

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.

G

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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Component 1 50%	Area of Professional Practice	Word count
Task 1	Maintaining Professional Standards Leadership and Team-working Wellbeing and Resilience	2500
Task 2	Vulnerability and Risk Evidence-based policing	1500
Task 3	O.C.P	1000 equivalent
Component 2 50%		
Task 4	Policing the roads Conducting investigations.	2500
Task 5	Personal study/learning plan	2500 equivalent
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Task 1

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

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

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

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

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

ANSWER:

In this essay, I will evaluate several theories of team dynamics and explain how different factors can influence the overall performance of a team. Salas et al. (1992) stated that a team is a set of two or more individuals who interact and work together towards a common goal. Kozlowski and Ilgen (2006) concluded that teams are dynamic, and they consistently face changes to their personnel and structure, however they must continue to work and adapt to meet the needs and demands that are required of them. Individuals will have their own attitudes, beliefs and behaviour, which are influenced by other members of the team, although members change to work towards and obtain a desired team goal (Kozlowksi and Chao, 2018).

A study conducted by Slater (1955) found differences between their sample: those whose primary concern was solving tasks and those who focused more on the emotional needs of the members of their group. Those focused on solving the task were known as 'task leaders' and those focused on the needs of the group were labelled 'maintenance leaders'. Benne and Sheats (1948) stated the importance of identifying clear roles within teams. They found that some members were task centred and concerned with solving a problem, whilst others were maintenance

centred and they were vital for increasing group-centred behaviour. Benne and Sheats concluded that both roles are essential and necessary for team performance.

These studies appear to have influenced Belbin (1981; 1993) who developed the team role model. Belbin's earliest development of the model stated that the ideal team would consist of a group of individuals who could fulfil eight to nine team roles. Belbin (1993; 2010) concluded that a team's success was not dependant on an ability, such as intelligence but on behaviour. For example, how the team interact, make decisions and work together towards a common goal. Belbin's roles are split into three separate categories; these are action-oriented, people-oriented and thinking-oriented. Within the action-oriented category you have the 'implementer' 'completer' and 'finisher'. The people-oriented category consists of the 'co-ordinator', 'team worker' and 'resource investigator' and the thinking-oriented category consists of the 'monitor evaluator' and 'plant'; the ninth role introduced last is known as the 'specialist'. Belbin (1981) developed a self-perception inventory and an observer checklist, which would inform each member of the team which role they would be best suited too. Each role is defined by six factors, which include experience, ability to learn, personality, intelligence, motivation and field constraints.

Belbin (1981) attempted to create an effective management team by placing the participants with the highest mental ability together. This team was placed against a business simulator and the results were gathered. The team repeatedly scored below expectation, and they often found themselves debating, in order to convince the other members that their opinion/strategy was the best, whilst doubting the idea of others. Belbin concluded that the team lacked cohesion and an effective team is not dependent on those most intelligent. Torrington, Weightman and Johns (1985) concluded that for a team to perform well there must be a balance of team roles and this is something that Belbin later agreed with. Each team must have members that have different strengths and weaknesses so that they can counteract each other. Torrington suggested that a team consisting of members with similar strengths/weaknesses will not be able to function effectively. The team needs to have cohesion in order to identify which members are best for each task and as a team develops, different members, depending on team roles need to be more/less dominant in the later stages compared to the early stages of development.

Tuckman (1965) introduced another model, which attempts to explain team development, focusing on two aspects: task activity and interpersonal relationships. Tuckman determined that a team must go through four successful stages to be deemed an effective team. These stages include, 'forming, storming, norming and performing'. The 'forming' stage consists of team members getting to know one another and setting out ground rules. Members will often establish relationships with each other, and the leader and they will become focused on the task. The second stage, known as 'storming', denotes a period of conflict within the group. In this stage there is a lack of unity within the group and members will visualise themselves as individuals rather than as a group. As a result of this, members may resist orders/instructions from the leader, thereby creating hostility. It is during the 'norming' stage that the team develop cohesion and members accept each other's personalities. By this point, clear roles are established, and the group form an efficient and effective way of working together (Neuman and Wright,1999). Tuckman also stated that disagreements during tasks in the 'norming' stage are minimised in order to maintain a good level of team cohesion. During the final stage, the team are in the 'performing' stage, performing at optimum levels; each member knows their roles and they support and encourage each other. Tuckman and Jenson (1977) updated the model and introduced a fifth stage known as 'adjourning'. This stage considers separation as some group members may leave or transition out of the group. This stage encourages reflection on recent changes and implements a plan for role transitions and celebrating the contributions of the team. Tuckman (1965) concluded that the model, based on a literature review, was not tested on a representative sample, with some samples being overrepresented. Rickards and Moger (2000) criticised the model stating that there is no definitive explanation on how groups can alter as they progress/develop. Also, McGrath (1991) did not support the model as a static approach and questioned the development of a group as a chronological concept. McGrath believed that members could often move forward and back into different stages. However, Bonebright (2010) concurred that Tuckman's model is accurate in establishing the stages of group development.

Within Tuckman's and Belbin's models team cohesion is essential. Van Vianen & De Drue (2001) defined this as a combination of social and task cohesion. Social cohesion relates to how the team interacts together and task cohesion relates to the commitment of the team to complete a specific task and achieve their goals.

Hoffman, Kinlaw and Kinlaw (2002) concluded that when both forms of cohesion are present, the team would perform effectively and excel in their tasks. Blumberg (2001) stated that social roles are extremely important as evidenced by their strong correlation to overall performance and team cohesion. Stevens and Campion (1994) also concluded that teams who lack interpersonal skills would not perform as well compared to teams with a good level of interpersonal skill. Chong (2007) also outlined other interpersonal factors, which correlate strongly with team performance such as managing conflict, communicating and co-operative problem solving. In order to perform efficiently as a team, members must be able to communicate together and act in the best interests of the team.

Another factor, which can affect team cohesion and team dynamics, is organisational culture. This can be defined as the values and operating philosophy of the organisation (Deal and Kennedy, 1982; Ouchi, 1981). Schein (1990) suggested that culture is created when a group develops or invents a pattern of behaviour to cope with the issues it faces. These behaviours are taught to new members, who perceive this as the correct way to act, feel and think. Schein believed that culture is demonstrated at different levels. These levels include artefacts, values and underlying assumptions. The first level of culture is visual (artefacts), and this can include emotional displays, a dress code and the layout of the office/workspace. The second and third levels (values and underlying assumptions) are invisible. Values often relate to conscious beliefs whilst underlying assumptions refer to unconscious beliefs, thoughts, feelings and perceptions. However, Hofstede (1980) identified five culture values, which vary in influence and are learnt during early childhood. These values are masculinity, power distance, long-term orientation, uncertainty avoidance and individualism. These values were described as strong beliefs, which rarely change as the person develops and this helps to explain why some individuals are better suited to different organisational cultures.

Deal and Kennedy (1982) stated that organisational culture can be either strong or weak and the culture that an organisation decides to adopt is dependent on how members adapt to it. A strong culture will only be present when all members of the organisation follow the agreed behaviour (Maseko, 2017). Ashipaoloye (2014) concluded that a weak organisational culture is created when members do not share the same values and beliefs as the organisation. Maseko (2017) further stated that

within weak organisational cultures, members abide by the pattern of behaviour out of fear of reprisal rather than job satisfaction.

Ahmed and Shafiq (2014) concluded that one of the biggest factors contributing to the success of an organisation is organisational culture. They suggest that the culture within an organisation is essential for developing a code of conduct, which also aids decision-making, promoting self-satisfaction and increasing motivation through reward. A manager requires a good understanding of the organisational culture as it influences the decisions made in responses to challenges that the organisation faces (Agrawal and Tyagi, 2010). Yildiz (2014) supports this notion and reported that good management and innovative strategies increase organisational performance. Aluko (2003) conducted a study with 630 participants and it was reported that the attitude and belief of the employee significantly impacted the organisational performance, whilst Agrawal and Tyagi (2010) concluded that identifying with the organisational culture resulted in increased morale, job satisfaction and teamwork.

Consequently, organisational culture affects team dynamics as it relates to how the employee perceives the organisation and its values and beliefs. Organisational culture can influence the motivation of the employee; therefore, a positive organisational culture is encouraged. If the organisation has a positive culture, which team members align with (including the pattern of behaviour, values, beliefs and actions) then this will increase organisational performance.

Whilst many organisations may attempt to support and increase team cohesion to maximise employee performance, conflict within team members can occur frequently (Jehn and Bendersky, 2003). Jehn and Bendersky stated that conflict within a team consists of relationship issues, such as personality clashes, incompatibilities, animosity and task issues, which includes disagreements in decision-making, conflicting views regarding procedures and differing views on the most appropriate course of action. Blake and Mouton, (1984) suggested that intergroup conflict had a negative impact on team performance, however, later research suggested that conflict within teams might not have a detrimental impact (Amason, 1996). Tjosvold (2008) conducted a study into task related conflicts and reported this can improve innovativeness whilst also increasing critical thinking in response to the task. However, Swann et al. (2004) reported that task conflict can negatively influence satisfaction, and this can result in members becoming

dissatisfied as they view others challenging their decision as a negative assessment of their performance. Yang and Mossholder (2004) supports these findings whilst also stating that this can cause stress amongst employees. However, Nemeth (1995) suggested that a benefit of task conflict is that the team will understand the task better as a result of being critical and evaluating available options.

Research into relationship conflict focuses on negative outcomes such as disagreements between team members which can cause anxiety (Dijkstra et al. 2005). When members disagree with one another, their egos can be affected which causes increased hostility between members which can make conflict more difficult to resolve and trust between members may be diminished (Baumeister, 2010, De Dreu and Van Knippenberg, 2005; Greer and Jehn, 2007). In relation to team performance, De Drue (2006) reported that relationship conflict within a team greatly reduces teamwork and problem solving which negatively affects overall performance.

The performance of everyone within the team can be improved with the use of several strategies. One way in which individual/team performance can be increased is through team training (Salas et al. 2008). Salas (2008) concluded that team training, which targeted specific competencies in a structured setting, increased teamwork and associated skills relating to team performance. From a policing perspective, this can be linked to the training days officers have every 10 weeks, whereby training is delivered to the team on a topic which can include victim contact, mental health, officer safety and data protection.

Goal setting can also improve individual performance (Wagner, Pfeffer and O'Reilly, 1984). Setting goals, which are specific, measurable, realistic and achievable, will motivate an individual to achieve their target, which will then improve the performance, knowledge or competency of the individual. Personally, I have found that having regular supervision from an experienced member of the team can increase the likelihood of achieving your targets. Supervisors within the police force can help you to identify areas of improvement within your role and provide advice to help you to further develop your skillset. Supervision can take place in a group setting, whereby issues with team performance can be addressed and team members can be supported.

Team dynamics and inter-personal conflicts within teams can influence how police officers abide by the code of ethics, including the standards of professional

behaviour and policing principles. Certain factors may affect these standards including organisational justice and trust and transparency. Organisational justice can affect team dynamics, which could lead to an officer acting unprofessionally. Organisational justice relates to several factors, including distributive justice and procedural justice. Distributive justice refers to the fairness in which workloads and rewards are given out across the team, whilst procedural justice relates to how fair team members believe decisions are made, how open these decisions are communicated and the way their supervisor communicates with them (Greenberg, 2011). Myhill and Bradford (2013) applied organisational justice in a policing context and concluded that officers who felt procedural and distributive fairness from their supervisor worked harder which resulted in an increased commitment to the police forces goals. Additionally, the officers also felt more connected to the organisation as their values and beliefs aligned. Research has highlighted that several officers have reported a lack of procedural fairness within police departments which influences their role and motivation (Trinkner, Tyler and Goff, 2016). Trinkner, Tyler and Goff found that when officers felt they were being fairly treated procedurally, they were more likely to trust and abide by their supervisors. These effects were also associated with increased officer well-being, organisational efficiency and greater support of policing principles.

Trust and transparency are key for instilling the belief that officers and departments are acting fairly and legitimately (Bradford, Jackson and Stanko, 2009; Jackson and Bradford 2010). Trust implies that those who make decisions are doing so reliably, based on the correct information and motivations; transparency refers to these decisions being made visible to those within and outside of the organisation/force (Schafer, 2013). These are both important aspects within a police force and they can be influenced by several factors. For example, Schafer suggests that an officer using participatory leadership approaches may influence its officers to have more internal trust and transparency within the organisation. Schafer proposes that increased trust and transparency will lead to officers who are supportive, committed and dedicated team members, who are less likely to engage in misconduct and absenteeism (Buzawa, 1984; House and Podsakoff, 1994).

Overall, there are several factors, which can influence a team's ability to perform effectively. Belbin's and Tuckman's theories state how a team develops and changes over time and both theories have been important in this field. Team

cohesion and team dynamics change as a result of several factors which include, how the team interact with one another, the personalities of each member, their ideas and views on completing a task, conflict, organisational culture and organisational justice. It is imperative that team members all work towards the common goal of the organisation. It is well known that each member will have different strengths and weaknesses and the team can counteract this. Conflict can be healthy for team development in moderation as it can enhance problem solving and decision-making, however, it is important for the supervisor to be fair and treat each member with respect. Each factor is as important as the other is and a team will be efficient and effective when team cohesion is high, conflict is low, and each member feels that they are being treated fairly and with respect.

Word Count: 2705

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 essay, I am going to describe an incident that I encountered within my role as a police constable whereby I played a significant role with a victim of domestic related harassment and criminal damage. I will use Gibbs' reflective cycle (1988) to assess and reflect upon my involvement. I will also evaluate how different organisations can support vulnerable victims and assess the appropriateness of the techniques used in their support, whilst also highlighting how the police force can tackle repeat offending.

The incident relates to an offence of domestic related harassment and criminal damage, which took place over a period of 1 month. During the first incident, the suspect attended the home address of the victim and began kicking the door and shouting abuse through the letterbox. Later that evening the victim received a text message from the suspect, which was abusive in nature and the victim told the suspect to stop attending the address and to stop contacting her. The next day, the suspect sent the victim two text messages and attempted to call her on three separate occasions. He also attended the address, shouted further verbal abuse through the letterbox, and kicked the door. Several days later, the suspect forced

entry into the victim's home by forcing the door open, causing damage to the frame. The suspect became verbally abusive, and the victim locked herself in the bedroom because she was 'scared for her life'. The following week the suspect attended the communal area of the victim's flat with his new girlfriend and began shouting verbal abuse towards the victim. The suspect and his girlfriend both had no fixed abode and therefore, identifying properties to conduct arrest enquiries was difficult. However, I liaised with the intelligence team, the local council, who had previously housed them both and Dyfodol, an organisation who provide support to individuals who have alcohol and substance misuse problems. As a result of conducting these enquiries, I located the suspect and arrested him because I knew that offences had been committed under Section 1 of the Criminal Damage Act (1971) and Section 8 of the Protection from Harassment Act (1997).

It took 1 month for the suspect to be arrested following the initial incident. This was a very difficult time for the victim as she was scared that the suspect would keep attending her address in light of his escalating behaviour. In order to safeguard the victim, I submitted a public protection notification, this was shared with other agencies who may be able to support the victim. I also submitted a victim referral form to a team within the police who can contact the victim and offer suitable advice, support and assess their needs. When the suspect attended the victim's address, the victim was taken to her parent's house in order to provide immediate safeguarding and the victim was given the contact number for live fear free, which is a 24/7 helpline for those who are experiencing domestic violence. As the officer in case, I attended the victim's home address regularly whilst conducting arrest enquiries to check on her welfare and to establish if she could provide us with information about his whereabouts.

I believe that I dealt with this incident professionally and with compassion. I took several statements from the victim and witnesses who were present, I provided the victim with immediate safeguarding, but also sent off several referrals for ongoing support and conducted extensive research in order to identify where the suspect would be. However, I understand that having a suspect outstanding for a month is a long time and was able to consider how this affected the victim's mental health and ability to live at her own address without worry.

The police and other professionals/agencies have a responsibility to support victims of crime, especially those who are vulnerable or at risk of further

victimisation. The code of practise for victims sets out a list of entitlements for victims which include the right to be kept updated with the investigation, what to expect from the justice system, the completion of a victim needs assessment and if appropriate, referrals to agencies who support victims.

Victims have been found to value being updated about cases which they are involved in (Maguire and Bennett, 1982). Tapley (2003) in a longitudinal study found that victims reported the lack of updates throughout the process as frustrating. Victims stated a lack of information left them feeling isolated and uncertain; it caused them to be afraid to leave their home and they believed their case was not important. (Victim Support, 2011). Freeman (2013) conducted a survey and evidenced a clear difference between the support victims request and the support they receive. For example, victims wanted information from the police in 10% of incidents, protection from further crime in 6% of incidents and moral support in 5% of incidents. However, they received information in 3% of incidents and crime prevention advice in 2% of incidents. Freeman also stated that victims needs change over time and therefore support and advice should be available throughout the investigation.

Hamlyn et al. (2004) concluded that officers should identify those who are vulnerable/intimidated early so that adequate support services can be made aware. However, not all vulnerable/intimidated victims are identified and therefore those entitled to additional services may not receive them. Thus, officers should submit the relevant paperwork such as a public protection notice, early help submission forms and victim focus referrals. These help to provide vulnerable victims with additional support throughout the investigation. When an individual is identified as being vulnerable or at risk, there are opportunities for professionals to assist in order to safeguard them from harm or exploitation. For example, in domestic situations, those who are considered high risk may be referred to a multi-agency risk assessment conference (MARAC) or an independent domestic violence advocate (IDVA). Robinson (2006) conducted an evaluation of MARAC's and concluded that sharing information enabled services to develop strategies to protect high risk victims and the sharing of information resulted in positive outcomes for the victim. However, victims have the option to withdraw from the MARAC, which would result in their information not being shared.

Stanley (2015) conducted a review into multi-agency responses, and he stated the importance of collaboration, healthcare professionals engaging with

victims at the earliest opportunity and information sharing. Stanley supports the multi-agency approach, which involves the criminal justice system, housing, healthcare, education and specialist services being involved in order to provide victims with the best possible support.

It is essential that police officers keep victims updated throughout the investigation and manage their expectations of the criminal justice system. The police service is constrained by time however, they are victim led and should try to offer the support victims request where appropriate. Identifying those who are vulnerable or at risk is imperative, this enables other agencies and specialist departments to engage with victims, conduct their own risk assessments and offer advice and support. I have seen first-hand the impact that these services can have on the victims' mental health and ability to overcome traumatic experiences.

One-way to reduce repeat offending and reduce repeat victimisation is evidenced based policing (EBP). Sherman (1998) supported EBP and stated that policing should concentrate on the evidence of what works best. Sherman also concluded that problem-oriented policing (POP) is a key component in EBP as it assesses the responses to problems such as repeat offending. For a problem to occur, three elements are required, a victim, a location and an offender. Scott et al (2008) reported that influencing one or more of these elements would increase the likelihood of removing the problem or stopping the incident from re-occurring. Scott continued to report that SARA is the main problem-solving tool used in EBP and POP. There are four stages to SARA, consisting of scanning, analysing, responding and assessing. The stages follow each other and after assessing the results, adjustments can be made if required to any of the other elements to ensure the model is efficient and effective.

POP is not just a police initiative; it can be a multi-agency approach where different organisations can rely on one another for advice when needed. Skogan and Williamson (2008) stated that solutions to some problems will involve other agencies as the police may not have the expertise/resources to solve them alone. Eck (2004) stated that problem solving does not require the traditional 'response' from police officers and they must think creatively, involving other agencies.

Braga and Weisburd, (2010) supports POP and concluded that this approach reduced more crime over an extended period compared to other approaches such as increased presence of officers. This is a result of altering the

characteristics surrounding the location by involving other agencies and the type of crime being committed. In response to an increase in dwelling burglaries of certain victims, Durham Constabulary (2017) conducted a large-scale study over 5 years; they found that implementing a SARA problem-solving approach led to reduced burglaries at the locations identified compared to controls.

Through EBP and POP the likelihood of individuals becoming repeat victims can decrease if programmes are implemented correctly. The police need adequate time to complete research, which is not always possible. However, when performed correctly the police can link in with other agencies such as the council, housing and schools to find a solution to the issue. When an individual is unfortunate enough to become a victim, ideally, they will be supported by the police through the criminal justice system, receiving regular updates and support. Referrals can be made to those who require additional support through specialist departments/agencies to ensure the victim is safeguarded and has adequate support to overcome the incident.

Word Count: 1615

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: Adam Ward

Date: 28/10/2021

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:

In this essay, I will explore how criminal activity facilitated by the road network can be disrupted. I will then evaluate my use of fast-track actions within an investigation whilst reviewing the importance of conducting a risk assessment whilst making decisions, before analysing interviewing techniques in a complex investigation.

Corbett (2008) stated that the roads policing objective to reduce the number of criminals on the road is supported by research that shows a strong correlation between traffic offences and mainstream crime. For example, Rose (2000) concluded that individuals with a conviction of drink driving were twice as likely to have a criminal record for mainstream offending compared to members of the public. This figure extended to four times as likely for those with a conviction of disqualified or dangerous driving. In a study conducted by Chenery, Henshaw and Pease (1999), they found that individuals who parked illegally in bays were more likely to be well known or wanted by the police in comparison to those who were parked legally. Furthermore, Broughton (2006) conducted a study, using a large sample and the results indicated that individuals who had previous motoring offences were more likely to have non-motoring offences compared with individuals who had no previous motoring offences. Corbett (2008) suggested that the behaviour of individuals committing traffic offences could be a strong indicator of more serious

crimes occurring. Officers, who enforce the law in relation to when road traffic offences are being committed, can in turn disrupt serious criminal activity.

In the Governments Serious and Organised Crime Strategy (2018), the disruption of criminality is one of the main targets. The strategy aims to develop and use preventative methods and educate individuals, especially young people from engaging in serious and organised crime. The strategy suggests that roads policing should adopt a 'whole system approach', which includes inputs at a local, regional, national and international level. The approach continues to use the 'Pursue, Prepare, Protect and Prevent' framework. This framework aims to pursue those who are committing crime by prosecuting/disrupting them, prepare those for when an incident of serious/organised crime occurs, protect those at risk of harm/exploitation from the effects of serious/organised crime and attempt to prevent individuals from engaging in serious/organised crime.

The National Chief's Police Council (2018) released a 3-year strategy, which adopts a safe system for policing the roads. The strategy concentrates on providing safe roads, safe speeds, safe vehicles, safe road users and an appropriate response to accidents. In order to achieve this the strategy acknowledges that communication to the public is essential so they understand that officers are enforcing the laws to ensure compliance and the safety of other road users. Proactively enforcing the law aims to reduce serious and organised crime and keep the roads safe, whilst the use of technology and intelligence attempt to disrupt criminality and reduce casualties.

Technology is one of the most common ways to disrupt criminality on the roads and this can include the use of automatic number plate recognition (ANPR). Shaw et al. (2004) stated that ANPR is utilised heavily in the United Kingdom and was originally introduced to counteract the threat of terrorism. The use of ANPR in roads policing is so widespread that the movement of any car throughout the country can be tracked and this information can be stored for five years (Evans-Pughe, 2006).

Some British police forces conducted a trial on the use of ANPR (Watson and Walsh, 2008). The trial involved teams of six police officers who utilised an ANPR system to identify vehicles. When a vehicle was identified or it was recognised by the ANPR system, an officer would inform their colleagues, who were positioned further down the road and they would pull the vehicle over. The trial lasted for 13

months and the team pulled over 180,543 vehicles. Based on the stops, officers made 13,499 arrests, which included 2263 for burglary/theft offences, and 1107 for drug related offences. The officers seized 1152 stolen vehicles, over £380,000 worth of drugs and over £640,000 worth of stolen goods. Also seized throughout the trial was 266 offensive weapons and 13 firearms, additionally officers issued over 22,000 fixed penalty notices. Furthermore, a smaller multi-agency operation, using ANPR to combat crime on the roads, was conducted by Sussex Police (2018), along with the Police and Crime Commissioner and the DVLA. The operation resulted in officers issuing over 20 traffic offence reports and stopping over 60 vehicles, seizing 17 of them, one of which was associated with an organised crime group.

Kirby and Turner (2007) stated there are several benefits of using ANPR in investigations and disrupting criminality on the roads. These include, identifying vehicles that are being used to commit crime, tracking the movement of offenders that will assist with further surveillance operations, or identifying an arrest plan. ANPR can also be beneficial in locating and intercepting an offender before they commit a crime and it can assist with identifying uninsured vehicles being used by organised crime gangs.

Another way in which criminal activity facilitated by the road network can be disrupted is by an increase in patrol police officers (Corbett, 2008). Corbett suggested that proactively policing the roads could significantly contribute towards a reduction of offences by being a visible deterrent. Corbett also stated that the number of casualties might decrease from drink/drug driving and speeding due to the risk of being caught. This is something that could be explained by the deterrence theory (Homel, 1988). The theory states that individuals will refrain from committing crimes if the perceived risk of punishment is high.

The use of police enforcement, police initiatives as well as stationary speed cameras has shown to reduce road speed, accidents, and alcohol-related crashes (Elliot and Broughton, 2005: Kallberg et al. 2008: Wegman and Goldenbeld, 2006: Bates et al. 2012). Elliot and Broughton (2005) conducted a large-scale campaign study in Norway where 17% of the population were breathalysed which resulted in the percentage of drink driving accidents causing injury to decrease by 5%. Proactive traffic officers can utilise their powers and instruct a vehicle to stop whenever they see or suspect that a road traffic offence is being committed. They can then check if the driver has the correct identification and search the

individual/vehicle if they deem it to be appropriate, before offering advice or arresting the driver for a relevant offence. Officers can act on the behaviour of road users and any intelligence that comes from ANPR/CCTV in order to target those who are potentially committing crime and disrupt the operation.

When an officer identifies that an offence has taken place they should conduct initial enquiries, which include the golden hour principles and fast-track actions (College of Policing, 2021). Wright (2013) stated that the golden hour is the timeframe immediately after the offence has been committed and therefore represents the best time to collect evidence. Wright suggested that the decision making process during this stage is crucial and can improve the chances of a positive outcome. Golden hour enquiries include identifying victims, suspects, and witnesses. Officers should identify, secure and preserve the scene if applicable and collect any evidence such as CCTV, forensics, statements and seize any relevant clothing/items. Fast-track actions are the ones that take place immediately, are investigative in nature and are likely to establish what has happened. These actions can preserve and obtain relevant evidence and, in some cases, resolve the incident (College of Policing, 2021).

I have utilised fast-track actions and golden hour principles on multiple occasions during my time as a response officer. For example, a colleague and I responded to an on-going burglary that was reported to the police. Upon arriving at the location, the reporting person provided a description of the individuals responsible and their direction of travel. As a result, I updated the control room and asked other officers to attend the area to search for the individuals. I also attempted to use the camera operator as an additional resource to help locate them. My colleague and I remained at the scene and identified that the glass in the patio door was smashed, however the door was still locked from the inside. At this point, I activated my body worn video, put on some gloves so that I did not contaminate any evidence and I searched the house in case any suspects were still inside with the help of my colleague. However, we identified that an untidy search had occurred in several rooms. I decided that the house was a crime scene and as a result I secured and preserved the scene so that evidence was not lost or contaminated. The front door was locked, so I utilised police tape to restrict any access to the rear of the property whilst a PCSO conducted a scene guard. I utilised police systems to ascertain the residents of the address and I conducted house-to-house enquiries

that located three separate witnesses. I contacted scenes of crime to conduct forensic examinations inside and outside the property, as it was clear that items had been handled, and I contacted the criminal investigation department. Whilst at the scene I obtained witness statements from the three witnesses, each detailing the persons responsible and what they witnessed prior to police attending. Once the scenes of crime officers were finished, I walked around the house with the victims whilst they established what had been taken before taking a statement from them. Further house-to-house and CCTV enquiries needed to be conducted in the suggested direction of travel of the suspects, therefore, I tasked the neighbourhood team to conduct these and to provide reassurance and crime prevention advice to the victim. I believe that my decision-making during the initial stage of the investigation was effective, and this ensured that the evidence available shortly after the incident happened was obtained.

When making decisions as a response officer, I utilise the national decision-making model; part of this includes conducting a dynamic risk assessment (College of Policing, 2014). Within the model the code of ethics remains at the centre and officers should always abide by these. The first step of the model is gathering information and intelligence about the situation or incident. After obtaining this, a dynamic risk assessment should be conducted to identify and remove any risk of harm to officers or members of the public and from that, a strategy can be put in place. Once completed, an officer can consider the powers available to them and put in place contingencies if they are required. The final stage is taking action and evaluating the outcome. It is essential to conduct risk assessments when making decisions to ensure the safety of everybody involved. Officers should identify who or what is at risk and the immediate threat of the risk. By conducting this assessment, officers can make informed decisions about the best way to proceed, ensuring that they act in line with the code of ethics, do not abuse their power and protect themselves and others.

When officers decide to arrest an individual, the suspect requires an interview. Interviews can range in terms of complexity, length and detail so it is important that officers understand the appropriate techniques to use. Prior to 1992, interview training was not provided to officers and they often learnt from watching others. Officers conducted interviews unrecorded before writing up a summary from memory (Moston and Engleberg, 1993). The introduction of the Police and Criminal

Evidence Act (1984) made significant changes in how the police deal with suspects. The Act introduced the right for a solicitor or legal advisor to be present during interviews and all interviews needed to be recorded. The PEACE interview model was introduced in 1992 and was designed to provide police officers with training on how to conduct interviews to both suspects and witnesses (Central Planning and Training Unit, 1992). There are 5 stages to this model which are, planning and preparing, engagement, account, closure and evaluation.

I have utilised the PEACE model when conducting a complex interview for the offences of aggravated theft of a motor vehicle, driving without a licence and driving without insurance. The vehicle also accumulated two speeding tickets whilst stolen. The suspect in the incident was a child and therefore required an appropriate adult. Whilst planning and preparing for the interview, I reviewed all the evidence of the case, such as witness and victim statements, officer statements, CCTV, body-worn video, exhibits and the forensic examinations from within the vehicle. I then developed a written interview plan, including questions which covered the topics that I wanted the suspect to talk about. Prior to interviewing the suspect, an appropriate adult had to be present due to their age. I contacted several members of the suspect's family, who were not involved in the case and arranged for one of them to attend the police station. During the engage and explain stage I attempted to build up a rapport with the suspect to encourage conversation. I explained the reason why an interview needed to be conducted, whilst also outlining the objectives, expectations and structure. The account step consists of 3 mini phases, the first is often an account from the suspect. I used open questions to begin the interview and allowed the suspect to explain what happened. Using open questions are beneficial because it allows the suspect to give an unrestricted and uninfluenced explanation. Once the suspect answered the questions, I clarified their account with them. The last part of the account phase is the challenge. Here, I showed them any evidence such as statements, CCTV, forensics evidence which disproves or is different to their account. In this example I used CCTV footage of the vehicle being taken, speeding tickets acquired during the time the vehicle was stolen and the suspects DNA which was in the front offside seat and on the steering wheel. The suspect would not provide an account as to why their DNA was present. Therefore, I utilised Section 36 of the Criminal Justice and Public Order Act (1994) which is a special warning whereby inferences can be drawn if a suspect does not provide an account

for why their DNA was present. The suspect still refused to provide an account, so I moved to the closure stage, summarising the whole interview and giving the suspect the opportunity to provide further information before ending the interview. Finally, I evaluated the interview process and I believe I utilised the PEACE model effectively. I prepared well, reviewing all available information, preparing a written interview plan and liaising with an appropriate adult. I engaged with the suspect to promote conversation, but I was also conscious of my non-verbal communication such as eye contact and active listening. I allowed the suspect to provide an initial free account before clarifying what they said and then challenging them with the evidence obtained which resulted in the effective use of a section 36 warning. Prior to commencing the interview, I offered the suspect an opportunity to add/clarify any of the points made during the interview.

Overall, criminal activity facilitated by the road network can be disrupted in several ways, which include, the use of technology – ANPR, intelligence, initiatives and an increased presence of officers. The Government's Serious and Organised Crime Strategy and the National Police Chief's council have made roads policing and the disruption of crime a main target and studies have shown that the use of the above tactics can disrupt criminality and make the roads safer for members of the public. The use of fast-track actions and enquiries within the 'golden hour' time frame has proved crucial in the success of an investigation. Identifying those involved, securing and preserving the scene and obtaining the best available evidence at the earliest opportunity reduces the chances of missing vital evidence or contamination. When making decisions in relation to attending incidents, officers must conduct a risk assessment to ensure the safety of those involved and to ensure they are acting within their powers. If the decision to arrest an individual is made, officers should follow the PEACE model of interviewing, the national training programme provided to all officers. The model breaks down each stage and what is required to ensure that the interviewer covers all topics, and they are prepared and can successfully apply appropriate techniques in interviewing even when the case is complex.

Word Count: 2718

Task 5

Personal Study programme / Individual Learning Plan

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

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

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

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

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1 - Mental Health Law			8	4			1 – Familiarise myself with the relevant legislation such as the Mental Health Act (1983), the Mental Capacity Act (2005) and the powers under section 135 and 136.
2 - Proactivity in relation to stop search powers			8		5		2 - Have a full understanding of the powers, such as Section 1 of PACE (1984) and Section 23 of the Misuse of Drugs Act (1971), utilised to

						conduct Stop Searches and gain confidence with the grounds to carry out the search.
3 - Using Police Systems such as Niche			9		7	3 – I need to familiarise myself with the new Niche system. Even though my knowledge on Niche is good, I am still using the old system and therefore need to familiarise myself with the new system so when the transfer between systems happens, I am competent.
4 - Case file building			8		5	4 – I require a better understanding of what is required in each case. For example, the deadlines for files in both initial submissions and first hearing cases and whether the anticipated plea is guilty or not guilty. I also need to familiarise myself with the forms required for each type of file and become competent with disclosure.
5 – Court awareness and giving evidence		7		2		5 – I need to familiarise with the court process, both magistrates and crown. I require a better understanding of the types of evidence used in cases such as documentary, circumstantial, real, hearsay and evidence of opinion.

SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1 - Interviewing		7			5		1 – I need to conduct more interviews for a range of offences to increase my interviewing skills and effectiveness. I need to familiarise myself with the relevant legislation such as Code C of PACE (1984) and special warnings.
2 - Decision Making when responding to incidents.			8		6		2 – I believe I need to be more confident in my decision making at incidents. On occasions, I seek support from my Sergeant, whilst explaining what I think I should do, and they are often in agreement. I utilise the national decision model when making decision at calls and my confidence will improve with experience and by attending a variety of incidents.
3 - Conducting dynamic risk assessments			8		5		3 – I always need to be aware of my surroundings when dealing with incidents. I always conduct a risk assessment when I arrive at incidents and utilise the national decision model before making decisions. However, I sometimes focus too much on what is in front of me and I need to be more aware of what is

							happening in the periphery.
4 - Tactical options			7		5		4 – I believe that my use of tactical options is good however, on occasions I could utilise better options. I need to consider all options available, which include, officer's presence, communication skills and primary/secondary control skills.
5 – Using the radio efficiently			9		6		5 – Whilst using the radio I need to ensure that I am clear, concise and accurate so that I am not taking up too much time. Sometimes I speak for too long, providing a comprehensive update when I can do that on my laptop/phone.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1 – Dealing with conflict			10		6		1 – I have dealt with conflict effectively when I have been faced with it. However, I have not experienced any violent disorder. Also, when dealing with conflict I have been with a colleague and I am yet to deal with heightened conflict whilst being on my own.
2 - Night-time economy			8	2			2 – As a result of COVID-19, I have not experienced policing a night-time economy. I

					need to experience dealing with large crowds of intoxicated people and I will gain this experience over the coming months when nightclubs re-open properly. I will familiarise myself with the Public Order Act (1986) and the offences of drunk and disorderly and drunk and incapable.
3 - Exposure to traumatic experiences		7		4	3 – I have experienced a small number of traumatic experiences and have managed them well. I believe that more exposure to traumatic experiences will help me to handle these situations and increase my ability to manage difficult incidents.
4 – Dealing with vulnerable victims		7		4	4 – I require additional experience in dealing with vulnerable victims. Victims can be vulnerable for several reasons and I need to deal with more incidents including vulnerable individuals to be more competent in this area. I have signed up to be a sexual offence first responder which will provide me with more experience in this area.
5 – Attending roads policing incidents		7		3	5 – I have attended very little roads policing calls whilst on response and my

						knowledge in this area is limited. I am in the process of arranging a traffic attachment to get experience of attending traffic related calls. I will also update my knowledge on the Road Traffic Act (1988) so that I have a better understanding of how to deal with a traffic incident.
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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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