

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:

Over time, the failures that occur within a team have generated the need to better understand their behaviour and develop strategies which can be implemented to improve their performance (Bisbey et al, 2019 p.278). The aim of this assignment is to critically evaluate the theories of team dynamics as a means of developing team cohesion in order to improve their performance. The assignment will then explore to what extent group dynamics are shaped by wider organisational cultural norms. The assignment will firstly begin by discussing why some teams cannot function adequately and strategies that can be implemented to address this.

This assignment will explore theories and models such as Lencioni (2002) 'Five dysfunctions of a team'. Lencioni (2002) believes that there are 5 problems teams face which impact on their effectiveness which is absence of trust, fear of conflict, lack of commitment, avoidance of accountability and inattention to results. Lencioni lists conflict as a problem within a team however Brownlee (2019) argues that *"tension is often a very natural if not necessary part of real progress and team bonding"* and that the absence of conflict within a group can limit its results and keeps the relationships shallow. I will also be exploring Tuckman's stages of group development within this assignment which outlines five stages that groups progress through as they develop into a high performing team. The five stages are Forming,

Storming, Norming, Performing and Adjourning. The CUDSA model of conflict resolution will also be introduced in order to explore how conflict can occur within a team.

The essay will then look at what strategies can be adopted in order to enhance performance both individually and as a team such as good communication and the role of the team leader in offering support and guidance. The essay will then finally discuss team dynamics within the police service and how the perception of organisational justice within the workplace can result in failure to comply with professional standards, making reference to the code of ethics and the competency values framework (CVF).

It is at first necessary to define what a team is. Cambridge dictionary (2021) states that a team is "*a number of people who act together as a group, either in a sport or in order to achieve something*". The difference between a group of people and a team is the common purpose or goal and the reliance on the skills of all the members to meet the goal. The level at which the team is able to function and the overall performance of that team is dependent upon the team dynamics. Team Technology (2013) states that "*Team dynamics are created by the nature of the team's work, the personalities within the team, their working relationships with other people, and the environment in which the team works*".

The number of organisations using teamwork is increasing (Miller 2003, p.121) and therefore the rise in team-based work can create frequent disputes between colleagues (Baldwin 2006, p.8). Teams are often seen to be beneficial as members can share their knowledge and skills whilst also providing a source of support and reassurance for overworked or under skilled team members (Salas et al 2015, p.265). These benefits however will only be realised if the team is cohesive as cohesion is essential for both team effectiveness and performance (Salas et al 2015, p.365). Good team cohesion is necessary as it will increase the chances of the team completing their objective successfully with high performance and will also ensure that they get the job done faster and more effectively (Simpleask 2014). Simpleask (2014) believes that poor team cohesion leads to poor performance which may prevent the team from reaching its target or goal as individuals who feel no sense of cohesion with their team, may be less motivated and less willing to participate (Salas et al, 2015, p. 365).

Lencioni (2002) believes that the characteristics of a cohesive team are Trust, Conflict, Commitment, Accountability. Cohesion has been identified as an emergent state which happens over time as teammates interact however "*Inter team conflict can often take place as teams are developing as the team goes through a developmental stage*" (Jones 2021). The stages of group or team development were identified by Bruce Tuckman in 1965. Tuckman's model initially proposed four stages that a group progresses through and later, a fifth stage called adjourning was added which is the disbanding of the group upon completion of the project. Jones (2021) lists that during the 'Storming' stage, the team gains confidence however there is conflict around interpersonal issues and there can often be frustration and disagreements surrounding goals, expectations, roles and responsibilities. Tuckman (1965, p386) states that this stage is when there is a lack of unity within the group and this can lead to members feeling hostile towards each other. The

team must successfully progress through this stage in order to reach the next stage of 'Norming' which is where the effectiveness of the team increases as the team has made a conscious effort to resolve problems and the team starts to develop an identity (Jones 2021).

Eicher (2021, p.77) believes that *"humans are imperfect, with flaws, egos, insecurities, ambitions, baggage, distractions, personalities, pet peeves, and pet hurts"* and therefore this can create conflict within a team or disagreement between members which Lencioni (2002) believes is constructive and needed within a team. Conflict is one of the more potent of human interactions (Biech 2007, p.251) and it can either facilitate growth or cause harm to the people involved. There are many positives to conflict being present within a team as Proksch (2016, p.10) believes that conflict strengthens group cohesion and is a significant part of active working relationships which Biech (2007, p.245) agrees and further adds that conflict increases creativity which leads to higher quality decisions. Bryant and Bryant (2019, p.103) however disagrees and argues that it is important to resolve disagreement as it can result in poor performance and productivity losses of up to 30% (Proksch 2016, p.9). Bryant and Bryant (2019, p.103) further add that if conflict is not resolved, distrust can develop between team members who will no longer be able to work together effectively. Without trust, very little progress can be made gaining cohesiveness (Lencioni 2002). Proksch (2016, p.9) also believes that lengthy conflicts within a team can result in higher levels of absenteeism from work due to sickness. This is believed to be the case as the constant psychological stress will sooner or later manifest itself as physical illness. Chronic unresolved conflicts have been named as a cause in up to 90% of dismissals and listed as a factor in at least 50% of employee resignations. This therefore highlights that conflict is a growing area of concern for organisations (Baldwin 2006, p.8).

In order to resolve conflict, good communication is vital as it is important that all members of the team are given a voice (Baldwin 2006, p.8). The CUDSA model of conflict resolution (which stands for Confront, Understand, Define, Search and Agree) can be introduced as it provides a step by step approach to understanding the problem and agreeing a solution. The CUDSA model ensures all parties feel more confident in responding to situations of conflict and make choices that will ensure conflict is seen as constructive rather than destructive (GMCVO 2015). Another method organisations can adopt to overcome and boost individual and team performance is the introduction of team building days which are particularly helpful where team members have been thrown together (Bryant-Smith and Beard, 2018 p.117). These are particularly beneficial as trying new things with staff members *"can generate good vibes among employees as it builds trust, mitigates conflict, encourages communication, and increases collaboration"*. (Scudamore 2016). Scudamore further adds that in respect of team building events, *"Spending time together, sharing an experience or working towards a common goal allows bonding to happen more organically and far more effectively"*. Team building days should be an important consideration for any organisation as it sends a positive message to employees and ensures that team members feel valued and their experience of the workplace matters (Bryant-Smith and Beard, 2018 p.116). Team building exercises can be carried out within the workplace or in an informal setting away from work which tend to be more memorable (Bryant-Smith and Beard, 2018 p.117). Bryant-Smith and Beard (2018 p.117) suggests that activities could include a barista

course, an art workshop, bowling or a trivia afternoon. Powell (2007, p.54) believes that organisational issues can be due to poor communication therefore if teams can effectively share information together then they become high-reliability teams. Team meetings such as a briefing before the beginning of a police officer's shift can also be introduced to boost team performance as it allows all members of the team to sit together and talk, getting to know each other, which may otherwise not occur throughout the shift. Well-crafted meetings can help raise productivity and achieve an open culture within teams (Human Resources Online 2018).

Tuckman (1965, p.386) lists the Norming stage as when *"The group becomes an entity by virtue of its acceptance by the members, their desire to maintain and perpetuate it, and the establishment of new group-generated norms to insure the group's existence. Harmony is of maximum importance, and task conflicts are avoided to insure harmony"*. Working in harmony is vital in policing as according to the College of Policing CVF (2021), police officers need to work effectively with colleagues and partner agencies by mutually sharing their skills, knowledge and insights with each other in order to achieve the best possible results for all. The need to work effectively as a member of a team is reflected in the Policing Professional profiles (PPP) (Bryant and Bryant 2019, p.103). The PPP defines the expectations for police officers and contains the Competency and Values Framework (CVF) which states that all officers are expected to act within the ethics and values of the police service and this includes working cooperatively with others to get things done and providing help and support to colleagues. Bryant and Bryant (2019, p.103) believe that there are many reasons why good working relationships are important and this includes the need to communicate effectively as well as managing conflict. Police officers must work effectively with each other regardless of differing cultures, priorities and needs (College of Policing 2021) as officers must abide by the Code of Ethics. This was implemented in 2014 to reinforce the values of policing and sets the exemplary behaviour standards within the policing industry. The code of Ethics contains nine principles that should be embedded into how officers conduct their day to day operations and how officers should behave (College of Policing 2014, p.4). The Code of Ethics lists Fairness, Integrity and Respect within its principles therefore underpinning the importance of teamwork and collaboration within the policing industry.

Organisation Justice can also play a factor in why police officers fail to comply with professional standards requirements. Organisation Justice (OJ) is, in its simplest form, the perception of fairness in the workplace (Thames Valley Police p.7) and the extent to which employees perceive workplace procedures, interactions and outcomes to be fair (Baldwin 2006, p.1). Currently there is little research around the perceptions of OJ in policing (Thames Valley Police p.8). Officers look for the same from their organisation, as the public expect from them which is to be treated fairly, impartially and with dignity and respect (Thames Valley Police 2021, p.8) therefore If officers believe that there is organisational injustice within the workplace then it can impact significantly on their psychological health and wellbeing (Thames Valley Police p.6). This can have a substantial impact on the organisation as organisational injustice may cause officers to suffer from work-related stress, anxiety, depression and long-term sickness and this continues to be a significant challenge for senior police leaders right across the UK. (Thames Valley Police p.6).

Bisbey, Reyes, Traylor and Salas (2019) suggest it is the team leader's role to identify and develop any training needs for individuals within the team which can contribute to improved performance. In order to do this, team leaders must communicate with those in the team in order to help them to function effectively (Dyer and Dyer 2020, p.93) by setting clear goals and explaining how those goals can be achieved. Team leaders must also motivate and inspire their team members so that they don't get disheartened and continue to feel valued and important (Dyer and Dyer 2020, p.93). HMICFRS (2018, P.4) believes that good leadership has a range of styles therefore the role of the team leader may vary during different stages of the group's development. When in Tuckman's 'forming' stage, the group may not have the skills to function effectively therefore the leader may need to be more directive (Dyer and Dyer 2020, p.96). The cohesion of the team will be influenced by the leadership style used as Dyer and Dyer (2020, p.96) believes that if the team leader is overly dominating and controlling of the team, then this can cause little co-operation amongst the team however if the team leader communicates well and gives more responsibility to the team, then the team will be more successful and achieve its goals.

In any organisation, it is vital that leaders are seen to be fair in the way they treat people, and are open to challenge (HMICFRS 2018, P.10). It is important for police leaders to show openness, accountability and fairness. This is also in line with the code of ethics which HMICFRS states leaders must be demonstrating as they are setting an example to their employees. It is crucial that leaders set a good example to team members because if officers feel safe and secure and have a positive attitude towards their organisation, then it will be reflected outwards to the community (Beckley 2014, p.177). The perception of organisational Justice not only impacts on colleagues within the workplace but also can affect the local community as there is evidence to suggest that this has direct consequences on public safety and the safety of officers. Thames Valley Police (2021, p.8) states *"officers who perceive their organisation to be fair, are more likely to be confident in their own authority, more likely to promote and adhere to regulations and less likely to engage in or support misconduct"*

This assignment set out to critically evaluate the theories of team dynamics as a means of developing team cohesion with reference to how group dynamics are shaped by organisational cultural norms. The need to work effectively as part of a team within policing has been highlighted in the Policing Professional Profiles and also within the Code of Ethics. These are the standards that officers must adhere to when working interdependently and also as part of a team. The assignment has explored models and theories to highlight that positive team dynamics occur when *"team members trust one another, they work towards a collective decision, and they hold one another accountable for making things happen"* (MindTools 2021). Strategies for improving team cohesion were discussed with a focus on ensuring that there is good communication within a team so that conflict is not a barrier to the team's success. However in contrast, it has also been argued that conflict is a crucial step to building creativity and progressing as a team. Lastly, the assignment then focused on the leadership role within a team has also been discussed to highlight the important to the valuable support and guidance that they can offer to a team in

order to ensure that the team functions efficiently. The assignment has concluded that a cohesive team is essential for team performance and effectiveness.

Word count - 2613

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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:

In this assignment I will be discussing a policing incident relating to anti-social behaviour where I played a significant role. I will be discussing how the individual, identified as being vulnerable, was supported by myself and other professional agencies. I will be discussing the safeguarding measures that I implemented and the actions I took during the investigation. I will also be exploring the methods that can be used to tackle repeat victimisation and repeat offending. Throughout the assignment, I will be using Borton's model of reflection in order to assist me in describing the incident, what action I took during the investigation and what I have learnt from the actions I took. I will discuss things that went well and anything I believe didn't go well and therefore can learn from this.

The first part of Borton's reflective model is to describe what happened, my actions and the actions of the other persons present. It is at first necessary to define what is meant by anti-social behaviour. Under the Crime and Policing Act 2014, anti-social behaviour is defined as '*conduct that has caused, or is likely to cause, harassment, alarm or distress to any person*' or '*conduct capable of causing housing-related nuisance or annoyance to any person*' (The National Archives 2021). Police had received a call relating to anti-social behaviour whereby a male living in a flat complex witnessed his female neighbour, who resided in a flat below him, throwing mud at his front door and across the landing outside. The male stated that this is a frequent occurrence and he has reported behaviour such as this to police on numerous occasions whereby the female has previously thrown food items such as rice and beans. These incidents have been happening for several months.

The male believes that these incidents are happening simply because the female has taken a disliking to him.

Crimestoppers (2021) believe that antisocial behaviour can ruin people's lives and devastate their communities. This was evident in this incident as the male stated he felt very distressed by these incidents as he is continually having to clean the exterior of his property which is difficult due to health issues and also he often feels unable to leave his property due to fear of encountering the female. The victim was an elderly male who lived alone and was vulnerable due to his health and learning difficulties. NPCC (2021, p.4) states that *"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"*. Home Office (2014) believes that police officers should have the training and skills in order to be able to identify when a person is vulnerable and can recognise what intervention is needed from partner agencies such as health professionals. The male was also considered vulnerable as he is a repeat victim which Pease (1998, p.3) suggests that when victimisation is repeated, it's because the subject is able to take advantage of the opportunities provided by their initial offence and that the subjects tend to be more established in crime careers. Pease (1998, p.1) defines Repeat victimisation as the *"recurrence of crime in the same places and/or against the same people"*.

The next stage of Burton's model of reflection is 'So what' which is where I will be looking at the effects of what I did and my feelings. Police agencies are increasingly being asked to assist vulnerable individuals (Keay and Kirby 2017) therefore it is important that officers respond to these incidents appropriately. Bryant and Bryant (2019, p.296) believes that the key responsibility of the first officer at the scene is to protect the victim from further harm and identify any criminal offences. In order to do this, I attended the males home address and wanted to ensure that I built a rapport with the male in the first instance so that he felt comfortable talking to me about the incident. Vallano (2011) recommends that interviewers should build rapport to increase the accuracy of adult witness recall. Vallano (2011) further adds that this can be done by using both verbal and nonverbal techniques which includes active listening. I deemed that the present risk to the male was low as he was safe inside his address therefore, I ensured that I sat down with the male and made him feel comfortable when speaking with myself. I ensured that the male spoke freely without interruption which would demonstrate that I was listening to what he had to say. I spoke with the male by using 'Tell, Describe and Explain'. This style of questioning helps to prompt people into giving all the relevant information (Call Centre helper 2021). I took down details of what the male was saying on my pocket notebook which ensured I captured all the incident details so that it could be referred to at a later date. I spent longer than necessary talking with the male as I wanted him to feel safe because he lived alone and therefore, I let my emotions lead me as I felt sad that the male appeared so lonely and vulnerable due to these incidents.

After speaking with the victim, I located the female inside her address and arrested her for harassment. I believe the female needed to be arrested due to the number of incidents that had occurred within the last 12 months and therefore the risk of further incidents occurring. I interviewed the female at the police station however no further action was taken due to a lack of evidence which I felt frustrated at. I felt disappointed informing the male of this outcome although he was grateful that I took

positive action. NPCC (2021, p.13) believe that appropriate referrals enable vulnerable adults to receive the right service at the right time. Home Office (2014) further adds that *"Ensuring that there is continued support available to people identified by the police as vulnerable is important to the wellbeing of that person."* This can be done by using a multi-agency approach. There are a variety of third sector support agencies which the police can consider referring vulnerable individuals (NPCC 2021, p.12) as The Home Office (2014) believes that *"Multi-agency working is key to early and effective identification of risk to vulnerable people, and preventing those risks from escalating"*. NPCC further state that working with third sector partners has a range of benefits as they have a wealth of specific knowledge and expertise within such services (2021, p.12).

In order to protect the victim against further harm, I was aware through previous questioning that the male's property was owned by the local housing association. Crimestoppers (2021) state tenants of social housing should contact their landlord to report ASB issues therefore I contacted the social housing via email to inform them of the incident and discuss any measures that could be implemented in order to prevent further incidents from occurring and safeguard the victim. Bryant and Bryant (2019, p.298) states that simple crime prevention advice such as ideas on alarm installation and other target hardening techniques can be useful therefore I discussed the feasibility of installing CCTV outside the male's property in order to capture any future incidents for evidence purposes and can also help act as a deterrent. Once I had contacted the housing association, I also liaised with the CADRO for Gwent police whose role it is to liaise with agencies to reduce anti-social behaviour and crime and seek a way to address problems within the community (South Wales Argus 2006). I forwarded my communication with the housing association to the CADRO and advised them of the incidents.

I undertook these steps as it has been proven through Evidence based policing that it is effective in tackling repeat offending and I believed that those departments were the most useful for this type of incident. Evidence based policing (EBP) is an approach to improving policing strategies and countering crime in the UK (Bryant and Bryant 2019, p.51). The College of Policing (2021) states that EBP is when *"police officers, staff and volunteers create, review and use the best available evidence to inform and challenge policies, practices and decisions."* EBP is based on the principles that good decision-making should be informed by the best available evidence (Thames Valley police 2018, p.21) and research into what works best by implementing changes and measuring the outcome to see whether it is effective.

The last stage of Burtons model of reflection looks at the 'Now What'. This stage looks at the action that we will take as a result of this reflection and whether we will change a behaviour, try something new or carry on as we are (University of Cambridge 2021). I believe that I took positive action by arresting the female which provided the male with confidence in the police. I was disappointed that no further action was taken against the female and therefore knew I needed to undertake further steps to ensure the males safety. I believe I contacted the departments I felt were relevant to the situation and due to this, the male now has CCTV outside his property which I am satisfied with. I could however have done a number of things differently. I believe that whilst liaising with other agencies, I could have provided more updates to the victim so he was aware of the steps being taken and I could

have also informed the neighbourhood department of the incident in order for them to consider enhanced patrols of the area to provide a police presence. This is the first incident I have dealt with involving ASB and therefore feel that moving forward, I will have the knowledge and experience to deal with incidents of a similar nature and will be more confident in doing so.

Word count - 1636

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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: 

(Learner – electronic signature accepted.)

Date: 22/07/2021

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 assignment will critically explore how criminal activity facilitated by the road network can be disrupted, looking specifically at county lines. This assignment will discuss how policing the roads can help detect and prevent crime with mention to ANPR that can assist officers in their role. I will then discuss how I have applied fast track actions in an investigation with mention to golden hour principles and forensic actions such as DNA swabs and scene preservation. I will then be evaluating the effectiveness of these actions, referring to my decision-making process and the importance of risk assessment. The assignment will then conclude by analysing how I have applied appropriate interviewing techniques in a complex investigation. I will discuss the PEACE model and different question techniques which can assist officers in interview.

Part 1

The UK road network is essential to a thriving economy. Department of Transport (2020, p.11) highlights that approximately 80% of domestic freight in the UK is transported by road however criminals also use the roads to commit offences ranging from minor motoring offences to international organised crime (College of Policing 2019). Grierson (2019) states that 44 police forces have recorded county lines behaviour on their turf with The Home Office (2018) adding that there were more than 1000 lines in operation nationally therefore it is evident that the road network is increasingly being used by criminals to further their illegal activities. This can include the trafficking of people and the transportation of drugs or other contraband. Offenders will also use the road network to facilitate the commission of

several other crimes including smuggling and cargo theft, county lines exploitation as well as facilitating burglary and crimes of violence. (Department of Transport 2020:11).

County lines is the term used to describe drugs gangs who use a phone line to supply drugs from one area to another (Bedfordshire Police 2021). It is vital to disrupt gangs involved in county lines as younger children are becoming involved in county lines drug dealing and being targeted by the gangs to do things like run drugs or store weapons. (Bedfordshire Police 2021). Criminals who use the road network will move between different police forces committing crime (Department of Transport 2020:16) therefore police forces may often have to work in collaboration by sharing information and intelligence in order to disrupt this activity.

Criminals often have preferred routes of travel when committing criminal activity such as a passing through a particular housing estate (College of Policing, 2021 p.93), this may be as they know it is not an area that is routinely patrolled by police or in order to avoid ANPR cameras. Automatic Number Plate Recognition (ANPR) is a proactive policing tool for response policing and investigations as it can prevent crime by identifying vehicles of interest and targeting criminals through their use of the roads. (College of policing 2019). ANPR is technology which reads and stores the number plates of vehicles passing a camera and will be checked against database records of vehicles of interest therefore allowing officers to intercept and stop the vehicle to check it for evidence or make arrests (NPCC 2016). The ANPR camera network allows speedy identification of vehicles, such as stolen cars or vehicles involved in crimes (Mayor of London 2014). ANPR cameras can be static, moveable as part of a pre-planned operation or mobile such as those fitted to police vehicles and can be used to collect intelligence by gathering data. Action markers can be placed on the vehicle therefore as it passes an ANPR camera, it will flag a vehicle that requires intervention and therefore alert police. (College of Policing 2021, p.83). An action (ACT) report may include the requirement to stop the vehicle (College of policing 2019). The use of ANPR cameras however may not always be effective as organised criminals use a variety of evasive techniques such as hiring cars, obscuring number plates, stolen vehicles and cloned plates (College of Policing, 2021, p.84).

Legislation is in place which can help police disrupt criminality such as S.163 of the Road Traffic Act 1988. This legislation gives the power of police to stop vehicles (The National Archives 2021) and conduct checks on the occupants inside. Stopping vehicles for minor traffic offences can lead to the discovery of more serious offences (Essex Police 2020). The police also have the power to seize a vehicle on a road under PACE if it may have been used to commit crime and is required for evidential purposes (College of Policing 2019), this can take away the criminal's ability to use the road. This legislation can be used in conjunction with pre planned operations and mobile police patrols as visible police patrols on the roads can reduce crime if it is specifically targeted to crime hotspots and furthermore crime reduction benefits may even spread to the areas immediately surrounding the targeted locations (College of Policing N.d, p.1). Officers should also be encouraged to report any unusual behaviour on the roads by submitting an intelligence report using the National Intelligence model which can assist in disrupting criminality.

Part 2

During an investigation, fast track actions must be conducted particularly when dealing with major crime or critical incidents. Fast track actions are defined as *“any investigative actions which, if pursued immediately, are likely to establish important facts, preserve evidence or lead to the early resolution of the investigation”* (South Yorkshire Police n.d). It is important to consider fast track actions during an investigation as a delay in preserving or gathering evidential material may result in the evidence being contaminated or lost (College of Policing 2013a). In this part of the assignment, I will be discussing the fast track actions I implemented when attending a rape as a trained SOLO and discussing the effectiveness of this.

Fast track actions are incorporated under ‘The golden hour’ principle which is the first period of any incident (Bryant and Bryant 2019, p.225) when material is readily available in high volumes and will assist investigators (College of Policing 2013a). By using the golden hour principle, it minimises the amount of evidence that could be lost and therefore provides the best chance of securing material that could be admissible in court (College of Policing 2013a).

Before attending an incident, it is important to conduct a dynamic risk assessment from the information known so far which will identify any potential hazards that could cause harm to officers and also members of the public and then implement suitable measures to eliminate or control these risks (College of Policing 2013b). Officers can do this by considering what information they know, any information such as warning markers present on PNC, local intelligence, any weapons present and any risks associated with the location. Officers must continually risk assess as the incident progresses in order to assess any new hazards and reassess the existing hazards to ensure it reflects any changes in circumstances (College of Policing 2013b). The National Decision Model is the framework for the police decision making process (UWTSD n.d) as it requires officers to assess threats and risks based on information known and provide justification for any actions carried out (Bryant and Bryant 2019, p.80).

In order to maximise the investigative material, it is important to have strategies in place (Deane 2019) for scene preservation, identification and arrest of suspects, collection of physical evidence and to prevent contamination. Fast track actions might need to be considered immediately such as using a dog to track the offender if they have left the scene or requesting a police helicopter or drone to assist with an area search. Officers will however need to risk assess whether allowing a dog entry into the crime scene cordon and potentially contaminating any evidence is necessary and can be justified. Other fast track actions that might need to be considered immediately to prevent the loss of evidence (Bryant and Bryant 2019 p.228) should it be found outside include covering any evidence such as a shoe mark or blood stains with items such as an evidence bag or box to ensure that the evidence is not lost by poor weather conditions such as rain. Consideration should be given to photographing the evidence immediately in these circumstances prior CSI attendance.

My initial consideration when attending the incident in question was to ensure that the scene, which was the victims home address, was preserved and contamination kept to a minimum as early protection of the crime scene ensures the greatest amount of evidence is available for recovery (Bryant and Bryant 2019, p.224). Upon arriving at the scene, I ensured that I wore the correct PPE such as gloves as contamination can damage evidence and alter its state (Bryant and Bryant 2019 p.229). I took into account Locards principle of exchange which believes that every contact leaves a trace (Byard et al 2016, p.545) and that material left behind can be transferred between objects or persons. I ensured that I did not disturb the scene and touch any objects unless necessary and spoke to the victim in a separate area of the house away from the incident location to avoid contamination.

Victims of sexual assault are also a crime scene (Bryant and Bryant 2019, p.224) and therefore it is vital to consider taking samples from people as they can include a variety of trace evidence and DNA rich material including blood, saliva and semen (Bryant and Bryant 2019 p.598). I discussed forensic swabs with the victim as *"Early evidence kits (EEKs) can assist with the preservation of potential forensic evidence while forensic medical examination is awaited"* (Scottish Government 2020). EEKs include taking mouth samples as well as the collection of urine. Any samples taken however must be proportional to the offence (Bryant and Bryant 2019 p.599) therefore I ensured that they were relevant. A victims non intimate injuries should be photographed as soon as possible after the event (Bryant and Bryant 2019, p.286) which College of Policing states victim injuries should be photographed at the scene (2016). Therefore, this is an appropriate fast track action that I undertook at the scene as the victim had noticeable bruising to her upper arms. I used my work mobile phone in order to photograph these and document her injuries.

Other fast track actions that can be undertaken for this incident is CCTV enquiries as CCTV is often available in abundance within highly populated areas and therefore is one of the obvious lines of enquiry (Deane 2019). I will always ensure I conduct CCTV enquiries as it can help identify any persons present at the scene and can often show peoples movements in the lead up to an incident. Sources of CCTV can come from vehicles with dash cam, ring doorbells or CCTV identified on properties. CCTV enquiries are often a crucial fast track action as the CCTV footage may not be available further down the line of the investigation and therefore may be lost if not viewed and collected as soon as possible.

Part 3

Interviewing suspects is often central to the success of an investigation (College of Policing 2013c) as it allows officers to obtain accurate and reliable accounts from victims, witnesses or suspects about matters under police investigation (College of Policing 2013b). Police officers conduct interviews nearly every day (Bryant and Bryant 2019, p.559) therefore it is vital that officers are trained appropriately (Bryant and Bryant 2019, p.561). Officers have previously been accused of using oppressive techniques during interviews for obtaining confessions therefore due to several high-profile miscarriages of justice, the Police and Criminal Evidence Act 1984 was introduced to ensure that officers were interviewing suspects fairly and that the process was standardised across England and Wales. In conjunction with PACE, The PEACE interviewing model was devised.

PEACE is a mnemonic for the interview process: planning and preparation, engage and explanation, account, closure, and evaluation (Walsh and Milne 2010). The Home Office (2020, p.27) believes using the PEACE model will help interviewers get the required information and ensure that the people being interviewed, understand officers. I use the PEACE model when conducting complex investigations as following this ensures that I conduct interviews in a methodical manner. The first part of the PEACE model is to prepare an interview plan which ensures that the legal requirements are not overlooked (Walsh and Bull 2011, p.79) and ensures that the suspect understands the reasoning for the interview as well as the caution. Stott et al (2021, p.74) recognises that planning the structure and content of the interview is one of the most important aspects of forensic questioning. Planning of the interview also allows me to think about the key topics that I need to question the interviewee about and the appropriate form that those questions should take (Stott et al, 2021 p.72) such as whether I use open or closed questions.

After planning my interview, I move onto the next stage of the PEACE model which is engage and explain. Engage and explain is the opportunity to build rapport between interviewer and suspect (Walsh and Bull 2010, p.2). It is advised that during this stage, officers make a good first impression in order to build rapport (Walsh and Bull 2011, p.74) which can be done through introductions and appropriate humour (Bryant and Bryant 2019, p.566). Moraes (2013, p.3) states that *"The need to establish rapport in interviews is based on the assumption that if both parties have a positive relationship, the interview will be more successful"*. Stott et al (2021, p.72) further adds that building and maintaining rapport can improve the quantity and quality evidence that people provide. When conducting interviews, I attempt to establish rapport by speaking to the person in a respectful manner and ensure that I clearly explain the interview process as well as ensuring that the interviewee is comfortable for the duration of the interview.

The next stage of the PEACE model is Account, challenge and clarify which is pivotal to the interview as it is when interviewees provide their narrative and information surrounding the investigation. During this phase, I will use open questions in order to gain as much information as possible. Using open questions during interviews are preferable as *"they initiate a lengthy free narrative and therefore provide invite a fuller, richer response"* (Bryant and Bryant 2019, p.562). Milne and Powell (2010 p.5) further adds that open-ended questions maximize the accuracy of the interviewee's account and minimises the opportunity for confusion, contamination and/or misunderstandings. Open questions are defined as ones *"which are framed in such a way that the interviewee is able to give an unrestricted answer"* (Oxburgh, Myklebust and Grant 2010, p.50) therefore I will use open questions in the form of 'TED' questions which is tell, explain and describe. TED questions ensure that I do not ask any leading or suggestive questions and allow free recall of the interviewee where I will ensure I do not interrupt. I also engage in active listening throughout in the form of common encouragers such as eye contact, nodding, saying "uh huh" which demonstrates understanding (Dickinson et al 2019, p138). I will also use probing questions by using the 5 WH which includes Who, What, Where, When, Why and How. This will also ensure that I am gaining as much information as possible from the interviewee and can help them to recall events and provide an explanation or expand on any information they may have missed out

during their free narrative. I will use both TED questions and the 5WH as Oxburgh, Myklebust and Grant (2010 p.61) believe it is imperative that practitioners are confident and competent at using both TED and 5WH questions.

I will also use a range of closed questions during interview as these can be equally productive (Bryant and Bryant, 2019 p.562) and should be used when open questions have been exhausted (Oxburgh, Myklebust and Grant 2010 p.51). Closed questions are defined as typically yes/no questions or could be answered in a few words and used when interviewers want to confirm understanding of something. (Callcentrehelper 2021). I will use closed questions when I am seeking to gain further information or clarify information already offered (Gordon and Fleisher 2019 p.11) however I will keep these to a minimum as Stott et al (2021 p.74) believes that interviewers need to utilise open-ended questions as far as possible (Stott et al 2021, p.74) as subjects are more cooperative and elaborated more in response to open ended questions compared to closed ended questions (Dickinson et al 2019, p171).

Word count - 2745

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Task 5

Personal Study programme / Individual Learning Plan

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

This task differs from the PDP that you have completed in your previous workbook in that this learning plan allows you to assess what level you believe you are in key knowledge, skills and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

2500 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

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

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I felt nervous when entering the role as I didn't have a lot of knowledge about policing however since joining, I believe that I have a good basic understanding of policing and what policies and laws are in place. I have grown in confidence and continue to grow in confidence when dealing with incidents and rely on my colleagues less in order to help me and seek advice. I tend to question my own ability and therefore ask a lot of questions to seek reassurance however I have learnt to have faith in myself that I do know

							the answer. I believe I am working on my own and using my own initiative more now. I believe that as I progress in my career with Gwent police, I will become more knowledgeable as I will be dealing with incidents regularly. I believe there are some incidents that I haven't dealt with yet therefore need to try and deal with these specific incidents if they arise in order to increase my knowledge surrounding them. I have used a range of disposal methods such as the issuing of TORs or community resolutions therefore have the knowledge to find suitable outcomes. I still often refer to the PNLD and the use of pocket sergeant in order to double check that I am using the correct law or policy but I believe these are there as a helpful guide and demonstrates that if I don't know the answer, I know where to look.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	In terms of speaking to members of the public, victims and also suspects – I feel comfortable in doing so and believe that I have good interpersonal skills. I have now done my tier 2 interviewing course which has helped me grow in confidence when interviewing suspects and believe that my interviews last longer in length as a result and my plans are a lot more detailed. I have developed skills surrounding challenging suspects and

							incorporating bad character evidence into interviews which I was not competent in doing before. I have also recently done my OST refresher and felt confident when being asked to perform certain skills and surprised myself in how much I have retained. However, I have not had to utilise handcuffing that often when on shift therefore believe this is an area that I could have more practice in to grow in confidence. I am aware that there are videos on the Beat for OST and have used these previously. I have also recently completed the SOLO course which is a skill that I pursued myself as it is an area of interest for me and I continue to look for other opportunities to be placed on courses to further enhance my skill set.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I feel that I have gained a lot of experience since I left the PDU and am more capable of dealing with incidents by myself than previously. However there are still aspects of policing that I have not dealt with yet and therefore have not gained the experience in those areas such as dealing with young offenders

						and road related incidents. I have also not been able to complete attachments with PPU and ASU this year due to covid restrictions and believe that this has hindered gaining experience and knowledge in those areas. I know that experience will come with time on shift and therefore know that my level of experience will increase with the longer I am on response. I have had experience with doing case files which is an area I considerably lack in confidence therefore I am attending a case file building course in order to enhance my ability to complete these. I find that as I work in a city, it is very busy and during the shift I am often attending numerous calls which helps me develop my experience and I learn a lot by watching my peers to see how I can incorporate any good practice for myself.
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Bibliography

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