

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.

Contents

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
	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).

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

ANSWER:

This essay will critically evaluate theories of team dynamics as a means of developing team cohesion and to what extent group dynamics are shaped by a wider organisational cultural norms. It will take into consideration why inter-personal conflict can occur within a team and outline what strategies can be adopted to enhance individual and team performance. Finally, it will 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.

Team Dynamics can be defined as the behavioural interactions that exist between members of a group including how they engage, communicate, and collaborate with one another. How successfully a team performs these tasks has a direct impact on what it can accomplish. The nature of the job of its team members, their work environment, their working relationships with one another, and their degree of comprehension of the task all contribute to the formation of team dynamics. Team dynamics may be beneficial or detrimental. If each individual performs well and each member participates fully, the consequence of their job will be positive, and the group dynamics will improve even more (OptimistMinds (2021)).

In 1965 Bruce Tuckman developed a theory which identified stages that lead to team cohesion and best performance. The first step recognised by Tuckman is Forming. It is a stage in which the team meets for the first time, and team members are primarily reliant on the team leader for information (Simpleask.net (2014)).

Storming is the second stage. This is a very chaotic stage when team members have enough information to create their own opinions regarding the team's aims and objectives. As a result, some of them may compete for power or status with other team members, and they may challenge the leader for a position. At this point, it is critical for a leader to assume command of the team and keep them focused on the goal (Simpleask.net (2014)).

Norming is the third stage. Members commit to the team and their tasks at this point therefore creating a sense of camaraderie and cohesiveness among team members, and the leader is not overly pushed (Simpleask.net (2014)).

The fourth and most important stage for the team is Performing, where the team truly begins to function and perform well. They are able to work productively toward goals and effectively handle problems in a good and constructive manner. At this level, the team is forming cohesiveness and forming favourable interactions (Simpleask.net (2014)).

Adjourning is the final stage. This stage is not commonly regarded as a component of the major theory, but it is nonetheless an essential one to investigate. The fifth stage is when the team is no longer required since the team's goals and aims have been met and team members must move on to other projects or occupations. If teammates formed strong relationships, this separation may induce unease in certain sensitive people. It's critical to handle this stage delicately so that team members may move on to new projects (Simpleask.net (2014)).

This theory is important because in order to improve team cohesion we first need to recognise the usual cohesion process and the stages teams go through to establish their personalities.

Isabel Briggs-Myers created the MBTI in 1979 and It is based on Carl Jung's work, namely his book Psychological Types. The MBTI contains 16 personality types, and a survey will tell person which type they are (TheTeamBuildingCompany (2019)). The Police use this model in the first stage of the application process when a candidate first applies for a role in the police force. They conduct a personality and behavioural test in order to establish whether a person has similar traits relating to the code of ethics and 10 standards of professional behaviour which is ingrained into the police force. These personality types can easily mesh other personalities within the force thus creating good team cohesion with the outcome being beneficial to help create greater public confidence within the force.

It is important to note that a team's dynamic can be directly linked to the leadership style of a Sergeant without a strong leadership a team could simply fall apart. Kurt Lewin looked at different types of leadership styles in 1930. He found that there are three different types of leadership styles, these are Authoritative Leadership, Participative Leadership and Delegative/ Laissez-faire leadership (Toolshero (2020)).

Authoritative leadership is a leader who makes decisions independently and takes overall charge. Therefore, they do not delegate decision making responsibility to other members of the team. A participative leader is a leader who expresses their priorities and values when making decisions but is open to suggestions from colleagues. A Delegative/laissez-faire leader gives their team freedom in making their own decisions and is there for support and advice if needed (Toolshero (2020)).

Lewin established that the most effective leadership style was the participative leader. I agree with Lewin as this leadership style makes colleagues feel that their opinion is valid and that they are being listened to. Therefore, creating a better overall team dynamic (Toolshero (2020)).

It is important to look at different theories when looking to improve team cohesion within the police in order improve successful integration, therefore producing a team which are trusting of each other and in turn increasing the public confidence in the police service as the police are public and the public are the police.

Kellermann (1996) stated that interpersonal conflict may be simply defined as a collision between two people who are unwilling or unable to meet each other's expectations (Bao, Y.,

Zhu, F., Hu, Y. and Cui, N. (2016). Interpersonal conflict in the workplace is a major issue that every employer and employee must deal with at some point. In order to reduce the prevalence of interpersonal conflict in the workplace, it is critical to understand the many forms that might occur and how to effectively resolve them therefore, repairing working relationships, the boost of team morale, and the growth of public confidence in the service we are providing (Indeed Editorial Team (2021).

Workplace clashes can occur for a number of different reasons. There are six types of interpersonal conflicts within the workplace these are, pseudo-conflicts, fact conflict, value conflict, policy conflict, ego conflict and finally meta conflict (Projections (2020).

Pseudo-conflict can occur when a disagreement arises as a result of a misunderstanding. It can also occur when one party in a quarrel mocks or taunts the other (sometimes called badgering) (Projections (2020). For example, a person may interpret a different word to mean one thing and another person interprets it differently.

Fact conflict can occur when there is a disagreement over the validity or accuracy of a piece of information (Healthline (2020). For instance, one officer may believe they have a certain power to exercise their duty under a certain piece of legislation and the other may disagree with them.

Value conflict is considered to be conflict when their underlying value systems between persons diverge (Indeed Editorial Team (2021). To illustrate, a worker may place a high value of their time outside of work, refusing to keep up to date with their emails whilst not on duty. However, another worker may be reachable at all time even whilst not on duty.

A policy conflict arises from a disagreement on a strategy or course of action (Projections (2020)). For example, two officers have attended a call and one officer would like to proceed with a different course of action than the other.

Ego conflict occurs when both sides in a disagreement focus on becoming the "winner" of the debate (Projections (2020)). This is usually a result of a clash of a personality trait and one party not accepting the loss or being proved right regarding a topic.

During an argument, meta conflict occurs when there are disputes concerning the process of communication itself (Projections (2020)). For instance, one person may address a topic that is concerning them in a manner which is not abrupt or aggressive in their tone of voice.

However, another may be more direct and abrupt in addressing the issue that they have.

Inter-personal conflict in the workplace can be avoided and often resolved in order to strengthen connections and lays the groundwork for future success. A number of different strategies can be adapted in order to enhance an individuals' and team performance (Indeed Editorial Team (2021)). Communication can be seen as one of these strategies.

A person can work on their own communication skills by being aware of their tone of voice when addressing an issue. They should also take in consideration the use of terminology that they use in order to not come across as abrupt or aggressive in their demeanour. They can consider their body language for example, crossing their arms can be portrayed as being quite closed therefore meaning they could be perceived by the other party as not actively listening

to them. It is also important to maintain eye contact with an individual to show that you are also listening to them.

An example of this is the CUDSA communication model for conflict resolution. 'C' stands for confront the behaviour. A worker should concentrate on the behaviour rather than the person. They should request that they adjust their behaviour so that they can discuss the problem (Volunteer Ireland (n.d.)). A worker could ask a fellow employee to discuss a matter privately or also in the presence of a supervisor who could act as mediator.

'U' stands for understand each other's position. Workers should take the time to learn about the other person's point of view and is it a genuine problem, or is it the result of misunderstanding (Volunteer Ireland (n.d.)).

'D' stands for define the problem. This is a chance for workers to practice active listening to each other without interrupting in order to get to the root of the issue without becoming defensive, aggressive or sulking (Volunteer Ireland (n.d.)). As seen by Brown (1965) (Bao, Y., Zhu, F., Hu, Y. and Cui, N. (2016)).

'S' stands for search for a solution. This requires individuals searching for the best solution to their problem in order to help aid with a harmonious atmosphere and prevent other co-workers from feeling uncomfortable (Volunteer Ireland (n.d.)).

'A' stands for agree upon the best solution and put into practice (Volunteer Ireland (n.d.)).

Another strategy is to display empathy in order to help overcome interpersonal conflict (Indeed Editorial Team (2021)). Different individuals have different personality traits meaning a person could be more sensitive to certain approaches and this is important to understand that every individual on a team is different.

Furthermore, it is important that when a conflict occurs and a discussion is had in order to find a solution to the issue at hand, that a worker does not hold a grudge and is able to move on from the issue without any further tension.

Serving police officers and members of the police service are expected to comply with the Code of ethics which was introduced in 2014 by the College of Policing. The Code of Ethics establishes and specifies the exemplary standards of behaviour for all policing personnel and It is a helpful, constructive, day-to-day decision-making framework that constantly reinforces the principles and standards that police is proud of. It is also meant to inspire personal accountability and the use of professional judgement, enabling everyone in police to do the right thing at all times (College Of Policing (2014)).

The Code of Ethics have nine policing principles which have been built from the 'Nolan Principles for public life'. The Principles are accountability, integrity, openness, fairness, leadership, respect, honesty, objectivity and selflessness. These principles serve to support and reinforce the existing processes and laws for guaranteeing professionalism is expected of both police officers and police workers. This benefits the profession and the public's trust that there is a procedure in place to respond appropriately if anybody considers that the Code of Ethics' standards have not been met College of Policing (2014).

Furthermore, the professional standards set for police officers and police staff set out in the Police Regulations 2012 and Police Staff Council Joint Circular 54 also help increase the public's trust (College of Policing (2014)). The 10 standards of professional behaviour are,

1. Honesty and integrity, A police officer must always be truthful and behave with integrity, and they must not compromise or misuse their position (College of Policing (2014)).
2. Authority, respect and courtesy, an officer must behave with self-control and tolerance, showing respect and civility to members of the public and co-workers. They must exercise their powers and authority in a legitimate and appropriate manner, and they must respect the rights of all persons (College of Policing (2014)).
3. Equality and diversity, they shall operate in a fair and unbiased manner and will not engage in unlawful or unjust discrimination (College of Policing (2014)).
4. Use of force, an officer may use force only as part of their job and obligations, and only when necessary, proportionate, and reasonable in all situations (College of Policing (2014)).
5. Orders and instructions, A police officer must only give and carry out legitimate commands and must follow Police Regulations. They will only provide reasonable directions and will comply with any reasonable commands (College of Policing (2014)).
6. Duties and responsibilities, they must be conscientious in carrying out their tasks and obligations (College of Policing (2014)).
7. Confidentiality, an officer must respect information and only access or reveal it in the course of their job (College of Policing (2014)).

8. Fitness for work, They must be fit to carry out their tasks when on duty or at work
(College of Policing (2014).
9. Conduct, They must conduct themselves in a way that does not bring the police service into disrepute or damage public trust in policing, whether on or off duty
(College of Policing (2014).
10. Challenging and reporting improper behaviour, they must report, challenge, or take action against colleagues whose behaviour has deviated from professional norms
(College of Policing (2014).

If a Police officer or police staff's behaviour does not meet the expectations or has been deemed to have breached one of these standards, they could be investigated by the professional standards department within the force that they currently serve. Furthermore, an investigation can be conducted by the Independent Office for Police Conduct (IOPC) which has caused a great level of public concern, impact on the community and serious implications for the reputation of the police service (Bryant, R. and Bryant, S. (2019). A recent example of this is seen in the case of Sarah Everard who was raped and murdered by a serving police officer, Wayne Couzens (The Guardian (2021).

Team dynamics can be affected if a member of the team was to breach one of the code of ethics or 10 standards of professional behaviour as this can lead to lack of trust within team members. This lack of trust between colleagues could be portrayed in front of members of the public therefore instilling a lack of trust within the police force. It can also affect team dynamics as officers might not want to work with this individual as they do not wish to be

viewed as untrustworthy due to association with the individual who has breached these standards.

I have experienced a team dynamic changing due to a member (s) of the force not meeting the standards of behaviour which is expected of an officer. A current professional standards investigation is ongoing in South Wales Police due to a number of personal and offensive derogatory notes being left inside of a colleague's locker which is now taking the route of a criminal investigation under harassment and malicious communications.

A hand written note was left in a police officers locker from a team in which my team cross over from. This note was extremely upsetting for them as it involved their personal relationship with their partner who also works inside the station. Only two teams could have been involved which has subsequently caused conflict and friction between members of both teams. Due to being one of the newest members of the team, I was accused by a certain colleague of writing this note which was extremely upsetting for me and I felt isolated by this team member every time I would try to speak in a group setting they would dismiss me and my opinion. Furthermore, this colleague would not communicate with me whilst attending calls and this made me feel concerned for my safety especially if attending a call which resulting in a conflict situation.

This behaviour lasted for approximately a week before I made the decision to challenge this improper behaviour as I did not want this to escalate any further. In order to overcome this issue, I used the CUDSA communication model for conflict resolution. I asked to speak to this member in front of my Sergeant in order to make them aware what was happening to me and how I was feeling. I also thought that this would be the most appropriate course of action

as this is an ongoing investigation. This not only benefited me from feeling isolated from the team, but it also helped the team dynamic as other members of the team was picking up on this individuals attitude and behaviour towards me and making them feel uncomfortable.

To conclude, team dynamics are extremely important in order to create a positive working environment, both personally and professionally in order to achieve the best outcome and also increase the public's perception of the police. It is also important to understand the different types of conflicts which can occur within a team and how they can be addressed in order to create a harmonious working environment for all, as a toxic working environment can be damaging for the organisation. It is also vital that police officers adhere to the code of ethics and 10 standards of professional behaviour in order to increase the public's confidence in the police and act accordingly in order to set the standard of how we should conduct ourselves.

Word Count: 2734

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:

This essay will discuss a policing incident in which I played a significant role with a victim of crime and reflect on what happened using the Gibbs Reflective Model (The University of Edinburgh (2020)). It will critically evaluate the appropriateness of different approaches by professional's and the police in supporting and managing vulnerable people and people at risk of harm. Finally, it will explore or what works in relation to tackling repeat victimisation and repeat offending considering the use of evidence based policing.

The college of policing have defined the term vulnerable as,

“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.” NPCC

(2020).

The above definition recognises that a person can be vulnerable or can be at risk of harm with personal factors and also situational factors. Personal factors could include protected characteristics which are set out in the Equality Act 2010 which are, age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation (Citizens Advice (2010)).

Situational factors could include, adverse family and community circumstances, adverse cultural influences, coercive control, isolation, lack of support, language barriers and the presence of the abuser (NPCC (2020)). Other circumstances can also influence vulnerability which can include self-abuse, abuse of alcohol or drugs, deteriorating mental or physical health and becoming a victim of crime can make a person susceptible to repeat victimisation (West Yorkshire Police (2020)).

What happened?

I received a call from the control room that there was a domestic incident ongoing between a male and female inside a vehicle in the early hours of the morning. Each year there are over 1 million calls to police in England and Wales about Domestic abuse (SafeLives (2020)).

Domestic violence and abuse can be defined as,

“Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those ages 16 or over who are or have been intimate partners or family members, regardless of gender or sexuality. This can encompass, but is not limited to the following types of abuse: Psychological, physical, sexual, financial and emotional.”

CPS (2019).

I attended the location with my colleague, approached the vehicle in question and I informed both parties of the circumstances of the call that we received and in order to establish what has happened, my colleague and I asked to speak to them both separately.

The male became extremely aggressive with our presence and began shouting abuse at the female inside the car and also at my colleague and I. At this time the female occupant whispered to me that she needed help. Despite using our tactical communications the male's behaviour escalated and I had to press my emergency button on my police issue radio as he started to assault my colleague and I. The male was subsequently arrested and was transported to the police station by another unit.

As the male had left the scene I was able to engage in conversation with the female and build a rapport with her in order to establish what she needed my help with and I asked if she would come back to the station with me which she agreed to do so. The female informed me that she needed help because she has been struggling lately in aspects of her life and has subsequently increased her alcohol consumption to help aid her through this time. I continued to engage with the female about her relationship with the male which she then became guarded and nervous and did not want to discuss this part of her life.

After talking about other aspects of her life which was affecting her the female became relaxed in my presence and started to engage in conversation with me regarding her relationship. She informed me that she had a few days ago she had ended her relationship again with the male and arranged to meet him at his friends to give his belongings back. On

average, a victim of domestic abuse will try to leave the relationship 7 times before finally leaving the abusive relationship behind them (McAdams, L. (2017).

I continued to discuss with the female her relationship with the male and she informed me that at the beginning he was lovely to her however the relationship got progressively worse. She informed me that he has been calling her derogatory names and the male had turned her family against her. The male also convinced her to reduce her hours in work as it was affecting their relationship. This subsequently left the female feeling emotionally low regarding herself, has damaged her relationship with her family and making her feel financially dependent on him leaving her feeling isolated and alone.

What were you thinking and feeling?

At the time of the initial incident I felt very strongly about the case. Due to the male's behaviour with my colleague and I and his extensive list of warning markers and serial perpetrator of domestic abuse safeguarding her was my utmost priority. In my opinion the female was extremely scared of the male and she felt alone as he had isolated her from her friends, family and her job reducing her ability to potentially leave the relationship which is seen in Patzel (2006) report (McAdams, L. (2017).

What was positive and what was negative about the experience?

Whilst on my way to the initial call the reporting person gave the registration plate of the vehicle in question to the call taker. From this I was able to obtain the name of female owner and was able to complete a person check using our police national computer system. From conducting this search I was able to see any previous calls involving this female and any persons that had been linked as her associates. The male in question was linked to this female

and I was able to see his warning markers which was an extensive list showing that he is serial violent offender and domestic abuse perpetrator. I was also able to see the previous calls between both parties to help me establish the history between them both. From this I was able to see that this female was a repeat victim as she had a series of domestic abuse relationships and there were numerous calls involving herself and her current partner.

The definition of a repeat victim is,

“Repeat victimisation occurs when the same person or premises suffer from more than one criminal offence whether the same or linked in nature within the previous 12 months”.

South Yorkshire Police (2015).

In order to help safeguard the female, I completed a risk assessment with her in the form of a Public Protection Notice (PPN). A PPN has two main purposes, when there is in need to risk assess a person and also to assess for further vulnerability. I followed the DASH risk model that seeks to help front line practitioners and specialist staff identify domestic abuse, stalking and harassment victims (Grant, F. (2019). This needed to be completed to a high standard so that vital information can be shared with our partner agencies such as Multi-agency Safeguarding Hubs (MASHs) so that the female could get further help and support from agencies like Womens Aid and also Housing.

I completed a Victim support form with the consent of the female informing them of what she disclosed to me. Victim support is an independent charity dedicated to supporting victims of crime providing specialised assistance to assist people in coping and recovering to the point where they feel they are back on track with their life (Victim Support (2016).

Whilst in discussion with the female a number of bruises started to develop. She had visible bruising to her right and left eye, bruising to the centre of her lip and dried blood splatter to her ear. I asked her on how she received these marks which she was reluctant to say.

Research suggests that the use of body worn video can help attending officers gather evidence therefore, increasing the number of criminal charges in situations of domestic abuse (Bryant, R. and Bryant, S. (2019)). As the female was reluctant to engage in conversation with me at first, I felt that activating my body worn video would completely stop her engaging with me and if I was to activate it whilst she was engaging in conversation she would immediately stop. She did however let me take photographs of her injuries.

I asked the female if she wanted to make a formal complaint to the police regarding this matter, to which she informed me that she would like some time to think about it as she was unsure what she wanted to do. I informed the female that she would receive support as per the Codes of Practice for Victims of Crime and would qualify for enhanced rights as I considered that she was extremely frightened of the male therefore, the quality of her evidence may be affected due to her fear and distress of testifying in court (Ministry Of Justice (2020)).

I kept in contact with the victim to make sure that our partner agencies had been in contact with her and if she had considered making a formal complaint. From the help and assistance of the partner agencies she was able to find suitable accommodation where the male did not know where she was residing. She was also in regular contact with Women's Aid which was helping her take control of her life again. Chang et al (2010) found One of the most critical elements that lead women to successfully flee their abusers was realising they had access to services and support from others (McAdams, L. (2017)). She did not wish to pursue a formal

complaint against the male as she was glad that he was out of her life for good as he was serving a prison sentence for assaulting my colleague and I.

What would you do differently?

Upon reflection, I would consider conducting a vulnerability assessment using an 'ABCDE tool' when coming into contact with a member of the public. This tool focuses on a persons appearance, behaviour, level of communication and capacity, risk of danger and finally the environment and circumstances they are currently in. This assessment helps to identify any vulnerability and help increase early intervention options and may aid in the prevention of victimisation (Metropolitan Police (2015)).

Due to the male's extensive list of warning markers and that he is a serial perpetrator of domestic abuse, I would of advised the female of the Domestic Violence Disclosure Scheme also known as Clare's Law which was introduced in 2014. This scheme allows an individual to find out whether their partner has a history of violence. This could benefit a victim of domestic abuse in helping aid them terminate the relationship if they are aware of their partners abusive past (GOV.UK (2021)).

Furthermore, I would consider the use of evidence based policing in order to help tackle repeat victimisation and repeat offending. Evidence based policing is a process of understanding how crime geographically and temporally clusters, taking into consideration environmental and situational factors in order to address and help reduce specific crime and disorder that the police face. I would use this approach to look at previous methods which have been beneficial in reducing crime and disorder and I would apply them in order to help

target prolific offenders and ensure that victims can be protected and supported affectively in order to minimise the impact of crime and help reduce the risk of repeat victimisation (Grieco, J. (2014).

Word Count: 1654

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: L. C. BURNELL (Learner – electronic signature accepted.)

Date: 31/10/2021

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:

This essay will critically explore how criminal activity facilitated by the road network can be disrupted. It will consider how I have applied appropriate fast track actions in an investigation and evaluate the effectiveness of my decision making, reviewing the importance of risk assessing my decision. It will also analyse how I have applied and understood appropriate interview techniques in a complex investigation.

The UK road network extends beyond the local geographical borders of police forces, allowing people and commodities to move freely throughout the country. It allows individuals to travel hundreds of miles and cross multiple local authority and police jurisdiction lines in a short period of time (GOV.UK (2020)). The Highways Agency manages the Strategic Road Network (SRN), which consists of about 4,300 miles of motorways and

main 'trunk' A-roads in England. The SRN is just around 2% of the entire length of England's road network, yet it transports about one-third of all motor vehicle traffic in the country.

Roads connect workers to work, people to places, towns to regions, and families together and over four million vehicles use the Strategic Road Network (SRN) every day (Hawksworth, D. (2014).

In 2018 the National Police Chief Council (NPCC) published a document called 'Policing our Roads Together'. This is 3 year strategy prioritising reducing road casualties, disrupting criminality, countering terrorism and patrolling the roads. NPCC stated that working together with partner agencies they would like prioritise the fatal 4 offences which are safe roads, safe speeds, safe vehicles, safe road users and the additional 5th strand of post-crash response which ensures that collisions are investigated effectively. The implementation of a safe system in collaboration with partners will support the efficiency and approach, with the national operations calendar providing a focus for compliance action so that all road users think twice before breaking the law (NPCC (2018).

Unfortunately, what is excellent for the public and business is also good for criminals who utilise the road network to move between police forces while committing crimes College of Policing (2013a). The usage of roadways by criminals varies from petty traffic violations to multinational organised crime. Intelligence and enforcement should be used by forces and partner agencies to help disrupt criminal activity. For example, many vehicles use the road network to transport illegal drugs to different parts of the UK.

In order to help disrupt criminality on the roads, officers can utilise their powers that allow them to stop vehicles on the road and challenge a driver if they believe that they are involved

in criminal activity. an officer can utilise their powers such as Section 163 of the Road Traffic Act 1988 which states,

“A person driving a mechanically propelled vehicle on a road must stop the vehicle on being required to do so by a constable in uniform or a traffic officer.” (College of Policing (2013a).

Section 164 of the Road Traffic Act 1988, gives a police officer a power to request the driver of vehicle to produce their driving licence. Furthermore, Section 165 of the Road Traffic Act enables a police officer to obtain names and addresses of drivers and others and requires the production of evidence of insurance or security and test certificates. Section 43,44 and 45 of the Terrorism Act 2000 also gives police officers powers to stop vehicles when terrorist activity is anticipated in a particular location (College of Policing (2013a).

From stopping vehicles using the above powers, officers can also reduce criminality on the road network by seizing these vehicles for example, If a driver was caught driving on a road without a licence or insurance, the vehicle can be seized under Section 165A of the Road Traffic Act (College of Policing (2013a).

There are other ways in which a vehicle can be seized for example, if a driver is to drive their vehicle in a manner which is causing alarm, distress or annoyance it can be seized under Section 59 Police Reform Act 2002. However, it must be noted that a warning must be given to the driver before seizing the vehicle (College of Policing (2013a).

Technology has the potential to revolutionise how police officers combat crime on the road. It can also help with counter-terrorism efforts. Forces have access to technology that can be used to disrupt criminal activity, such as automatic number plate recognition (ANPR), CCTV and facial recognition (College of Policing (2013a).

Automatic number plate recognition (ANPR) is a technique used to identify, discourage, and disrupt criminal activity at the local, force, regional, and national levels, including fighting travelling criminals, organised crime groups, and terrorists. ANPR systems are cameras which are linked to a reading device which collects data which is then stored on the National ANPR service database (Police.UK (n.d.). There are multiple different types of ANPR cameras such as static, movable, mobile and covert (College of Policing (2013a).

From being a serving police officer in South Wales Police I have requested an ANPR check numerous times, one relating to a case of a serious domestic related assault. The male in question had assaulted his partner with a knife. From intelligence provided this male was using his brother's work vans to travel around the local area and also due to him serving a previous prison sentence he had associates across the country in London, Birmingham and Manchester.

The victim believed that he had fled to these areas using his brother's vehicles. Due to the nature of this serious incident and in order to help safeguard the victim an PNC ACT marker was placed on the brother's work vans and ANPR was checked. An PNC ACT marker is a Police National Computer report on a vehicle which requires a patrol officer to stop a vehicle which has been involved in criminal activity or is suspected to be involved in criminal activity (College of Policing (2013a).

Fast track actions in an investigation can be defined as,

“Any investigative action which, if pursued immediately are likely to establish important facts, preserve evidence or lead to the early resolution of the investigation.” (College of Policing (2013c).

An officers initial priorities when responding to a call should be to preserve life, preserve scenes, secure evidence, identify victims and identify any suspects. A delay in protecting and preserving or gathering evidence could risk potential evidence being contaminated therefore hindering the investigation (College of Policing (2013c).

During a night shift, I received a call from the control room stating a female was found lying unresponsive by a passer-by on a busy dual-carriageway in Cardiff. Due to the nature of the call I responded with a number of different units. On my arrival, I was first at the scene and the female was lying partly on the carriage way and due to her position in the road her safety was my utmost priority. I approached the female and she was unresponsive to my calls and I immediately started to conduct CPR and I used my police issued radio to update the control room on my findings and ask for medical assistance immediately.

As it was unclear what had happened to the female, conducted a dynamic risk assessment and I applied fast track actions immediately in order to establish what happened and to preserve any evidence. highways were contacted along with other traffic units to close the neighbouring roads and the busy section of road in order to preserve any evidence and due to the time of night our personal safety on this road was also paramount. A Road policing lead

investigator arrived at the scene who's responsibility is the overall management of the investigation (College of Policing (2013b)).

Due to the current COVID-19 pandemic and the demands on the NHS, medical assistance took quite some time and CPR was conducted on this female by a number of officers until medical assistance arrived. Sadly, the female was pronounced deceased at the scene.

It was unclear what had happened to the female in question at this moment in time further fast track actions needed to be applied immediately in order to establish the facts of what has happened to this female and to help preserve any evidence to lead to the early resolution of the investigation. A scene log book was started and every officer at the scene was inputted in order to assist with scene management.

The victim's identity was still unknown at this time however, the female had two items on her possession which was a mobile phone and set of keys. The mobile phone was locked with a passcode which presented difficulty in obtaining her personal details. Due to an iPhone having an emergency Medical ID feature this was overcome and her details were obtained. Using our Police National Computer and South Wales Police NICHE system I was able to locate the female's address and if she had any linked associates so that a specialist trained family liaison officer also known as FLO's could inform her family of her passing.

The FLO's role is to offer assistance and information in a sensitive and caring manner, gaining the confidence and trust of families of crime and road fatality victims and ensuring family members receive timely information in accordance with the demands of the investigation (College of Policing (2021b)).

ANPR cameras were checked immediately to see if the female had been walking down the carriageway and had been involved in a road traffic Collision. A number of vehicles had driven past at this time and these vehicles needed to be located immediately to check they were involved or had any distinguishing features on to show that they had been or not been involved in a traffic Collision. A specialist trained vehicle examiner attended the addresses of where the vehicles were registered to immediately and the vehicles were checked in order to eliminate them from the investigation.

CCTV was finally checked within the area to see if any footage was captured of this female on the carriageway. CCTV did capture the incident which showed the female walk up a busy carriageway above the dual-carriageway. The female placed herself over the railings of the carriageway for approximately 10 minutes before letting go of the railings and falling down onto the dual-carriageway subsequently, taking her own life.

Due to my involvement in this call I was tasked with completing a file to present to the Coroner. My role was to collect and secure evidence on behalf of the Coroner in accordance with coronial legislation in order to build an investigation case file and maintain a log of investigative enquiries and actions (College of Policing (2021a)).

In order to assist me in this complex investigation, I asked for guidance from my supervisor and also specially trained officers such as the FLO's in order for me to give the best outcome to the victim's family that I could and present my findings to the Coroner. I needed to obtain a number of different documents for this file. These included any police logs in response to the initial call, a statement from an attending officer, a post-mortem report from a medical

professional, CCTV evidence of the female and also any other documents which was relevant for my investigation. I also needed to obtain an antecedent statement from her family member which would include information about the female's personal background and any information that could assist in regards to her health.

In order to complete this statement I used the PEACE Model framework. The PEACE model was developed in the early 90s by law enforcement and psychologists as a means to curb the dissemination of false confessions that arose from an accusatory method of questioning and can be utilised in suspect, witness and victim interviewing (i-sight (2013).

As I considered this investigation to be very complex and also sensitive, I had to make sure that I prepared a witness interview strategy (College of Policing (2013c). For example, I made initial contact with the victim's family, introducing who I was and the purpose for my call. I then arranged a time and date which was best for them to conduct my interview and also letting them choose the best location for me to conduct this. Finally, I had to plan and prepare my questioning accordingly.

I started the interviewing process by engaging with the family member which is the second part of the PEACE model. I built a rapport with them and explained what my role was in the investigation and what I wanted to achieve from this statement. I also informed them that if they needed to take a break at any time that was fine as I understood this was an extremely difficult time for them.

In order to obtain their account, I made sure I used a range of open questions such as "tell me, explain to me and describe to me" when communicating with this family member and also

including questions like “who, what, why, when where, How” in order to give them the opportunity to elaborate on my further questioning and for myself to establish the bigger picture as to why this female had potentially taken her own life. With their responses, I would pin point any specific questions that I had regarding that topic by asking closed questions in order to get a “yes” or “no” answer. As this was a very upsetting time for them I took into consideration the length of time it would take for me to obtain this as making them feel comfortable was my priority.

Whilst closing my interview with them, I asked them to re-read the account that they have provided to me and if they would like to add or alter anything further to the statement. I asked the family member if they had any further questions that they would like me to clarify at this moment in time to which they did not. I provided them with my contact number and email address if they would like to ask me anything further or if they would like to inform me of any new information which could of potentially come to light to help me with my investigation.

Whilst back at the station I was able to evaluate what I had achieved in my interview with the family member, stating what went well and what I would improve on next time. It also gave me the opportunity to obtain other reasonable lines of enquiries for example, friends and other family members to contact to obtain further information regarding the female and why potentially she made the decision to take her own life.

From making further contact with the female’s friends, information came to light that she was currently in a house share with a number of friends. I took further statements from them using the above PEACE model and they were able to provide me with a hand written note left by

the female detailing why she made the decision to take her own life. This became a vital part in my investigation.

To conclude, the use of policing powers and technology such as ANPR cameras are beneficial to help disrupt criminality and can assist in bringing offenders to justice in order to make the roads a safer environment and can help the police in being one step ahead of criminals who continue to abuse the road network to facilitate their crimes. Furthermore, it is beneficial that officers are aware of the fast track actions that they must apply when attending calls in order to establish important facts, preserve evidence therefore leading to the early resolution of the investigation at hand.

Word Count: 2745

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	Med	High	Low	Med	High	
	1-4	5-7	8-10	1-4	5-7	8-10	Over my years in education I have learnt that I am a practical and hands on learner therefore meaning I learn better by experiences and interacting with real-life variables. For example, if I read about my power under section 23 Misuse of drugs act, I would find it difficult to recall the section verbatim. However, now that I have used that

						power once I am able to recall it easily and utilise it going forward. I believe that my knowledge is developing daily with the new introductions of different legislation and also with new and ever changing work documents. If am unsure on a topic or a certain document I will make sure that I firstly read up on it. Then I would ask my supervisor and colleagues if I was unsure and did not understand. My knowledge will continue to expand daily throughout my career which will in exchange help broaden my skills in different aspects of my role. I would like to develop my knowledge on the below: 1. I would like to develop my knowledge on file building and producing a file to the CPS. At this moment in time and due to ever changing work documents I
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							feel that I have to keep referring back to a document which informs me on what document is needed for each file to produce to the CPS. Due to producing files to the CPS weekly I feel that my skills will be able to improve on this weekly and also the more frequent that I produce a file. Therefore, increasing my knowledge on what is needed in a file and I will not have to revert back to the document. This skill is needed for my day-to-day working day and will help me be able to move on to a different task at hand. I will review this on a 6 monthly period. 2. I would like to develop my knowledge on Roads Policing. As this is not something that I deal with daily due to not being a specialist trained officer in
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							traffic, I would like to increase my knowledge on my powers and legislations that I have and be able to utilise them on the roads. I will look to review my knowledge on this within one year.
							3. Furthermore, I would like to develop my knowledge in specialist roles such as SOFR. SOFR stands for Sexual Offences First Responder. As I am due to start my course on this in early November, this will help broaden my knowledge and will assist me in this route of my career as I would like to look at a different role within the CID and major crime department as these officers deal with serious and complex crimes. At the moment sadly sexual assaults are occurring daily within my force area and from participating in

							this course this will help aid me in undertaking my role effectively and in order to deliver the best service possible.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	At the present time I am happy with my policing skills so far this early on into my career. However, I believe that obtaining and developing different skills will not only benefit me professionally but also personally by enhancing my knowledge and skills. I have shown interest in courses that are available to me at this present time in my career such as my first responder driving course which I have completed and passed. I also have further courses booked such as SOFR which stands for Sexual Offences First Responder which will help develop my skills and knowledge for different departments such as CID and Major crime which I am keen to do at a later stage in my career.

							Below are three skills that I would like to develop on: 1. I would like to develop my skills on file building and producing a file to the CPS. At this moment in time and due to ever changing work documents I feel that I have to keep referring back to a document which informs me on what document is needed for each file to produce to the CPS. Due to producing files to the CPS weekly I feel that my skills will be able to improve on this weekly and also the more frequent that I produce a file. This skill is needed for my day-to-day working day and will help me be able to move on to a different task at hand. I will review this on a 6 monthly period. 2. I would also like to develop my skill on my time management
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							when completing a statement from a member of the public. I feel that at this moment in time I take too long to obtain a statement and I will like to produce a statement plan before obtaining one. From doing this I will be able to follow a structured approach which in turn will be able to increase my time management. As this is a skill which is needed daily in my job role I will continue to work on this daily. I will also review this on a 6 monthly period. 3. Furthermore, I would like to develop my skills in handcuffing. Due to the COVID-19 pandemic our officer safety training was at a basic level and we were only shown approximately 5 times how to place handcuffs on effectively. As this skill is a daily occurrence
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							in my job role I will be able to improve this daily also. I can also practice this on my colleagues such as developing my skills in the ‘stack’ and ‘hybrid’ handcuffing positions. I will review this also on a 6 monthly period.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	As I started my career in March 2020 and I am still in probation my level of experience so far in my career is low. However, as I have stated that I am a practical and hands on learner I learn best from doing this. I feel that most calls that come into the station I would like to attend and answer in order to help develop my experiences of different types of policing in order to develop my skills and knowledge. From doing this my experience is changing daily and I look forward to this changing throughout my career.

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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