

Booklet

by Callum McGartland

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Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

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**Learner's University Registration Number:
2016390**

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.

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

Contents

Component 1 50%	Area of Professional Practice	Word count
Task 1	Maintaining Professional Standards Leadership and Team-working Wellbeing and Resilience	2000
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
	Bibliography	

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)

Task 1 Leadership and Team-working, Wellbeing and Resilience

This essay will critically evaluate different the different theories of team dynamics and team cohesion in the policing environment. One of the theories looked at will be Bruce Tuckman (1965) theory of team dynamics. Which looks at the different stages of team development. This model will be expanded on and how it is evident in the policing environment through my own experiences. The essay will also discuss how team dynamics are shaped by the cultural organisation and ethics of the police upholding professional standards.

Team dynamics in policing

Team dynamics is the way an individual behaves, interacts, communicates and works with one another in a team. Team dynamics is also about member of a team treat one another and work together effectively and ineffectively. (Bennett, 2021). Each member in a team is responsible for how their team performs and interact with each other. This is achieved by the way each member behaves, communicates, interacts and collaborates within the team. In order for a team to work effectively together, they need to be able to interact effectively.

Due to police officers having to work in a team and independently on a daily basis. Officers need to work effectively and have a mutual understanding that they need to rely on one another to complete a task and provide an effective service to the public. This point backed up by (Bergner, 1997) suggests that

“A well-functioning team works interdependently each officer is mutually dependent on the other to get the job done. In a well-functioning team, the members support each other, both professionally and emotionally. Finally, in a well-functioning team, the team members share the same goals and values”

(Bergner, 1997)

The quote from Bergner further suggests that in order for a team to function well together members of that team will need to support each other to function well. Officers need to function well with one another to provide the public with the highest level of service.

I have noticed this is evident when working with colleagues during a call with every one having a role to play at different incidents. Previously when we have had a missing person in work one of us will do address checks for that person. Whilst another colleague back at the station filling in a missing person report. Which gives the details about a missing person and a description of them. Another example of us functioning well as a team will be when are updating an incident back at the station and another is performing arrest enquiries for the suspect. I have seen it evident with different teams in the force where they don't help each other out when updating calls meaning it can takes twice as long and lead to conflict.

Being openly able to communicate and voice your opinion on a situation task or a call that you are at with other colleagues. Is key when working as part of a team. It may be for example at an incident were both parties have been separated. Disclosure can be gathered and officers can find out what exactly has gone on. Disclosure is where the victim tells you what has happened during an incident. Both officers at the call will need to discuss with each other exactly what each party has said.

The incident I was involved in was a domestic incident which has been defined by the UK government as;

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'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

(UK Government, 2012)

This definition defines a domestic incident abuse victims as being 16 years or older and occurring between family members or intimate partners. During the incident a female had an argument with her partner and was threatening to harm herself with a knife. My colleague and myself had to think fast when the female ran into the kitchen and put a knife to her throat. I was observing my colleagues actions and the females. We communicated verbally with each other for myself to take the other family members away to safety. To keep them safe and my colleague would then have a clear shot with his Taser if he needed to use it. I knew I could move in and handcuff the female for herself and our safety. Due to us working well communicating as part of a team I knew that if the female did run out of the kitchen we knew what each other's roles would be. A lack of communication and poor team dynamics in this scenario would have led to members of the public or other officers getting injured. Communication during this incident was not always verbal and at times was through eye contact and hand signals. To gain this amount of understanding and trust from a colleague took time to happen. Which is noticeable in Bruce Tuckman (1965) theory of team dynamics.

Bruce Tuckman (1965) model of team dynamics

Tuckman's model of team dynamics consists of four stages that are involved in team development. The four stages are Forming, storming, norming and performing. Breaking down the theory the forming occurs is at the beginning when individuals in a group get to know one another. Understanding one another's personalities their boundaries and what each person contributes in a group. During this stage members of a begin to understand each other's boundaries and how the group functions overall.

Storming is characterised by conflict and how different people in a team may show behaviours that they want to focus on their individual goals. Rather than working as part of a team or group.

Norming is the point in where the conflict in the group gets resolved with it then being replaced by co-operation. At this stage unity gets established within the group with it uniting in order to achieve a common goal. At this stage the group will feel comfortable giving each other feedback which in turn will help build trust.

Performing is the stage where a group will be performing at a high level. Which means that individuals within the group will be more concerned about group success rather than individual performance. Additionally at this stage, each person in the group will understand their contributions.

(TenBoer,2022)

Bruce Tuckman (1965) model of team dynamics applied in policing

Evaluating the theory from the start of my initial training through to the end of it, I can see the theory has been evident. Breaking down the different stages through my career the forming stage was evident during my first day of training. Were all 30 people who had never met each other before were put in a room together. The storming stage was evident when I passed my initial 12-

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week training and was introduced to new colleagues. It took time for myself and colleagues to get to know one another for them to have confidence in my own abilities. This occurred around a month after the forming stage after I spent more time around my colleagues and going to a variety of different calls with them. Which led to them trusting me more and giving me more of a responsibility within the group.

The norming stage occurred when my colleagues and I had known each other for a few months. At this point, we were all working better as a team than what we were in the previous two stages. I started to do different social activities outside of work, which I believe were key on getting to know everyone outside of work. As often in it can be hard to socialise as policing is a very time constraint job constantly working against the clock making it difficult to socialise. This is also down to the majority of the time going to calls on your own.

The performing was evident for me after being on shift from three months up until now. I became more confident in my own abilities starting to know my shift on personal levels outside of work. I understood my place within my shift and at the variety of different calls that I had been do. For example when pulling over cars for traffic related offences, I would PNC the vehicle over on my mobile device before the vehicle stopped. Compared to a few months ago where I possibly would wait for my colleague to this through the control room. Colleagues would also ask for my opinion on the situation at different incidents. Whereas in the past or previous stages they would not have asked for this.

Evaluating Tuckman's theory a lot of it have been evident during my time in policing so far. The leaders role is the most important for me in keeping the team on the ground and overseeing/dealing with any issues that arise in the group. Along with introducing different people to work with each other rather than forming cliques in the group. Which in turn will help build cohesion and trust between colleagues that would usually work together.

Interpersonal conflict

Inter-personal conflict in policing can occur amongst colleagues when a workload is not shared evenly amongst colleges. Interpersonal conflict is a series of disagreement or incompatibility between opinions and principles that people may have (Jehn, K. A., & Bendersky, et al, 2003). This has been evident during my time in the police when being at an incident where one colleague ends up being the one doing the majority of the work. Which has then lead to a colleague falling out due to the workload not being split evenly. This then lead to the Sergeant having to step in and delegate responsibilities to the pair in order for them to work together effectively.

Strategies to resolve conflict

Further conflict can occur in policing when issues between members of the group are not resolved. Without conflict being resolved a team will be unable to function as effectively as they could. Therefore the team would stay at the forming and Norming stage of the model and not advancing on to the next stages.

One way of resolving conflict is through the CUDSA model.

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Confront the behaviour
Understand each other's position
Define the problem
Search for a solution
Agree upon best solution and apply in practice

(Volunteer Ireland, 2019)

Confronting the behaviour would occur when a Sergeant or leader is aware of the issue and confront the individuals causing conflict. Understanding each other's position will happen when the Sergeant talks to the people involved finding the whole story why the team has fallen out making sure that everyone is respectful of each other's view. Then the problem will be defined with the main root cause of the conflict given between the team. A Sergeant can then look for a solution but it will rely on cooperation from everyone. Where perhaps both parties will have to make sacrifices by apologising to each other and finding a way forward. Agreeing upon the best solution were all parties are agreeable to a solution.

However, leadership in policing does not always have to come in the form of the rank structure. I have also seen it evident in the form of experience on shift with the most experienced officer taking charge when a Sergeant is not present. In order for leadership to be efficient in policing communication needs to take place between a leader and the team.

There are ten standards of professional behaviour in policing set out by the College of policing in 2012 (College of policing, 2022). Looking at Challenging and reporting improper conduct this relates to officers challenging and taking action to any improper conduct that they see from colleagues if they are behaving in an unprofessional manner. For example if male colleague made an inappropriate sexist comment about a female. Then in line with honesty and integrity, an officer would have a duty to report this to the Professional standards department. Failure to comply with the code of ethics can lead to an officer being investigated and possibly losing their job. (Home office, 2014)

Looking at team cohesion in policing with the standards of professional behaviour and policing principles. It can be difficult to uphold these with banter sometimes going too far between colleagues. Which can lead to member of the team being upset. This can sometimes leave you in an awkward situation. Where you don't want to upset any members of your team but in line with the policing principles honesty and integrity. Police officers have the duty to report any inappropriate comment or behaviour between colleagues (Home office, 2014).

Effective and Ineffective leadership

A study below looked at the traits and habits of effective and ineffective leaders in policing. With police officers giving feedback on what characteristics led to leader efficiency.

PIJPSM 33,4		1st (%)	2nd (%)	3rd (%)	4th (%)	5th (%)	% ranking in top five
	Ineffective communication	15.8	15.1	13.8	10.1	9.5	64.3
	Neglects needs of workers	8.5	15.5	15.9	10.0	12.2	62.1
	Questionable ethics and integrity	32.5	10.4	7.0	6.1	5.9	62.0
	Poor work ethic	5.9	8.3	7.5	7.3	6.6	35.6
652	Inability to delegate	3.5	7.3	8.2	9.0	7.6	35.5
	Failure to act	5.2	5.7	7.9	8.8	7.5	35.1
	Unwillingness to change	2.4	4.8	8.1	9.2	9.3	33.8
	Belief they know everything	7.0	7.0	6.5	7.1	5.8	33.4
	Poor comprehension of job	7.4	7.9	6.2	5.6	5.7	32.7
Table III. Top five characteristics contributing to police leader inefficacy	Unwillingness to compromise	2.3	4.5	6.3	6.6	7.8	27.5
	Inability to accept criticism	1.8	4.4	6.6	6.9	7.2	26.9
	Lack of focus	0.9	2.3	2.9	3.7	3.4	13.2

(Schafer, 2010)

The study found that ineffective communication, neglecting needs of workers, questionable ethics and integrity, poor work ethic and inability to delegate as the top five characteristics that contribute to police leader inefficacy (Bergner, 1997). Ineffective communication can come from the inability of leaders not engaging with colleagues. I have found this evident during my career with it only being on rare occasions ranks above sergeant communicate with you. This could be down to their workload so one-way around this would be to introduce a bulletin every month. Where the and any new information can be shared with PCs. The same study above also found that “effective leaders had strong character, cared for their employees, worked hard, and were successful communicators” (Bergner, 1997). This study shows the importance of leaders needing to have strong character in the police service as well as caring for their employees. The hierarchy showing care to their employees I have found is vitally important. With employees working harder in return and going that extra mile further for the organisation. This shows the importance of a Sergeant or above telling you when you have done something good. Which in turn then helps keep you motivated.

2,200 Words

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 task will describe and analyse an anti-social behaviour incident that I was involved with from start to finish involving elderly vulnerable people. Using Graham Gibbs (1998) model of reflection will be used when reflecting upon the incident. The model will provide a description of my expectation and what I was feeling during the incident. Also evaluating, and then concluding the incident looking at improvements. Along with any necessary changes given with an action on how a similar situation would be dealt with next time.

The incident that I will be reflecting upon will be an incident of Anti-Social Behaviour (ASB) and criminal damage involving vulnerable elderly people. ASB has been defined by the crime and disorder act 1998 as:

'Acting in a manner that caused or was likely to cause harassment, alarm or distress to one or more persons not of the same household as the defendant.'

(Crime and Disorder Act, 1998)

The above quote defines what ASB is and that it can take place with more than one person that is not of the same household. For example on a housing estate there are people living in different houses in close proximity. Looking at vulnerability which will also be discussed throughout this task there are many definitions that can define it. The definition used by the college of policing is:

'A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation.'

(College of Policing, 2021)

The above definition points out that anyone person can be vulnerable depending on their situation or circumstances. This part of the definition could be seen as an elderly person being vulnerable because of their age. Along with a young child being vulnerable because of their age and circumstance being that they may be in the care system. Being open to exploitation being groomed through gifts or rewards. This would mean that the child would be unable to protect themselves from harm or exploitation. Due to not knowing that they were being exploited in the first place. This could also be evident with elderly people to which I have also witnessed in my career. In which travellers were knocking an elderly man who had Alzheimer's door asking if he wanted work done on his garden. With the price going up each week with the group taking advantage of the elderly person memory loss.

Looking at the ASB incident I was made aware of the incident when the control me asked me to go to a priority call regarding ASB. Little information was available to me from the log that was passed. Just that a female in her 80s was reporting youths knocking on her door and throwing stones at it. Trying to antagonise her partner to come outside their property. Before I left the station my main concern was how I was going to safeguard the couple. Due to their age, I was concerned that there may be an escalation after my attendance, particularly after my departure.

I thought about what preventative measures could be used to avoid this happening again and to have a proactive way in dealing with the situation. I also wanted to ensure that the couple were satisfied with the experience they have had while being in contact with myself and avoid secondary victimisation. This then would mean the couple would feel confident in contacting the police if they have further issues with the youths.

When I arrived at the victim's property an elderly male and female greeted me. I asked them exactly what had gone and how long the issues with the youths had been going on for. Due to the couples age, I was looking for any additional signs that may make them more vulnerable. Such as Alzheimer's and mobility issues in order to safeguard them further. Making social services aware of any additional issues. Speaking to the female, she informed me that she was finding it difficult due to her mobility in her elderly age getting around the property. I explained to her that I could put a referral into social services with the couple were happy for a referral to be put in. From speaking to the couple, I identified that they were repeat victims as they were victims of the same crime within the last 12 months (College of policing, 2022).

The elderly female confirmed to that the youths were knocking on her door, throwing stones at it and then running off. At this point, I was wondering why the youths would randomly target this couple. I found out that her husband had chased the youths after they had knocked their door. I have often found that youths get excitement out of being chased, and that this promotes repeat offending. I then explained this to the couple and advised them not to engage with the youths because this will most likely continue their repeat victimisation. I explained to the couple that if there are any further issues to call the police.

To solve this issue my next afternoon shift I went to the couple's house in an unmarked police car, to avoid detection, with a PCSO.

I noticed the youths from the description the couple gave me. They were again playing football on the road outside their house. I approached the youths explaining the distress that they had caused the couple. Along with explaining to the youths that it is dangerous and against the law to play football on the road. They informed me that they did not know this but had nowhere else they could

play. I sympathised with the youths in the fact that they did not have many places to play. However, there was an astro turf in a nearby school which was open to the public until 7pm and free of charge. The youths said that they were not aware of this and that they would now go there instead and not bother the couple. Regarding the stone throwing and knocking the couple's door, the youths explained to me that they had only done this due to the elderly man chasing them a few weeks back. To help the youths understand where the couple were coming from, I pointed at the flowers on the couple's lawn and explained that the ball was destroying their garden flowers. The youths then understood the situation eventually and said they would not come back again. The couple were happy with outcome as they agreed to it beforehand. The Office for Victims of Crime (no date) says that to protect the dignity of elderly victims, they must be involved in all decision-making conversations. This means that the couple's involvement in the decision to resolve the problem meant they maintained their dignity.

When safety planning the couple, I looked at different things that could be put in place to prevent the couple being victims of ASB. Out of the ten principles of crime prevention which are target hardening, target removal, reducing the means, reducing the payoff, access control, surveillance, environmental change, rule setting, increasing the chances of being caught and deflecting offenders (West Yorkshire Police, 2021).

Out of the ten principles looked at I looked at target hardening, surveillance and increasing the chances of being caught. To safeguard the couple long term with the couple also informing me that they get workmen knocking their door asking to carry out work on the property, even though they have not asked for it. The couple having an open front garden meant that there was easy access for the youths and others to get onto the property. I suggested to the couple that they could put fencing around the property to make it more difficult to enter. In addition to this, I also suggested that adding CCTV to the front of the property would act as a deterrent. With any offenders not wanting to be identified when being on their property. The couple were happy for this to be included as part of a referral. In addition to this, I also told the couple that I would make neighbourhood teams aware of all the issues they were having. Also, when possible, patrols could be added to the area so there would be a visible police presence to help the wider community feel safer. I felt at the time and now, that these measures will continuously help safeguard the couple.

Reflecting on the response from start to finish with this incident. There are not many things I would personally change regarding my approach to it. Issues with the youths to date have stopped with the couple now, from speaking to the PCSOs, having less workers knocking the door since the council fitted the CCTV. Regarding the youths they just needed a safe place where they could go which is a problem in today's environment. The main way I believe a positive outcome was gathered was by proactively going to the call and speaking to the youths, otherwise the situation could have deteriorated.

From experience of ASB in the past I find that with no proactive approach there becomes an increase in call demand which then negatively affects the efficiency of the police and the service they provide. It is difficult to respond to these calls efficiently alongside emergency calls. With ASB calls, it is vital to safeguard victims involved. This is shown with the college of policing saying:

"Policing has a crucial role to play in the identification, support and safeguarding of adults who are at risk of harm. Perpetrators will target those with specific vulnerabilities, e.g., mental ill health, substance misuse, isolation, to commit or assist in the commission of their crimes, as they know they will be easier to groom, manipulate and threaten and as victims' they are less likely to report their experience for many reasons".

College of policing (2014)

The above quote from the college of policing states one of the police services' many roles. Which is to safeguard identify and provide support to adults. With offenders at times often targeting the elderly disabled and vulnerable people. Which I noticed that workmen were doing in the area which is why the couple were target hardened. If the issues with the youth had continued and were more serious, I could have informed an inspector of the issues and investigated a dispersal order in the area. Dispersal orders were introduced in the Anti-social behaviour act in 2003 under section 35. Which would have meant under Section 2a it could be authorised if members of the public were being harassed, alarmed or distressed (UK Government, 2014).

Another approach that could have been used had the issue not been resolved was restorative justice. This is the facilitation of communication between victims harmed by a crime or conflict, and those responsible. It is also said to be a proactive way to prevent further harm and conflict (Restorative Justice Council, 2016). This approach could be seen as accumulating a positive result, as facilitating a meeting between the couple and the youths could have humanised the situation and hopefully built-up rapport and dissuaded the youths from causing further problems. it is also said to significantly reduce levels of fear and anger in victims (Merseyside Police and Crime Commissioner, 2020).

There are different around preventing crime one of the theories is situational crime prevention. This is centred around where the crime occurs in rather than those who has committed the crime (College of policing 2022). Situational crime prevention is based on two theories Rational choice theory (Felson and Clarke, 1998) and Routine activities theory. (Cohen and Felson, 1979). The Routine activity theory (RAT) suggests that for a crime to occur there needs to be three elements. These elements are the offender, a suitable target and the absence of a guardian against crime (Felson & G., 1999). A guardian in this theory would be the neighbour who has deterred a crime by their presence. An example of this would be when an offender is outside a vacant property about to steal but the neighbour next door is in his front garden which has deterred the crime from happening as the offender would be caught. However, when the neighbour is an absent target, the property would be at more of a risk of criminal activity. This then means that a neighbourhood policing approach could be beneficial in monitoring the situation which could be used to support the couple as they are vulnerable and reduce their risk of harm.

The rational choice theory focuses on the criminal's decision-making the theory assumes that offending is the criminals behaviour main purpose. So the offender will benefit from committing a crime. The theory looks at an offender's rationality with the amount of time and effort that offenders give to a decision by the information that is available to them (Felson & G., 1999). Reviewing this theory, it looks to understand how a criminal makes their choices. That a criminal makes thinks before actually doing the crime weighing up the positives and negatives of committing that crime. For example, for a theft it could be the money that they would make from stealing the watch against the punishment they would receive if there caught.

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: C.Mcgartland (Learner – electronic signature accepted.)

Date: 17/02/2022

TASK 4 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically evaluate the processes employed in a complex investigation you have been involved in, and the fast-track actions that you have utilised.

Evaluate the support you have provided to victims, witnesses, and offenders (where appropriate) during a complex investigation and review the interviewing techniques employed during this investigation.

Demonstrate your understanding of both volume and priority crime and serious and complex investigations.

Consider the strategies that you have used to deal with the impact of personal attitudes and values throughout this investigation process.

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

Task 4

This essay will critically evaluate a domestic incident that occurred within the past few months which resulted in a female being assaulted by her partner. The task will discuss the support that was offered to everyone involved which included the victim offender and witness. Also discussed will be the interview techniques that I used during interview including the PEACE model, which looks at the five different stages of interviewing which is College of policing approved. My personal use of this model will be evaluated on its effectiveness along with other interviewing techniques. Also discussed will be volume and priority crime with serious and complex investigations. The strategies will be included that were used to deal with the impact of my own personal attitudes.

Police investigations

The CPIA is legislation that applies in the UK that standardises police investigations and the prosecution of criminals. Police officers when carrying out criminal investigations follow the legislation. Criminal investigations are defined by the Criminal justice and procedures act (CPIA) as:

“An investigation conducted by police officers 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”

(Ministry of justice 2015)

An investigation involves the police gathering and obtaining evidence to see if a person should be charged of an offence, and proving the person charged is guilty of the offence (Ministry of justice, 2015). If the decision cannot be made if a person is to be charged in custody, the evidence will be sent over to the CPS for them to make a charging decision.

Looking at the different types of investigations crimes that offenders commit in policing they fall into different categories. Which includes volume crime priority crime and serious complex investigations. Volume crime has been defined by ACPO as “any crime which, through its sheer volume, has a significant impact on the community and the ability of the local police to tackle it” (The national police improvement agency, 2009).

Volume crime

Volume crime in this definition includes crimes such as criminal damage, assaults, vehicle crime and burglaries as well as street robbery, and vehicle-related criminality. An example would be

recent influx of burglaries in the local area. This would have a significant effect on the local community with residents being too afraid to leave their homes. In this scenario, an effective and pro-active police response is needed in order to reassure the local community. This could include holding community meetings with residents in the area discussing what the police are doing about the matter. Which could involve approaches such as more active patrols in the area with community officers and target hardening residents.

Serious complex crime

There is no set definition for serious and complex crime; however, there are factors that identify if a crime is serious and complex. These factors are if a sexual and/or violent assault occurs, weapons or firearms are used, physiological trauma or impact, substantial financial gain or loss, and lastly if it is conducted by a large number of people in pursuit of a common purpose (College of policing, 2021). Police officers will then investigate the crime to the level of training that they have received.

Due to the level of assault, amounting to ABH that I was involved in it was a complex investigation. Which required immediate action to arrest the suspect and safeguard the victim. The main purpose of my role was to gather and review evidence and to ascertain if, the perpetrator was guilty of the offence. (College of policing, 2021)

The incident occurred in a public place on the street outside the victim and offender's home. I was made aware of the incident by the control room at around 2am. The only information that was available was that a domestic had taken place and her partner causing bruises and grazes to her face had punched the victim. The line then cleared so the offender's details were not passed. When I arrived at the incident along with my colleagues I immediately spotted a female with swelling to her face and crying hysterically in the street. Due to this being a live domestic, and in order to capture the initial disclosure and evidence, I activated my body worn camera. The female then told us that her partner had assaulted her after an argument and had gone back inside the property. Two of my colleagues then went inside the property to arrest the male.

My role at this point was to be the main investigator after making the detective Sergeant aware of the incident as the female has substantial injuries. My main priority at this point was safeguarding the female for when the perpetrator was released from custody. I also had to preserve the crime scene, along with starting the initial investigation and keeping in mind the golden hour principles. The golden hour means that the start of the initial investigation is the period where evidence is available in high volume. This then requires positive action so that any evidence is not lost in the investigation (College of policing, 2022).

At this initial stage in the investigation, the suspect was arrested to safeguard the victim. Due to injuries that were noticed on the perpetrators knuckles these were body mapped in custody so they could be linked to the assault. Along with photographs taken of the females injuries, which was swelling to her face. Due to the incident only just taken place it was agreed that the victim would also be visited tomorrow. For more photos of the injuries to be taken for when the bruising would come out. Photographs of the scene, which was inside the female's house, were also taken due to furniture being overturned. There was no blood that was present at the scene so no forensics attended the scene. A one-way system was put in place at the scene could not be contaminated before photos were taken.

Personal attitudes and values

Even though the female had injuries to her face, and the male had marks to his knuckles that would have been consistent with him assaulting her. I knew the importance of not letting my own personal attitudes and values affect the investigation. I was aware also to remain impartial to the investigation and stay open minded. As even though the female had injuries they could have potentially been caused by someone else. Bias was another thing that I knew I had to be aware of after it being mentioned during training. Bias is also something that officers need to be aware of in policing at all times. Conscious bias is bias that a person is aware of but it can lead to discrimination. It may be that an officer has a positive or negative experience with a particular group of people, which then may result in treating them different. Unconscious bias is when a person does not know that they are bias towards a certain group of people. It may be that an officers family have brought them up in way in which they stereotype or judge people (Jones, 2016). In policing officers, need to be aware of their bias in order to treat all members of the public equally.

Another example of working with my Bias would be when dealing with drug takers although I do not have a positive view on drug taking I still make sure that I investigate the crime and support the victim the same way I would with a non-drug user.

Initially the victim was hysterical but later calmed down after she was taken back inside the property with a colleague and myself. I explained to her that if she was willing to we needed to obtain an account. I explained the different ways of doing it firstly through a witness interview booklet (WIB) and then being video interviewed. The victim stated that she would rather give a written statement than a video interview, which I agreed to. After firstly obtaining a Domestic abuse, stalking and honour based violence (DASH) to safeguard the victim, which was medium to high risk.

Safeguarding

A Domestic abuse, stalking and honour based violence (DASH) form is completed across police forces in the UK. The form consists is a series of questions that officers ask a victim to assess the risk of further harm. The risk is then graded standard, medium or high. The DASH form then allows the police to work with a variety of different partner agencies in order to safeguard victims. The DASH form came about as due to case reviews showing serious failings. The reviews found that previously there was failures in sharing information with other agencies, identifying risk and the failure to make links across public protection and serial offending (Dash risk checklist, 2022).

Obtaining the DASH grading first meant that I would be aware of any previous domestic incidents and history between the pair. Which would help me know what to include in the statement. It did not happen in the incident, as it was that had happened between the pair. After the DASH and statement were taken, I began looking into safeguarding the victim. I offered the victim emergency housing. However, this was turned down the victim said that she would rather stay at her friend's house which was not in near the offender. I explained additionally that I would submit a Domestic violence protection notice DVPN, which she agreed to. So her ex partner would be arrested if he tried to contact her or attend her friends address. After completing the DVPN, I sent it over to the superintendent who was already aware of the incident. He granted the DVPN and then a colleague presented it to the magistrate's court who granted the Domestic violence protection order (DVPO). I believe that doing this at the start of the investigation and explaining the process to the victim. Made her feel safer during the initial part of the investigation.

With the DASH being a medium risk the victim was open to a multi-agency risk assessment conference (MARAC). This is where a meeting is held with representatives from the police, health,

child protection, probation, health services, independent domestic violence advisors and other specialists from the statutory and voluntary sectors (Safelives, 2022). The process first starts by an officer completing a MARAC form which describes the incident that has happened, which then let the professionals then attend a meeting know the victims background and the incident. Research has shown that following MARAC intervention 60% of domestic abuse victims report no further violence (Safelives, 2022).

Interview stage process

Although I did not actually conduct the interview, I was still part of the planning and preparation phase. As I was gathering all of the initial evidence. When conducting interviews with suspects the PEACE model is used in which includes five different phases. The first stage is the planning and preparation phase. Which is regarded by the college of policing as one of the key stages in the interviewing process (College of policing 2022).

In this planning stage, all evidence and issues along with the potential outcomes of the interviewed are reviewed. Without reviewing all the evidence before an interview, it is possible to leave key evidence out of the interview. Part of the interviewing process is to review the investigation evidence far. So I made not of the main evidence that I had which would help lead to a prosecution. These were the injuries to the females face and the fresh marks that were photographed on the offenders knuckles. I did notice that house to house enquires had been completed in the area. However, from the pocket notebook entry that had been taken I found that the house opposite. Near to where domestic had taken place no PNB entry had been taken from the occupants there. With it turning out that, the female who lived at the address was a key witness. Who actually seen the male assault his on the street outside the address. If this witness was not identified then it may have led to there being a lack of evidence in the case with it just being one word against the other.

Conclusion

Throughout the investigation process I made sure that I updated the victim at every opportunity during the investigation. This was challenging to do at times when being short staffed and with the high call volume that the area I work in faces at times. So I decided on my first day shift at the start of the set I write down a list of the victims that I need to contact that set. I then worked my way through the list throughout the set making sure that everyone was updated by the end of it. It is important to treat each victim differently as every victim is a human being so they all have different needs. Some victims will need updating a lot more often than others. I have found at times that the more vulnerable the victim is sometimes the more reassurance they actually need. With the domestic incident I was involved in a made sure that I updated the victim every 4 days. As she was worried about the court process to start with. Therefore, I did not want her to retract her statement due to not knowing what stage the investigation was in. I found the explain the special measures that were available to the victim were key in her the courage to attend court. Engaging with CPS I explained to them that the victim would attend court but would rather a screen between herself and her ex-partner. Therefore, she would not be put off by giving evidence.

2,200 words

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
	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Knowing the powers in which you can seize vehicles under (rta)			9		5		Make myself more familiar with the powers that the police have to seize under the road traffic act (1998). In order to complete this I will write down the power that officers on flash cards using the RTA. Then revise these definitions over the next 2 weeks and then retest myself on 14/06/2022

2. Case files knowing the difference between items to and not to disclose on a SDC.		5			8		Follow the CPS guidance on what material meets the disclosure test. I will aim to complete this by completing more case file in work to gain more of an understanding. I will then relook over the CPS guidance in 2 months time to see if I have a better understanding
Improving my understanding of evidence based policing when sorting out issues in my local area		5			9		Research the best available evidence and solutions that have worked in other forces and area through different online articles then retest myself on EBP on 16/06/2022. Giving mw time for 2 weeks of revision
The different powers in which police can search under							
The difference between the different public order offences.			8		9		Revise PACE code A which includes the different powers of search will retest myself on 08/09/2022
			7		10		Research the different public order offences from the public order act 1986. Right the definitions down on flash cards and then retest myself 2 weeks later to reinforce the definitions. I will retest myself on 28/06/2022
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Improving my interviewing techniques		7			9		Plan my interviews better using the beginning of the PEACE MODEL stage. This is achievable by rewatching my interviews and comparing them to my

							more recent ones to see if I have made any improvements achievable by 10/07/2022.
Knowing the different Handcuffing techniques		7			9		Practice the different handcuffing techniques by watching videos on the Beat which demonstrate them and then practice them. I will complete this by my next officer safety course which is on 10/09/2022 which will be measured by the trainers.
Communicating with victim's regular.		6			9		Get into the habit of updating my victims more regular before emergency calls come in. Achievable by contacting victims first thing before a call comes in by 12/06/2022
Gaining more intelligence when patrolling the community		6			8		Go to more community meeting with PCSOs to get to know my local residents better. I will measure this by if I have managed to put in more intel reports which I can check through police computer systems and review this on 03/08/2022
Managing my crimes better			7		9		Make sure that I don't let my crimes go over a certain point by being quicker when conducting investigations. I will prioritise my workload over next two month's and then ask my Sergeant to review on 01/08/2022
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Improve my driving skills when on blue lights		7				10	Watch more closely what my colleagues do when they are driving during times when the roads are

Remembering the different arrest necessities	6				9	buy. When going around traffic I will aim to complete this when I have my blue light course on September 2022.
The rights that suspects have in custody	7				10	Recite the mnemonic ID cop plan so I can remember the different necessities. Aim of completion 18/06/2022
Being more effective when searching for items inside a property.	7				10	Revise the notice that suspects are given when they are taken into police custody with regarding the evidence that he suspect and solicitor allowed to see after they have been charged. I will complete this by revising the rights and entitlements. Then retesting myself on this on the 18/06/2022
Knowing the difference between information's that is given to be by members of the public that could become bad intelligence	6				10	Go to more searches when they become available hopefully this can be facilitated on different attachments. Review my body cam footage when searching and ask colleagues to give me feedback on any places I am missing out. The timescale for completion will be dependant on when I can go to searches
						Review the intelligence that officers have taken in the past from the individual and whether or not it has been reliable before. Looking at the 3x5x2 model when evaluating intelligence rather than just submitting it. I will aim to complete

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							this by 08/07/2022. I will know I have achieved this when my intelligence is graded better
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