

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT

PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment_Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

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

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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Component 1 50%	Area of Professional Practice	Word count
Task 1	Maintaining Professional Standards	2000

	Leadership and Team-working Wellbeing and Resilience	
Task 2	Vulnerability and Risk Evidence-based policing	2000
Task 3	O.C.P	2000 equivalent
Task 4	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 4		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	

Task 5	Personal study/learning plan	2000
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Task 1

Relevant areas of the National Policing Curriculum: Understanding the role of a constable, maintaining Professional Standards, Leadership and Team-working, Wellbeing and Resilience

Critically evaluate theories of team dynamics as a means of developing team cohesion (reasons why some teams cannot function, theories and models relating to team dynamics, ways to improve team cohesion) and to what extent group dynamics are shaped by wider organisational cultural norms.

Consider why inter-personal conflict can occur within a team and outline what strategies can be adopted to enhance individual and team performance.

Consider how team dynamics within the police service can result in failing to comply with professional standards requirements demonstrating an understanding of organisational justice in a policing context (Code of Ethics, policies, procedures, protocols, or legislation).

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

ANSWER:

This essay will critically evaluate the theories of a team dynamic by exploring the reasons why some teams cannot function. In order to explore these areas this essay will consider the theories and models in relation to a team dynamic and building team cohesion. In addition to this, the essay will establish the reasons why inter-personal conflict can occur within a team whilst outlining strategies which can be adopted to improve team performance. Having critically evaluated these theories the essay will then discuss how team dynamics within the police service can result in some individuals failing to comply with the professional standards requirements of the organisation.

The term 'Team' can be used to "*refer to any group of people who work together*" (Collins English Dictionary, 2022). The use of people working together enables the different behaviours, strengths and weaknesses of individuals to come together which creates a team dynamic within that group. In order for teams to be effective, the team must develop over

time. There are several theories in relation to team dynamics and this essay will now critically evaluate some of these theories as a means of developing team cohesion.

In 1965 Bruce Tuckman developed his theory of the 5 stages of team development. This theory explores the 5 phases of developing a team. This is a widely recognised theory and to this date is used within organisations to develop successful teams. *“Tuckman’s hypothesis that groups go through the stages of ‘forming’, ‘storming’, ‘norming’ and ‘performing’ ... a fifth stage, ‘adjourning’ was added to the hypothesis”* (Tuckman and Jensen, 1977).

The first stage, ‘forming’. This is the stage where a group of individuals’ come together to work towards the same task or end goal whilst under supervision. Individuals within this stage will *“Establish relationships with leaders, organizational standards, and each other”* (Bonebright, 2010) within this stage motivation will be high amongst individuals as they embark on a new challenge and seek to impress others. The second stage in which the group will undergo is the stage of ‘storming’, within this stage the group may begin to feel overwhelmed by the task set ahead of them and the group may lack experience which may lead to inter-personal conflict due to frustration around roles within the group (Largent, 2016) or even due to personality traits clashing to achieve the end goal. The third stage is the ‘norming’ stage, within this stage the group will begin to resolve any conflict and share ideas towards the end goal or task and they may become more cohesive (Natvig and Stark, 2016). This then leads onto the fourth stage, ‘performing’ within the performing stage the group performs and forms a team. The team are aware of their ability to reach the end goal. This was the final stage of Tuckman’s model until 1977 when the ‘adjourning’ stage was added, which is where *“The team reaches some kind of termination – through task completion, or membership disruption”* (Rickards and Moger, 2000).

Tuckman's model suggests that teams are formed and adapt at each stage in order to develop a successful team. However, it is argued that, this model may not be the most effective due to time constraints within each stage and the linear process between each stage, it is argued that "*Teams may never get out of storming*" (Alvares, 2019). This may be due to interpersonal conflict which may occur within the storming stage leading the group to adjourn at this point or with no dedicated time scales within each period, some stages may take years to progress from. It is also argued that due to each element of development taking place within an individual stage, this may result in some stages being missed or even skipped and therefore missing stages of crucial development (Smith, 2005). Having said this, Tuckman's model is still widely recognised over half a century since its development and is used worldwide to develop successful teams.

Having analysed Tuckman's theory of developing a team, there are several other theories that suggest alternative means of developing a successful team and building team cohesion.

Belbin (2022) suggests that in order to secure a successful team there is a requirement for a mix of behaviours within individuals within the group. These behaviours are outlined within Belbin's nine team roles; however, this does not require nine individuals within the team.

These nine team roles are divided into three subcategories. The first category being the social roles, which are the following: the resource investigators, the team workers and the coordinators. The second subcategory includes the thinking roles of the plant, the monitor evaluator and the specialist and the final subcategory of the action roles includes the shaper, the implementer and the completer finisher (Belbin, 2022). Belbin's theory is used to identify which team role the individual lays within and also identifies the individual's strengths and weaknesses within the group, suggesting that a mix of behaviours allows the correct balance

within the team and having outlined their strengths and weaknesses it allows the individual to contribute to the team accordingly, minimising conflict and aims to achieve the successful team goal.

In addition to this, Belbin's model was adapted by Peter Honey in 1988 which alternatively looks at only 5 team roles which include: the leader who ensures everyone plays their part towards the objectives. The challenger who challenges ineffectiveness within the team. The doer strives for the team to complete tasks. The thinker takes upon the role of considering ideas and the supporter, supports the team and eases tensions (Oxford University Press, 2019).

By developing a successful team by the means of a mix of behaviours, it is vital to consider that Belbin's model was developed for a work setting (Belbin North America, 2020) and may be argued that this theory may not be the most appropriate approach when developing a team outside of a working environment. In addition to this it outlined by Max Isaac (2020) who is the CEO of Belbin North America that the Belbin theory and also Honey's theory only measures behaviours in regards to team work and does not take into account the individuals personality traits and how this may impact the team's development and the cohesiveness of the team dynamic which may result in conflict within the team, or even for the team to fail to work together and develop into a successful team.

Having analysed some theories of developing team cohesion to enable a successful team it is important to understand the reasonings behind why some teams cannot function or fail to perform to their required standards, despite there being several theories of improving team

cohesion as explored above. It is argued that *“Making a team functional and cohesive requires levels of courage and discipline that many groups cannot master”* (Lencioni, 2006).

There are several reasons to consider why some teams cannot function, these include individual roles are unclear, Belbin and Honey outline clear roles within a team in order to develop a successful team. However, other elements may include lack of motivation or leadership styles.

In 2005 Lencioni introduced the 5 dysfunctions of a team model, outlining why some teams cannot function. The first dysfunction being the absence of trust. Without the ability to trust others within the team, the team may fail. This is then followed by the fear of conflict. Conflict within a team enables discussion amongst individuals which may identify areas for improvement. The third dysfunction is the lack of commitment by individuals can impact the team as a whole. The fourth dysfunction being avoidance of accountability can result back to lack of trust within the team and the final dysfunction of inattention to results and lacking motivation towards the shared end goal may result in the team to fail (Soundview, 2009). The use of Lencioni’s model allows individuals and leaders to understand that teams can be dysfunctional in order to address these areas. It is outlined *“That it is difficult to master these five dysfunctions, because a team’s situation is always changing”* (Belbin, 2022). With ever changing situations or circumstances it may be difficult for a team to reach its full potential and therefore may fail as a team as a result of these dysfunctions.

As stated above, the fear of conflict is outlined as a dysfunction within a team, suggesting that conflict is prevalent within a team. This is supported by Tuckman’s theory whereby it is outlined that conflict occurs within the ‘storming’ stages. Bryant-Smith (2018) outlines that interpersonal conflict can occur within a team due to several factors including gossip

culture, unprofessional conduct and toxic personalities. It is essential to eliminate team conflict to ensure a successful team.

Having considered the reasons why some teams fail it is also important to establish strategies in place to improve team performance. Maslow's hierarchy of needs theory looks at individuals needs to be met in order to increase motivation to achieve more by themselves or to ensure motivation is high whilst pursuing a group task. Maslow's hierarchy of needs outlines the basic needs of an individual that are to be met to improve motivation. Maslow's theory covers the following elements: Physiological needs, safety needs, social needs, esteem needs and self-actualisation (BBC, 2013). It is stated that *"Managers use Maslow's hierarchy to identify the needs of their staff and help them feel fulfilled"* (BBC, 2013). By satisfying the needs of individuals this may contribute to enhancing the individual themselves or their team's performance whilst improving the team cohesiveness. By meeting the individuals needs and ensuring staff feel fulfilled the leaders will be working towards a transformational leadership style. *"Transformational leaders inspire and motivate followers in ways that go beyond exchanges and rewards"* (Aarons, 2007) and will aim to motivate the team towards the same organisational vision, outlining that the team dynamics can be shaped by the organisation. This is prevalent within the police service, with each individual having to comply with the code of ethics and policing principles, this ensures that the individuals are aware of their expectations within the role. In addition to this, the police service releases a policing visions for the following 10 years. These visions *"Will shape decisions... this vision comes from the service itself. It must inspire officers, staff and volunteers"* (NPCC, ND). This demonstrates that there are clear expectations for all individuals within the police service and each member will work towards this as part of a

team within their department. Transformational leaders will inspire their teams towards the organisation's vision.

However, having stated above that individuals within the police service must comply with the code of ethics and policing principles. It is argued that team dynamics within the police service can result with individuals failing to comply with their professional standards requirements. The dysfunctions of a team outlined above also occurs within professional workplaces such as the police service, outlining that interpersonal conflict will occur within the police. If dealt with correctly the conflict may be used as a healthy discussion within the team to address problem areas and to progress. However, unresolved conflict between individuals may escalate and result in verbal or physical violence or even workplace bullying. Verbal and physical violence or bullying within the police service may result in individuals being *"Personally liable for the unlawful acts committed in the course of their employment"* (Police Federation, 2017) and therefore failing to comply with the police service professional standards. In addition to this, 'canteen culture' *"Whereby the prevalent attitudes inhibit officers from reporting or speaking out"* (Collins, 2022) may be recognised within the police service. Whereby teams are built, and friendships are formed within, officers may engage in discussions in areas of privacy (canteen), during this time *"Police officers have a tendency to socially isolate themselves from the citizens they serve, resulting in a disconnect between the public and the police officers"* (US Department of Justice, 2004). As a result of this some officers may fail to comply with policing principles and code of ethics in regard to conduct whilst in work, by failing to challenge improper behaviour amongst colleagues and friends.

As outlined above, the dysfunctions of a team may be difficult to address in an ever-changing situation. Within the police force, situations and teams are constantly changing and therefore suggests that these dysfunctions may not be resolved. These dysfunctions include the avoidance of accountability. Police officers within the United Kingdom must comply with the code of ethics and policing principles. Outlined within the policing principles officers *“Are answerable for decisions, actions and omissions”* (College of Policing, 2014) and therefore are accountable. Although avoidance of accountability is outline as a dysfunction within a workplace team, within the police service the avoidance of accountability may result in officers failing to comply with standards.

In conclusion, this essay has evaluated theories in regard to team dynamics, although it is suggested that the theories outlined work best in a workplace environment. It is important to consider the professional workplace of the police service and how the dysfunctions of a team and the conflict during the development stages of a team may result in officers failing to comply with professional standards.

Word Count: 2190.

Task 2

Relevant areas of the National Policing Curriculum:

Vulnerability and Risk, Evidence-based policing

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

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

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

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

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

ANSWER:

This essay will outline a brief description of an incident in which I played a significant role with a victim of crime, whilst reflecting on what had happened at the incident. This essay will then critically evaluate the appropriateness of different approaches in supporting or managing vulnerable people or people at risk of harm, whilst exploring what works in relation to tackling repeat victimisation and repeat offending.

Within the United Kingdom there are several legislations which ensure safeguarding for vulnerable people or people at risk of harm. These legislations ensure that professionals and the police have a duty of care to protect those at risk. A vulnerable person is defined by Department of Health (2000) as a person *“Who is or may be in need of community care services by reason of mental or other disability, age or illness, and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation”*. Additionally, a person may be at risk of harm from several aspects including the following which is outlined by the NHS Borders (2022) as Physical, Emotional, Psychological, Neglect, Financial or harm by Sexual Abuse. Although there is legislation in place for professionals and police to act upon, the responsibility to report any concerns for safeguarding an adult is upon everyone.

This essay will now reflect on an incident in which I played a significant role with a victim of crime, which involves that of a case of domestic related stalking, harassment and burglary whereby the victim was the ex-partner of the offender. In addition to this, the reflection will outline the importance of safeguarding victims of crime. In order to reflect on this incident Driscoll’s What Model will be utilised. Driscoll’s model was introduced in the 1990s and allows the reflection by the use of three questions. What? So, what? and Now what? (University of Cambridge, ND).

What?

In this matter the victim was a young female adult who was a single mother of two young children under the age of 5 and the perpetrator was her ex-partner. Initially the victim reported this incident to police to report that the perpetrator had breached his bail conditions

which he had placed upon him for a previous domestic related assault against her. However, upon mine and my colleague's attendance it became apparent that this matter was far more serious than a breach of bail conditions. The use of body worn video (BWV) was utilised within this incident in line with force policy. This is vital to capture first accounts of domestic incident and *"May help to support the CPS to achieve enhanced sentencing to prosecute... domestic abuse offenders"* (College of Policing, 2014). The victim disclosed to me that the perpetrator had messaged her on a daily basis since his previous arrest on social media, which subsequently breached his bail conditions. In addition to this, the victim disclosed that the perpetrator had attended her street and watched her with her children enter the address on a weekly occurrence. Following these disclosures, I have discussed with the victim her options in regard to dealing with the matter. The victim wished to make a formal complaint for the offence which amounted to stalking and harassment due to the perpetrators course of conduct on several occasions. Whilst obtaining a statement the perpetrator continued to message on social media. I have advised the victim to block the perpetrator on all forms of social media. I have provided the victim with online privacy advice to ensure her safety online. Whilst obtaining the statement my colleague has attended at neighbours addresses to conduct golden hour enquires of obtaining any other evidence by the means of CCTV. It was at this time we realised this matter was far more serious in terms of the victim and her children's safety. Upon viewing neighbour's CCTV, it was captured that the perpetrator had entered the victims home address on one occasion without the victim's knowledge whilst she was upstairs with her children. At this time, the victims safeguarding was paramount, and I have advised the victim to stay with a family member whilst arrest enquires were conducted for the perpetrator. The victim was offered support by the means of victim support, domestic abuse agencies and referrals put in place to other agencies by a public protection notification for her and her children. The perpetrator was arrested, and the victim was then updated of his arrest.

So, what?

Having explored the incident, this reflective cycle allows for the reflection on the impact of this incident. Initially before attending to the report which was graded with an initial response time of one hour. I was considering the safeguarding available for the victim as it was recorded as a breach of bail conditions which outlined there has been previous history and that the perpetrator was not concerned for the consequences of his actions to breach these conditions. Upon arrival at the address where young children were present and the victim was visibly distressed I felt that not only was it my duty to safeguard the victim but to ensure she felt safe in her own home with her children. The victim explained that she was unsure of what police action that could be taken, to which I have fully explained the process to her and ensured that she was kept up to date at every stage and was provided my work contact number as her single point of contact. Upon discovering that the perpetrator had entered the address my considerations turned towards the victim and her children's safety at that moment of time and I believe that conveying the victim away from the address with her children was the best approach for her safety until the preparators arrest. Looking back on the incident now I believe that the best action was taken in regard to safeguarding the victim and this was evident upon the victim's gratitude following the update of the perpetrators arrest. I believe that positive action was taken to ensure that the victim was safe and that all safeguarding elements were explored with the victim at that moment in time.

Now what?

Although the best outcome was achieved at the time of this incident, it is vital to consider the implications should the victim have declined the support available to her. This incident outlines the importance of completing golden hour enquires promptly which in this case discovered that the victim was at a significant level of risk from the perpetrator. Within this case the victim was in a position which allowed her to leave her home address. However, in many incidents this may not be the case. In future I will ensure that golden hour enquires are completed at the earliest opportunity and ensure that all processes are fully explained to victims and witnesses. In addition to this I will ensure that all safeguarding elements are explored and that I continue to remain up to date with all available training in regard to domestic abuse.

Having reflected on an incident in which I played a significant role with a victim of crime, this essay now will critically evaluate the appropriateness of different approaches by professionals and the police in supporting or managing vulnerable people or people at risk of harm.

As outlined above *“The police have an essential role in protecting children and vulnerable adults from abuse”* (Home Office, 2016). With several elements that can deem an individual as vulnerable it is vital to understand the support available and their appropriateness.

Legislation such as Social Services and Well-Being Act 2014 imposes a duty on NHS staff to inform police and other agencies if they suspect an adult to be at risk (MDU, 2018). In addition to this the Care Act 2014 outlines responsibilities to protect those who are vulnerable and the Equality Act 2010 ensures there is no discrimination towards individuals with protected characteristics (CPD Online College, 2020). There are several areas of support available to vulnerable people and victims of crime. As outline within the incident above

safeguarding by the means of victim support was offered to the victim. This support is outlined as a victim's right within the victim's code. Victim support is an independent charity who support victims with a confidential service but will share information should there be a concern for safety (Victim Support, ND). In addition to this a Public Protection Notification (PPN) referral was put in place for the victim and her children, which is a risk assessment tool that allows officers to grade the risk level and make comments to be shared with the public protection unit and other agencies.

It is evident that support is offered by the means of information sharing between partner agencies, be it from the police, social services, GP's or private charities. The information sharing between multi-agency safeguarding hubs (MASH) has been outlined by the Centre of Excellence for Information Sharing (ND) as a system which allows agencies to become aware of the risks of each case immediately. However, it is argued that when a PPN is submitted by police officers "*There is no assurance that high-risk cases will be identified immediately*" (HMIC, 2015) arguably a crucial flaw in safeguarding high risk individuals as this information may not be available to the next agency in which the individual comes in contact with. Additionally, the Department for Education (2016) state that "*Poor information sharing between multi-agency partnerships has been identified as a compounding factor that can lead to serious harm, abuse or death*". This is supported by the Centre of Excellence for Information Sharing (ND) whereby it is suggested that information sharing is continuously raised within serious case reviews. This is evident in the introduction of Clare's Law whereby failings to inform victims of the risk of harm due to their partners previous history has resulted in the introduction of Clare's Law to allow sharing of information to prevent violence (Fitz-Gibbon and Walklate, 2016). Additionally, information sharing allows all agencies to be aware of any concerns which have been raised and will be escalated to the

appropriate channels, such as schools for children involved. Therefore, an essential tool to ensure all agencies are aware of any vulnerabilities however this system requires improvement for more efficient information sharing.

In addition to this there are other areas of support offered to those who are vulnerable or a person at risk of harm which would include the duty upon officers to make reasonable adjustment's in-line with the equality act to ensure that no one is discriminated against and are dealt with fairly. The support via the means of special measures are also offered to victims and witnesses should they require them whilst in court. These are provisions to help the vulnerable to provide best evidence in court (CPS, 2021). However, these provisions are considered based on each individual case and therefore, no guarantee that the victim will be supported via this means in court, which subsequently may hinder the evidence provided and leaving the victim feeling un-supported by the courts.

Having critically evaluated the support available, this essay will now explore what works in relation to tackling repeat victimisation and repeat offending. Repeat victimisation is defined by the Police Research Group (1997) as *"When the same person or place suffers from more than one incident over a specified period of time"* and a repeat offender are those who commit crimes on more than one occasion. These areas are a widely discussed topics with several theories as to why there is a re-occurrence. One core element for tackling repeat victimisation would include target hardening, which improves the individuals or the properties physical security (Gooch and Williams, 2015). Target hardening works alongside the Routine Activity Theory (RAT) which outlines three elements as to why a crime may occur. These three elements include: A suitable target, a potential offender and the absence of a capable guardianship (Tilley et al, 2015). The use of target hardening targets these areas

ensuring that the target is no longer suitable, in the case of the incident outline above this would be by the means of conveying the victim away from the address. Additionally, by ensuring there is no absence of a capable guarding this could be conducted by the means on installing CCTV or neighbourhood policing teams patrolling the area which improves security and reducing the likelihood of a repeat offender. Other elements which are used to tackle repeat victimisation and repeat offending include involving other agencies to work with both the victim and the offender and ensuring that information is shared correctly, that everyone involved are aware that the victims are repeatedly targeted and working with offenders to understand why they re-offend and to share this information. This can be completed by the means of evidence-based policing which uses research to guide with decision making and uses evidence to develop and share what works (Spooner et al, 2022). The use of evidence base policing will allow police forces to test and share information in relation to these areas to improve the police service response as a whole and provide an improved service for the public.

Word Count: 2199

Task 3

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below, you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 6001D; Policing in the Workplace 3 and in signing it will be equivalent to 2000 words.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: Natalie Megan Jones (Learner – electronic signature accepted.)

Date: 18/05/2022

Task 4

This is a reminder that this TASK 4 section is an opportunity for you to answer one question which should be relevant to the “advanced learning” area that you have chosen. The advanced learning lecture that you choose to attend will assist you in answering this task.

Choose 1 of these 5 options to answer

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

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

TASK 4 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

You should choose a serious collision that you have been involved in that **was of a complex nature**, in which you played a significant role in providing a response.

Task 4 Option 3:

Critically evaluate the evidence base for dealing with serious roads incidents and strategies that could be implemented to reduce the likelihood of it reoccurring.

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

Answer:

This essay will critically evaluate the evidence base for dealing with serious roads incidents. In addition to this, the essay will also critically evaluate the strategies that could be implemented to reduce the likelihood of it reoccurring, whilst considering a serious collision in which I have attended and played a significant role in providing a response.

In the United Kingdom the most common mode of transport is via the road and with approximately 35.9 million adults in England alone in the year 2020 holding a full driver's license (RAC Foundation, 2022) and 2.97 million young adults between the age of 16 and 25 holding a full driver's license (RAC, 2021). With a vast majority of individuals travelling by road, it is evident that accidents will occur on the roads. A serious accident is defined by the UK Government (2021) as *"At least one person is seriously injured but no person is killed"*. Within the United Kingdom it is suggested that young drivers are more likely to commit driving offences and therefore traffic officer's main roles are to detect and deter dangerous activity and to enforce legislation (Break, ND). The primary areas which are targeted by

police are the 'Fatal Five' which are five driving offences which are the main causes of serious or fatal road collisions. The fatal five include: Speeding, use of mobile phone whilst driving, careless or inconsiderate driving, no seat belt or driving whilst exceeding the prescribed limit for alcohol or drugs (Devon & Cornwall Police, 2014). With statistics outlining that *"Every 22 minutes someone is killed or seriously injured on the UK roads"* (Break, ND) it is paramount for officers to deal with these offences and for consideration to be made for future strategies to reduce the likelihood of reoccurrence.

Having considered the above, this essay will now outline a serious collision of a complex nature of which I played a significant role in as a response officer on scene. The incident occurred on a single carriageway whereby the speed limit for the road was 60mph. Upon arrival at the collision I have noticed that both vehicles had collided across both lanes with debris and a leakage of petrol from one vehicle. And the road needed to be closed. I situated the police vehicle to ensure that oncoming traffic were aware of an incident ahead and also allows time to stop as the road ahead would be closed for some time. I have approached the first vehicle and noticed a female was stuck in the driver's seat, she was able to communicate with me although was in serious pain from her lower body which was trapped under the steering wheel. I have examined the scene and noted that the female driver was the only individual who was injured, and all other passengers were accounted for and uninjured. At this time other agencies such as ambulance, fire service, recovery and highways maintenance were contacted, and I have remained with the trapped female providing reassurance until ambulance and the fire service arrived moments later. Following this I have approached the driver of the other vehicle who was with my colleagues. I have noted that the driver was unsteady on his feet and his speech was slurred. I have then requested the driver to provide a specimen of breath for analysis at the road side, to which he has blown over double the legal

limit of alcohol on his breath. Following this the driver was arrested for driving a motor vehicle on a road over the prescribed limit. During this time the fire service were able to remove the female from the vehicle and she was conveyed to the hospital for her injuries. Members of the public also reported the manner of driving from the male driver, stating that he exceeded the speed limit considerably before colliding with the female driver on the other side of the road head on.

Having outlined an incident involving a serious collision in which I played a significant role in and identifying road offences which lead to serious or even fatal road traffic collisions, this essay will now critically evaluate the evidence base for dealing with such serious road incidents and additionally will consider strategies that could be implemented to reduce the likelihood it to reoccur.

The initial police response and dealing with the incident at scene is crucial, as outlined above in the incident in which I played a significant role in, the male driver was arrested at scene for his manner of driving and for exceeding the prescribed limit of alcohol in his breath, both of which are identified as elements of the fatal five. However, police officer's response to different incidents is often scrutinised, this may be due to the use of officer discretion. Officer discretion allows that individual officer to decide the course of action when dealing with the incident. With many officers dealing with collisions by the means of exchanging details instead of investigating fully the cause of the incident and to deal with those responsible promptly. This is supported by Harfield (2013) whereby it is outlined that officers miss opportunities by failing to deal with those responsible by the means of education or training and therefore are missing the opportunity to reduce future risk. In addition to this, officers taking positive action at the scene allows for members of the public, the victim and the

perpetrator to be aware that this manner of driving is not tolerated within that police force.

The use of officers enforcing these powers which are in place, allows the opportunity to educate drivers and change their behaviour on the road. Reports suggest that areas of road traffic offences are deemed as socially acceptable for some drivers, this is prevalent within drivers' attitude towards speeding on the roads with The Sunday Times (2018) documenting that "*Nearly half of Britain's drivers believe it is acceptable to break the speed limit*". This is a crucial indicator that there is a need for change in drivers' attitude.

Having considered the need for a change in driver's attitude and behaviour there are several agencies currently working together along with the police to educate drivers and to deal with serious road incidents and disrupting criminality.

The use of the police working with the Driver and Vehicle Standards Agency (DVSA) allows both agencies to deal with drivers and vehicles and aims to reduce serious road incidents by the means of education and ensuring that vehicles are road worthy. DVSA officers and police officers have focused their campaigns on road safety. This is conducted by the means of stopping drivers and conducting examinations and as a result of these examinations, officers will issue fixed penalty notices or provide education to drivers to change their attitude towards their responsibilities on the road. Allowing officers to disrupt criminality on the roads and additionally identify other offences such as uninsured drivers. This is supported by Avon and Somerset Police (2022) whereby it is suggested that a police presence can deter criminality on the road and reinforce safe driving. However, it is vital to consider the cost implications of these campaigns with the need to resource police officers to assist the DVSA.

In addition to working with the DVSA the police also work in partnership with the Driver and Vehicle Licensing Agency (DVLA) whereby information sharing is key in order to deal with traffic incidents. The information sharing between partner agencies and the police “*Enables early intervention and preventative work*” (College of Policing, 2022). The use of information sharing between the DVLA and police was utilised within the incident outlined above as the relevant driver’s license checks were conducted on both drivers at the scene. However, information sharing between agencies must comply with data protection legislation and often carries time constraints between sharing. By improving information and intelligence sharing between partner agencies may contribute towards the likelihood of reducing the reoccurrence of serious road incidents and can identify those who utilise the roads to commit crime. Having said this, the DVLA have identified a strategy which is currently being trialled within the United Kingdom, whereby the DVLA have allowed police access to photographs by the licensing agency in order to identify drivers (GOV, 2021) which aims to tackle criminals utilising the roads to commit illegal acts and additionally may reduce the likelihood of serious road incident’s from occurring.

Whilst working with partner agencies allows the affective use of information sharing and allows all agencies to achieve the same overall goal of reducing serious road incidents. There are also implications in regard to cost and resources to facilitate such partnership work. In addition to this, the police take primacy in dealing with the incident regardless of the partnership work in place (College of Policing, 2013).

The police service also deal with serious road incidents by the means of campaign’s and with speed enforcement officers. These campaigns include drink driving operations and seatbelt campaigns and targeting other factors which contribute towards serious road incidents. The

drink drive campaign THINK! provides education by encouraging individuals to consider the impact of drink driving and not wearing seat belts with the aim to change the attitude and behaviour of young drivers by the means of social media. Additionally, THINK! have launched a new interactive content to allow individuals to consider the impacts of drink driving (THINK!, 2021). Meanwhile, the police conduct drink drive campaigns by conducting road side breath tests particularly through the festive period, which again contributes to the officer presence of tackling serious road incidents. However, it may be argued that vehicles are being stopped without a legitimate reason. Furthermore, the use of social media campaigns and interactive videos may be costly and provides great difficulty in determining their effectiveness in changing an individual's intentions.

It is evident that the evidence based for dealing with serious road incidents refers back to educating individuals with an aim of changing mindsets before setting into the vehicle, which is primarily conducted by the means of partner agencies working together.

Having critically evaluated the evidence base for dealing with a serious road incident, this essay will now consider the strategies that could be implemented to reduce the likelihood of these serious road incidents reoccurring.

Findings by the HMICFRS (2020) suggest that over previous years there has been a decline in the importance of roads policing and therefore are outlining for police forces to focus on enforcing legislation which is in place in regards to motoring offences and to work with road users to provide education and to work with partner agencies to share information and intelligence effectively. In addition to this, the NPCC have introduced their National Roads Policing Strategy. This strategy alone outlines areas to ensure safer roads and to "*Make our*

roads safer for everyone and can help reduce death and serious injury on our roads”

(NPCC, 2022). These strategies outline key objective over a 3-year period and what is expected to achieve these outcomes. Within the 2018-2021 strategy the objectives included safe roads by the use of ANPR cameras, safe speeds by engaging with the public as a means of raising awareness and additionally enforcing traffic offences. This strategy also outlined working with partner agencies to protect vulnerable road users to ensure their safety on the roads (NPCC, ND). The use of a national road strategy allows police forces across the United Kingdom to work towards the same outcome and outlines areas of improvement nationally for police forces to achieve and work towards safer roads.

Another strategy which has been implemented in many areas including the United Kingdom would include increasing penalties or fines for those committing traffic offences which contribute to serious road incidents. The increase in penalties or fines is likely to change the driver's attitude towards their manner of driving. It is recorded that by implementing higher penalties to new drivers within the New South Wales area of Australia for the offence of speeding, there has been a reduction in fatal road incidents by approximately 30% (Luke and Sharpin, 2019). Other options to consider for reducing serious road incidents could include reducing the prescribed limit to drink and drug driving in the UK to a zero tolerance.

Research suggests that since the zero-tolerance introduction in China in 2013 towards drink driving, there has been a decrease in road fatalities of approximately 6.81% within the space of a year (Wang et al, 2015). With other countries following in the introduction of zero-tolerance towards drink or drug driving, this may be a consideration for the United Kingdom as a strategy to reduce serious road incidents in future.

Other recommendations to consider to reduce the likelihood of reoccurrence of serious road incidents would include officers and partner agencies attending schools and colleges to educate young adults who are beginning to learn to drive. In addition to this, considerations into including the 'Pass Plus' scheme as a mandatory element following passing a driving test. The Pass Plus scheme is an addition 6 hours of training to improve driver skills and safety (GOV.UK, ND). Therefore, educating and training new drivers on their responsibilities on the road to encourage safe driving amongst young drivers.

Word Count: 2193

Task 5

Personal Study programme / Individual Learning Plan

The first learning outcome identified in the accompanying module descriptor (BMPP 6001D) asks that you formulate and implement a personal study programme to further enhance the development of your professional police practice. A template has been added for an 'Individual Learning Plan' that you can use for this task.

This task differs from the PDP that you have completed in your previous workbook in that this learning plan allows you to assess what level you believe you are in key knowledge, skills, and experience against where you believe you (and the force) consider you should be

– now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

2000 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Ensuring I am up to date with new legislations introduced.			10		7		1. To ensure I improve my knowledge on new legislation which has been introduced I will ensure I am researching new bills which are being passed through parliament. I will read into the new legislation to

						ensure I provide the best service to the community. I will conduct this on a monthly basis.
2. Attending court and providing evidence as a police officer.		7		4		2. To develop knowledge on attending court and providing evidence I will speak to experienced officers who have previously attended court and I will engage with witness support before attending court to ensure that I am prepared for my first experience and is conducted in an efficient and professional manner. I will ensure I am familiar with all

3. Improve knowledge whilst working with partner agencies			8		7		the exhibits to produce to the court. 3. To develop my knowledge whilst working with other agencies I will ensure I am aware of the local agency's to me to be able to provide the best support to victims and witnesses. In addition to this it will allow me to communicate efficiently with the community and agencies. This will be conducted by the use of police services intranet to
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						identify the agencies in my local area and the support they provide. Additionally, it will allow me to obtain any information sheets to signpost the community.
4. Knowledge in regard to mental health policy and procedures.			8		6	4. The rise in mental health related calls is evident within the area that I work, and the development of knowledge in regards to policy and procedure around mental health and the options available to officers to achieve the best outcome for the individual is paramount. To ensure I develop my skills in my knowledge of

5. Improving knowledge of local area.			8		7	policy and procedure I will speak to the mental health lead of the police service and I will familiarise myself with the mental health support within the local health boards to support those who are at need. 5. Development of knowledge of the local area is an area in which I would like to improve as it allows me to communicate effectively with colleague's whilst dealing with incidents. Additionally, allows me to be aware of my surroundings for my safety. I will improve this by driving and walking around my local area and engaging
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							with the community to familiarise myself with the area.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Volunteer for more Beat Duty Unit (BDU) events.		6		3			1. In order to develop my skills, I will volunteer to attend more beat duty unit events. This will allow me to meet more officers and will also allow me to develop my skills in dealing with big events with a large amount of people with a significant level of risk at the events. I will aim to attend one BDU event a month in different areas.
2. Expression of interest for taser course.		6		2			2. Skills to develop would be safety. By placing an expression of

3. Expression of interest for blue light immediate response course.			9	5		interest into a taser course. By developing skills and carrying taser allows me to deal with incidents of a serious nature whereby there is a significantly higher level of risk. This will also allow me to revisit my officer safety skills. I have already placed in an expression of interest for this course and have been placed on a course within the next few weeks. 3. Skills to develop would be driving skills. By applying for a blue light immediate response course this allows me to ensure my driving is at an advanced
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4. Attending attachment in other departments.			8	5		level and also ensures I can response to incidents efficiently. In order to develop these skills I will read the highway code and road craft and ensure that I am confident in my driving. I will aim to achieve the skill of a response driver within the next few weeks as I have placed an expression of interest in for the next upcoming courses. 4. Developing my skills in other departments to allow me to understand how CID officers deal with complex crimes and the level of expectation they
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						have on response officers whilst dealing with these matters. In addition to this departments such as the HUB to understand how to deal with prisoners correctly and completing casefiles. I will aim to achieve this within the next few weeks after I have conducted my attachments in each department.
5. Keeping up to date with officer safety training.			10		8	5. To ensure I maintain my officer safety skills I will revisit my officer safety training on a monthly basis. I will ensure I am using the police intranet to ensure I am up to date with all safety

							training and ensure I am completing relevant NCALTS in relation to safety. I will also be attending my annual officer safety training refresher courses to ensure this is complied with.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Attend incidents of a nature that I have never dealt with before.		7			5		1. To develop my experience, I will aim to attend incidents of a nature which I have never dealt with before. This will allow me to understand how to deal with the matter and build confidence in dealing with the matter again in the future. I will aim to achieve this by

2. Dealing with the community.			10		7	volunteering to attend calls that I have never dealt with before and I will communicate with officers and supervisors to establish how to deal with the matter effectively. I will conduct this whilst on my response shifts. 2. To develop my experience with working with the community I will research the community in which I am working to establish the trends of the area. I believe my experience as a special constable for 2 years has also assisted with this. I will take time to work with neighbourhood officers and I will
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3. Working with different departments.		7			5		attend events to engage with the community. 3. In order to develop my experience, I will request to work with different departments such as the public protection unit and custody in order to establish how different departments work together and how to improve my experiences as a response officer whilst working alongside these departments. I will aim to complete this attachment within the next few months whilst I am still in my probation period.
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4. Dealing with casefile and investigations of a complex nature.			8		7		4. I wish to develop my experience in dealing with casefiles and complex investigations, I will aim to achieve this by attending my HUB attachments and CID attachments. Having dealt with casefiles previously I will ensure that I am utilising my previous casefile to assist with future files.
5. More exposure to traffic incidents.			7		5		5. To develop my experience with dealing with traffic incidents I will place an expression of interest in attending an attachment with the road policing unit. In addition

							to this I will aim to take lead at any traffic incidents which occur within my local area and read into the legislations regarding dealing with traffic incidents.
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Bibliography

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

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