

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 BSc programme. Essentially, 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've 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/agh-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 will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

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.

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 very important.

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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 Worddoc 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 Leadership and Team-working Wellbeing and Resilience	2500
Task 2	Vulnerability and Risk Evidence-based policing	1500
Task 3	O.C.P	1000 equivalent
Component 2 50%		
Task 4	Policing the roads Conducting investigations.	2500
Task 5	Personal study/learning plan	2500 equivalent
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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).

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Strong leadership and good teamwork are an essential part of any successful organisation, including the police service. In a policing context, due to the complex nature of police work and the fact that the police service is a public service, team cohesion is vital in order to be able to maintain high levels of service and achieve the best outcomes possible for the public. Police officers also have an individual responsibility to uphold professional standards requirements which can be impacted upon negatively if there is a lack of team cohesion or poor team dynamics.

‘Team dynamics’ is defined as ‘the unconscious psychological forces that influence the direction of a team’s behaviour and performance (Myers, 2013). In this essay, I will begin by discussing the different theories behind team dynamics. Further to this I will discuss the extent of which group dynamics are shaped by wider organisational cultural norms.

I will then consider why inter-personal conflict can occur within a team setting. Inter-personal conflict has been defined as “a dynamic process that occurs between interdependent parties as they experience negative emotional reactions to perceived disagreements and interference with the attainment of their goals” (Barki & Hartwick, 2004). I will then go on to discuss the strategies available to enhance both individual and team performance.

Lastly, I will consider how team dynamics within the police service can lead to police officers failing to comply with the professional standards requirements. I will also consider organisational justice and how this is affected by team dynamics.

For a team to work successfully it is important to develop good cohesion and a positive 'team dynamic' between the individual members of the team. There are a number of different theories that attempt to break down and identify the different individuals that are required to build a successful and cohesive team. According to Belbin (2010), there are a set number (9) of behaviours which can make an effective contribution to a team. These behaviours are also described as 'team roles'. From his research, Belbin deduced that in order for a team to be effective a team would need input from each of these 9 team roles. The nine Belbin Team roles are: Resource Investigator, Teamworker and Co-ordinator (the 'Social' roles); Plant, Monitor Evaluator and Specialist (the 'Thinking' roles), and Shaper, Implementer and Complete Finisher (the 'Action' or 'Task' roles), (Belbin Associates, 2021). This does not mean that there should be 9 people in every team however, as one member of the team may undertake more than one team role, depending on their strengths and weaknesses. It is important to note that Belbin's Theory does come with limitations. For example, the research from which the theory was established was carried out in 1970's Britain on middle-class white men who were all being groomed for senior management level roles, resulting in an element of cultural bias in relation to the basis of the research (Isaac, 2020). Therefore it could be argued that this theory would be less relevant in today's society where organisations may be more culturally diverse or in smaller organisations where the members of the team are not 'senior management' level. I also believe that given there are quite a high number of different team roles involved, all with different strengths and weaknesses, this may lead to confusion amongst the team and potentially hinder performance.

Another theory on team dynamics and development is provided by Bruce Tuckman (1965). In Tuckmans model, the development of a team followed 5 successive stages (Mullins, 2010).

- Forming – the initial forming of the group.
- Storming – group members begin to get to know each other and begin to express their views and challenges, often leading to conflict between the members due to difference of opinion or values.
- Norming – guidelines and standards are formed in relation to acceptable behaviour. At this stage the members of the group come together and agree on how best to achieve the given task.

- Performing – the group starts to function effectively due to formation of structure and cohesiveness between members. This allows members to concentrate on the task and be at it's most efficient.
- Adjourning – the group is then disbanded as the task has been completed or members have moved on to new tasks or roles.

Tuckman's model is beneficial to those seeking to put together and develop an efficient group as it shows that teams may not start off successfully but they will eventually become a cohesive and successful group. It provides managers with an understanding of the different issues that a group may come up against and also shows that the group will evolve over time (The Happy Manager, no date).

One of the limitations to Tuckman's model is believed to be that it appears to linear or sequential, when in fact a team or group may often move back a stage or jump a stage during it's life span (The Happy Manager, no date). According to Rickards & Moger (2000), the stages set out in Tuckman's model are 'idealized' and that the development of a group cannot be explained by a simple sequence of stages. Due to the complex nature of how a group develops, I agree with the opinion of Rickards and Moger. I feel that the Tuckman model does provide a good framework for how a team develops and may help a manager to identify what stage their team is operating at. However, considering Rickards and Moger (2000), I feel that in reality a group would be unlikely to follow these stages from start to finish and believe it may be necessary to take in to account some external factors and the impact they would have on the developmental process for a better view on group development (i.e managers influence, unforeseen challenges, group members leaving etc.).

Despite the introduction of these models which can be used to assist in the development of certain groups or teams, it can sometimes be the case that a team simply cannot function (i.e cannot progress through the 'storming' stage of Tuckman's model described above). According to Lencioni (2002), there are five reasons or 'dysfunctions' as he puts it, as to why a team would struggle to develop. The first being an absence of trust between team members, primarily due to the fact that new team members may be hesitant to be open and honest with other team members in relation to their mistakes or weaknesses. The second dysfunction is aided by the first – a fear of conflict. Due to the lack of trust in the team, there may be a hesitancy with team members not to engage in healthy debate and a lack of ideas due to fear of being challenged. The third dysfunction is a lack of commitment. Lencioni states that without healthy debate team members would rarely 'buy in' and commit to a decision. The fourth dysfunction is an avoidance of accountability. This again is a result of the previous

stage – as there is no commitment to the cause, team members will rarely challenge decisions and actions of other team members. The last dysfunction and the result of all previous dysfunctions is an inattention to results. This occurs when team members, with a lack of accountability decide to put their personal goals first to the detriment of the team goal.

In setting out and identifying these dysfunctions the idea was that they could then be addressed and the model could be used to assist in the development of a functioning and efficient team. According to Winter (2015), Lencioni's model is useful on a number of counts. The fable provided by Lencioni provides context and allows the reader to relate to their own environment. The model can also be integrated with other models such as those discussed previously by Tuckman and Belbin. Lencioni also provides leaders with a number of guidelines and tips that can be applied to their teams. Like most models however, there are also criticisms. The main criticisms noted by Winter (2015) relate to the fact that there is a lack of empirical evidence around the model as it is purely based on Lencioni's personal experiences. This leads to further questions such as whether or not team members would be willing to get on board with such a model and why would an organisation use this model over another, perhaps more researched model.

I feel that, as with previous models it would be important when implementing this model that it is used as a guide. It is clearly a very useful tool in terms of recognising where a team may be going wrong and it makes sense that the root cause of the dysfunctions is the lack of trust among team members. However, as discussed by Winter (2015), it may be a good idea to use this model alongside other more researched models for best results.

When looking at group dynamics it is also important to consider what impact organisational culture has on a group. The Chartered Management Institute (2015) defines organisational culture as 'the way that things are done in an organisation, the unwritten rules that influence individual and group behaviour and attitudes.' There are again many models provided by management thinkers that attempt to provide clarity on the different organisation cultures. One such model is provided by Charles Handy who links organisational culture to organisation structure and identifies four separate cultures (Chartered Management Institute, 2015). Firstly a 'Power Culture' where power is held and decisions made by a few central managers. Then there is the 'Role Culture' where power is given depending on a person's position within the organisation with little emphasis on expertise. There is also the 'Task Culture' where teams are formed to perform tasks and power is derived from expertise. Lastly there is the 'Person Culture' where the individual feels their needs or goals are more

important than that of the organisation. There is clear differences in all of the above and they would all likely have different impacts on group dynamics. For example a power culture would provide team members with little say in terms of decision making or direction, however a task culture, utilising the expertise of the team members may provide more opportunity for input.

When discussing team or group dynamics it is also important to recognise that inter-personal conflict is something that a manager or team member will be faced with at some point.

Mullins (2010) describes how individual differences in members in things such as personality, skills or values can compliment eachother and help to form a more cohesive and effective group, but can also be to the detriment of the group and lead to disruption and conflict. Another reason inter-personal conflict can arise is where members are put in a situation where they are in direct competition with each other. For example, Mullins (2010) states that individual incentive payment schemes can lead to conflict between members of a team. Having previously worked in a sales environment I have seen both the advantages and disadvantages of having an individual incentive. In my opinion, it does help to keep the individual focussed on the goal and improve output. However, there was also occasions when being in direct competition with a team member did lead to conflict due to the fact that someone would be losing out on the given incentive.

If there has been an element of conflict or poor performance then there are strategies that can be implemented in order to combat this. Firstly though, it is important to recognise that group cohesiveness, despite being an important factor in a high performing team, can also be detrimental. Mullins (2010) describes how acceptance or rejection of the goal or task by the group, is likely to have an effect on performance regardless of how cohesive the group is. Mullins goes on to state that an overly cohesive group may even suffer a decline in performance due to the group being too focussed on social activities.

In regards to improving team performance, Riches cited in Mullins (2010) states that establishing agreed norms or rules for how the team is going to operate, then rigourosly sticking to these norms, and behave is one way to achieve this. Another factor that can affect team performance are the size of the group, with cohesive becoming more difficult to achieve and maintain when a group exceeds 10 – 12 members (Mullins, 2010). These should all be considered when looking to form a group or team to undertake a task.

Organisational justice is another important factor to consider when discussing team dynamics, especially within an organisation like the police which is substanital in size and particularly structured with many levels of seniority. Organisation justice is described by

Baldwin (2006) as 'the extent to which employees perceive workplace procedures, interactions and outcomes to be fair in nature.' Furthermore, these perceptions have an impact on behaviours and attitudes, which in turn have an effect on individual and organisation performance.

In a policing context, one of the things that has been implemented in an effort to provide and uphold organisational justice is the Code of Ethics. The Code of Ethics was introduced by the College of Policing in 2014. Its purpose was to define and set out the standards of professional behaviour expected of all who work for the police service (College of Policing, 2021). The Code of Ethics is embedded deeply within the police service and has a bearing on all decisions and procedures made, therefore ensuring fairness and equality in the process. Another form of organisational justice, more specifically distributive justice which falls under organisational justice, is the standardised pay-scale of employees in the police service according to length of service.

Unfortunately, there are times when employees of the police service can fall short of the standards of behaviour set out by the Code of Ethics mentioned previously. Team dynamics can play a part in this for various reasons. According to Sunahara (2004) who carried out research on the Canadian Police, a motivated workforce can result in a unethical and unprofessional behaviour when this motivation is focussed in the wrong area. Sunahara explains that motivation in police officers can sometimes translate in to a sense of entitlement, or being part of an 'elite' group. This could be enhanced by the fact that police officers can also become isolated socially, often only associating with other police officers. This sense of entitlement can lead officers to feel that they perhaps deserve more than other, which in turn manifests in to the officer putting their own interests above that of the public whom they are there to serve.

Sunahara goes on to explain that police subculture can lead to a failing to comply with professional standards. Loyalty is a key sub-cultural value, however it can lead to both positive and negative outcomes. For example, Sunahara describes how loyalty between officers can lead to a refusal to co-operate or an attempt to cover-up for an officer who has fallen short of the professional standards. From these examples it is clear to see how team dynamics could have an impact on professional standards. It is also interesting to note that in the examples given, it would be a strong, cohesive team that is more likely to be subject to these shortcomings i.e a cohesive team is perhaps more likely to be loyal to each other to the point of corruption and would also be more likely to feel like an 'elite' group that is isolated from others.

In conclusion, it is clear that there are many factors effecting team dynamics and that team dynamics has an impact on an organisation in many ways. I have described the benefits of working in a group or teams and discussed in depth, with critical evaluation, some of the theories behind team dynamics. I have also looked at the various reasons why a team may not function well and discussed the extent at which organisational culture may impact on team dynamics. Furthermore, I have considered the element of conflict within a team and why it can occur. Again there was various reasons for this which have been discussed alongside some of the different strategies that can be used to improve individual and team performance. Lastly, I have explained the term organisational justice, specifically in a policing context and gone on to describe how team dynamics could have a negative impact on officers compliance with professional standards.

Word count: 2738

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.

1500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

As a public service, the way in which police and other professional services deal with vulnerable people, victims of crime and anti-social behaviour, often comes under much scrutiny and it is therefore vital that these people are dealt with appropriately and professionally. The purpose of this essay is to highlight the different approaches to managing and supporting vulnerable people, by police and other professional services and to explore the different methods used to tackle repeat victimisation and repeat offending. I will do this by using Gibbs' model of reflection (Gibbs, 1988) to reflect on an incident that I have dealt with where I have had to deal with and manage a vulnerable person who had come in to contact with police.

An incident I dealt with recently involved a youth who repeatedly stole a golf buggy from a local golf club during the early hours of the night, drove it around the local area before dumping it and damaging it. In this case, the vulnerable person is a 13-year old child with mental health issues. Not only this but the child was also subject to difficulties at home which meant that we as the police considered the bigger picture and ensured not only the victim received the appropriate support but so too did the offender. The outcome of the incident was that the offender was apprehended by the police at their home address, arrested and taken to custody to allow for police to search the address for vital evidence. The offender

then admitted to the offences in interview and was referred to the Youth Offending Service due to his age as this was deemed the most appropriate course of action by the Custody Sergeant.

In a social context it was vital we as the police service were able to apprehend the offenders and prevent further repeat offending to legitimise police work in the eyes of the victim. Due to the fact that the offenders in this case were children, there were also considerations to be made in terms of the most appropriate way to deal with the youths with both them and the victims in mind. In a legislative context there were offences under the Theft Act and the Criminal Damage Act. However, as the offenders were children there were alternative options considered under the Youth Justice and Criminal Evidence Act, which will be discussed later in the essay. Furthermore, it was also important to consider the Equality Act 2010 to ensure all persons involved that were subject to a protected characteristic, in this case primarily the age of the offender, were treated fairly and appropriately.

Due to the fact that there was a repeat victim in the manager of the golf club who was responsible for the stolen golf buggy and that it seemed to be repeat offenders involved in stealing it, I felt a sense of frustration initially as we had narrowly missed out on capturing the offenders in the act on a few occasions. I also felt an element of pressure as the victim was growing frustrated that police had not been able to apprehend the offenders and they continued to be targeted on a weekly basis. Once the offenders were identified and it was clear that they were in fact children, I felt it was important that they were dealt with appropriately ensuring that they received adequate support. After the incident the victim was appreciative of our help and support in terms of apprehending the offenders and despite being angry with the offender's they were happy to support the police in any action they saw fit in terms of dealing with the offenders going forward. When speaking to the offender following his arrest, I felt that they were not aware of the seriousness of the offence. Despite being involved in various anti-social behaviour incidents which had led to contact from the police on numerous occasions prior to this incident, the offender had not been arrested before and it was clear that he was now in fact quite scared and nervous. As a police officer I felt I had a duty to try and keep the offender at ease where possible using simple language they could understand and answering any questions they might have on the custody process.

There are a number of ways both the police and other professional agencies can manage and support vulnerable victims and offenders. In this case, the vulnerable person was a young offender so I first considered whether there was a need to arrest the offender at all,

however due to the requirement to search the address for evidence it was decided that it was necessary to avoid evidence being destroyed or concealed. Following his arrest, the offender was interviewed where he admitted to the theft of the golf buggy. As the offender was a child, they were then referred to the Youth Offending Service (YOS) who work alongside the police and specialise in dealing with young offenders, for them to make a decision on how best to deal with the offender. The YOS will then review the case and decide based on criteria such as offending history, previous engagement, type of offence etc. whether they can offer support or whether the offender should be made subject to formal proceeding in criminal court. On this occasion, the YOS decided that due to the fact that the offender admitted to the offence, which is another key criteria for acceptance in to the YOS scheme, and that it had been over a year since they last offended that they would accept the offender and offer support. In terms of an outcome the YOS decided that a community resolution with a 3-month intervention would be appropriate.

Referrals to the youth offending service are an important part of dealing with and managing youth offenders. In recent years there has been a shift towards 'out-of-court disposals' such as community resolutions and restorative justice as statistics show that this reduces re-offending, saves money and improves victim satisfaction as it gives them a voice by providing an opportunity for them to speak to the offender and tell them how it has affected them (Restorative Justice Council, 2015). On this occasion I did agree with the decision to use a community resolution as a disposal method however I was aware that the offender had been subject to a community resolution previously which did provide concerns in terms of whether the offender takes them seriously or whether he would re-offend.

As well as the YOS, a referral or 'public protection notification' was also made to social services in relation to the young offender. It is important to involve social services as they will provide support to the offender's family as well as the offender. A risk assessment was carried out by police and forms part of the referral we made to social services, along with a summary of the incident which has led to the referral. Social services will then review this and decide what level of support to provide the family. In this case, the offender was already subject to a child protection order due to neglect from his family so there was a clear need for additional support. On this occasion, following a referral a multi-agency meeting with police, social services and the offender's school was held however I was not involved in this. In other cases, I have felt that social services have not offered support where it should have been provided, however this may well be due limited resources and high demand meaning resources must be prioritised, as is the case with the majority of public services.

Due to the need for a multi-agency response in this case, effective communication between partners was vital to ensure all necessary information was shared and the correct support could be offered. This effective communication between partners, as well as a need to protect, support and safeguard vulnerable people and other key focus areas, is part of the National Vulnerability Action Plan (NVAP) which was created by the National Police Chief's Council (NPCC) as there was a lack of understanding in relation to 'what works' when it comes to police interventions for vulnerable people (College of Policing, n.d). The NVAP is an example of evidence-based policing, where policies and practices are challenged and informed through the use of 'best available evidence' which has been created and peer reviewed (College of Policing, 2020). It is thought that by collaborating with academics and researchers to achieve the best available evidence will lead to a greater understanding of the specific issue, in this case dealing with a vulnerable youth offender.

Further to the NVAP described above, there is also a Vulnerability and Violent Crime Programme (VVCP) which is currently being carried out (College of Policing, 2020). The aim of this programme is to gather further evidence on what works when dealing with vulnerability and violent crime. Phase 3 of the programme is currently underway and is focussing on youth offenders. The emphasis throughout the programme appears to be early intervention with the use of a Youth Engagement Team and Adolescent Risk Team which look to identify children at risk and put measures in place to safeguard the child and reduce offending. I feel that using these evidence-based methods alongside more traditional policing methods such as increased patrols and target hardening would be an effective way to tackle repeat victimization and repeat offending.

In conclusion, I have reflected on an incident where I have dealt with a vulnerable person, describing the different approaches taken by both police and other professional services that are required to manage and support a vulnerable youth offender. I have also discussed evidence-based policing, and how this can be used to increase understanding through research such as the NVAP and VVCP described above and provide better informed ways of dealing with vulnerable people as a public service.

Word count: 1647

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 1000 words towards the 5000 words equivalent total for component 1.

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: Rhys Edwards

Date: 01/11/2021

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, decision making and conducting investigations.

Critically explore how criminal activity facilitated by the road network can be disrupted.

Consider how you have applied appropriate fast track actions in an investigation and evaluate the effectiveness of your decision making. **Review** the importance of risk assessment in decision making.

Analyse how you have applied and understood appropriate interviewing techniques in a complex investigation.

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Effective policing of the roads, specifically the 'Strategic Road Network' in Britain is a core element of modern policing and a key focus when considering the different ways to disrupt criminality. The Strategic Road Network (SRN) is made up of all the motorways and major A roads across the nation. It is used by 4 million vehicles every day and is vital to the economy in terms of its ability to be used by workers, customers, suppliers etc. (Highways England, 2017). However, it is important to recognise that the SRN is not only used for legitimate purposes but is also used by criminals to facilitate crime. In this essay I will explore how this criminality activity on the country's SRN can be disrupted, identifying the specific types of serious crime that is facilitated by the SRN and the powers available to police to deal with the criminals involved. I will also discuss how police can use technology to assist with their investigations into these criminals. In relation to investigations I will define what a police investigation is and consider how I have applied the appropriate fast track actions. I will evaluate how decision making plays a key role in an effective investigation and discuss the National Decision Model used by the police to assist in making effective decisions. Risk assessments are an essential element of decision making and I will discuss why this is in more detail. Interviews are a major part of police investigations so in order to provide further understanding of investigations I will analyse how I have applied and understood the appropriate interviewing techniques such as the PEACE model in an investigation. As discussed above the SRN is vital for the day to day functioning of the country's workforce, but due to its ability to allow people to travel almost anywhere in the country at

considerably higher speeds than smaller roads, it is also taken advantage of by criminals and organised crime groups involved in serious crime such as human trafficking, drug smuggling and child exploitation, as well as volume crimes such as theft and vehicle crime (Roach, 2017 cited in Bryant & Bryant, 2019). Further to this, Rose (2000) cited in Bryant & Bryant (2019) identified a clear link between those who commit offences on the roads and other forms of criminal activity. He states that 79 per cent of disqualified drivers had a criminal record, approximately 50 per cent of dangerous drivers had previous convictions approximately 50 per cent of those committing offences on the road went on to commit other offences within a year. Therefore it is obvious that proactive and effective policing of the roads has a vital part to play in the overall goal of the police which is to reduce crime. In relation to the different legislation available to police to stop vehicles and disrupt criminal activity on the SRN, the main powers come under the Road Traffic Act 1988, the Police and Criminal Evidence Act 1984, the Criminal Justice and Public Order Act 1994 and the Terrorism Act 2000 (College of Policing, 2019). Once the vehicle has been stopped by officers, other powers bestowed on the police provide further means of investigation in to the occupants of the vehicle such as the Misuse of Drugs Act 1971, the Vehicle Excise and Registration Act 1994 and Road Vehicle (Construction and Use) Regulations 1986. Following an investigation, if a road user is found to be committing further offences under any of this legislation, then depending on the level and type of offence there are various methods of disposal available to the police who will use their professional judgement and discretion to decide the appropriate outcome.

It is important to note that under section 163 of the Road Traffic Act 1988 (RTA) which gives a constable in uniform or a traffic officer power to stop a mechanically propelled vehicle which is being driven on a road, the constable does not need an excuse to stop the vehicle. However, in my experience it is often the case that a vehicle will only be stopped if a constable sees the vehicle being driven erratically or if there is a visible fault with the vehicle such as a faulty break light. These traffic stops can often lead to the subject being arrested for further offences such as drugs offences (possession/possession with intent to supply for example) and also provides vital intelligence for the police. Again, this highlights the importance of proactive policing. Alternatively, I would suggest that, particularly for more serious organised crime groups (OCG's), it may be more beneficial to stop vehicles that perhaps do not have faults and are being driven conservatively, as those more serious criminals are less likely to provide this opportunity to police. Due to the vast amount of road users and limited road traffic officers who's job it is to carry out these proactive stops, the use of intelligence is essential in providing a scope for the police to search within.

Police officers build the intelligence picture by carrying out vehicle stops and submitting intelligence reports, which may involve attaching a marker or flag to a particular vehicle (for example – no insurance) depending on what information they found from their enquiries. The automatic number plate recognition (ANPR) system is a proactive policing tool which is then used to identify these vehicle when they are being used on the roads, allowing police to be more efficient and more targeted in terms of what vehicles they stop. The ANPR system is made up of a network of camera located on the SRN which are capable of reading vehicle number plates. This data is then stored on the National ANPR Service (NAS) database (College of Policing, 2019). ANPR is invaluable in relation to intelligence building for the police however organised criminals have found ways to evade detection. For example, they may choose to use hire vehicles or stolen vehicles, attempt to obscure the numberplate so it cannot be read, or they may even use cloned number plates in their efforts to mislead police. Therefore, it is important for officers to consider that just because a vehicle has not flagged up on the ANPR system, this does not necessarily mean it has not driven passed (College of Policing, 2020).

If it has been identified that an OCG is using a particular small road/lane/housing estate on a routine basis in order to evade overt CCTV or ANPR cameras on main roads, or because they believe they are less likely to be stopped by police, it may be worth considering installing CCTV or ANPR in the area in order to disrupt these routine journey's taken by criminals. This may lead to the criminals being forced to operate in more visible areas which would likely provide more opportunities to carry out proactive policing stops or build intelligence. However, when considering the implementation of cameras in a public place it would be important to consider the effect they would have on the public and take in to account their right to respect for private and family life under the European Convention on Human Rights (ECHR).

Another way criminal activity can be disrupted through effective policing of the roads is with the use of driver licence interventions. This is where a person's is disqualified from driving due to points accumulation or has their licence revoked for making a false application or due to previous drugs convictions (It is important to note that disqualifications can also be handed out for non-motoring offences such as drugs trafficking or getaway driving, which is very useful in terms of disrupting OCG's). If this person happens to be an OCG member then this would disrupt their criminal activity by taking away a mode of transport, forcing them to rely on others and allowing police to further build their intelligence picture (College of Policing, 2020). When considering taking action to revoke a possible OCG members licence it is however important to think about whether in doing so, you would actually be losing out

on further, possibly more valuable intelligence building opportunities. An officer may decide to use their professional judgement when making this decision but should be able to justify clearly why action was not taken at the time.

These are just a few of the different ways roads policing can help to disrupt organised and serious crime that is facilitated by the road network. As noted previously due to the sheer volume of traffic on the roads in modern society it is a difficult task, however with the effective use of police powers and pro-active tactics, along with intelligence building technology such as ANPR, the opportunities to disrupt and capture these criminals will always be present.

These opportunities will then lead to a criminal investigation. A criminal investigation is defined by The Code of Practice to the Criminal Procedure and Investigations Act 1996 (CPIA) as 'an investigation carried out by police officer with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it' (College of Policing, 2020). On occasions, these investigations will require urgent actions from the attending officers and can be implemented in various different crimes such as road traffic collisions, serious assaults and burglaries. The College of Policing (2021) defines these fast-track actions as 'any investigative actions which, if pursued immediately, are likely to establish important facts, preserve evidence or lead to the early resolution of the case'. In my short time as a police constable I have had to apply fast-track actions on various occasions. For example, following a report from a victim that her ex-partner had breached a court order not to contact her by contacting her through social media, I decided to carry out an urgent arrest on the offender with the intention of seizing the offender's mobile phone following the arrest. This allowed me to carry out urgent examination of the phone which led to clear evidence of the offence being committed. When making this decision I took in to account the National Decision Model (NDM). The NDM has been adopted by the police service as a framework to assist anyone who is making a decision. It also allows for those decisions to be examined and challenged both at the time of the decision and upon reflection (College of Policing, 2014). Firstly I gathered any relevant information I could in relation to the victim and offender including the history between them, names, addresses and any warning markers that may effect my decision making process. Using this information I then assessed the threat and risk the offender posed on the victim, public and ourselves as police officers. I then considered what powers and policies were available to me in relation to arresting the offender, powers of entry to his address and any powers available to allow me to seize the mobile phone. I then looked to identify what my options were in relation to the best way of dealing with the offender and

safeguarding the victim. I decided that given the violent history between the victim and the offender, a fast track action to arrest the offender at the earliest opportunity would be necessary to ensure the victim is safeguarded and allow for evidence to be preserved by seizing the mobile phone. I also considered what contingencies I had available to me if I was not able to effect an urgent arrest of the offender i.e what additional safeguarding measures could I put in place for the victim. After all this had been considered only then did I take action and make the arrest on the offender. Following the incident I was also able to review what happened with my sergeant where I was challenged on my decision to arrest the subject rather than ask him to attend for a voluntary interview. As I had already considered this through the use of the NDM I was able to justify this easily. I feel in this instance the NDM fulfilled its purpose of providing me with a framework to aid in my decision making and ensure the decisions I made were primarily based on logic.

By using the NDM I was also able to properly consider and assess the threat and risk and take this in to account when making the key decisions. This is absolutely vital in policing as officers are often dealing with dangerous or violent offenders. In relation to risk, the College of Policing have taken a more positive stance towards risk taking in the police service and in doing so have approved 'Ten Risk Principles' that aims to support decision makers by building their confidence and also provide reassurance to officers and the public (College of Policing , 2018). In terms of managing risk, one project that was initiated by academics is known as MoRiLE which is an abbreviation of the 'Management of Risk in Law Enforcement' (EMPAC, 2018). MoRiLE is an intelligence programme that is designed to create risk prioritisation models and processes that will aid police services to better understand risk. Importantly it is designed to work alongside decision makers, not replace them. I think this is vital given that some decisions require an element of emotion or empathy that may not be taken in to account by a computer programme.

When considering criminal investigations, arguably the most important part of the investigation is the interview, particularly in terms of complex investigations. Complex investigations are usually conducted by officers with Professional Investigation Programme (PIP) Level 2 accreditation, typically detective constables (College of Policing, 2020). As I am currently only PIP Level 1 (sufficiently trained to deal with priority and volume crime as per my role as a response officer) I have not dealt with any 'complex' or 'serious' crimes at this stage. I have however carried out numerous interviews of both suspects and witnesses. There have been occasions where the suspect has provided a full account, partial account, full no comment interviews and prepared statements. On every occasion I have used the PEACE model to prepare and carry out the interview. This model breaks the interview

process down in to 5 key stages: Preparation and planning, engage and explain, account/clarify/challenge, closure, evaluation (College of Policing, 2020). This assists me in being methodical which I feel is vital to ensure the investigator gets what they want out of the interview.

Another important part of the process is building rapport with the interviewee. This may not always be possible with a suspect however I have found it helps greatly when interviewing a witness. Good rapport with the witness can lead to improved quality and quantity of information as it allows the witness to be less stressed and focus completely on recalling the necessary information. This is also a key technique in the Achieving Best Evidence (ABE) in Criminal Proceeding guidance provided by the Ministry of Justice (2011).

The ABE method of interviewing is similar to the PEACE model in that it provides a basic framework for interviewers to follow. It is based on 4 main phases: establish rapport, initiating free narrative, questioning and closure (Ministry of Justice, 2011). Another technique investigators using the ABE guidance specifically with witnesses to help them with their recall of events is the cognitive interview (CI). CI uses various techniques derived from cognitive psychology. The aim was to gain as much accurate information as possible without jeopardising the quality of the information provided. According to the Ministry of Justice, it was felt that some of the things that the psychology of interpersonal communication deemed important were not being implemented in real-life police interviews. This led to the development of the Enhanced Cognitive Interview (ECI) which took in to account elements of memory research and the social psychology of communication.

In conclusion to this essay I have explored some of the different methods used to disrupt criminals who use the nations roads to facilitate crime. I have then considered how I have applied fast-track actions in an investigation, discussing how my decision making process was effected by the NDM and reflecting on this. Lastly I have analysed the different interviewing techniques and frameworks available to the police in a criminal investigation, considering some of the alternative techniques available to investigators involved in complex and serious investigations.

Word count: 2724

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.

2500 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.

It will count towards the overall equivalent word count of 5000 words equivalent total for component 2.

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. Victim Support			9		5		Familiarise myself with the support available to victims. Increase knowledge of the Victim's Code. Give more consideration to sign-posting victims correctly at the time of the incident. Liaise with victim support unit to discuss way's to improve victim engagement and In turn improve chances of victim's supporting police action.
2. Further knowledge of Dog Handling (policies,			10	3			Due to aspirations to become a dog handler I will need to increase my knowledge of dog

legislation, procedures)							handling policies and practices. I can do this through studying the Dog Section Manual of Guidance. Gain further knowledge of legislation specific to dog section (Dangerous Dogs Act). Talking with current dog handlers.
3. Further understanding of Bail procedures and Applicable Bail Period			8		5		I feel much of this will come with experience. I can speed up development by further reading of the Bail Act and supportive documents on the intranet. Enquire about an attachment in custody unit to work alongside Custody Officers.
4. Mental Health Act			8		5		Further study of the Mental Health Act to increase understanding of powers available to police under the Act and the procedures in place for dealing with people in crisis. Further research to increase understanding in how to recognise when a person is in crisis.
5. Giving evidence in Court and the Court procedure			9	4			I have not yet had the opportunity to provide evidence in court. To develop in this area I aim to attend a court hearing (both Crown and Magistrates if possible) to observe the different court procedures and lay-outs. Also increase understanding of the rules of evidence and proper handling to avoid issues in court.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Emergency Response Driver Training			8	1			Successfully complete the emergency response driver training course which will allow me to respond to emergencies

							quicker and be more valuable to my team.
2. Method of Entry Training			8	2			Based on my aspirations to join the Roads Policing and Special Operations unit. Research different methods of entry available to police, different tools/devices used and the different powers of entry. Successfully complete method of entry training course.
3. Public Order Level 2			8				Based on my aspirations to join the Roads Policing and Special Operations unit. Successfully complete Public Order Level 2 training course. Assist Police service in Public Order events.
4. Become more efficient at submitting case files			9	4			Increase knowledge of case file content. Further reading of National File Standard and DPP's Guidance to better understand disclosure in relation to case files.
5. Use of evidence based policing		7		4			Look to identify a specific issue and use Evidence Based Policing methods to find a solution. Support from neighbourhood policing team.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Reporting suspects and issuing Traffic Offence Reports			10		5		Pro-actively seek to carry out routine vehicle stop-check's. Ensure subject is reported properly for the offence and effectively issue traffic offence report including completion of necessary paperwork. Further understanding of the offences that are applicable.
2. Attachment with Roads Policing and			10				Based on aspirations to join RPSO unit. Look to secure an attachment

Special Operations (RPSO) Unit						with the Roads Policing and Special Operations unit to gain experience in the type of work undertaken by the officers in this unit including operations, traffic, dog section.
3. Planning an operation			8	3		Familiarise myself with recent operations including reading operation brief/operation orders. Identify local issue and discuss implementation of an operation. Prepare and plan an operation including aims of the operation, how the operation will work and who will be involved. Discuss with local Sergeant and Inspector.
4. Section 135 and 136 Mental Health Act Powers			9	4		Seek to attend a Section 135 MHA warrant to experience the procedure and gain understanding from mental health professionals. Exercise power to detain a person under section 136 of the MHA and take a person in crisis to a place of safety. Also complete necessary paperwork involved in exercising this power.
5. Issue a and effectively execute a warrant			8	3		Take part in the execution of a warrant. Identify the need for a warrant based on intelligence and information. Prepare the warrant. Properly submit to the courts. Execute the warrant. Discuss with neighbourhood policing team for further support.

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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