriate Q. 15 Curriculum Content - rated 1-5 Q. 25. Now that you have returned to your workplace, can you identify any topics that are relevant to the investigation of adult sexual offences, but not included in the course? If so, What are they?		Q. 1.02 Q. 1.03 Q. 1.04 Q. 1.05 Q. 1.07 Q. 1.08 Q. 1.09	Observations of SOCIT Course
Course Content & Delivery...continued						
Curriculum Theme 1. Victimology	L2 - curriculum content relevance		Q. 16 -19 From memory, what are your thoughts on each of the topics, in preparing you for your role as an investigator of ADULT sexual offences? Rated 1-6	Internal/External content of session delivery of session rating of content rating of delivery		Observations of SOCIT Course

			Q. 15 Quality of teaching of theory in Victims/Survivors of Sexual Offences - rated			
Curriculum Theme 2. Sex Offenders	L2 - curriculum content relevance		Q. 16 -	Internal/External content of session delivery of session rating of content rating of delivery		Observations of SOCIT Course
Curriculum Theme 3. SOCIT Skills	L2 - curriculum content relevance		Q. 16 - 19	Internal/External content of session delivery of session rating of content rating of delivery		Observations of SOCIT Course
Curriculum Theme 4. SOCIT Support	L2 - curriculum content relevance		Q. 16 -19	Internal/External content of session delivery of session rating of content rating of delivery		Observations of SOCIT Course
Curriculum Theme 5.						
Sexual offences against children (not examined as this research focused on adult sexual assault)						
Teaching Strategies & Performance	L1 – expertise / experience / qualifications requirements of teachers L1 - Teaching & Learning Methods L2- quality of teaching L4 -teaching strategies and performance	Q. 9: Tell me about the types of teaching and learning techniques used, How and Why are these chosen Q. 17: Are there any processes for distribution of learning materials? Q. 23: Tell me about the teaching strategies used?	Q.15 Quality of External Presenters - rated 1-5 Q.13 Teaching and learning methods used - rated 1-5 Q. 13 Expertise/ experience/qualifications of teachers - rated 1-5 Q. 1 4 Quality of teaching - rated 1-5		Q. 2.01 – 2.08 Q. 4 - How did you find the Vitoria Police instructors / course staff ? Q. 3 - What is your opinion of the standard of the sessions delivered by external presenters	Observations of SOCIT Course
Course Materials and Resources	L1 - curriculum content and resources L3 - curriculum materials distributed L2 - quality of curriculum materials/readings		Q.15 Quality of Course Materials -rated 1-5		Q. 1.1 the course notes supplied are a useful reference source	Observations of SOCIT Course
Course Assessment	L1 - assessment methods to be used	Q. 24: Tell me about the assessment practices. What types of learning outcomes do you measure?	Q. 12. Did the course instructor clearly explain how the course was to be assessed? Q.13 Assessment methods used (quiz's & simulated VARE interviews) - rated 1-5 Q. 15. Assessment of Course - rated 1-5		Q. 1.13 the post course assignment was clearly explained (2xvare)	Observations of SOCIT Course

Individual & Organisational Outcomes						
Element	Bradley's Levels	Trainers In-depth Interview	Trainees Questionnaire	Trainees Session Feedback	Trainees Final Feedback	Researcher Observations
Individual Learning Outcomes	L4 - learning outcomes (measured differences in knowledge, skills and attitudes)	Comments from interview	<p>Q. 29 Improvement in Investigative Skills, Tools and Techniques - rated 1-5</p> <p>Q. 29 Increased understanding of Sexual Offences rated 1-5</p> <p>Q. 29 Increased confidence dealing with suspected sex offenders - rated 1-5</p> <p>Q. 29 Increased confidence interviewing vulnerable victims/witnesses - rated 1-5</p>			
Job Performance	L5 - extent to which learning outcomes, over time, actually translate into appropriate levels of job performance.		<p>Q.13 Course relevance to work role- rated 1 - 5</p> <p>Q. 15 Relevance to Work Role - rated 1-5</p> <p>Q. 23. Overall, how satisfied were you with this course for preparing you as an investigator of sexual offences ?</p> <p>Q 24. Can you give any examples where you have utilised theory or skills from the course in action?</p> <p>Q,29 - Improvement in your role as a Sexual Offence Investigator - rated 1-5</p>			
Organisational Outcomes	L5 - changes in organisational achievements and outcomes resulting from the training.	Comments from interview	<p>Q. 21. Do you feel the course adequately addresses its intended purpose?</p> <p>Q. 22. Are there any aspects of the course you would change ?</p> <p>Q. 26. Would you recommend this program to other Police?</p> <p>27. Do you believe Victoria Police should provide "Refresher Training" in sexual offence investigation ? 28. How often?</p> <p>Q. 29 Networking and opportunities to meet other sexual offence investigators - rated 1-5</p>			Observations of SOCIT Course
Attitudes of Police		How have you attempted to address attitudes of police through the course?	<p>Q. 29 Changes in your ideas and attitudes towards survivors of sexual violence - rated</p> <p>Q. 30., what percentage of reports of sexual assault made to police do you believe are false?</p>			Observations of SOCIT Course

Appendix 3. Copy of the Online Survey completed by Victorian Police who completed a SOCIT Course between 2009 and 2011.

Victoria Police 4 Week Sexual Offence Investigation Course

Thank you for being part of this research

The following questionnaire will take approximately 20 minutes to complete, and will provide a rich source of information for a research project looking at how Victoria Police are using education and training in response sexual offences.

The questionnaire will collect some basic demographic information and then ask questions about your experience of the 4 week sexual offence investigation training provided by Victoria Police, from a number of perspectives including;

1. Course Design
2. Student / Participant Reaction
3. Curriculum Delivery
4. Job Performance and Organisational Outcomes

Thank you for participating in this research.

Jennifer Turnley
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An Australian Research Council Large Linkage Grant
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Participating in this Questionnaire

Have you read the plain language statement provided in your invitation email ?

All responses are anonymous. No personal identifying information is asked for in this questionnaire.

If you want any further information or a copy of the plain language statement, please email jturnle0@our.ecu.edu.au

We will assume that your completion of the questionnaire will indicate your consent to be included in our study.

Where applicable, please tick the box that you feel is the most appropriate response.

Please feel free to comment in any of the boxes that allow for additional information.

***1. Do you give your consent to completing the following questionnaire about the Victoria Police 4 week Sexual Offence Investigation Course.**

No
 Yes, let's get started!

Demographics

This information collected provides general description of the participants in the study.

Victoria Police 4 Week Sexual Offence Investigation Course***2. Are you male or female?**

- Male
 Female

***3. Which category below includes your age?**

- 18-24 25-29 30-39 40-49 50-59 60 or more

***4. What is your rank?**

- Constable
 Senior Constable
 A/Detective Senior Constable
 Detective Senior Constable
 A/Sergeant
 A/Detective Sergeant
 Other (please specify)

***5. Work Location**

- Metro Rural

***6. Which of the following describes your office / unit.**

- SOCAU SOCIT CIU Uniform
 Other (please specify)

7. How long have you been a member of Victoria Police ?*8. Briefly describe your experience in the policing of adult sexual offences, and/or years working in this field.****9. Which month and/or year did you attend the 4 week sexual offence investigation course?**

1. Course Design

Page 2

Victoria Police 4 Week Sexual Offence Investigation Course

Level 1 examines the design of the 4 week Victoria Police Sexual Offence Investigation Course.

***10. Do you believe Victoria Police need specialist training in investigating sexual offences?**

Yes No Unsure

11. Did the course instructor clearly explain the objectives of the 4 week sexual offence investigation course to you?

Yes
 No

Please add any comments here

12. Did the course instructor clearly explain how the course was to be assessed?

Yes
 No
 Unsure

Please add any comments here

Victoria Police 4 Week Sexual Offence Investigation Course

13. From a design perspective, how do you rate the following aspects of the 4 week sexual offence investigation course?

	unsatisfactory, inadequate	poor, needs improvement	neutral, neither positive nor negative	good, well planned	excellent, outstanding
Enrolment procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum content and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Linkage(s) between the program and other programs (eg: DTS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course relevance to work role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and learning methods used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment methods used (quiz's & simulated VARE interviews)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of Feedback Sheets for program evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expertise/experience/qualifications of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location of physical facilities and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to administrative and educational support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration of course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Enter any comments relating to the way the course was DESIGNED here

2. Student / Participant Reaction

Level 2 examines the reaction of participants to the experience of attending the 4 week sexual offence investigation course.

Victoria Police 4 Week Sexual Offence Investigation Course

14. How did you find the quality of teaching for the following aspects of the 4 week sexual offence investigation course?

	Unsatisfactory	Poor	Neutral	Good	Excellent
Theory about adult victims of sexual offences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Techniques for interviewing victims of sexual offences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Techniques for interviewing people with intellectual disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theory about suspected sex offenders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Techniques for interviews with suspected sex offenders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any other comments on the quality of teaching provided in relation to the above aspects

15. From your experience, how did you generally find the following aspects of the 4 week sexual offence investigation course.

	Unsatisfactory	Poor	Neutral	Good	Excellent
Quality of Course Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of teaching of theory in Victims/Survivors of Sexual Offences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of External Presenters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to Resources eg: Accommodation, Meals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to Educational Resources (eg library services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment of Course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance to Work Role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any other feedback about your experience as a student on the course

3. Curriculum Delivery

Victoria Police 4 Week Sexual Offence Investigation Course

19. Week 4

	Irrelevant	Inadequate - needs improvement	Neutral - No comment	Can't remember	Good - relevant and informative	Excellent - useful and highly relevant
Suspect Interviewing Theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suspect Rapport Building & Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OPP – guest presenter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist Sex Offences Unit – guest presenter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
County Court – site visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Witness Service - site visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Look after yourself - support for sexual offence investigators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Surviving Sexual Assault – guest presenter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. The length of the course was appropriate

- Yes
- No
- Unsure

4. Job Performance and Organisational Outcomes

Level 4 examines outcomes of the Victoria Police Sexual Offence Investigator course from an individual and organisational perspective.

21. Do you feel the course adequately addresses its intended purpose?

- Yes
- Unsure
- No

Please add any additional comments

22. Are there any aspects of the course you would change ?

- No
- Yes (please specify)

Victoria Police 4 Week Sexual Offence Investigation Course

23. Overall, how satisfied were you with this course for preparing you as an investigator of sexual offences ?

- Not satisfied at all
- Poor, needs improvement
- Neutral
- Good, Satisfied
- Extremely Satisfied

24. Can you give any examples where you have utilised theory or skills from the course in action?

25. Now that you have returned to your workplace, can you identify any topics that are relevant to the investigation of adult sexual offences, but not included in the course ? If so, What are they?

26. Would you recommend this program to other Police?

- Yes
- Unsure
- No

27. Do you believe Victoria Police should provide "Refresher Training" in sexual offence investigation ?

- Yes
- No

Comment

28. If yes, how often should sexual offence investigators receive "Refresher Training"

Victoria Police 4 Week Sexual Offence Investigation Course

29. As a result of the 4 week Sexual Offence Investigation Course, have you experienced any of the following....

	Not at all	Not much	Neutral	A Little	Very Much
Improvement in Investigative Skills, Tools and Techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased understanding of Sexual Offences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes in your ideas and attitudes towards survivors of sexual violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking and opportunities to meet other sexual offence investigators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased confidence dealing with suspected sex offenders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased confidence interviewing vulnerable victims/witnesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improvement in your role as a Sexual Offence Investigator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***30. In your experience, and from what you have learned from colleagues, what percentage of reports of sexual assault made to police do you believe are false?**

31. Do you have any further thoughts, suggestions, comments or questions ?

Thank you for participating in this research

Thank you for completing this questionnaire. We very much appreciate your time. This questionnaire will help improve police responses to sexual crime. If you feel the need to talk to someone about any issues that arise for you in filling out this questionnaire you may contact:

Victoria Police Employee Support Services
Telephone: 03 9301 6900

Appendix 4. Copy of the online survey database names, questions and values..

Victoria Police 4 Week Sexual Offence Investigation Course Survey				
Survey Question Number	Name in Database	Option	V A L U E	Comment
Q1	Do you give your consent to completing the following questionnaire about the Victoria Police 4 Week Sexual Office Investigation Course?			
	consent If this option is selected no values will be stored in database as user will not be allowed to complete survey	no	1	
		yes	2	
Q2	Are you male or female?			
	gender	Male	1	
		Female	2	
Q3	Which category below includes your age?			
	age	18-24	1	
		25-29	2	
		30-39	3	
		40-49	4	
		50-59	5	
		60 or more	6	
		Other (please specify)	7	
	ageother		t e x t	Text field completed if 'Other (please specify) is selected
Q4	What is your rank?			
	rank	Senior Constable / Detective Senior	1	

		Constable or below		
		Sergeant / Detective Sergeant or above	2	
Q5	Work location			
	location	Metro	1	
		Rural	2	
Q6	Which of the following describes your office / unit?			
	officeunit	SOCAU	1	
		SOCIT	2	
		CIU	3	
		Uniform	4	
		Other (please specify)	5	
	officeunitother		t e x t	Text field completed if 'Other (please specify) is selected
Q7	How long have you been a member of Victoria Police?			
	yearsatvicpol		t e x t	
Q8	Briefly describe your experience in the policing of adult sexual offences, and/or years working in this field.			
	experience		t e x t	
Q9	Which month and/or year did you attend the 4 week sexual offence investigation course?			
	courseattenddate		t e x t	
Q10	Do you believe Victoria Police need specialist training in investigating sexual offences?			
	q10	yes	1	
		no	2	
		unsure	3	

Q11	Did the course instructor clearly explain the objectives of the 4 week sexual offence investigation course to you?			
	q11	yes	1	
		no	2	
	q11comments			
Q12	Did the course instructor clearly explain how the course was to be assessed?			
	q12	yes	1	
		no	2	
		unsure	3	
	q12comments			
Q13	From a design perspective, how do you rate the following aspects of the 4 week sexual offence investigation course?			
	q13enrolment	unsatisfactory, inadequate	1	Enrolment procedures
		poor, needs improvement	2	
		neutral, neither positive nor negative	3	
		good, well planned	4	
		excellent, outstanding	5	
	q13curriculum	unsatisfactory, inadequate	1	Curriculum content and resources
		poor, needs improvement	2	
		neutral, neither positive nor negative	3	
		good, well planned	4	
		excellent, outstanding	5	
	q13linkages	unsatisfactory, inadequate	1	Linkage(s) between the program and other programs (eg: DTS)
		poor, needs improvement	2	
		neutral, neither positive nor negative	3	
		good, well planned	4	

		excellent, outstanding	5	
	q13relevance	unsatisfactory, inadequate	1	Course relevance to work role
		poor, needs improvement	2	
		neutral, neither positive nor negative	3	
		good, well planned	4	
		excellent, outstanding	5	
	q13teaching	unsatisfactory, inadequate	1	Teaching and learning methods used
		poor, needs improvement	2	
		neutral, neither positive nor negative	3	
		good, well planned	4	
		excellent, outstanding	5	
	q13assessment	unsatisfactory, inadequate	1	Assessment methods used (quiz's and simulated VARE interviews)
		poor, needs improvement	2	
		neutral, neither positive nor negative	3	
		good, well planned	4	
		excellent, outstanding	5	
	q13feedback	unsatisfactory, inadequate	1	Use of Feedback Sheets for program evaluation
		poor, needs improvement	2	
		neutral, neither positive nor negative	3	
		good, well planned	4	
		excellent, outstanding	5	

	q13expertise	unsatisfactory, inadequate	1	Expertise/experience/qualifications of teachers
		poor, needs improvement	2	
		neutral, neither positive nor negative	3	
		good, well planned	4	
		excellent, outstanding	5	
	q13location	unsatisfactory, inadequate	1	Location of physical facilities and resources
		poor, needs improvement	2	
		neutral, neither positive nor negative	3	
		good, well planned	4	
		excellent, outstanding	5	
	q13access	unsatisfactory, inadequate	1	Access to administrative and educational support
		poor, needs improvement	2	
		neutral, neither positive nor negative	3	
		good, well planned	4	
		excellent, outstanding	5	
	q13duration	unsatisfactory, inadequate	1	Duration of the course
		poor, needs improvement	2	
		neutral, neither positive nor negative	3	
		good, well planned	4	
		excellent, outstanding	5	
	q13comments			Enter any comments

				relating to the way the course was DESIGNED here
Q14	How did you find the quality of teaching for the following aspects of the 4 week sexual offence investigation course?			
	q14offences	unsatisfactory	1	Theory about adult victims of sexual offences
		poor	2	
		neutral	3	
		good	4	
		excellent	5	
	q14techniques	unsatisfactory	1	Techniques for interviewing victims of sexual offences
		poor	2	
		neutral	3	
		good	4	
		excellent	5	
	q14disabilities	unsatisfactory	1	Techniques for interviewing peoples with intellectual disabilities
		poor	2	
		neutral	3	
		good	4	
		excellent	5	
	q14theory	unsatisfactory	1	Theory about suspected sex offenders
		poor	2	
		neutral	3	
		good	4	
		excellent	5	
	q14offenders	unsatisfactory	1	Techniques for interviews with suspected sex offenders
		poor	2	
		neutral	3	
		good	4	
		excellent	5	

	q14comments			
Q15	From your experience, how did you generally find the following aspects of the 4 week sexual offence investigation course?			
	q15materials	unsatisfactory	1	Quality of Course Materials
		poor	2	
		neutral	3	
		good	4	
		excellent	5	
	q15teaching	unsatisfactory	1	Quality of teaching of theory in Victims/Survivors of Sexual Offences
		poor	2	
		neutral	3	
		good	4	
		excellent	5	
	q15extpresenters	unsatisfactory	1	Quality of External Presenters
		poor	2	
		neutral	3	
		good	4	
		excellent	5	
	q15access	unsatisfactory	1	Access to Teachers
		poor	2	
		neutral	3	
		good	4	
		excellent	5	
	q15resources	unsatisfactory	1	Access to Resources eg. Accommodation , Meals
		poor	2	
		neutral	3	
		good	4	
		excellent	5	
	q15eduresources	unsatisfactory	1	Access to Educational

				Resources (eg library services)
		poor	2	
		neutral	3	
		good	4	
		excellent	5	
	q15assessment	unsatisfactory	1	Assessment of Course
		poor	2	
		neutral	3	
		good	4	
		excellent	5	
	q15curriculum	unsatisfactory	1	Curriculum Content
		poor	2	
		neutral	3	
		good	4	
		excellent	5	
	q15relevance	unsatisfactory	1	Relevance to Work Role
		poor	2	
		neutral	3	
		good	4	
		excellent	5	
	q15comments			Please add any other feedback about your experience as a student on the course
Q16	Week 1			
	q16socit	irrelevant	1	SOCIT Philosophy & Background
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q16socittrans	irrelevant	1	SOCIT Transition

		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q16victimology	irrelevant	1	Introduction to Victimology
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q16grooming	irrelevant	1	Grooming - 'The Whole Story'
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q16victims	irrelevant	1	Victims - Child Development
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q16memory	irrelevant	1	Memory - Impact of Trauma
		inadequate - needs improvement	2	
		neutral - no	3	

		comment		
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q16interviewing	irrelevant	1	Interviewing Theory (victim/witness)
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q16vate	irrelevant	1	VATE Procedural Guidelines
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q16comments			Please add any comments here
Q17	Week 2			
	q17casa	irrelevant	1	Centre Against Sexual Assault (CASA) - guest speaker
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	

	q17victsurv	irrelevant	1	Victim/Survivor - guest speaker
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q17gaylesb	irrelevant	1	Gay and Lesbian Liaison Officer - guest speaker
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q17cultdiv	irrelevant	1	Cultural Diversity/Multic ultural Liaison Officer - guest speaker
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q17famsafetynotice	irrelevant	1	Family Violence Safety Notices
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	

	q17famchildabuse	irrelevant	1	Family Violence & Child Abuse
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q17vifm	irrelevant	1	Victorian Institute of Forensic Medicine
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q17socitdhs	irrelevant	1	SOCIT/DHS Collaboration
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q17comments			Please add any comments here
Q18	Week 3			
	q18idcomfail	irrelevant	1	Intellectual Disability and Communication Failure
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	

		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q18mentalhealth	irrelevant	1	Mental Health
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q18inttheory2	irrelevant	1	Interviewing Theory Part 2 - (interviewing children and other vulnerable witnesses)
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q18legislation	irrelevant	1	Legislation - a history of relevant and recent changes to sexual assault legislation
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q18pretext	irrelevant	1	Pretext - information and instruction

		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q18drugalcohol	irrelevant	1	Drug & Alcohol Facilitated Sexual Assault
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q18sexoffreg	irrelevant	1	Sex Offender Register, Intel, Proactive Legislation, Risk Assessment Tool
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q18comments			Please add any comments here
Q19	Week 4			
	q19susinterv	irrelevant	1	Suspect Interviewing Theory
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	

		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q19susprapport	irrelevant	1	Suspect Rapport Building & Planning
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q19opp	irrelevant	1	OPP - guest presenter
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q19spsexoffunit	irrelevant	1	Specialist Sex Offences Unit - guest presenter
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q19countycourt	irrelevant	1	County Court - site visit
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	

		excellent - useful and highly relevant	6	
	q19childwitness	irrelevant	1	Child Witness Services - site visit
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q19support	irrelevant	1	Look after yourself - support for sexual offence investigators
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q19surviving	irrelevant	1	Surviving Sexual Assault - guest presenter
		inadequate - needs improvement	2	
		neutral - no comment	3	
		can't remember	4	
		good - relevant and informative	5	
		excellent - useful and highly relevant	6	
	q19comments		t e x t	Please add any comments here
Q20	The length of the course was appropriate.			
	q20	Yes	1	

		No	2	
		Unsure	3	
	q20comments		t e x t	
Q21	Do you feel the course adequately addresses its intended purpose?			
	q21	Yes	1	
		No	2	
		Unsure	3	
	q21comments			
Q22	Are there any aspects of the course you would change?			
	q22	No	1	
		Yes	2	
	q22comments			
Q23	Overall, how satisfied were you with this course for preparing you as an investigator of sexual offences?			
	q23	Not satisfied at all	1	
		Poor, needs improvement	2	
		Neutral	3	
		Good, satisfied	4	16
		Extremely Satisfied	5	27
Q24	Can you give any examples where you have utilised theory or skills from the course in action?			
	q24			
Q25	Now that you have returned to your workplace, can you identify any topics that are relevant to the investigation of adult sexual offences, but not included in the course? If so, what are they?			
	q25			
Q26	Would you recommend this program to other police?			
	q26	Yes	1	
		Unsure	2	
		No	3	
Q27	Do you believe Victoria Police should provide "Refresher Training" in sexual offence			

	investigation?			
	q27	Yes	1	
		No	2	
	q27comments			
Q28	If yes, how often should sexual offence investigators receive "Refresher Training"?			
	q28			
Q29	As a result of the 4 week Sexual Offence Investigation Course, have you experienced any of the following...?			
	q29investigative	not at all	1	Improvement in Investigative Skills, Tools and Techniques
		not much	2	
		neutral	3	
		a little	4	
		very much	5	
	q29understanding	not at all	1	Increased understanding of Sexual Offences
		not much	2	
		neutral	3	
		a little	4	
		very much	5	
	q29changes	not at all	1	Changes in your ideas and attitudes towards survivors of sexual violence
		not much	2	
		neutral	3	
		a little	4	
		very much	5	
	q29networking	not at all	1	Networking and opportunities to meet other sexual offence investigators
		not much	2	
		neutral	3	
		a little	4	
		very much	5	

	q29offenders	not at all	1	Increased confidence dealing with suspected sex offenders
		not much	2	
		neutral	3	
		a little	4	
		very much	5	
	q29victims	not at all	1	Increased confidence interviewing vulnerable victims/witnesses
		not much	2	
		neutral	3	
		a little	4	
		very much	5	
	q29role	not at all	1	Improvement in your role as a Sexual Offence Investigator
		not much	2	
		neutral	3	
		a little	4	
		very much	5	
Q30	In your experience, and from what you have learned from colleagues, what percentage of reports of sexual assault made to police do you believe are false?			
	q30			
Q31	Do you have any further thoughts, suggestions, comments or questions?			
	q31			

Appendix 5. Coding of data from Trainee Feedback Sheets.

Item	Code	Description
Session name	Name	Name of Session - As per Session Feedback Sheet
Session number	1 - 33	Number allocated to each Session as per Course Syllabus See Appendix # for list of all Session Names and Numbers
Course Year	9, 10, 11	Course Year: 09 = 2009, 10 = 2010, 11= 2011
Response Number	1, 2, 3	Number of respondent for that session and year 1 = first feedback sheet of the session and year, 2 for the next, etc.
Day	1 - 20	Day Session was held (1 – 20), as per Session Feedback Sheet and Course Syllabus. 1 = the first day of the course. 2 = the second day of the course, etc. Timetable and logistics altered from course to course, including the day any particular session was held.
Presenter	Name	Name of Presenter(s), as per Session Feedback Sheet.
Internal/ External	1, 2, 3	Internal or External Presenters, as per Session Feedback Sheet - responses were re-coded for ease of analysis i = internal to Victoria Police (re-coded to 1) e = external to Victoria Police (re-coded to 2) i/e = combination of presenters, both internal and external to Victoria Police (re-coded to 3)
Presenter		1. Trainers – Core SOCIT Training team 2. VicPol Other –Areas of Victoria Police (not Trainers) 3. External - to Victoria Police
Delivery of session	Narrative	Free Narrative Comments relating to the Delivery of each Session, transcribed verbatim.
Rating of delivery	1 – 5	From 1 (poor) – 5 (outstanding), as rated by Trainees on Session Feedback Sheet.

Content of session	Narrative	Free Narrative Comments relating to the Content of each Session, transcribed verbatim.
Rating of content	1 - 5	From 1 (poor) – 5 (outstanding), as rated by Trainees on Session Feedback Sheet.

Appendix 6. Copy of a SOCIT Course Final Feedback Sheet.

Investigating Sexual Offences & Child Abuse Course 02/10							
Evaluation of Sexual Offences & Child Abuse Course No. 02/10							
SA (Strongly Agree)		A (Agree)		D (Disagree)		SD (Strongly Disagree)	
Please read each statement carefully then indicate your level of agreement by placing a tick in one box only opposite each statement.							
Topic 1 – Course Content/Pre Course Assignment		SA	A	D	SD		
1.1	The course was properly sequenced and structured.						
1.2	The information given in the theory sessions was relevant to the course.						
1.3	Theory was balanced with practical applications of the topic.						
1.4	Practical work was relevant to the course.						
1.5	Practical work was conducted in a realistic manner.						
1.6	The aims and learning outcomes of the course were properly explained to me.						
1.7	The aims of each session were made clear at the beginning of that session.						
1.8	The course was too long.						
1.9	The course was too short						
1.10	The course notes supplied are a useful reference source.						
1.11	Adequate time was spent on each learning outcome.						
1.12	The course is adequately resourced for all theory and practical sessions.						
1.13	The post-course assignment was clearly explained. (2 x VATES)						
Topic 2 – Instruction		SA	A	D	SD		
2.1	All instructors provided an appropriate amount of assistance to students throughout the course.						
2.2	All instructors displayed enthusiasm throughout the course.						
2.3	All instructors displayed a positive approach throughout the course.						
2.4	Students were encouraged to ask questions if they were unsure of what was expected of them.						
2.5	All instructors displayed a good knowledge of subject matter.						
2.6	All instructors displayed consistency in the advice they gave to students						
2.7	All instructors made use of relevant examples to assist with understanding the course material.						
2.8	All instructors displayed competence when training people to undertake duties at a SOCA/SOCIT Unit						

3. What is your opinion of the standard of the sessions delivered by external presenters?
(Expertise, presentation style, content)

Handwritten response for question 3:

Very good
The sessions were delivered by external presenters who were very knowledgeable and experienced. The presentation style was excellent and the content was very relevant and interesting.

4. How did you find the Victoria Police instructors/course staff?

Handwritten response for question 4:

Very good
The Victoria Police instructors/course staff were very professional and knowledgeable. They provided a high standard of instruction and were very helpful and supportive.

Appendix 7. Copy of the plain language statements and informed consent forms used in this study.



Plain Language Statement for Online Questionnaire Participants

Project conducted by an Edith Cowan University Research team with Victoria Police, and funded by Australian Research Council Large Linkage Grant



Project Title: Policing Just Outcomes Project – Strand 3 Victoria Police Response to Adult Sexual Assault through Education & Training

Researchers

Project Director and Chief Investigator: Professor S. Caroline Taylor
Masters Candidate: Jennifer Turnley

Explanation of Project:

This project being conducted by an Edith Cowan University research team, in which you have been invited to participate, and is funded by the Australian Research Council (ARC **LP 0668126**). Victoria Police is the Industry Partner for this five year project. The aim of the research is to better understand the factors and dilemmas encountered by victim/survivors when making decisions about whether to report rape and sexual assault to police and police response and management to sexual offence reports. This Masters Project is concerned with the education and training currently being used by Victoria Police in response to adult sexual assault. Participants will be Victoria Police members who have completed the Victoria Police 4 week SOCIT course. Other participants include supervisors working in locations where investigators have completed the Victoria Police 4 week SOCIT course, and the SOCIT course designers/teachers. Feedback sheets collected from students throughout the SOCIT course, and formal feedback collected from workplace supervisors of trained SOCIT staff will also be compared to online questionnaire and focus group findings. Feedback sheets will be analysed by Researcher, Jennifer Turnley under the supervision of the SOCIT course coordinator.

The resulting research material will be used to inform the development of future training considerations for Victoria Police in responding to adult sexual assault.

Your Involvement: Participation in this project is voluntary. If you choose to be a participant in the project you will be involved in an anonymous online questionnaire. The Questionnaire can be accessed through the link provided in the email invitation you have received. You will be asked for demographic information on the questionnaire, but will not be identifiable.

Time: the duration of the participation will be approximately as follows:

- **Victoria Police members who have completed the SOCIT Course:**
Online Questionnaire – approx. 20 minutes
- **SOCIT course designers/teachers:**
90 minutes
- **Supervisors of Victoria Police members who have completed the SOCIT Course:**
60 minutes

Privacy: All information contained in the transcript and survey tool will be de-identified before use in any report or published document. Participant personal details will only be accessible by the researcher. No identifying information about participants will be used in any material arising from the project. Audio tapes will be destroyed when transcription is complete, in accordance with Edith Cowan University policy and procedures.

Benefits: Your participation in this research will provide valuable information to help Victoria Police improve their policy, practice and training in responding to reports of rape and sexual assault.

Withdrawing from the research: You are free to withdraw from the research at any time during the study, in which your participation in the study will immediately cease. Should you decide to withdraw, any information you have provided will not be able to be taken out due to all the participants not being identified during the interviews.

This project has been approved by Edith Cowan University Human Research Ethics Committee and the Victoria Police Human Research Ethics Committee.

Additional Information for Participants

Participants should be aware that Section 127A Police Regulation Act 1958, 'Unauthorised disclosure of information and documents' states:

(1) A person who is a member of police personnel must not access, make use of or disclose any information that has come into his or her knowledge or possession, by virtue of his or her office or by virtue of performing his or her functions as a member of police personnel, if it is the member's duty not to access, make use of or disclose the information.

Section 95 of the Constitution Act 1975 provides that officers in the public service must not:

- (a) publicly comment upon the administration of any department of the State of Victoria.
- (b) use except in or for the discharge of this official duties, any information gained by or conveyed to him through connection with the public service; or
- (c) directly or indirectly use or attempt to use any influence with respect to the remuneration or position of himself or of any person in the public service.

Further Information: If you have any questions, or you would like further information regarding the Policing Just Outcomes Project please contact Jennifer Turnley on email jturnle0@our.ecu.edu.au. Or see www.policingjustoutcomes.org.au

If you have a **complaint** concerning the manner in which this research is being conducted, please contact:

Secretariat

Victoria Police Human Research Ethics Committee
Corporate Strategy and Governance Department
Level 5, Tower 1
Victoria Police Centre
637 Flinders Street

Docklands VIC 3008

Tel: +61 3 9247 6756 Fax: +61 3 9247 6712

Email: ethics.committee@police.vic.gov.au



Plain Language Statement for Interview Participants

Project conducted by an Edith Cowan University Research team with Victoria Police, and funded by Australian Research Council Large Linkage Grant



Project Title: Policing Just Outcomes Project – Strand 3 Victoria Police Response to Adult Sexual Assault through Education & Training

Researchers

Project Director and Chief Investigator: Professor S. Caroline Taylor
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Explanation of Project:

This project being conducted by an Edith Cowan University research team, in which you have been invited to participate, and is funded by the Australian Research Council (ARC **LP 0668126**). Victoria Police is the Industry Partner for this five year project. The aim of the research is to better understand the factors and dilemmas encountered by victim/survivors when making decisions about whether to report rape and sexual assault to police and police response and management to sexual offence reports. This Masters Project is concerned with the education and training currently being used by Victoria Police in response to adult sexual assault. Participants will be Victoria Police members who have completed the Victoria Police 4 week SOCIT course. Other participants include supervisors working in locations where investigators have completed the Victoria Police 4 week SOCIT course, and the SOCIT course designers/teachers. Feedback sheets collected from students throughout the SOCIT course, and formal feedback collected from workplace supervisors of trained SOCIT staff will also be compared to online questionnaire and focus group findings. Feedback sheets will be analysed by Researcher, Jennifer Turnley under the supervision of the SOCIT course coordinator.

The resulting research material will be used to inform the development of future training considerations for Victoria Police in responding to adult sexual assault.

Your Involvement: Participation in this project is voluntary. If you choose to be a participant in the project you will be involved in a focus group. The interview session will be conducted by the researcher and audio recorded for later transcription. You will be asked for demographic information on a data collection form.

Time: the duration of the participation will be approximately as follows:

- **Victoria Police members who have completed the SOCIT Course:**
Online Questionnaire – approx. 20 minutes
- **SOCIT course designers/teachers:**
90 minutes
- **Supervisors of Victoria Police members who have completed the SOCIT Course:**
60 minutes

Privacy: All information contained in the transcript and survey tool will be de-identified before use in any report or published document. Participant personal details will only be accessible by the researcher. No identifying information about participants will be used in any material arising from the project. Audio tapes will be destroyed when transcription is complete, in accordance with Edith Cowan University policy and procedures. **Note:**, it is possible that you may be identifiable due to the small number of participants, however all efforts to keep your anonymity will be made. No names, or any identifiable information will be published.

Benefits: Your participation in this research will provide valuable information to help Victoria Police improve their policy, practice and training in responding to reports of rape and sexual assault.

Withdrawing from the research: You are free to withdraw from the research at any time during the study, in which your participation in the study will immediately cease. Should you decide to withdraw, any information you have provided will not be able to be taken out due to all the participants not being identified during the interviews.

This project has been approved by Edith Cowan University Human Research Ethics Committee and the Victoria Police Human Research Ethics Committee.

Additional Information for Participants

Participants should be aware that Section 127A Police Regulation Act 1958, 'Unauthorised disclosure of information and documents' states:

(1) A person who is a member of police personnel must not access, make use of or disclose any information that has come into his or her knowledge or possession, by virtue of his or her office or by virtue of performing his or her functions as a member of police personnel, if it is the member's duty not to access, make use of or disclose the information.

Section 95 of the Constitution Act 1975 provides that officers in the public service must not:

- (a) publicly comment upon the administration of any department of the State of Victoria.
- (b) use except in or for the discharge of this official duties, any information gained by or conveyed to him through connection with the public service; or
- (c) directly or indirectly use or attempt to use any influence with respect to the remuneration or position of himself or of any person in the public service.

Further Information: If you have any questions, or you would like further information regarding the Policing Just Outcomes Project please contact Jennifer Turnley on email jturnle0@our.ecu.edu.au. Or see www.policingjustoutcomes.org.au

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Level 5, Tower 1
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Docklands VIC 3008
Tel: +61 3 9247 6756 Fax: +61 3 9247 6712
Email: ethics.committee@police.vic.gov.au



**Policing Just Outcomes Project:
Improving Police Response to Adult Sexual Assault.**

A Research Project conducted by
Professor Caroline Taylor, Principal Investigator
Miss Jennifer Turnley Masters Candidate

INFORMED CONSENT

BY PARTICIPATING IN THE ONLINE QUESTIONNAIRE, I AGREE TO PROVIDING MY INFORMED CONSENT AS FOLLOWS

I hereby consent to being questioned in the above research study.

The research program in which I am being asked to participate has been explained fully to me verbally or in writing, and any matters on which I have sought information have been answered to my satisfaction.

I understand that: all information I provide will be treated with the strictest confidence and data will be stored separately from any listing that includes my name and address.

- aggregated results will be used for research purposes and may be reported in scientific and academic journals
- I am free to withdraw my consent at any time during the study in which event my participation in the research study will immediately cease.
- In the case of my withdrawal I understand any information I have given will not be able to be taken out due to all the participants not being identified during the interviews.
- All information contained in the survey tool will be de-identified before use in any report or published document. Participant personal details will only be accessible by the

researcher. No identifying information about participants will be used in any material arising from the project.



**Policing Just Outcomes Project:
Improving Police Response to Adult Sexual Assault.**

A Research Project conducted by
Professor Caroline Taylor, Principal Investigator
Miss Jennifer Turnley Masters Candidate

INFORMED CONSENT

Consent (fill out below)

I(name) _____ Reg /Emp No _____

hereby consent to being interviewed or questioned in the above research study.

The research program in which I am being asked to participate has been explained fully to me verbally or in writing, and any matters on which I have sought information have been answered to my satisfaction.

I understand that: all information I provide will be treated with the strictest confidence and data will be stored separately from any listing that includes my name and address.

- my participation may be audio-taped
- aggregated results will be used for research purposes and may be reported in scientific and academic journals
- I am free to withdraw my consent at any time during the study in which event my participation in the research study will immediately cease.
- In the case of my withdrawal I understand any information I have given will not be able to be taken out due to all the participants not being identified during the interviews.
- All information contained in the transcript and survey tool will be de-identified before use in any report or published document. Participant personal details will only be accessible by the researcher. No identifying information about participants will be used in any material arising from the project. Audio tapes will be destroyed when transcription is complete, in accordance with Edith Cowan University policy and procedures.

SIGNATURE: _____ DATE: _____

Appendix 8. SOCIT Course Syllabus for the observed SOCIT Course held from 19 July to 13 August 2010

<u>Investigating Sexual Offences & Child Abuse Course 02/10</u>									
<u>19/07/10 TO 13/08/10</u>									
<i>WEEK 1 - ROOM 2.72 (F.I.C. CLASSROOM)</i>									
	0800-0840	0850-0930	0940-1020	1030-1110	1120-1200	1230-1310	1320-1400	1410-1450	1500-1600
Monday 19/07/10	Course Opening		SOCIT Philosophy & Background	SOCIT Transition		Introduction to Victimology			
Tuesday 20/07/10	Introduction to Offenders/Offending					Grooming - 'The Whole Story'			
Wednesday 21/07/10	Victims - Child Development					Memory - Impact of Trauma			
Thursday 22/07/10	Interviewing Theory (victim/witness)						Code and Tally Pre-course I/V		
Friday 23/07/10	Briefing	School Visit		VATE Procedural Guidelines				Debrief	

WEEK 2 - ROOM 2.72 (F.I.C. CLASSROOM)										
	0800-0840	0850-0930	0940-1020	1030-1110	1120-1200	1230-1310	1320-1400	1410-1450	1500-1600	
Monday 26/07/10	Briefing	Assessment VATE Interview (Role Players)								
Tuesday 27/07/10	Briefing	Assessment VATE Interviews (School Children)								
Wednesday 28/07/10	Developmental Review	CASA - Victim - GLLO			Cultural Diversity/MLO		F/V Safety Notices	Family Violence & Child Abuse		
Thursday 29/07/10	DHS Joint Investigation - Child First - T.T.O.s					Child Abuse Case Study			Briefing	
Friday 30/07/10	VIFM		Court Transcript	VFPMS		SOCIT/DHS Collaboration		Code & Tally		

WEEK 3 - CLASSROOM 3.71									
	0800-0840	0850-0930	0940-1020	1030-1110	1120-1200	1230-1310	1320-1400	1410-1450	1500-1600
Monday 02/08/10	I.D. & Communication Failure					Mental Health			
Tuesday 03/08/10	Cog Impaired Briefing	Assessment VATE Interviews - Cognitive						Developmental Review	
Wednesday 04/08/10	SUDI Morning					I/V Theory Part 2 - Cognitive I/V			
Thursday 05/08/10	Briefing	Legislation	Pretext	Drug & Alcohol Facilitated Sexual Assault (incl. The ARM)		ICET	Child Porn / E Crime		
Friday 06/08/10	Sex Offender Register - Intel, Proactive Legislation - Risk Assessment Tool								

WEEK 4 - CLASSROOM 3.71

	0800-0840	0850-0930	0940-1020	1030-1110	1120-1200	1230-1310	1320-1400	1410-1450	1500-1600
Monday 09/08/10	Check Transcript/ Code & Tally	Suspect Interviewing Theory							
Tuesday 10/08/10	Suspect Rapport Building & Planning								Debrief
Wednesday 11/08/10	Suspect Interview Pracs								
Thursday 12/08/10	OPP, Specialist Sex Offences Unit, County Court, Child Witness Service								
Friday 13/08/10	Look after yourself	Final Exam/Course Debrief	Surviving Sexual Assault	Course Closure					

Appendix 9. Ratings provided by Trainees for content and delivery for each Curriculum theme.

Ratings provided by Trainees **														
Curriculum Theme	Source	1		2		3		4		5		Total rated		Total sheets
		Poor		Needs Improvement		Neutral		Good		Excellent		n	%	
		n	%	n	%	n	%	n	%	n	%	n	%	
Victimology - Session Content - Feedback Sheets	SFS	0	0%	0	0%	9	6%	52	35%	86	59%	147	81%	182
Victimology - Session Content - Questionnaire	OQ1	0	0%	1	0%	14	6%	100	38%	149	56%	264	100%	
Victimology - Session Delivery - Feedback Sheets	SFS	0	0%	0	0%	6	4%	46	34%	82	61%	134	74%	
Victimology - Session Delivery - Questionnaire	OQ2	0	0%	0	0%	2	5%	15	34%	27	61%	44	100%	
Total - Victimology		0	0%	1	0%	31	5%	213	36%	344	58%	589	100%	
Sex Offenders - Session Content - Feedback Sheets	SFS	0	0%	0	0%	2	3%	23	40%	33	57%	58	88%	66
Sex Offender - Session Content - Questionnaire	OQ1	1	1%	3	2%	5	4%	46	35%	77	58%	132	100%	
Sex Offenders - Session Delivery - Feedback Sheets	SFS	1	2%	0	0%	2	4%	20	38%	30	57%	53	80%	66
Total - Sex Offenders		2	1%	3	1%	9	4%	89	37%	140	58%	243	100%	
SOCIT Skills - Session Content - Feedback Sheets	SFS	1	1%	2	2%	7	6%	42	36%	65	56%	117	80%	146
SOCIT Skills - Session Content - Questionnaire	OQ1	0	0%	2	2%	12	9%	78	59%	40	30%	132	100%	
SOCIT Skills - Session Delivery - Feedback Sheets	SFS	0	0%	2	2%	8	7%	37	35%	60	56%	107	73%	146
SOCIT Skills - Session Delivery - Questionnaire	OQ2	0	0%	1	1%	2	2%	33	25%	96	73%	132	100%	
Total - SOCIT Skills		1	0%	7	1%	29	6%	190	39%	261	53%	488	100%	
SOCIT Support - Content - Feedback Sheets	SFS	7	5%	15	10%	25	16%	52	34%	53	35%	152	71%	214
SOCIT Support - Delivery - Feedback Sheets	SFS	3	2%	19	14%	23	17%	44	32%	49	36%	138	64%	
SOCIT Support - Sessions - Questionnaire	OQ1	26	4%	31	5%	186	30%	266	43%	103	17%	612	100%	
Total - SOCIT Support		36	4%	65	7%	234	26%	362	40%	205	23%	902	100%	
Total		78	2%	87	2%	372	11%	1346	38%	1695	48%	3542	100%	608

Key for Appendix9.

****Ratings Provided by Trainees**

SFS - Trainee ratings on Session Feedback Sheets - Content & Delivery

1. Poor
2. Needs improvement
3. Neutral
4. Good
5. Outstanding

OQ1 - Trainee ratings of Session Content (online questionnaire Q.16-19)

1. Irrelevant
2. Inadequate needs improvement
3. Neutral, No Comment, Cant remember
4. Good relevant & informative
5. Excellent useful & highly relevant

OQ2 -Trainee ratings of Session Delivery (online questionnaire Q. 14)

1. Unsatisfactory
2. Poor
3. Neutral
4. Good
5. Excellent

Appendix 10. Full list of responses to Questions 29 and 30 including percentages of false reports, as reported by online survey respondents.

respondent no.	gender	age	rank	location	Work Unit	Total Years Policing Experience	Experience in Sexual Offences	SOCIT Course Attended (Year)	Q. 29 Changes in your ideas and attitudes towards survivors of sexual violence	% of sexual assault reports believed to be False	Rounded %	Comments re: Q.30
13	Female	50-59	Sgt or above	Metro	SOCIT	32	9 years	2009	very much	< 1	<5	This office has had 2 this year...that would equate to less than 1%. I think it is important to understand that sometimes people report what they believe may be a sexual assault which, after investigation, shows that no offence occurred. We do have quite a few of these ... but it doesn't mean they are false reports! The only way to determine what has occurred is to properly investigate the event / incident reported to police.
19	Male	40-49	DSC or below	Metro	SOCIT	24	15 years	2010	very much	1	<5	very little - 1%
7	Female	30-39	DSC or below	Rural	SOCAU	10	2.5 years	2009	very much	2	<5	Very little - maybe 2%
14	Male	30-39	DSC or below	Rural	SOCIT	16	4 months	2009	neutral	2	<5	2%
34	Female	40-49	DSC or below	Metro	SOCAU	9	1 year	2011	a little	2	<5	2%

respondent no.	gender	age	rank	location	Work Unit	Total Years Policing Experience	Experience in Sexual Offences	SOCIT Course Attended (Year)	Q. 29 Changes in your ideas and attitudes towards survivors of sexual violence	% of sexual assault reports believed to be False	Rounded %	Comments re: Q.30
32	Male	40-49	Sgt or above	Metro	SOCAU	21	18 months	2010	a little	<3	<5	less than 3 %
38	Male	50-59	Sgt or above	Rural	SOCIT	30	18 months	2010	very much	2 - 3	<5	2 - 3% at the most. Of these, very few again are malicious and the remainder are attention seeking / cries for help.
30	Female	40-49	Sgt or above	Rural	SOCIT	18	10 years	2010	very much	3	<5	3%
6	Female	40-49	DSC or below	Rural	SOCIT	10	3 years	2011	very much	5	<5	5 percent
31	Male	40-49	DSC or below	Rural	SOCIT	12	2 years	2010	a little	5	<5	5 %
21	Male	40-49	Sgt or above	Rural	SOCIT	20	limited	2011	very much	< 5	<5	less than 5%
22	Male	30-39	DSC or below	Metro	SOCIT	16	various	2010	very much	< 5	<5	Less than 5%.
35	Female	30-39	DSC or below	Metro	SOCIT	12	5 years	2011	very much	5 -1 0	5-10	I think only around 5-10% are genuinely false, however I think there are a lot of reports where the actual circumstances are quite different from what the person is reporting to have happened - for various reasons (often unintentional).
3	Male	50-59	Sgt or above	Metro	Other	27	20 years	2010	neutral	5 - 10	10	5%-10%
11	Female	30-39	DSC or below	Metro	SOCIT	7	4 months	2011	very much	<10	<10	less than 10%

respondent no.	gender	age	rank	location	Work Unit	Total Years Policing Experience	Experience in Sexual Offences	SOCIT Course Attended (Year)	Q. 29 Changes in your ideas and attitudes towards survivors of sexual violence	% of sexual assault reports believed to be False	Rounded %	Comments re: Q.30
20	Female	25-29	DSC or below	Metro	SOCIT	6		2011	a little	10	10	10%, some have aspects which are exaggerated ect for various reasons rather than being 100% false
23	Male	30-39	DSC or below	Metro	CIU	0	various	2011	very much	10	10	10%
24	Male	30-39	DSC or below	Metro	SOCIT	17	8 years	2010	neutral	10	10	10%
25	Male	30-39	DSC or below	Rural	CIU	12	regular	2011	very much	10	10	10%
33	Male	40-49	DSC or below	Rural	SOCIT	26	7 years	2011	a little	10	10	10%
27	Female	40-49	DSC or below	Metro	CIU	22	14 years	2010	neutral	20	20	20 PERCENTS - 1 IN 5
44	Male	40-49	DSC or below	Rural	Other	23	10 years	2010	very much	20	20	20 percent
16	Female	30-39	DSC or below	Metro	SOCIT	11	5 months	2011	very much	25	25	1 in 4 I think to prove it's false is one thing. I think sometimes people withdraw from complaints because they know they have made it up and there are less of them who will admit it.

respondent no.	gender	age	rank	location	Work Unit	Total Years Policing Experience	Experience in Sexual Offences	SOCIT Course Attended (Year)	Q. 29 Changes in your ideas and attitudes towards survivors of sexual violence	% of sexual assault reports believed to be False	Rounded %	Comments re: Q.30
9	Male	40-49	DSC or below	Rural	SOCIT	15	6 years	2010	a little	10 - 30	30	10% not many are entirely false (made up) however a larger percentage about 30% either don't give the whole story or try to better their position especially when the Family Law Court is involved.
36	Male	40-49	DSC or below	Metro	Other	16	2 years	2011	a little	30	30	30%
26	Male	30-39	DSC or below	Metro	SOCIT	7	6 months	2011	very much	40	40	About 40%. So many people come in with agendas and motivation to make a false report for financial gain, spite or revenge.
28	Male	50-59	Sgt or above	Rural	Other	37	30 years	2011	a little	40 - 50	50	40 - 50%
39	Female	40-49	DSC or below	Metro	SOCIT	16	6 months	2009	a little	50	50	50%
29	Male	40-49	DSC or below	Metro	CIU	20	8 years	2009	neutral	>50	50	At my level as a senior investigator - more than half the reports/cases I (crew) investigates turn out to be false reports!
40	Male	40-49	DSC or below	Metro	SOCIT	21	18 months	2011	a little	80	80	80%. And I justify this as 80% of victims dont tell us all the facts. Some blatantly lie and others bend the truth.
1	Female	30-39	DSC or below	Metro	SOCIT	18	2 years	2009	a little			Too many
2	Female	30-39	DSC or below	Metro	Other	13	14 months	2011	a little			High proportionate

respondent no.	gender	age	rank	location	Work Unit	Total Years Policing Experience	Experience in Sexual Offences	SOCIT Course Attended (Year)	Q. 29 Changes in your ideas and attitudes towards survivors of sexual violence	% of sexual assault reports believed to be False	Rounded %	Comments re: Q.30
4	Male	40-49	DSC or below	Metro	SOCIT	22	< 1 year	2010	a little			
5	Male	40-49	DSC or below	Metro	SOCIT	16	7 years	2011	a little			Not my place to judge
8	Male	40-49	Sgt or above	Metro	Other	23	15 years	2009	neutral			I'm not dealing with offenders in this field enough to make a valued comment.
10	Male	30-39	DSC or below	Rural	SOCAU	13	3 years	2009	very much			I believe that actual deliberate false reports is very very low.
12	Male	50-59	Sgt or above	Metro	SOCIT	35	limited	2011	very much			I continue to believe, at least in my region, that there are relatively few FALSE reports. Many, however, cannot be substantiated.
15	Female	50-59	Sgt or above	Metro	Uniform	26	9 years	2009	a little			Unable to say.
17	Male	50-59	DSC or below	Metro	SOCIT	27	15	2010	not at all			Very few.
18	Male	40-49	DSC or below	Rural	SOCIT	26	20 years	2009	not much			The % of false reports I believe is quite low, particularly after processes are explained to the victims.
37	Male	25-29	DSC or below	Rural	SOCAU	9	3 years	2011	a little			Only a small percentage. Some can also be embellished due to the victim's background and perspective.

respondent no.	gender	age	rank	location	Work Unit	Total Years Policing Experience	Experience in Sexual Offences	SOCIT Course Attended (Year)	Q. 29 Changes in your ideas and attitudes towards survivors of sexual violence	% of sexual assault reports believed to be False	Rounded %	Comments re: Q.30
41	Male	40-49	DSC or below	Rural	CIU	20	6 years	2010	a little			children - very few late teenagers - more than what you would think adults reporting historical sex offences - very few adults with cognitive impairment- same as the teenagers. Sorry can't put a % on these however its my belief that cognitive impaired and teenagers would make up most of the false reports
42	Male	40-49	DSC or below	Metro	CIU	21	8 years	2010	a little			I don't wish to comment on this.
43	Male	40-49	DSC or below	Metro	CIU	20	7 years	2009	neutral			It is virtually impossible to determine how many of these offences are "false", due to being unable to prove or disprove quite a significant amount.