

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

Learner name: Lyndsay Ann Davies

Learner's University Registration Number: 1916170

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.

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	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: 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:

Team. What defines a team? The dictionary will say that it is “used in a number of phrases that refer to people working together as a group in order to achieve something”. (Cambridge Dictionary, Cambridge University Press: 2021). I will say, that it is far more complex than that, and this essay will explain why. Within this essay, I shall explore the characteristics of organisational culture and how a traditional vertical organisation and modern horizontal organisation differ, evaluating the effects of length of service and comparing those with a fixed and growth mindset. This essay will highlight the number of organisational cultures within the police force and will evaluate what the influencing factors are within each. I will consider the theory of emotional intelligence and self-regulation, and why I believe this

to be of paramount importance to the improvement of team cohesion. From utilising these tools, and understanding the self wholly, then it becomes clear what skill set one can offer to a team, and what role one plays within it. A team's dynamic is a collaboration of many things, and it faces a breadth of challenges. It is something that needs to be nurtured and worked on in order to progressively overcome said challenges. I will be discussing the CUDSA model, and how interpersonal conflict can be overcome by utilising this model effectively. I will introduce John Adair's Circle Theory derived from the 1960's, and how a leader that implements this theory can improve on team morale, positively influencing the remainder of the team, whilst maintaining organisational justice in doing so. Lastly, this essay will discuss Bruce Tuckman's 1965 model for group development, and how I have experienced the four stages of the model when advancing to my new response shift from the professional development unit. In particular, how the storming stage of this model pushes boundaries within a team's dynamic, the negative impact it can have on a team's progression, and in a policing context, how professional standards and the code of ethics must always be at the forefront.

It is fair to note that since the introduction of law enforcement in the 1800's, there have been mass changes, including changes in organisational culture. A group dynamic is made up of those who form part of traditional vertical organisation culture, and those belonging to a horizontal organisational culture. I believe the main catalyst which places an individual into either category, is their length of service. Take a long-standing police constable for example, who would have joined the force some twenty years ago. It would be difficult for this officer, to change perspective to a new organisational culture, having been part of the establishment for so long. After such a length in

service, the dynamic has become almost a habit, and that officer may hold negative connotations associated with a modern-day way of thinking. Factors associated with traditional vertical organisational cultures are “Passive. Employees consume rather than create content”. (GoConqr 2016). This is not surprising in an establishment such as a police force, as legislation and policies are dictated for us. It is an organisation that leaves little scope for creating content in that sense. Having said that, a modern-day cultural organisation is more accepting of this way of thinking, and should the officer want to, there are now opportunities to explore this avenue of work.

Contrary, the Horizontal Organisational Culture offers a sense of freedom and the ability for proactive working. I have worked alongside an officer on my shift to introduce a peer to peer project surrounding domestic violence and the way in which we risk assess it. For some time now the process has been that a Domestic Abuse Stalking and Harassment form be completed by officers, and thereafter sent to supervisors for a secondary approval of its grading. Whilst this is still the case, my colleague and I have introduced a peer to peer programme, which entails colleagues of the same rank reviewing the form, the safety advice given, and providing feedback on this. From this project there is one thing that has been more apparent than anything else. Those within their probationary period or with a length of service spanning under the 5-year mark, have been welcoming of this project and supportive of its aim. However, those with more experience, in turn have dismissed its ethic before even giving it a chance. I believe this evidences the above theory in its entirety. I believe cognitive dissonance is apparent here. Rather than see the positives behind the project, in that those who know the demands and pressures of the role are the ones reviewing the work, and can appreciate first-hand the responsibility surrounding risk assessing, they have not

supported the project, perhaps in fear of being exposed and given guidance by those with less experience.

The differences in mindset can really affect a team dynamic, creating conflicting theories within the team in terms of fixed and growth cultures. As Matthew Syed states:

It is striking how often successful people have a counter-intuitive perspective on failure. They strive to succeed, like everyone else, but they are intimately aware of how indispensable failure is to the over all process. And they embrace, rather than shy away from, this part of the journey (Syed, 2016, p.271)

Syed goes on to highlight the differences between a fixed mindset, whereby it is believed that intelligence and/ or talent is fixed, and growth mindset, where failure is viewed as imperative for progression, and that abilities can be developed. Therefore, it is clear to see how differences can be formed within a team from this. One way in which to positively impact team cohesion is the ability to self-regulate through emotional intelligence models. I strongly believe, that to actively participate in a team dynamic, you have to first and foremost know what makes up the dynamics of you as a person, and in this instance as an officer. The reason for this, and the importance of self-evaluation and self-regulation, is to monitor your own thoughts and values in a controlled and safe manner. It is then you can productively convey those into a team environment and know what role you play within that team. The lack of self-regulation, from experience, can be chaotic, and the willingness to learn and listen can be minimal.

Daniel Goleman's model of emotional intelligence 1995 explores factors such as self-awareness, social awareness, self-management and relationship management. These are vital to team cohesion as they "lead to increased ability to enter and sustain good relationships" (Kewalramani,2015,180). Ethically, I would like to believe that as officers, our moral compass will be very similar, however, each officer will have their own personal values and backgrounds which influences how they are in any social contexts, team dynamics and ultimately what shapes and forms their day to day lives. This may be a contributing factor to why some teams cannot function, as conflicting opinions will naturally mirror tension. However, utilising the model of self-regulation, and always considering the Code of Ethics and attestation in which every officer has sworn under oath to abide by, we should be treating others with fairness and equal respect. So, although my opinion on certain subject matters will differ from those of my colleagues, I am able to accept this, respect it, and not let it shadow how I perform in a team environment.

Emotional intelligence allows me to recognise my own strengths and weaknesses and it is only then, once highlighted, can I endeavour to improve on those. Similarly, having utilised the process on one's self, it also allows me to recognise the strengths and weaknesses of my colleagues. This is of importance within a team dynamic. Take a victim of domestic abuse for instance, something we will deal with in abundance throughout our careers. The victim will require a certain service and a certain approach where naturally some officers will excel in, and others will find it more difficult to adapt to deal with this. It is about assessing the incident and facts that you are presented with and having the confidence to recognise if you need help. Having developed Goleman's model, I have been able to seek help from my colleagues and have

approached those whose skill set matches the incident, which inevitably provides a more thorough service to our victims of crime. It enables a team to achieve effective communication, alleviates stress and builds up trust.

Of course, the above is an ideal scenario, the reality of team cohesion, or lack of, can be a trying process. There have been instances whereby I have challenged the behaviour or inappropriate language of officers on shift, officers I work alongside and spend a lot of time with. This evidently results in conflict and tension, which in turn affects the morale of the remainder of the shift. The Code of Ethics will state "I will behave in a manner, whether on or off duty, which does not bring discredit on the police service or undermine public confidence in policing." (College of Policing, 2014). So, it is essential to challenge our colleagues on inappropriate conduct. If not, how can we be expected to challenge misconduct within our communities, if we are not doing so within our establishment. After all, Peel's principles state:

The police are the public and the public are the police; the police being only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the interests of community welfare and existence (Loader, 2016).

In essence, we are not exempt from any legislation, regulation or policy in which we uphold to the public. From my experience, the CUDSA model of confrontation has been a helpful step by step process in which to overcome conflict. The steps of the model being confront the behaviour, understand each other's position, define the problem, search for a solution and agree. Having applied all steps of the model, an understanding can be reached, if an agreement cannot. Sometimes a differentiating

point of view or belief can be a positive thing. By this I mean that experiencing new ideologies on a subject matter can broaden your own thought process, thus learning from one another continuously. This can only be beneficial within an establishment like the Police Force as a narrow-minded focus will only achieve so much.

Furthermore, besides dynamically educating and influencing one another, an additional influence can also descend from a supervisory stance. When first joining my response shift, my then Sergeant was nearing retirement and, in my mind, was a laissez-faire leader. This corroborates my introductory theory in which morale and motivation decreases in length of service, leaving officers with a fixed mindset. For example, not being heavily involved in my workload, no great effort in organisational justice or fairness, simply going with the process until the time of retirement. To contrast, I then had a Sergeant with over ten years' experience as a response officer, but only two years as a Sergeant. I would describe his style of leadership as Transformational. One of the main priorities of my new Sergeant is organisational justice, and in turn fairness. To expand on this, the whole shift has been allocated foot patrol duties as part of an ongoing operation. A rota has been created to ensure that each officer on shift has participated to the operation in even time scales, despite length of service, other commitments etc. It is evident thus far that he is acting in accordance with the Fairness at Work Policy here at Gwent Police. (Senior HR Business Partner Gwent Police 2020). The policy states that line managers should seek to resolve any issues that they see fit to deal with, before processing forward for a complaint. This Force Policy increments guidelines on how to deal with fairness at work, and what to do if I feel I have been unfairly treated, highlighting the importance of organisational justice within the force itself.

John Adair's circle theory of the 1960's will say that three circles form a composition, each with their own importance, and a leader will be the core of that structure. The contributing circles are task, team and individual. The use of self-regulation and emotional intelligence, will allow the understanding of our dynamic as a team, the strengths of each individual, what sort of task is at hand, and the leader can evaluate all of the above to successfully manage an incident, leading to a positive outcome. This has proven successful on our response shift already, even in a short period of time.

The challenges faced on a response shift, and in many other teams are the four stages of a team dynamic, The Tuckman Model. My transition from the professional development unit onto a response shift is where I believe I experienced this most. In the comfort of the PDU, I was surrounded by tutors, officers whose primary role it is to prepare you for the next stages of your career, so I was very much aware of this when joining my response shift at its forming stage. There was a clear rapport between those already on shift. The forming stage is where I had to ascertain what my role would be within this shift. This naturally drew uncertainty and anxiety surrounding these thoughts. The storming stage was where boundaries began to be pressed. Being the probationer on shift, it was evident that some officers would try and pass their workload or commitments onto myself, utilising my enthusiasm and lack of knowledge on processes to their advantage. The norming stage naturally progressed with time passing, whereby I was comfortable asking my peers for help, differences had been resolved, and rapport built. The final stage, being the performing stage, is where the team had developed an understanding of each other's potential and differences. These are wholly accepted, and everyone is understanding of what role they play

within that team cohesion. On discussing the Tuckman Model of 1965, David Largent will say:

Reality is seldom ideal, however, and thus a variety of events can interrupt the cycle. As a group experiences a new task for the first time, or the people in the group change, for example, the group may well move from the performing stage back to the forming stage and start the cycle all over again. In fact, a group may backtrack to an earlier stage from any of the stages. The number of cycles a group will go through will vary with each group. Similarly, the rate at which a group will progress through a cycle will vary. (Largent, 2016)

This I believe is the difficulty on a response shift. In the space of six months, my team has drastically changed, evidently changing the dynamic and cohesion alongside it. Officers have moved force area, come back off maternity leave, transferred to another department to highlight a few examples. Therefore, the model begins its process again, or stages have to be repeated in order to progress. Resilience forms a great part in this, as once you have reached the performing stage, it can be somewhat disheartening to then find the team back within the forming stage of the model. However, that is the nature of policing. I have very quickly come to find that I will process through the stages of the Tuckman Model for the remainder of my policing career. This is not something to be viewed as a failure, it is simply a process in which will contribute to team cohesion.

In conclusion of this essay, it is apparent to me from my experience on a response shift thus far, that Tuckman's 1965 Model is ever present. A team has to experience

the stages of this model, in order to form team cohesion and perform to its highest level of ability. It is difficult to understand why a team cannot stay at the performing stage, however, with a constant shift in team dynamic, naturally, there will be a shift in stages of the model. By implementing emotional intelligence, I believe improves the quality of team cohesion, and in turn can speed up the process of moving through the Tuckman stages. Naturally, motivation and morale amongst a team will vary, but it is down to other members of the team, having practiced emotional intelligence, to first identify this, thereafter, rectify it. Management of our own emotions and understanding ourselves as individuals heightens the odds of understanding others. Having the support of a supervisor who also practices emotional intelligence contributes toward this, whilst maintaining professional standards and abiding by force policies and procedures. Whilst organisational justice is manifested, officers will feel appreciated and of importance. This for me personally is invaluable for morale, and for morale to be consistently positive for long term, not just in short periods. In essence, cohesion takes not only time, but effort, patience and respect. Above all else, "Teams are advantageous to individuals in many ways. They pool diverse knowledge and skills, allowing for convergent and divergent thinking, the building blocks of creativity and knowledge generation" (Salas et al, 2015, p.365). After all, is this not what we strive to achieve for our victims of crime on a daily basis?

(Word Count:2,589)

Task 2

Relevant areas of the National Policing Curriculum: Vulnerability and Risk

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.

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

ANSWER:

“Victims of violence should be compelled to make meaningful changes to their behaviours in an effort to avoid being victimized again in the future” (Turanovic & Pratt, 2012). In this essay I will explain how this is an idyllic scenario, which is unrealistic and lastly, a naïve process of thought. I will be discussing an incident where I played a significant role with a repeat victim of domestic abuse; the barriers faced by the victim in order to make said changes to behavioural patterns and steps taken to help bring the abuse to a close. This essay will highlight the importance of multi-agency working in order to provide a tailored response to meet the victim’s needs and vulnerabilities. Additionally, supporting those around that victim namely children. It is fair to say that domestic abuse affects more than just the victim themselves due to its level of complexity. This essay will highlight the importance of policies surrounding domestic violence, and how sharing information under the Data Protection Act 1998 means that I was able to provide an enhanced service to my victim of crime. I will

finally be exploring the Stockholm syndrome theory, and how a repeat victim can feel nurtured by a perpetrator, placing a barrier between the services offered to a victim by police and other professionals, and what the victim lacks to perceive that they need. In the incident I will be discussing the victim not categorising themselves as being so, due to the lifestyle becoming second nature to them. I will show how I utilised the National Decision Making Model to best address the threat, risk and harm involved and how applying the LEAPS model broke down pre-existing barriers between myself (police) and the victim.

Therefore, what is a victim? The term is defined in the Victim's Code of Practice as:

"A natural person who has suffered harm, including physical, mental or emotional harm or economic loss, which was directly caused by a criminal offence" (Victims of Crime the code of Practice, Crown Prosecution Service 2017)

The incident in which I would like to discuss within this essay is one whereby the victim and perpetrator had been in a relationship for an estimated fifteen years with extensive history on our policing systems. She had suffered years of financial, emotional and physical abuse, meaning she qualifies as being a victim in more than one of the above said ways. This lady was a repeat victim. I had initially responded to this incident as part of an emergency graded call, whereby there was a third-party report of a disturbance. Note that the victim did not make this call herself. On arrival, the victim was very reluctant to engage with myself, however, I could clearly see that she was distressed. The perpetrator had left the address, and the victim disclosed several offences including criminal damage under the Criminal Damage Act 1971, common

assault under the Criminal Justice Act 1988 and theft under the Theft act 1968. Initially, the victim did not wish to make a statement of complaint however, the disclosure was captured on my body worn video which is force policy to have activated during domestic violence calls. Therefore, I was aware that this disclosure could be utilised in a victimless prosecution as “no evidence is directly adduced from the complainant” and it was “in the public interest to continue with the prosecution without the victim” (Criminal law team, Kingsley Napley, 2018). After utilising the LEAPS model (listen, empathise, ask questions, paraphrase and summarise) it not only allowed me to gain as much information surrounding the family as possible, it also meant that the victim felt her feelings were validated, and after encouragement from myself, she agreed to give a positive statement of complaint. A victim personal statement was also explained to the victim, whereby the adverse effects on her would be documented; although not evidential toward a conviction, this would be considered for sentencing if there was a guilty verdict at Court.

The main risk in this instance, was that the perpetrator had not yet been arrested, and therefore, an extensive safety plan had been given to the victim, with target hardening advice for the home address to best protect herself and children. A public protection notification report was completed detailing the victim’s disclosure, history between the parties and children’s school and doctors’ details. This was then sent to social services as they would involve the school and assist us with safeguarding the family. The victim agreed to complete a Domestic abuse stalking and harassment risk assessment with me and gave consent to share the information with partner agencies such as Women’s Aid. Further safeguarding measures were implemented such as placing a critical marker on the home address. This information could be passed to officers if any further

calls were made, along with placing the perpetrator's details on the arrest enquiry board. When asked why she had not completed DASHRA's previously, the victim replied that she did not see herself as a victim, and although she knew the behaviour of the perpetrator was wrong, it had become part of her lifestyle; and nevertheless she still loved her husband. Victims of domestic abuse will suffer from both short term and long term effects, one of the most common being 'self blame' (How can Crime affect you, Victim Support, 2020). It was my role as an officer, to diminish any such ideologies by the victim, and show support and encouragement to indicate that she was a victim of crime, and there were options available to her. The victim had been exposed to domestic violence between her parents, thus having adverse childhood experiences from a young age. This was a cultural barrier that I faced, as her mum had never engaged well with police. I encouraged the victim to break the cycle, as children raised with one or more ACE's are a thousand times more likely to suffer their own adverse experiences. (Gleissner, 2021)

Where criminality involves strangers, a victim holds no expectation, contrary, a victim whose perpetrator is a member of family, a loved one, then there is naturally a shift in psychological effects. The Stockholm Syndrome theory (derived from the robbery of a bank in 1973) shows the level of emotional abuse involved in subduing a victim, and how the control of a perpetrator cannot be undermined. This was very apparent, as not all incidences had been reported, due to the victim not wanting to leave the perpetrator. However, because there were over 5 incidences reported in the last 12 months, I decided to complete a MARAC (Multi agency risk assessment conference) form. The consent of the victim should be obtained ideally, however, the 'Information

Sharing without Consent' form is available to ensure I was sharing information legally. I also decided that MARAC was appropriate, as the victim repeatedly expressed that she had nowhere else to live, which is part of the reason she usually does not provide statements. I believed that the core agencies involved in the MARAC meeting would be able to address this, relocate the victim and children and provide support to the perpetrator for his drug misuse. In essence, addressing the root of the problems, rather than merely dealing with the incident on its own merit. Dealing with situations as a standalone incident runs the risk of overlooking escalation in violence, repeat victimisation, and clouds the judgement on how to adequately make decisions. Historically, the lack of understanding surrounding repeat victimisation, together with lack of partnership working, has resulted in tragic outcomes for example the death of Fiona Pilkington. As Pritchard comments:

A single agency approach, that is, the police in isolation dealing with incidents of crime, was insufficient and that there needed to be a greater working partnership between relevant agencies. (Pritchard, 2015.p.53)

The National Decision Making Model tells me that the introductory stage in any decision making should be gathering information and intelligence. Thus being, the domestic abuse history between the parties, the flags or warning markers linked to the persons involved, children at the address and so much more. It is only then once knowing as much information as possible, that I could implement a strategy and consider my powers and policies to make an effective decision. It allows me to consider safeguarding measures such as Domestic Violence Protection Notices as a contingency, should the victim retract her statement and if golden hour enquiries are

exhausted; to no evidential value. This notice, which progresses to a Court order, warrants conditions against the perpetrator; which has a power of arrest attached if breached.

In conclusion, there are numerous ways in which I safeguarded my victim, and multiple agencies I sought advice and assistance from in order to do so. The prominent challenge being that the victim had not engaged previously, however, I utilised the LEAPS model to provide the best service to my victim. With encouragement, highlighting the support available, and breaking down any cultural barriers, I was able to build a rapport with the victim; imbedding trust in the criminal justice system and the police. I was transparent in that involving other agencies would be the most sufficient way to deal with the root of the problem, offering support to not only her, but her children and husband also. Tackling repeat victimisation was a challenge, as the victim was habituated to her current lifestyle, not recognising that she even was a victim to begin with. However, I was able to identify that the same approach will not be successful with every victim, and that I would need to negate my skillset to meet her needs. This allowed the victim to think more broadly about the people affected, e.g. ACE's for her children. I also had contingencies in place for barriers that may arise during the process such as DVPN's should there be a no further action outcome. Although the demand on officers versus the lack of resourcing is prevalent, I was mindful to provide the best service to the victim, exhausting all safety measures and exploring all avenues which left the victim reassured, listened too, and therefore more likely to engage in the future.

(Word Count: 1,594)

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: LADAVIES (Learner – electronic signature accepted.)

Date: 11/08/2021

Task 4

Relevant areas of the National Policing Curriculum: Policing the roads and conducting investigations.

Critically evaluate how information and intelligence can be used in the disruption of the more prevalent criminal activity (e.g. drug smuggling, human trafficking, child sexual exploitation, counterfeit goods, organised crime groups and 'county lines') by effective policing of the roads.

Analyse how ANPR can be used as investigative resource when disrupting criminal activity.

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

ANSWER:

This essay will critically evaluate the exhaustive subject matter that is; Roads Policing. Effectively policing the roads can deter criminal activity on a greater scale, mirroring the gravity of the offence at hand being child sexual exploitation, drug smuggling and human trafficking to name but a few. (Corbett, 2008) will say that the roads "facilitate our mobility and underpin the smooth functioning of our lives". Likewise, they can facilitate criminal activity and the functionality of such in a similar fashion. This essay will explore how information and intelligence are utilised to intervene with the criminal activities effectively, conducting larger investigations against suspects and successfully bringing offenders to justice; safeguarding our victims of crime in doing so. The use of Automatic Number-Plate Recognition (more commonly known as, and further referred to in this essay as, ANPR), will be discussed, and how using this form of technology allows authorities to police the roads in such a way, and on such a scale, that officers alone cannot. Utilising evidence based policing methods, the successes of ANPR means it forms part of future policing strategies, and it is not something to be neglected any time soon. The importance of a multi-agency approach will be

presented, and the thesis of how the police as a stand-alone agency cannot address the problem at large will be examined.

Firstly, what is information? Cambridge dictionary will define information as “facts about a situation, person, event”. (Cambridge Dictionary, Cambridge University Press, 2021) Said information becomes intelligence to the police when it has been sanitised using the national 3x5x2 model. This model evaluates raw information assessing its provenance and reliability before acting upon it. The three elements within the model are the source evaluation, intelligence assessment and handling code. Information and intelligence can become known to the police by a variety of different forms ranging from digital forums such as CCTV to human interaction and the utilisation of Police Community Support Officers. But why do we *need* it? It allows us as an organisation to effectively manage criminality, justify the planning of operations, allow for targeted policing and minimises the risk of violent offenders within our communities. The historic Soham Murders resulting in the ‘Bichard Inquiry’ evidences the need for sharing information on a national level, as without it, the mobility of criminals and lack of information surrounding them leaves scope for undetected risk and can be fatal to victims of crime. Which of course, was the outcome for Holly Wells and Jessica Chapman. The Police National Database combines intelligence from 43 forces across England and Wales and is ran by the National Policing Improvement Agency (NPIA) (BBC, 2011). This is what we now know as the Management of Police Information (MOPI). It allows us to share information for a legitimate policing purpose under its Code of Practice. The National Intelligence Model is a business framework which utilises intelligence to “determine key priorities in policing” (Blackburn et al, 2019, p .536). This model works on three different levels, level 1 being neighbourhood and

BCU, level 2 representing force and neighbouring forces, and level 3 being national and international. It allows for a problem-solving approach and provides a focal point to operational policing. By utilising this model, hot spots for crime and disorder are unveiled, and it is only once we have been made aware of this, can we effectively police it.

Now we are amidst discussions surrounding information and intelligence on a national scale, it seems appropriate to divulge into the use of such apparatus on the roads. Take county lines for example. Its sole facilitator in order to complete the crime is the transportation from one location to another for the distribution of drugs. Without use of the roads, the offence cannot take place. Or it can, but on a much smaller scale. Placing markers on vehicles will alert the Roads Policing Unit if said vehicle is to cross borders and come into the force area. Stopping and conducting checks on the vehicle and persons inside under section 163 of the Road Traffic Act 1988 then allows for the investigation to progress. Meaning the initial intelligence on a vehicle/ person linked to a vehicle is the catalyst for the remaining enquiries to unfold. A successful outcome would entail disrupting criminality but having enough evidence having stopped the vehicle to arrest the offender and initiate an investigation. However, if this is not the case, and the stop check has resulted in nothing untoward, then that allows the offender to be eluded to the fact that they are being monitored in some type of way. They can then react to this by means of changing vehicles etc to stay ahead of this continual cat and mouse chase of roads policing. It also places a massive risk factor with criminality such as terrorism, as this could also result in a terrorist attack taking place sooner if the subject is not apprehended. It inadvertently causes the suspects to make a change in the plan of action, and in hindsight the information and intelligence

thus far surrounding the planned attack, essentially may be null and void. Undoubtedly, when referring to the crime prevention triangle, compromising of three components; desire, ability and opportunity, then the disruption of the police (for example seizing a vehicle for having no insurance), removes the means in which criminals can commit their crimes. Essentially leaving the triangle incomplete, even if only for a short period of time. (Schererville, 2015). As the Policing Vision 2025 doctrine states the focus needs to be on “proactive preventative activity as opposed to reacting to crime once it has occurred”. (National Police Chiefs’ Council, 2017). Proactive policing methods implemented by the Roads Policing Unit is an example of this.

However, it could be argued, that placing such a heavy focus on the proactive methods above, acting on information and intelligent to deter crime, negates other priorities in relation to roads policing e.g. the fatal four. ACPO’s Policing the Roads 5 year strategy most definitely includes disrupting criminality and countering terrorism, nevertheless, also includes reducing road casualties and patrolling the roads. Lack of police presence on the roads could be detrimental to rates of crime. On the one hand, targeted policing deters criminal activity and no doubt there are success stories to be heard in relation to this. But on the other hand, solely focusing on this, and not presence in general is posing an imbalance of priorities. According to Felson and Cohen (2010, p5), even though the willingness to commit a crime may be ever apparent in the mind of an offender, the lack of opportunity in which to do so, means the crime is prevented because of the presence of a “guardian”, (being the police). This concept is known as the Routine Activity Theory. The House of Commons Transport Committee in their report surrounding this imbalance stated:

“Drink drive deaths have increased as the number drink drive tests have fallen (by around 30,000 per annum since 1999). As with any form of crime, individuals make a calculated decision based upon their perception of the risk of being caught and the likely punishment that will entail” (House of Commons Transport Committee, 2006, p.19)

Thus, evidencing the lack of risk to a criminal surrounding consequence means they are far more likely to commit the crime.

Education also plays significance in crime prevention measures, with partnership working being the forefront of this. The Joint Emergency Services Interoperability Principles (JESIP) outline the importance of partnership working to safeguard road users promoting communication and a shared situational awareness between agencies. In a letter written by Jeff Cuthbert, the Police and Crime Commissioner for Gwent, he highlights the importance of education and raising awareness in our communities. For example, the number of drink driving on the roads surrounding Christmas and New Year periods and the “Make the Right Choice” campaign in response to that. Initiatives such as “Surround the Town” are multi-agency initiatives to educate the younger generation, as they will be the road users of the future. (Cuthbert, 2020). These operations and campaigns are all means in which to disrupt criminal activity based on information and intelligence surrounding its topic. The Information Sharing Agreement allows us to share information and intelligence with other agencies who need to know of that information. For example, police hold certain powers to stop a vehicle and conduct checks against the driver, license held,

documentation etc, but the DVLA and DVSA can provide further details to assist. An intelligence led partnership approach allows criminals to be monitored using the strategic road network to conduct their criminal activity. In turn, it exposes the behavioural patterns of the criminality, and the modus operandi of the organised crime gangs. This will allow for a thorough investigation.

Studies have found that 75% of households in Great Britain have access to at least one vehicle, with 72% of adults holding a full UK drivers' licence. (Corbett, 2008, P.132). With these figures in mind, the scope for policing this effectively, without the assistance of modern technology is minimal to say the least. There is a clear imbalance between the amount of criminal activity on the roads versus the resourcing of officers. ANPR is the most effective way to alleviate such demand. Whilst response officers can actively issue fixed penalty notices and traffic offence reports for a category of offences on the roads, there is a link to these offences and further criminalities (Rose, 2020). ANPR assists with managing this on a greater scale. ACT markers can be placed on a vehicle to stop it and assess the information in a dynamic risk assessment. Whether the vehicle is linked to drug smuggling, organised crime, or has a stolen vehicle marker, the ANPR system alerts officers to when that vehicle has been pinged in that location. The RPU can then be deployed to the area and utilise an operational tactic to bring the vehicle to a stop. The technology, which has been in place since 1976, has proven its benefits with "around 13000 ANPR cameras nationally, submit on average around 55 million ANPR 'read' records to national ANPR systems daily." (National Police Chiefs' Council, 2021). Statistically, this is impressive, and something that could not have been implemented by officers alone. Whilst the introduction of ANPR has been beneficial in the detection and prevention of criminal

activities, the ANPR Strategy document produced by the NPCC details the need for further training to officers who utilise this system, to optimise the benefits that derive from it. Both the police and other law enforcement agencies need to be consistent in the use of the equipment, which again is another focal point for future development stated within the doctrine. This is in order to maximise its potential, and like anything, if something is going to be successful nationally, then the consistency needs to be nationally also. The ANPR system is programmed to recognise the vehicle registration number which will cross reference the data with the Police National Computer and the DVLA. Like any form of technology, it is only as productive as the person using it. Therefore, officers and authorities need to ensure that records are kept up to date, relevant and detailed. Keeping data accurate and up to date falls part of the Data Protection Principles in which we must comply with under the Data Protection Act 2018.

ANPR is also fitted within certain police vehicles, meaning information can come to light by means of proactive patrols also. This shows how ANPR is utilised for disrupting criminal activity on a more local level. ANPR not only reads and registers vehicles of interest, but stores data of those not of interest at the time. This is of importance to note, as if the vehicle does become of interest, the routes that vehicle has taken, and activity levels can be investigated, and this information is readily at hand. This is where we rely on our communities to engage with us and offer information of importance in order to compose a prevention strategy, to apprehend criminals. This in turn complies with Peel's Principles dating back to 1829. (Loader, 2016). The notion that the police and public are one of the same, and that us as officers should seek to always be at one with our communities and reflect that within our work. An additional Principle

to note is the mission of crime prevention and disorder being the forefront of what we do. Use of ANPR for intelligence led policing, allows for effective investigations to take place, preventing crime where possible in addition to merely detecting it. The primary point of The National Decision Making Model states is to gather all information and intelligence. ANPR actively assists with this stage of the model, allowing officers to adequately assess the threat, risk and harm and progress to the latter stages efficiently. Of course, criminals actively seek means to avoid detection with use of false plates for example. Organised crime gangs work on the highest level of criminality, and therefore will seek extra measures to ensure they are not caught.

The resounding thesis of this essay has undoubtedly been the significance of information and intelligence in modern day policing. It is fair to say, that in any aspect of life, without information, strategic decision making cannot take place. One would not buy a house without firstly knowing the area, its price, the numbers of rooms and so on. So why would we change a process which is instilled in us as humans when it comes to policing. Assessing the information in front of us, utilising intelligence from many a different form, allows for an investigation to commence. Further intelligence, and golden hour enquiries allow an investigation to take alternative courses of action, but that nugget of information is needed first and foremost. Police operations, and disruptions of criminal activity on the roads have all been governed by sources of intelligence. Models such as the National Intelligence Model denotes crime patterns and exposes criminals. Even if transportation is not the main aspect of a crime like county lines and drug smuggling, even low-level thefts can be exposed by means of ANPR if the subject has utilised a “get away” vehicle. Therefore, whether it be low level or national crime, modern technology has served its purpose in policing. It is fair to say

that technology such as ANPR can police on a scale that personnel cannot, nevertheless, the onus is on the persons using the technology, to comply with the principles as set out in the Data Protection Act 2008 and Human Rights Act 1998. With historic public perception surrounding ANPR, and its potential infringement on privacy, ensuring that we act in accordance to legislation such as the Criminal Procedure and Investigations Act 1996 (CPIA) will hopefully alleviate such perceptions with time. With sharing successful outcomes with the public, this will also present its benefits to safeguarding them and their communities. The police have a duty to be transparent with the public, and legislation which holds us accountable for our actions is a way in which to evidence the actions we take are proportionate, and for a legitimate policing purpose. Working alongside partner agencies, is the most sufficient way in which to safeguard members of the public, and sharing information under the Information Sharing Agreement, allows for an imminent intervention:

Intelligence-led policing is an approach to policing that turns away from the traditionally reactive style used in the past, to a proactive framework that focuses on employing analysis and criminal intelligence in order to reduce crime and to combat prolific recidivist offenders (Ratcliffe, 2009, p177).

(Word count: 2,458)

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. Legislation surrounding power of entry. (Fully differentiating between "suspect" and "believe")			9		5		Although I have familiarised myself with Section 17 of PACE as a power of entry, I have somewhat neglected the other powers available to me. This is something I have not revisited since my initial training, therefore, I need to make this a priority to refresh my knowledge surrounding my powers, to utilise them at an incident if/when needed. If power of entry is used illegally, then the subsequent actions would correspondingly

						be considered illegal. This is something I am mindful of, and plan to develop by revisiting my training documents, and liaising with the method of entry officer on my shift. This will be relevant for my personal development, as it will mean that I am not relying on the knowledge of other officers to direct me and am confident in my powers. I aim to continually develop this over a period of 6 months.
2. Partnership working. Broadening my knowledge on what services agencies provide which will allow me to enhance my services to victims and protect vulnerable people.			8		6	I plan to broaden my knowledge of partner agencies by familiarising myself with the services they provide to the public. This can be done by researching their websites, making contact with the agencies via email for further information and creating a document which I can refer back to when I need it. I have an attachment planned with Op Quartz in the Public Protection Unit on 16.08.2021. This will enable me to see how the department holds meetings with various agencies to safeguard victims, and how they efficiently work alongside one another. It will allow me to expand my knowledge on signposting, in

3. Out of Court disposals.	7	4				addition to the safeguarding measures I already provide to victims. Even though the Custody Sergeant is the decision maker after the suspect interview, I feel it would be more beneficial to educate myself further with the out of Court disposals available to me. That way, when liaising with the Custody Sergeant I can assist with navigating whether the suspect is eligible for a caution, FPN's etc. I plan to broaden my knowledge in this sector by researching into how the gravity score of an offence will determine whether a diversion is the most appropriate outcome. I plan to develop my own skills with using PNC in order to ascertain whether the suspect is in fact eligible for a diversion scheme to begin with. National Police Chiefs' Council have issued a document namely "Charging and Out of Court Disposals" which I have downloaded. This is an extensive 42-page document which will detail the options available to me, and when I can consider utilising them. My knowledge thus far has been limited to very
----------------------------	---	---	--	--	--	--

						briefly discussing them in my initial training. I am hopeful that this document will enhance my knowledge. My aim is to read this document by the end of my probation on 06.01.2022.
4. Charter applications to assist with missing person investigations.		7		2		Although I understand the reasoning behind charter applications for missing persons, it is not something I have yet completed. The reason I want to develop my knowledge on this, is to thoroughly investigate all avenues when allocated a MISPER, rather than just exhaust the usual basic enquiries. When allocated a high-risk missing person, I am hopeful that the results of a Charter application will lead my investigation toward new enquiries meaning I am actively progressing the investigation. I can track the progress of my development by liaising with the supervisor of the Cybercrime Unit who has provided me with documentation on how to accurately complete applications. This goal can be accomplished by reading the guidance documents I

						have been sent and familiarising myself with previous applications which a colleague has sent to me for perusal. The goal fits in with my long-term plans of hopefully being part of Op Quartz where they use Charter applications consistently to progress Child Sexual Exploitation and Child Criminal Exploitation. I have given myself a period of 6 weeks to utilise the site, read over the guidance documentation and familiarise myself with the process of receiving results. I have an attachment with Op Quartz from 16.08.2021-03.09.2021 where the Detective Sergeant has said that I will complete many Charter applications during this period.
5. Seizing various types of evidence safely and securely.		7		4		Although I am confident in the booking in procedure and using the property store to do so, I feel my knowledge of booking in evidence such as swabs is lacking. As most evidence has been generic evidence which are seized in evidence bags and exhibited and stored, I could broaden my knowledge on other types of items which will require alternative

							storage. To develop in this area is worthwhile, as securing evidence in the correct manor could make or break an investigation. My lack of knowledge surrounding it, may jeopardise a conviction, so it is my duty to execute this correctly. I can track my progress by liaising with force leads surrounding security and protection of evidence. Although I feel this will be an ongoing goal throughout the duration of my career, I aim to improve my score by the end of this year.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Officer Safety Training and personal fitness			9		6		It is easy to become de-skilled in certain aspects of our officer safety training, as they are not utilised on a daily basis. My objective is to keep my refresher courses within the designated time frame. I also plan to keep my skills in this area, by watching the tutorial videos on The Beat under the Officer Safety Training section. These videos show examples of the different types of handcuffing skills available to me, along with restraints and first aid. I have also joined a gym for 12 months in order to assist my personal fitness now that they have re-opened after lockdown.

						I have recently utilised a personal training programme to assist with technique and form. I believe that the above skills are important for my development, as the training will not only help with my physical fitness to do the job, but mentally it has been a great stress reliever also. Keeping up to date with the required techniques surrounding use of force will mean that I am ensuring the safety of myself, my colleagues and the subject. Again, this is an ongoing skill, but I aim to develop my skill and personal fitness within the next 8 weeks.
2. Statement writing and first accounts			8		6	My current approach to writing statements cover the incident facts and identifies an offence for others reading. However, I feel that my statements could benefit from more structure. I know this goal is attainable as I am a keen writer and am passionate about this element of the job. It is not something I believe is unachievable, as I have received positive feedback from past statements, however, it is something I know I

						could become better skilled at. I have liaised with my Learning and Development assessor already in relation to this and he has sent me documentation which will assist with my structure. The document highlights the INSIDE model which I have found of great help so far. This will assist other officers in reading my statement when structured better. I aim to develop this skill set within the next 6-week period.
3. Evidence based policing. Evaluation of evidence research methods		6		3		Increasing my skill set of researching ways of assessing evidence. College of policing breaks down the EMMIE model which I plan to familiarise myself with. I researched this model slightly as additional research into my exams in my first 6 months of training, but this was only brushed upon. I can track the progress of this by monitoring the quality of my enquiries in my investigations and seeing a growth in confidence surrounding it. I believe with the model breakdown which is available to me

						on the College of Policing website, and with the Evidence Based Policing PowerPoint available to me on Moodle, I am able to realistically develop my skill set here. It is relevant that I do so as crime prevention forms part of the Policing Vision 2025, so it is important that I develop in key areas to contribute toward this. Due to this being a broad subject with lots of different documentations and models available to me, I have allowed myself a longer time frame to complete. I aim to become more skilled in this by July 2022.
4. Grounds for stop search and quadrant search technique			8		6	Although I am comfortable with searching following an arrest Section 32 of PACE, I am a little unsure of my grounds in GOWISELY for a stop search. I find that I am reluctant to stop search due to historic misuse of the power, and I often question whether my grounds are there in order to do so. The Home Office have published a document surrounding this which will enhance my skills in this area. The physical search I believe I conduct well, but like anything, there can be improvements.

						The Beat has video footage of best practice quadrant searching, as it is easy to become complacent. I plan to develop this skill set to ensure my standard of searching remains at the level required of me. It is of importance in order to do this, as recent events in London where a Custody Sgt was murdered shows the risk if procedures are not adhered too at a high standard. I plan to develop this skill by volunteering for Operations involving foot patrols and prospects of stop searches involved. It is a realistic development which I believe I can accomplish within 4 months.
5. Tier 2 interviewing training and Achieving Best Evidence			8		6	I have recently completed my Tier 2 interview course which has provided me with a breadth of information to develop further. As interviews are not daily, I feel I have yet to implement the training into practice fully. I have created a folder of all handouts provided during the course, which I plan to keep copies of in my physical interview folder ready for handovers. I plan to volunteer for handovers, as I have done so already, to

							evidence to 'Learning and Development' that this is an area I would like to increase my skill set. Because of this, my Sergeant has recommended me for an ABE course. This is an attainable development plan as the more practice I have with suspect interviewing, the more detail I can achieve in ABE interviews also. The ABE course will allow me this additional skill, which could help my development in other areas of policing e.g. first accounts, onyx booklets, writing my OEL's as they allow me to pay attention to detail. My ABE course is scheduled for April 2022, and therefore I am allowing myself 12 months to complete this development plan.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Case File assembly and relevant documentation needed for each type of file		7		2			As case files are not something that is done daily on my tour of duty, it is easy to forget the documentation needed for its assembly. Likewise, the procedures in which to correctly submit a file is continuously changing with the introduction of the CM01. I plan to develop my experience by liaising with the force lead on case files,

							and justice services department for assistance and tips. I have saved documentation from The Beat, and those provided in Tier 2 training surrounding file assembly and what to /and not to include. I have obtained a schedule of document chart from the force leads so my development in this area has already begun. I plan to keep up to date with any changes surrounding case files, as I believe there are lots of trials ongoing at the moment. I plan to do this by reading bulletins on The Beat and newsletters. This goal is an achievable goal as once I have familiarised myself more with file assembly, the continuous developments stems from there. As this is not something that I will get to put into practice often, I have allowed myself a longer period of time in which to gain further experience. I aim to become better developed in this field by 12 months.
--	--	--	--	--	--	--	---

2. Roads Policing		6		2		I have received little experience in roads policing in my career to date. Our PEQF attachments were cancelled due to Covid so I have not had many opportunities in order to gain additional experience. My blue light course is scheduled for September, which I believe will enable me to be more pro active with policing the roads. My development plan is to (once blue light trained) be able to pull over vehicles to check documentation, issue TOR's where applicable and further my experience surrounding this sector of policing. Before my blue light course, my plan is to revisit traffic legislation taught to me in my initial 6 month training period, watch the roads policing PowerPoint on Moodle and liaise with ASU officers. That, along with my upcoming course will allow me to gain more experience which I feel is an achievable goal. I believe it is important as it will allow me to become proactive and evidences this for development in my PDR when I need to complete post probationary period. As my blue light course is schedules for
-------------------	--	---	--	---	--	--

3. Mental Health	6		4			September, I am allowing myself 3 months to develop this plan. Mental health emergencies are primarily a medical emergency, however, there are elements to them whereby police attendance is required such as any risk identified using the THRIVE approach. In my experience, when police have taken primary conduct of the situation, ambulance tend to delay their attendance, or not attend at all. Instances such as this have caught me off guard previously. Although I am confident in practicing active listening and being compassionate and listening to people, it is the procedure and policy of what options are available to the person in crisis. I have gained some further experience recently, utilising the crisis team at St Cadocs and contacting out of hours GP to attend to give an urgent mental health assessment. I plan to continue my development by seeking policy and procedure documentation from the force lead on
------------------	---	--	---	--	--	--

						mental health. I also plan to utilise the AHMP more for assistance and guidance when at calls. The experience I plan to develop in this area will be relevant to my overall progression, as the police wear many different hats, and mental health has appeared as such a key issue in the community I police. The more knowledgeable I can become about the services available to people, and procedures surrounding mental health, the better I can safeguard the subject and get them the support they need. I don't believe this is an exhaustive plan, and I therefore schedule 6 weeks in order to progress in this area of policing.
4. Cyber enabled and cyber facilitated crimes		7		2		As this category covers such a wide variation of offences, I feel somewhat inexperienced in each offence knowing very minimal. With social media and the internet being very prevalent, I have come to notice that harassment cases, malicious communications etc are all utilising some sort of digital device in order to facilitate the

						crime. Although I have utilised screen shots as exhibits and evidence for cases, I have yet to conduct an XRY examination on any devices for a case. I have had sight of the form I know I would need to complete, however that is where my experience has ended. I have sought advice from a Detective Constable in terms of gathering better evidence by screen shots, showing IP addresses, and Facebook profiles etc, things that I would not have thought of previously. This I believe is essential for my investigatory development, as the use of digital technology is apparent in most cases. I have also voiced an expression of interest to become an XRY officer. This will allow me to actively practice the procedure, gaining further experience. I do not believe this requires a time frame, as I do not know when I will be on a course, however it is something I will continually be looking to develop over time.
--	--	--	--	--	--	--

5. Hate Crime procedure and support for victims		8	5	Policing in a multi-cultural area of Gwent means that hate crime and hate incidents are most definitely an issue. Although I am confident in highlighting the “hate” element to the call by documenting the points to prove on the Niche OEL and tasking a hate crime officer to read my updates, I have not gained much knowledge or experience in terms of what the following stages look like. I therefore contacted the vulnerability co-ordinator for East of the force who kindly provided me with a spider chart of a step by step process. This also has a “Hate Crime Toolkit” to guide me through the safeguarding advice to the victim, the investigation, and what departments to liaise with. This development plan will be put into action imminently at calls, will be an ongoing development with no time scale involved as to when to achieve further experience. It is important that I make this a primary focus where a hate element has been identified, as it tailors the correct service for the victim, identifies the correct offences, and develops
---	--	---	---	--

							my understanding as an officer.
--	--	--	--	--	--	--	------------------------------------

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.

Bass B. (1985) *Leadership and Performance beyond expectations*. Free Press. New York.

BBC (2011) *Police Database will share data on 15 million people*. Available at: <http://www.bbc.co.uk/news/uk-13879683> (Accessed: 08 August 2021)

Blackburn et al., (2019) *Blackstone's Handbook for Policing Students*. 14th ed. United States of America: Oxford University Press

Cambridge Dictionary Cambridge University Press (2021) Available at: <https://dictionary.cambridge.org/dictionary/english> (Accessed: 08 August 2021)

Cambridge University Press (2021) *Cambridge Dictionary*. Available at: <https://dictionary.cambridge.org/dictionary/english/team> (Accessed 17 February 2021).

Cohen, L & Felson, M (2010), *Encyclopaedia of Criminological Theory, Routine Activity Theory*. Thousand Oaks: SAGE Publications, Inc

College of Policing. (2014). *Code of Ethics A code of Practice for the Principles and Standards of Professional Behaviour for the Policing Profession of England and Wales*. Available at: <http://www.college.police.uk/ethics/code-of-ethics> (Accessed 23 March 2021)

Corbett, C (2008) *Roads Policing: Current context and imminent dangers. Policing: a journal of policy and practice*. Vol 2. Oxford University Press

Criminal Law Team, (2018) Prison sentence following "victimless prosecution" for controlling and coercive behaviour. Available at: <https://www.kingsleynapley.co.uk/insights/blogs/criminal-law-blog/prison-sentence-following-victimless-prosecution-for-controlling-and-coercive-behaviour> (Accessed 08 July 2021)

Crown Prosecution Service (2017) *Victims of Crime The Code of Practice*. Available at: <https://www.cps.gov.uk/legal-guidance/victims-crime-code-practice-cps-legal-guidance> (Accessed 10 June 2021)

Cuthbert, J (2020) *Roads Policing: Not Optional – An inspection of roads policing in England and Wales*. Letter addressed to The Rt Hon Priti Patel MP on 1 September 2020

Dick, P. (2018) *Police Partnership Working: Lessons from a Co-Located Group Pilot*. Maklu Publishers

Gardner, William L et al. (2009) Attraction to Organizational Culture Profiles: Effects of Realistic Recruitment and Vertical and Horizontal Individualism—Collectivism

Gleissner, J. (2021) Adverse Childhood Experiences Infographic [Table]. Available at: <http://dribbble.com/shots/2214296-Adverse-Childhood-Experiences-Infographic>. (Accessed 09 July 2021)

GoConqr (2016) *The 7 Traits of a Highly Effective Organisational Culture*. Available at: <https://www.goconqr.com/en/blog/the-7-traits-of-a-highly-effective-organisational-culture/> (Accessed 17 February 2021)

Heddlu Gwent Police (2020), *Fairness At Work*. Internal report. Unpublished.

Home Office (2019) *Police Workforce in England and Wales*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/831726/police-workforce-mar19-hosb1119.pdf. (Accessed 20 March 2021)

House of Commons Transport Committee (2006) *Roads Policing and Technology: Getting the right balance*. Available at: <http://publications.parliament.uk/pa/cm200506/cmselect/cmtran/975/975.pdf>. Accessed on: 09 August 2021)

Joint Emergency Services Interoperability Principles (2021) *Principles for Joint Working*. Available at: <http://jesip.org.uk/principles>. (Accessed on 09 August 2021)

KEWALRAMANI, S., AGRAWAL, M. (2015). Models of emotional intelligence: Similarities and discrepancies. *Indian Journal of Positive Psychology*. Hisar india: Indian Association of Health, Research and Welfare

Largent, David. "Measuring and Understanding Team Development by Capturing Self-Assessed Enthusiasm and Skill Levels." *ACM Transactions on Computing Education*, vol. 16, no. 2, 2016

LOADER, I., 2016. In Search of Civic Policing: Recasting the 'Peelian' Principles. *Criminal Law and Philosophy*, **10**(3), pp. 427-440

National Police Chiefs' Council (2017) *Vision 2025 – One year on*. Available at: <http://news.npcc.police.uk/releases/vision-2025-onr-year-on>. (Accessed: 08 August 2021)

Pollitt, C (2012) *The Police: New Perspectives on Public Services*. Oxford, Oxford University Press

Pritchard, J (2015) *Good Practice in the Law and Safeguarding Adults: Criminal Justice and Adult Protection*. Jessica Kingsley Publishers

Ratcliffe, J (2009) *Intelligence-Led policing*. Oxford UK: Blackwell Publishing Ltd

Rose, G (2000) *The criminal histories of serious traffic offenders*. United Kingdom: Research, Development and Statistics Directorate, Home Office

Salas, Eduardo, et al. "Measuring Team Cohesion: Observations from the Science." *Human Factors*, vol. 57, no. 3, 2015, Los Angeles, CA: SAGE Publications

Schererville (2015) *Crime Prevention Triangle*. Available at: <http://www.schererville.org/crime-prevention-triangle/>. (Accessed: 08 August 2021)

Stone, N 2018 'Child Criminal Exploitation: 'County Lines', Trafficking and Cuckooing' Available at: <https://journals.sagepub.com/doi/full/10.1177/1473225418810833>. (Accessed 08 August 2021)

Syed, M. (2016). Black Box Thinking. In M. Syed, *Black Box Thinking*. London: John Murray Publishers.

Turanovic, Jillian J, & Pratt, Travis C. (2014). "Can't Stop, Won't Stop": Self-Control, Risky Lifestyles, and Repeat Victimization. *Journal of Quantitative Criminology* 30(1), page 31. Available at: <https://doi.org/10.1007/s10940-012-9188-4> (Accessed 04 June 2021)

Victim Support (2015) Domestic Violence Information from Domestic Violence. Available at: https://www.victimsupport.org.uk/sites/default/files/P1008%20Domestic%20Violence%20leaflet_web.pdf#:~:text=On%20average%20a%20victim%20of%20domestic%20violence%20will,been%20assaulted%2035%20times%20before%20contacting%20the%20police. (Accessed 08 July 2021)

Victim Support (2020) How can crime affect you. Available at: <https://www.victimsupport.org.uk/help-and-support/coping-crime/how-can-crime-affect-you#:~:text=While%20the%20short-term%20effects%20of%20crime%20can%20be,a%20crime%2C%20known%20as%20post-traumatic%20stress%20disorder%20%28PTSD%29>. (Accessed 08 July 2021)