

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP) - BMPP6001D

Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the BSc programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- Wellbeing and Resilience
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

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Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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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:

Introduction

“Team dynamics are the behavioural and emotional forces that influence a team’s performance and direction. It can be created by the team’s nature of work, personalities inside the team, working interactions with other individuals, and the setting where the team works. A team with positive dynamics will exhibit trust, work towards communal decisions, and hold each other accountable.” (UK Essays 2018)

Police officers need to work effectively as a member of a team, and this has been reflected in the Competency and Values Framework. The Competency and Values Framework (CVF) sets out nationally recognised behaviours and values to support all policing professionals. One of the six competencies in the CVF is “We are Collaborative”, demonstrating that the Police service have recognised the need to work collaboratively to achieve their goals.

The team working aspect in this competency focuses on building genuine and long-lasting partnerships not limited to the Police Service as a whole. This can be demonstrated by working in teams with colleagues on a day-to-day basis, but it also focuses on the public and third-party providers. The aim is to work effectively with colleagues and external agencies such as Fire and Rescue Service, Ambulance Service and the NHS. The ability to be able to work collaboratively enhances the ability to share skills, knowledge and insights to achieve the best possible results for all.

Main Argument

“Demands on the police come from an increasingly diverse set of sources and the need for services is not defined by organisational and geographical boundaries. We must work together regardless of differing cultures, priorities and needs.” (College of Policing 2021)

There are a number of models for understanding team dynamics but there are two models that appear to be best related to policing and team dynamics. An important aspect of effective teamwork entails understanding group dynamics in terms of both team situation and individual temperament.

Tuckman’s stages of group development

Tuckman (1965), referred to the “Stages of Group Development”. This model details stages that a team may progress through. These are broken down into different stages as Forming, Storming, Norming, Performing and Adjourning. Throughout these stages, communication is a key aspect that is needed to progress onto the next stage of the group development.

Forming Stage – This stage is when the team is initially assembled. Individual roles and responsibilities are unclear, and members are treated as strangers. There are no ground rules established and the supervisor must bring the team together. The supervisor should aim to ensure that the team trust each other and have the ability to develop a working relationship.

Storming Stage – Members start to communicate their feelings but still consider themselves as individuals rather than part of a team. In this stage, team members show their personalities as they compete for a position in the team. This can be a turbulent stage of the development and the supervisor needs to focus the team on its goals to avoid distraction.

Norming Stage – Members feel part of the team. They realise they can achieve their goals if they accept other members viewpoints. Motivation levels and team effectiveness increases. Roles and responsibilities are clear and accepted.

Performing stage – The team works in an open and trusting atmosphere where flexibility is the key. At this stage, the supervisor allows the team to make necessary decisions and adopts a delegating style.

Adjourning stage – The team is disassembled, and members have left. The team recognises the loss and motivation can decline. The supervisor may introduce new ideas to recommence the “Forming” stage again.

DISC theory

Another model for understanding team dynamics is the DISC theory, developed in 1928 by Dr William Moulton Marston. This theory concentrates on individual’s personality traits when attempting to resolve conflict with the team. The four general traits are categorised as:

Dominance – This individual can be direct, decisive, ego-driven, problem solver and risk taker. These individuals tend to be effective at organising and time management, but can be argumentative, disrespectful of authority and stubborn.

Inspiring/Influential - This individual can be enthusiastic, persuasive optimistic and trusting. They can be creative problem solver, negotiator and peacemaker, but can be more concerned with popularity than results and they often lack attention to detail.

Steady/Supportive – This individual can be reliable, friendly, a good listener and team player. They are dependable, loyal, patience and empathy and excellent at conflict management, but they can be resistant to change and sensitive to criticism.

Cautious/Conscientious/Compliant – This individual has high standards, they are logical, methodical and value precision and accuracy. They can define situations accurately and are effective at gathering information. Although, these individuals need clear procedures and methods and have difficulty accepting criticism.

Alternative Argument

“Leadership, both as a skill and as a way of thinking, is important at every level of policing; it does not only apply at the most senior levels.” (Justice Inspectorate 2017)

Occasionally inter-personal conflict can occur within a team. These conflicts may lead to a loss or lack of trust in their supervisor/team that can result in poor performance. Interpersonal conflict should be confronted as soon as possible, as unresolved conflict within a team will keep the team in the “Storming stage” of Tuckman’s model. This may result in an inability for the team to function effectively.

As well as a supervisor possessing strong leadership styles or techniques, they also need to adopt or be aware of Emotional Intelligence. Emotional Intelligence is a skill, which can enable and individual to recognise and control their emotions and behaviours, recognise emotions in others and to build working relationships in a changing environment. A critical part of successful leadership is having a sound knowledge of the team dynamics and also individual strengths and weaknesses with the team.

Goleman’s model identified four areas of emotional intelligence:

**Self-awareness
Self-management
Social awareness
Relationship management**

Research has suggested that there is a significant link between higher levels of Emotional Intelligence and positive work outcomes including better performance and reduced levels of stress. Supervisors need to have a deep understanding of their organisation’s culture if they want to effectively introduce a strategy to achieve their goals. Supervisors should also have an understanding of the differing personality traits within their team as well as team performance.

Effective communication is a fundamental aspect of being a Police Officer when dealing with the public but also relates when working within a team environment. Effective communication is a connection between people that allows for the exchange of thoughts, feelings, ideas and leads to a mutual understanding. Understanding the principles of communication and applying this information can significantly reduce the likelihood of misunderstanding and conflict and can increase the chances of success.

The code of Ethics, policies, procedures and legislation should all be focal points as these can be easily forgotten when a team is performing well. A well performing team can inadvertently become complacent, which can result in failing professional standards or service delivery to the public. Police Officers are expected to lead by example as they are in a public role. The public demand honesty and fairness for a public service and don't want to see any discriminative behaviours. The Code of Ethics includes the principles of 'fairness' and 'respect' that has shown these to be crucial to maintaining and enhancing public confidence in policing. Regular training within the Police allows officers to understand and engage with diverse communities giving a better understanding and relationship with communities. This will build stronger relations, trust and confidence in policing and contributing to a more inclusive society.

Police legitimacy is a fundamental aspect of the British model of policing by consent. Legitimacy is important when viewed by the public as to the way the police use their powers and whether the police are fair and reasonable in the use of these powers. A lack of public trust and confidence leads to reduced legitimacy, which can lead to lower levels of co-operation and compliance. This can result in the public becoming unwilling to report crimes of which they are the victims, or to come forward as witnesses.

Underlying Issues

As well as evaluating models of team dynamics, consideration should also be applied to how organisational culture can affect a team's performance.

"Understanding team dynamics is essential to a thriving working environment and realising its linking factors and concepts can assist in explaining the big picture of group behaviour. Just as one has to consider the dynamics, the factors pertaining to it is key as well to build team strategies." (UK Essays 2018)

The organisational culture within the Police Service is very different from any other organisation, as would a teacher's organisational culture differ to a construction worker's organisational culture. Within the Police Service, it can be categorised into four areas that demonstrates the way certain things are done in an organisation.

Influencing factors include:

***The organisational Structure
Systems and processes of work
Attitudes and behaviour of employees
Organisational Traditions and values
Management and Leadership styles***

Organisational culture can be defined as the shared values, beliefs and traditions that have taken place throughout the history of the organisation. The history, environment and colleagues of the Police service are key to its organisational culture. Within the Police Service are sub-cultures where different departments are stereotyped and that brings with it its own organisational culture.

Organisational culture can have both negative and positive effects. Factors involving the structure, systems of work, and management when followed can provide colleagues with continuity and knowing that all employees are completing certain processes in the same way. Factors involving attitudes, behaviours, traditions and values are sometimes viewed negatively. These factors are contributed by personality traits and not all attitudes and beliefs are the same compared to 20 or 30 years ago. Attitudes, behaviours, traditions and values part of the Police organisational culture 20 years ago would not be seen as professional in the present day.

Scholes and Johnson (1992) developed the “Cultural Web” that can be used to understand the culture of any particular organisation. This model follows the six elements below.

1. *Stories* - the past and present events and people talked about inside and outside the organisation.
2. *Rituals and routines* - the regular activity and behaviours that are considered acceptable.
3. *Symbols* - visual representations – Police uniform and dress codes. Not all departments wear the same uniform
4. *Organisational structure* – Can be defined by organisational charts. Demonstrates the informal influence and power structures that show what is more highly valued.
5. *Control systems* - the financial, quality assurance and reward systems
6. *Power structures* – Policing is hierarchical and has rank structure. Colleagues at the top of the hierarchy have the real influence on decisions, operations, and strategic direction.

Organisational justice refers to employee's perceptions of the fairness of their organisation's behaviours, decisions and actions and how these influence attitudes and behaviours at work. Organisational justice is integral to occupational health and well-being in policing that can result in positive professionalism, commitment and dedication of its officers. If the organisational culture of a police force is positive and fair, it should deliver a high quality of service to the communities it serves. Using an organisational justice approach, Police forces can develop good policies, practices and procedures for their employees. This approach is more likely to result in greater job satisfaction for officers who can be more committed to the organisation's goals and objectives and improving wider relationships.

Conclusion

Due to human nature, there will inevitably be inter-personal conflict within a team. Team dynamics are influenced by the behavioural and emotional forces of the individuals within a team and the importance of individual personality traits should not be underestimated. These attributes can strongly affect team cohesion and ultimately team performance.

Difficulties arise with colleagues who have been in the organisation for a number of years and colleagues who are new to the team. Officers fresh from initial training with new ideas and less life experiences can bring change to the team but the old adage of "Training is nothing like the real world" ensures that some new ideas get ignored or overlooked. Individuals and teams should be open to change as this can result in failing to comply with professional standards.

There is no one resolution fits all in creating a successful team. There are many different aspects to team cohesion as mentioned in Tuckman's model and the DISC theory, but the importance of the supervisor's leadership skills and emotional intelligence is paramount in creating a successful, happy, high performing team.

As part of their role, it is essential that Police Officers work as effective teams with colleagues, supervisors and partner agencies. Police officers should take responsibility for their actions and communicate clearly with the team about any difficulties that arise. There is a need to communicate effectively, but also to manage conflict, challenge some attitudes and behaviour, build relationships and work in teams. Open communication is key to valuable team dynamics. Transparent communication builds and maintains trust but can also ensure that any problems or ill feeling will be communicated with the team. Positive working relationships are important to maintaining trust, contributing to professional performance, effective cooperation and encouraging commitment.

Policing is a dynamic varied and pressured profession that is constantly changing constantly changing, the introduction of the Policing Education Qualification Framework (PEQF) is ***"a professional training framework for police officers and staff. It's based on a modern curriculum of dynamic operational training, underpinned by sound theoretical education. Currently focused on new joiners to the police, the PEQF is being developed to cover the range of professional training, including some voluntary roles, and staff and officers at all levels."*** (College of Policing 2021)

Within South Wales Police and the recent pledge by the government of the recruitment of 20,000 new Police Officers, existing organisational culture within the Police Service may be impacted. New employees can modify the existing culture of an organisation depending on how they have been trained and the life experiences of the new employees into the Police Service. The professionalisation of the police that is envisaged by the PEQF will potentially necessitate change within the police service and amend organisational culture that can be negative on times.

2355 words – including headings and in text references

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:

Introduction

“A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves from harm or exploitation.” (South Wales Police 2021)

It is important that police officers have an understanding of vulnerability as they have a key role in supporting victims and witnesses and need to be able to see things from their perspective and tailor their approach.

The majority of Police contact is public safety and welfare issues that include domestic violence and officers are usually the first point of contact with people in these situations. This puts the Police service in an ideal position to offer early intervention and support to vulnerable persons.

This essay will use Borton's (1970) reflective model to address an incident involving Domestic Violence.

What?

I received a call from our control room regarding an incident of a Serious Domestic assault where a female has fled her house and walking the streets covered in blood. As I arrived at the incident, I noticed that I had dealt with the victim a few months prior in a similar incident of Domestic Violence. In the previous incident, the victim was reluctant to give the details of the person who had committed the assault and the offender was consequently Released Under

Investigation (RUI). The victim is known to Police and on previous occasions I have met her she has been very anti-Police and reluctant in providing any information or details.

The female had a severe open wound above her right eye that needed urgent medical attention and taken to the hospital. Whilst in the hospital, I was trying to build a rapport with the victim to make her feel at ease but also to gain any information regarding the assault and to provide a witness statement. The suspect was arrested later that evening and the next day I visited the victim in hospital to take her home. The victim appreciated this gesture and agreed to provide a witness statement.

So What?

When dealing with a Domestic Violence incident, South Wales Police follow the DASH (Domestic Abuse stalking and Harassment) model. This risk identification and assessment tool was established in 2008 and is the most widely used model in risk-led policing of domestic abuse. The DASH tool was created to assist police and partners working with victims of domestic abuse and using the tool scores at what risk the victim might be.

As well as completing the DASH Risk Assessment, a Public Protection Notification (PPN) is also completed. The PPN is completed by Police Officers during their tour of duty and sent via their internal computer system, NICHE, to the allocated Public Protection Unit (PPU). The PPU Assessors can use their professional judgement to alter the risk level of a case if they feel it presents a higher risk and send them to the local authority adult services for consideration of an adult safeguarding enquiry. A PPN gives Police Officers the opportunity to add any observations, previous history, the nature of the incident and also allows officers to provide reasons as to why they believe a person is at risk.

Recognising and responding to vulnerability should be a priority to all, this includes police officers and staff who regularly come into contact with vulnerable people who are at risk of harm. Police officers are in a position to identify risk at an early stage and provide the opportunity for protection. The Police Service plays a critical role in safeguarding and supporting vulnerable people, also adopting a Multi-Agency approach in devising risk management strategies to minimise the likelihood of further harm to a victim. The National Police Chief's Council (NPCC) National Vulnerability Action Plan aims to help police forces deliver key themes in addressing vulnerability.

Section 325 of the Criminal Justice Act 2003 established Multi-Agency public protection arrangements (MAPPA) in order for the Police Service to deal with Public Protection incidents. MAPPA is designed to protect the public from serious harm by sexual, violent and other dangerous offenders. This approach requires Criminal Justice agencies, Police, Probation and Prison services to work in partnership with offenders. This system of sharing information combines resources to ensure full risk management for an offender.

For a safeguarding approach to be effective, it is key for the Police Service to have knowledge of local partner agencies that can assist them in supporting vulnerable people. Local authorities have a duty to consider the needs of a vulnerable person under section 42 of the Care Act 2014. On completion of the PPN and if the vulnerable person has provided to

consent, they must be asked if their details may be forwarded on to partner agencies, such as Social Services, Health or Probation Service.

Now What?

Repeat Victimisation can be traumatic for some people and communities, either due to culture, experience or perception resulting in reporting to the police becoming difficult. The police are responsible for working with communities to ensure that barriers to reporting are minimised, and that communities are empowered to report and engage with police. Neighbourhood Policing Teams (NPT) are important in identifying what local services are available and contacting these services to ensure effective support to the victim. This is particularly important for groups affected by structural inequalities who can be disproportionately affected by barriers to reporting. Effectively engaging communities in policing can increase the degree of trust and the perception of police legitimacy, whilst also impacting crime levels and impressions of disorder.

The victim was provided details of an IDVA (Independent Domestic Violence Adviser) who are able to provide targeted professional support and have a greater depth of knowledge and training in Domestic Abuse. There are also a variety of third sector support agencies to which the victim was referred to, including Victim Support Referral, Live Fear free Helpline and other community-based outreach services. These services are often open 24 hours a day and can provide additional help and support that ultimately response officers cannot.

As the victim was a High-Risk victim of Domestic Abuse, she was referred to the MARAC (Multi Agency risk Assessment Conference). The victim's information was shared during this forum that develops a multi-agency risk management plan for the victim. The early identification of threat, risk and harm and effective problem-solving should help to prevent future victims of Domestic Violence. The level of risk of repeat victimisation should be monitored during these MARAC's and subject to regular reviews, with interventions that adapt to the prevailing situation, provide reassurance and reduce the likelihood of further victimisation.

The College of Policing Crime Reduction toolkit summarises research evidence on what works to reduce crime. This was utilised to determine what works best in preventing re-offending relating to Domestic Abuse. The three interventions identified were:

Domestic Abuse Sanctions

Second Response to Domestic Abuse

Electronic Management of offenders

All three interventions have reduced crime but overall, they have not had a statistically significant effect on crime. The second responder programme however, lead to a slightly higher reporting of Domestic Abuse than other approaches but they do not have an impact on a repeat of domestic violence.

Conclusion

Evidence-based policing does not provide conclusive answers of how Police officers should deal with a Domestic Violence incident. In 2014, Findings following a review of police response to domestic abuse by Her Majesty's Inspectorate of Constabulary (HMIC) found that an evidence-based approach to risk-led policing is needed. There was widespread support for risk assessment from both police and partners with few Police officers recalling receiving training relating specifically to risk assessment.

It is therefore essential that Police officers understand the options available for vulnerable people and are confident in signposting vulnerable people to the relevant support required. Continued training and investment in vulnerability and the referral process is needed for Police Officers to provide effective frontline support to vulnerable individuals and to refer to agencies who can provide the appropriate support.

Partner agencies are an important part of the vulnerability process that provide a strong presence within communities with staff of specific knowledge and expertise. Multi-agency working provides improved information sharing, joint decision-making and co-ordination that enables the early and effective identification of risk to vulnerable people. Partner agencies can provide services and support which the police cannot.

A Stronger conviction rate of Domestic Abuse aggressors by the CPS (Crown Prosecution Service) would also be an effective way of combating repeat victimisation and re offending of Domestic Abuse. On reflection of this incident, myself, other officers and third sector partners have provided the victim with the appropriate support and provided all the evidence to CPS. I felt the incident was dealt with effectively and efficiently in arresting the suspect, securing evidence and in gaining support of a conviction from the victim. A number of support referrals were utilised, and the victim was provided the appropriate support needed to help to overcome the incident any other support regarding her drug addiction.

As mentioned, I had previously met the victim at an almost parallel incident involving the same offender where the victim did not provide details as she believed that there were be no repercussions. The victim was not entirely confident in the Police process. Unfortunately, as the offender was NFA'd (No Further Actioned) for this incident they did not receive the penalty that would have potentially stopped Re-offending and repeat victimisation. The victim was disappointed with the result hence her reason for not providing details initially. As when an offender does not seem to receive the suitable repercussions, public opinion reflects that this is due to the failings of the Police service and not the decision by the Crown Prosecution Service.

1605 words – including headings and in text references

Task 3

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below, you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 6001D; Policing in the Workplace 3 and in signing it will be equivalent to 1000 words towards the 5000 words equivalent total for component 1.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.



Signed: (Learner – electronic signature accepted.)

Date: 23/09/2021

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:

Introduction

“Organised Crime is defined as planned and co-ordinated criminal behaviour and conduct by people working together on a continuing basis. Their motivation is often, but not always, financial gain. Organised crime in this and other countries recognises neither national borders nor national interests.” (Crown Prosecution Service 2021)

According to the Crown Prosecution Service (CPS), it was estimated that in December 2013 there were 36,000 organised criminals in 5,300 groups affecting the UK. Serious and organised crime affects the UK population more than any other national security threat. Serious and organised crime costs the UK at least £37 billion a year, threatens UK border security and has a destructive impact on communities within in the UK.

The UK roads are used by everyone for a variety of reasons. The Strategic Road Network (SRN) enable people to travel to work, to visit different areas of the UK for leisure and visit families. Over four million vehicles use the Strategic Road Network (SRN) every day.

What?

“The strategic road network (SRN) is arguably the biggest and most important piece of infrastructure in the country. Its 4,300 miles of motorways and major A roads are at the core of our national transport system.”

“Our road network is essential to the growth, wellbeing and balance of the nation’s economy.” (Highways England 2021)

Disruption of criminal activity is at the forefront of HM Government’s approach to Serious and Organised Crime. In 2018, HM Government revised the Serious and Organised Crime Strategy 2013 by creating new powers, partnerships and law enforcement structures needed

to combat the threat. The government realised that scale of the challenge is stark and therefore revised their approach.

The Serious and Organised Crime Strategy 2018 provides a framework and outlines a set of capabilities designed to respond to the variety of serious and organised crime threats. The strategy closely resembles the UK Counter Terrorism CONTEST strategy of the 4 Ps with each “P” comprising of key objectives.

Pursue – prosecuting and disrupting people engaged in serious and organised criminality

Prevent - preventing people from engaging in serious and organised crime

Protect - increasing protection against serious and organised crime

Prepare - reducing the impact of this criminality where it takes place.

The Serious and Organised Crime Strategy 2018 ***“sets out the government’s approach to prevent and defend against serious and organised crime in all its forms, and our unyielding endeavour to track down perpetrators, from child sex offenders to corrupt elites, to bring them to justice.”*** (Rt Hon Sajid Javid MP Home Secretary 2018)

The College of Policing has developed a “What Works” menu of tactics for the disruption of six areas of a criminal’s lifestyle that facilitate or support their opportunity to commit crime

***Lifestyle
Behaviour
Vehicles
Travel
Business
Crime***

It was developed for Police and partner agencies of various ways to disrupt serious and organised criminals. It provides disruption tactics and a problem-solving approach to root causes of serious crime that can be efficient and effective for the long term. As well as everyday law-abiding citizens, Organised criminals use the road network as part of their criminal activity.

The notable term “County Lines” demonstrates how Organised Criminals are based in larger cities but expand into towns and villages to increase their profits and to avoid detection from Police. These “Lines” are rapidly expanding, extremely profitable and can even be categorised as a business model for the supply of controlled drugs. It is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons. The associated violence, drug dealing, and exploitation is devastating for the young people, vulnerable adults and local communities affected. The SRN allows these criminals to easily travel between towns, cities and different countries within the UK.

Organised Criminal Groups (OCG) often have preferred routes of travel when committing criminal activity. Evidence has shown a correlation between offences on the road and other forms of criminality as known criminals often disregard road traffic regulations. An Individual's road traffic behaviour can be an indicator of more serious criminality and provides Police officers with opportunities for enforcement. Police Officer's knowledge of The Road Traffic Act 1988 legislation can assist in their ability to confidently stop vehicles. Proactive targeting against these criminals is a useful disruption tactic. This allows Police Officers a means to stop criminals and to ascertain up to date personal information that could be vital as part of an ongoing investigation and also to submit intelligence that can be disseminated.

So what?

Technology can transform how Police disrupt criminality on the UK road network. Automatic Number Plate Recognition (ANPR) is technology that is able to read, store number plates of vehicles that pass a camera. ANPR cameras can be installed in a number of ways that include fixed and mobile units by the Police and other agencies.

OCG's are known to use a variety of evasive techniques that include hire cars, stolen vehicles, cloned plates and obscuring their faces when travelling past cameras. Most OCG members have preferred routes of travel when committing criminal activity that may be a preferred rural road, or through a particular housing estate. By working with partner agencies these ANPR cameras can be strategically placed to disrupt OCG routines and influence a change in activity. ANPR or CCTV cameras enable Police to monitor movements of vehicles/persons of interest by capturing certain areas, e.g., common entries and exits of cities, certain junctions on motorways and service stations.

Whilst on patrol, I have witnessed criminality on our roads relating to OCG's. I have assisted the RPU (Roads Policing Unit) in the arrest of a male juvenile on suspicion of Aggravated Taking a Vehicle without consent (TWOC), Possession of an offensive weapon, Failing to Stop, Possession of a controlled substance and going equipped. On a day-to-day basis Police Officers have to make important decisions. The use of the National Decision Model (NDM) acts as an aide-memoire in aspects of decision making. It also allows officers to follow a structure when providing a rationale of what they did and at incident and why.

Code of Ethics – Principles and standards of professional behaviour

Information – Gather information and intelligence

Assessment – Assess threat and risk and develop a working strategy

Powers and policy – Consider powers and policy

Options – Identify options and contingencies

Action and review – Take action and review what happened

The initial few minutes of the incident are key to any investigation. I constantly referred to the NDM for justifying my actions should I need to provide a rationale for the reasoning behind making certain decisions to the OIC (Officer in case) or SIO (Senior Investigating Officer).

During this incident, I had to consider the “Golden Hour” principles of:

Confirm What has happened

Cordon off the crime scene

Secure the crime Scene

Control the crime scene

The importance of the “Golden Hour” principles ensures that best evidence is obtained, the suspect is located, and property recovered early to secure any forensic evidence. I had to consider and apply fast track decisions in order to prevent any loss of evidence that could hinder the investigation into these offences.

Apprehension/arrest of suspect

Prevention of forensic contamination within the scene

Recovery of material connected with the offence

Prevention of the disposal of material connected with the offence

Initially, the priority of the investigation was to apprehend the suspect who had made off from the location after failing to stop for Police. At this stage, whilst in pursuit of the suspect on foot, forensic considerations were impractical as the main priority was apprehension of the suspect and to prevent any further offences taking place.

“In a fast-moving incident, the police service recognises that it may not always be possible to segregate thinking or response according to each phase of the model. In such cases, the main priority of decision makers is to keep in mind their overarching mission to act with integrity to protect and serve the public.” (College of Policing 2021)

Throughout the incident, I referred back to the NDM and considered what the next process should be. This gives you time to reflect, gather your thoughts and to think of the next stage logically. Cohesion and direction with fellow officers enabled the crime scene to be preserved, controlled and a Common Approach Path (CAP) was introduced into the scene for officers to walk the same path and not to contaminate the scene.

Police officers should also consider that our biases and personal attitudes could influence investigations if allowed to impact on decision-making. Police officers are classed as independent investigators and should remain impartial and professional throughout the entirety of the investigation.

“The NDM puts the Code of Ethics at the heart of all police decision making. This distinguishes the NDM from other decision-making models and recognises the need for all police decisions to be consistent with the principles and standards of behaviour set out in the Code.” (College of Policing 2021).

The college of Policing has highlighted 10 Risk Principles to be considered when a police officer is performing a risk assessment. These principles demonstrate the importance of considering risk whilst referring to the NDM for decision making. The principles provide Police Officers with a more flexible policing environment where they are better equipped and supported in exercising professional judgement.

Principle 8, Learning from Decisions, relates to encouraging a more positive approach to risk by supporting decision makers and building their confidence in taking risks. ***“To reduce risk aversion and improve decision making, policing needs a culture that learns from successes as well as failures. Good risk taking should be identified, recognised and shared.”*** (College of Policing 2021)

Valuable lessons can be learned from examples of successful decisions rather than just decisions that have led to failure. Identifying and learning from successful and good risk decisions will help the police service move from a culture of risk aversion. This will instil confidence into Police Officers and staff in making decisions and develop a more positive and professional attitude to risk.

Now What?

Once the suspects were arrested, they were taken to the Custody suite and their detention was authorised. As I attended the initial response to the incident, I was given the task of interviewing one of the suspects who was a juvenile.

“Investigation is a core duty of policing. Interviewing victims, witnesses and suspects is central to the success of an investigation and the highest standards need to be upheld.” (College of Policing 2021)

As the suspect was aged 17 years old, two pieces of legislation Police and Criminal Evidence Act (PACE) 1984 and the Crime and Disorder Act 1998 ensure that an Appropriate Adult (AA) must be present. It is also best practice that a solicitor should be informed of their detention and must also be present during an interview. The solicitor cannot act as an AA and this must be a member of family (if not involved in the offence), anyone aged over 18 or a youth worker. On this occasion, a person from YOT (Youth Offending Team) was contacted to be present for the interview.

The Police and Criminal Evidence Act 1984 (PACE) codes of practice must be followed and the interview must follow the guidelines set in *Code C - Requirements for the detention, treatment and questioning of suspects not related to terrorism in police custody*, and *Code E - Revised code of practice on audio recording interviews with suspects*. The South Wales Police Interview booklet allows a Police Officer to conduct the interview in a professional, positive manner and adhering to PACE at all times. This provides a step-by-step approach ensuring the legality of the interview.

The overall aim of an interview is to obtain a full and accurate account of an incident. Investigative interview techniques are reinforced by seven key principles that work in collaboration with the PEACE (Planning & Preparation, Engage & Explain, Account clarification & challenge, Closure, and Evaluation) framework.

An interview strategy was adopted and planned in order for the interview to be professional. As a number of exhibits were seized during the incident, Photographs of these exhibits whilst in property ready to produce in interview. CCTV footage, BWV (Body worn Video) footage and Dash cam footage also captured the incident and stored on a laptop ready to produce in interview. Due to the nature of the incident, a cognitive interview strategy was considered but not planned entirely as the incident happened all on the same evening. The interview strategy consisted of covering the points to prove, (points and actions needed to prove an offence), questioning the whereabouts of the suspect, how the seized items have come into his possession, recognising the photographs of the seized items from the car.

To achieve the intended aims and objectives of the interview, a pre-interview disclosure to the legal advisor may be beneficial to the interviewer. This can encourage a positive working relationship where the objectives, questions and evidential material are disclosed prior to interview.

Principle 7 states that a suspect has a right to their silence, but interviewers have a responsibility to put questions to them. The suspect must be given an opportunity to respond to all of the relevant questions and enough time if they wish to respond. During the interview, the suspect answered no comment to all questions that were put to them. A no comment interview can be difficult, but the suspect must be given the opportunity to respond and therefore all prepared questions must be asked. A failure to ask these questions may result in inferences being drawn in court that can allow the defence to fill in the gaps relating to the incident.

On reflection, I felt the interview went well. The interview was conducted fairly, professionally and at slow pace due to the suspect being 17 years old. It is easy to become frustrated during a no comment interview, but felt the interview was well managed and asked the relevant questions from the interview plan. Exhibits were used during the interview and relevant open/closed questions relating to the points to prove were asked and I felt comfortable that no inferences would be drawn in court.

Conclusion

The SRN is integral to UK national security, economy, health and prosperity but is also used as a conduit for a significant amount of criminal activity. Roads Policing have a key part to play in road safety and in the disruption of criminality, even enforcement of minor, road traffic offences is one of the keys to unlocking the doors of more serious and organised crime.

Due to government cuts in Policing and the underlying issues of Police Officer recruitment and retainment in recent years, dedicated RPU (Roads Police Unit) officers have been reduced. Regular Traffic stops have been passed to response officers who lack the training/knowledge in roads policing or the time to initiate vehicle stops. Where there was once a presence on

Motorways and Trunk roads these have been replaced by Highway Agency patrols that do not possess the same powers to stop a vehicle as Police Officers.

The Policing 2025 Vision highlights a Specialist Capabilities Programme as one of the five work strands under the Police Reform & Transformation Board. Intelligence sharing, joint planning and coordination between agencies and organisations involved is necessary for assuring the safety, security and efficiency of the strategic road network.

The collaboration between West Midlands, Staffordshire and West Mercia Police is a proven success story that should be adopted as a National function rather than local forces working in partnership. The Central Motorway Police Group (CMPG) provides a 24-hour policing response to the motorways within the force boundaries. The CMPG operate with both marked and unmarked police vehicles and can assist with vehicle stops in a safe and controlled manner. The CMPG control room facility has access to Automated Number Plate Recognition (ANPR) data and the CCTV cameras operated by the Highways Agency. They also conduct arrests and initial enquiries to protect more covert enquiries.

Disrupting Criminality should be a main aim of local Force RPU's with a proactive approach denying criminals the use of the UK road network. A proactive, intelligence led partnership and technology assisted approach by all UK Police forces would play a pivotal role in disrupting all aspects of crime. An increase in government funding can introduce innovative Technology to assist in disrupting organised crime whilst a problem-solving approach with an enhanced focus on root causes enables tactics can be more effective and efficient in the long term.

2745 words – including headings and in text references

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
	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
KNOWLEDGE							
1. Traffic Knowledge when stopping vehicle			8	3			Familiarise myself with Traffic Legislation when stopping vehicles. Practice the use Police Powers to seize a vehicle and streamlining the process.
2. Increase Knowledge in Police Powers when dealing with Mental Health incident			10		6		Familiarise myself with legislation regarding Mental Health Act. Using Police Powers under Mental Capacity Act and Mental Health Act and streamlining the process.
3. Increase knowledge in CJIT process with CPS			8	3			Familiarise myself with the processes of sending

							Case files to CPS and streamlining the process
4. Increase knowledge in Police search powers of an address during an arrest.			10		7		Streamline the process, understand the exercise of powers should be consistent with the Human Rights Act (1998), Police and Criminal Evidence (PACE) Act (1984) & associated Codes of Practice.
5. Increase knowledge in RIPA Act 2000			8		5		For future career interest, increase knowledge in Regulation Investigatory Powers Act 2000. Understand the exercise of powers should be consistent with the Human Rights Act (1998), Police and Criminal Evidence (PACE) Act (1984) & associated Codes of Practice and how these are applied in Policing.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Evaluating existing processes and undertaking research on what works best			8	3			Familiarise myself with existing procedures and researching potential alternatives/amendments.
2. Identifying forensic opportunities at scene before contacting CSI.			10		6		Familiarise myself with what can be used as forensic evidence and the best way to secure evidence.
3. Increase skill set in completing and managing case files			8	4			Familiarise myself with documents needed in case files for different offences and streamline the process.

4. Increase skill set in DNA elimination swabbing and Wet and Dry swabbing at scene.			10		6		To be more forensically aware, Familiarise myself with how to complete DNA elimination swabs efficiently and correctly.
5. Identifying when information can be used as intelligence			8		7		Familiarising myself on when to submit intelligence that can be used for future incidents.
6. Placing warning markers on address and person records			10		5		Recognising the need for placing warning/critical markers on addresses and person records
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Become more familiar in dealing with incidents involving children and Social services			10		5		Familiarise myself with The Children Act 1989 and how to work in partnership with social services and what support is available for parents and children.
2. Dealing with ASB issues involving children			8		6		Familiarise myself by increasing knowledge in CRASBO's, ASB referrals and attending more of these types of incidents.

3. Submitting an MG21 and dealing with JSIU Forensic experts.			10		6	Familiarise myself by submitting an MG21 to forensic experts and streamlining the process.
4. Completing a PPD3 and dealing with victims of rape.			8	4		Familiarise myself by submitting a PPD3 and attending an incident of rape.
5. To be first on scene at a critical incident and to deal with effectively			10	4		Attending a critical incident and dealing with efficiently and confidently. Effectively managing scene and working with other emergency services.
6. Correct Completion of premises search book			10	4		For future career interest, increase experience in completing premises search book and seizing evidence correctly.

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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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