



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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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Learner's University Registration Number: 2016394

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 Graduate Diploma in Professional Policing Practice. 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 have 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/aqh-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 is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

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.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

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 particularly important.

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 Word Doc 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	2000
Task 2	Vulnerability and Risk Evidence-based policing	2000
Task 3	O.C.P	2000 equivalent
Task 4	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 4		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	

Task 5	Personal study/learning plan	2000 equivalent
	Bibliography	

Task 1

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

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

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

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

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will highlight the importance of teamwork in policing by evaluating models of team dynamics and organisational culture, assessing the impact of inter-personal conflict within teams, and drawing from my own personal experiences. Specifically, this essay will consider how flaws in police team-working can negatively influence professional standards, justice, and the experience of victims.

A 'group' can be defined as "a number of people or things that are put together or considered...a unit" (Cambridge Dictionary 2022), while a 'team' refers specifically to a group of people who are unified by a vision or goal, and their purpose is to achieve specified aims (McKendall 2010: 277-282). The police service consists of numerous teams, each working to achieve dedicated objectives. Indeed, the police service does not merely consist of teams, but is itself a highly structured organisation-wide team "working together to keep people safe" (College of Policing 2022b). Criminal investigations, alongside other aspects of policing, rely on team effectiveness to operate appropriately, and therefore it is a priority for police officers to understand the nature and benefits of a team.

Understanding Team Cohesion

This section will not evaluate theories of team dynamics as a means of generating greatest productivity or profit for an organisation, but rather as a means of improving the team's cohesiveness or unity towards reaching an established, non-profit goal. While Belbin's (2010) classic model is often held as a successful example of an effective team, a more useful team dynamics model for policing can be seen in Honey's (2001) work, developed from Belbin's. Recognising the importance of

specialism in a successful team, Honey's less complex model allows for workers to take on each of the roles themselves interchangeably. As Beatrice (2009) agrees, role adaptability is key to a team's cohesiveness, as each team member understands and becomes accountable for others' work (taking on Honey's role of 'Helper' in the team dynamic). Team members can lead, challenge, think and help interchangeably depending on the task at hand, and this improves its cohesion by placing the team first. In ever-evolving criminal investigations, for example, the ability to adapt to new intelligence or working strategies is imperative, and this must be done by all members.¹

Babiker et al (2014: 9-16) simplifies healthy team dynamics into two categories, 'Shared Goals' and 'Clear Roles'. Developed initially from the aviation industry, this helpful model and slogan has proven useful in the healthcare profession as it highlights not only the importance of specialism within a team but also shared values and goals. Babiker et al note that team cohesion increases as each member understands their role and purpose clearer, consequently reducing miscommunication and blame-shifting, and improving motivation for the goal.

While the theories above have focussed on the importance of appropriate team roles for developing team cohesion, they fail to account for team members' personalities, stage in life, or familiarity with other co-workers. Rather, Tuckman's (1965) model looks chronologically at the long-term development of a team to gauge its cohesiveness at different stages. Tuckman argues that at beginning of any team, formal introductions are made, and the team carefully establishes ground rules. In the next stage, workers storm ideas but still feel as individuals instead of part of a team. As time progresses, however, the team becomes a more solid unit as the team accepts other viewpoints and understands the personalities, strengths, and weaknesses of their teammates. This theory of team dynamics is perhaps the most useful in developing team cohesion because it allows leaders to chart their team's progress and assess its strengths and weaknesses at different stages in the model. This theory also provides an array of practical solutions to develop team cohesion from encouraging mutual understanding within the team through improved communication or social events, to simply standing back and appreciating that teams adapt and unite over time.

Group dynamics can be shaped by wider organisational cultural norms to varying degrees. Organisational culture is "a pattern of basic assumptions...considered valid and...taught to new members as the correct way to perceive, think and feel." (Thomas 2005: 18) More simply, organisational culture is simply "the way things are done around here" (Martin 2006: 1). An organisation's culture has a direct impact on its performance, and this has been widely studied in the world of business (Mullins 2010). Schein (1996) highlights how organisational culture permeates each team within it from the top down,² and is especially characterised by the culture and attitude of the CEO or board of directors. Indeed, organisational figureheads

¹ Within policing, nine specialised workers cannot always be found since often, officers enter the police service without prior work experience or specialism and are required to conform to an established team and adapt to its culture.

² Schein (1996) highlights how organisational culture permeates each team within it, evidencing itself in (1) visible artefacts such as dress code and organisational language, (2) invisible rationalised values of what is important and unimportant, and (3) unconscious acceptance of 'the way things are', cultural norms taken for granted.

“embody the desired culture, embedding this at all levels and in every aspect of the business.” (Financial Reporting Council 2016: 6)

Despite this, Loftus’ (2009) study on policing subcultures shows that when there is a strong team leader, officers can conform more strongly to niche subcultural norms, values and attitudes rather than the organisation’s. Additionally, McGregor (1957) reveals that largely because of the time spent together, team leaders can have a significant influence on their team to the extent that the team works only according to what their supervisor deems as acceptable. In other words, leaders can create their own culture which may be at odds with the organisation’s, and this may be for the help or hindrance of the team. For example, a Response team may have a reduced attention to victim satisfaction as the easily stressed Sergeant wants them to prioritise reducing their workload over their service to the community (Reiner 2010).

While Loftus’ work highlights the power of team culture over organisational culture, in my own experience, I have seen that officers who identify strongly with the organisation will conform to the organisation’s policies and values despite being shunned within the social confines of the smaller team (as highlighted by Kelman and Hamilton 1989). I have seen this organisational culture instilled through regular reminders on posters in corridors and openly taught during Training Days. Therefore, while team dynamics depend heavily on the leadership of the leader, the wider organisational culture can prove a stronger influence in shaping team dynamics than the team’s own subculture.

The Effects of Poor Team Performance

Reason (1990) notes that small, almost unnoticed, problems can confluence over time to cause a catastrophic systemic failure.³ When teams are not cohesive within the police service, factors such as poor communication or personal resentment can combine to create failings in multiple areas from poor professional standards to affecting the service of victims.

Firstly, professional standards can be impacted by poor team cohesiveness. Personal disagreements may build to include biases against another’s ideas or decisions in a criminal investigation, contrary to Code of Ethics principle 3: Equality and Diversity (Bryant and Bryant 2020: 76). Additionally, it is imperative for a healthy team that colleagues feel comfortable, accepted, and respected (Tuckman 1965: 385). Breaches of these principles undermine Code of Ethics principle 2: Authority, Respect and Courtesy (Bryant and Bryant 2020: 75). Especially when present at incidents, officers must work well as a team and be seen doing so, so as not to undermine public confidence in police action (p. 76).⁴

³ Reason’s (1990) ‘Swiss cheese’ model was developed within the aviation engineering industry concerning risk analysis and problem mitigation. This model works on the analogy of stacked Swiss cheese blocks. Although each block of cheese is unique, there is a statistic possibility that a hole in one block of cheese may align with a hole in another, on and on until the hole runs along the entire stack. This is analogous to a problem which, if left unaddressed or combined with a series of other problems, can lead to a systemic failure as the problem becomes manifest. Likewise, when team dynamics are poor within the police service, factors such as poor communication or personal resentment can combine to create failings in multiple areas from poor professional standards to affecting the service of victims.

⁴ According to Section 149 of the Equality Act (2010), “public sector organisations must have a due regard to the need to eliminate discrimination, harassment and victimisation”.

This in turn effects officers' experiences of their own organisation. 'Organisational justice' refers to how workers understand fairness and equality in the workplace (Rupp and Thornton-Lugo 2017: 1), and this consequently effects their attitude at work. Tyler and Blader (2000) demonstrate that when respect and appreciation are not valued in the workplace, workers become dissatisfied with their work, develop a lack of commitment to their organisation, and care less about the organisation's outcomes. In a policing context, when officers and staff feel that they or their team are not given credit or treated fairly, they will lose motivation to work, and be less willing to take on additional work voluntarily (College of Policing 2015a: 10). I have observed this first-hand, however what is more impactful against officers' morale than the College of Policing notes is the consequent complaining and gossiping which makes the workplace socially and professionally toxic. Organisational injustice impacts all team members through gossip and complaining, even if only one member suffered directly.

Thirdly, the police's service to victims can suffer. When there is a lack of communication, it is possible for officers to reasonably believe that others have carried out tasks, such as communicating with victims, when they in fact have not. The heart of the Code of Practice for Victims of Crime (2015)⁵ is information – victims being able to provide information as well as have information given to them.⁶

The case of Fiona Pilkington is a useful yet unfortunate example of how a lack of teamwork can cause significant harm to a victim of antisocial behaviour. In the wake of Pilkington's death, it was highlighted in the IPCC's report that the police had not shared information with each other, and each attending officer had acted independently without the help and awareness of other officers and their actions (True Vision 2020). As a result, each moment of contact with the police was as the first for Pilkington. In this case, the police's failure to communicate as a team resulted in a disservice to a victim with shocking consequences.

Enhancing Team Performance

Lencioni (2002) explains that there are five dysfunctions of any team: (1) Inattention to results, (2) Avoidance of accountability, (3) Lack of commitment, (4) Fear of conflict and (5) Absence of trust. This is a helpful tool to analyse how inter-personal conflict can occur within a team by considering two categories: (1-3) attitude to the work, and (4-5) opinions of one another.

Firstly: attitude to the work. A successful team must care about its aim (McKendall 2010: 277), therefore if one member gives little attention to their goal, lacks motivation, or fails to take ownership, conflict can arise with more committed members of the team.⁷ Therefore, individual and team performance can be enhanced through a) learning to appreciate the task at hand (Parry 2018), or b) moving the member to another team where they will be motivated (Peterson 2018: 100).

⁵ Henceforth 'Victim's Code'.

⁶ Victims' Code (2015), Right 3: 'To be provided with information when reporting the crime'. A 2017 study of British policing showed that victims claimed their rights were not taken seriously by the police (Davies et al. 2017: p. 255).

⁷ This in turn can lead to further division if not addressed by an observant leader.

Secondly: how the team views one another can create indirect conflict. If there is a lack of trust within the team, tasks may be completed slower as work is checked over, making the process less efficient. Psychologist Berscheid (1994: 100-104) emphasises the importance of trust in team relationships so that working environments become 'safe spaces' where ideas can be shared and where self-improvement is sought. While Berscheid highlights the importance of inter-personal trust, Cameron (2000) goes further to note the role of communication in developing trust. Values such as trust, honour and appreciation are conveyed through a team when communication pathways are open vertically and horizontally. Therefore, team cohesiveness increases as leaders communicate appreciation, while team performance is heightened as the group seeks self-development in a culture of open communication and honesty.

Though Lencioni's fourth point shows the importance of appropriate horizontal conflict, Amason et al (1995) develops this further to include the value of vertical conflict. It can be appropriate to question leaders, and this shows the worker's sense of security in their role that they can make their voice heard. When their opinions are noted and appropriate changes are made, workers feel more valued and in turn is willing to commit to the team's aims more passionately (Cosier and Dalton 1990).

Although Lencioni's work highlights the importance of values such as trust and accountability within the workplace, he fails to account for perhaps the largest stumbling block for any team – a mere personality clash. In my previous employment, for example, my colleagues would draw upon a 'Winnie the Pooh' (Milne 1924) analogy and jest that the visionary and excited Team Leader was 'Tigger' while the risk assessor, budgeter and implementor was 'Eeyore'. In this example, the idealist manager felt his enthusiasm was not filtering into his team and this made him feel demotivated in the work, while the implementer believed in the value of the team's aims but disapproved of the manager's inattention to operational specifics. Within a police context, if the department head or supervisor is an extreme idealist, workers may become burdened with higher workloads and may not feel listened to. On the other hand, if the supervisor or department head is an extreme realist, workers may feel limited in their ideas, and may develop a problem-limiting rather than problem-solving approach to an investigation or initiative (Hills 2015).

In conclusion, we have seen how inter-personal conflict can occur through (1) a poor attitude to the work, (2) a poor opinion of others in the team, and (3) unresolved personality clashes. Contrastingly, we have seen that individual and team performance can be heightened by greater team cohesion. This can be achieved through (1) role interchangeability within a team (Honey 2001), (2) setting clearly defined goals and roles (Babiker et al 2014), (3) encouraging mutual respect (Rupp and Thornton-Lugo 2017), (4) increased communication (Cameron 2000) and (5) an ability to challenge decisions healthily when needed (Amason et al 1995). Since teamwork is immensely important in responding to incidents and criminal investigations, it is crucial that policing teams work effectively for the benefit not only of the team and organisation, but for the public who require a high-quality service and look to the police as examples of effective team workers.

Word count: 2,195

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.

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will critically reflect upon a policing incident involving domestic abuse⁸ in which I played a significant role. By evaluating policies and using evidence-based policing approaches, this essay will seek to understand what is most appropriate to safeguard vulnerable victims of domestic violence and reduce re-offending.⁹

From 2017-18, 26% of victims of violent crimes were repeat victims¹⁰ (College of Policing 2018), and from 2019-20, 2.3 million Britons experienced domestic abuse – approximately 5 in 100 adults (2020a). It is therefore imperative that police services meet this high volume of domestic crime with effective strategies to protect the most vulnerable¹¹ in society.

This essay will be structured using Gibbs' Reflective Cycle (1988)¹² as it is simple to follow and prompts the reflector to consider one's emotions, inviting greater depth to the reflective process. Additionally, Gibbs' model supersedes Borton's (1970) classic model when reflecting upon the execution of procedures and policies because one

⁸ Domestic abuse can be defined as "any incident or pattern of incidents involving controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality." (Gov.UK 2013).

⁹ It is important to recognise how re-offending is measured in domestic abuse cases. For example, while domestic-related violence may be decreasing in one household, statistics may not account for coercive or controlling behaviour, nor unreported incidents (Stark 2012).

¹⁰ Repeat victimisation is "the experience of being a victim of more than one crime of the same type within the last 12 months." (Office for National Statistics 2018).

¹¹ According to the College of Policing (2021b), "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."

¹² This model includes: (1) Description, (2) Feelings, (3) Evaluation, (4) Analysis, (5) Conclusion and (6) Action Plan. I have grouped some of these categories together for ease of reading.

can evaluate both one's actions and the policies themselves. This improves the reflective process since recognising the benefits of police policies can help the reflector to better implement them and improve their professionalism in the role.

Description of the Incident

While on duty, I attended a report of a female claiming that her husband had attacked her during an argument within their home. I arrived at her address with a colleague and found her husband (henceforth suspect) in the living room. He appeared agitated, angry, and intoxicated, while the wife (henceforth victim) was visibly injured to her neck and arms with scratches and reddened bruises. I felt nervous because my police training had regularly taught me the importance of handling such situations correctly for evidential purposes as well as my and their safety. Because this occurred soon after my initial training, I began to nervously shiver slightly as I considered the responsibility on me to perform effectively. Upon reflection, I should have given the victim more confidence in me by being calmer, taking a breath and being more present in the moment instead of overthinking and becoming anxious about the incident (Walsh and Shapiro 2006: 228).

I separated the couple into different rooms with the help of my partner and took time to listen to the victim's account of events. The victim informed me that they had argued about finances before he assaulted her. Strangely, speaking with the victim made me feel more relaxed as I was able to empathise with her, use a soft tone of voice to keep her calm, and build a rapport as the conversation became more natural. The victim was quiet, had shallow breathing and appeared pale, which are signs of shock (National Health Service 2018).

I then decided to arrest the suspect, and I instantly became anxious due to the suspect's muscular build and the anticipation of a struggle with him. I took a breath and discreetly informed my colleague of the allegation and my intention to arrest the suspect, and this made me feel calmer almost instantly as I recognised the help of my colleague and reminded myself that we were working as a team. I then arrested the suspect and left with him before re-attending the address to take necessary statements and a Public Protection Notification report from the victim. I felt proud of my work as completing these documents gave me confidence that the victim would receive appropriate help going forward.

In a social context, the suspect's aggression may have been fuelled by his drunkenness, as intoxication can cause individuals to behave violently during arguments (Oscar-Berman and Marinkovic 2007: 240). However, Mosher and Serkin's (1984)'s work on male dominance in the home is more helpful in seeing the suspect's desire for control to lead to aggression as he felt threatened by his wife's financial independence. This is more useful as the suspect was the aggressor in previous abusive relationships, suggesting a pattern of violent behaviour. In a legislative context, while private home life is protected under Article 8 of the Human Rights Act (1998), this was overruled as the husband was suspected of committing common assault against the victim, contrary to Section 39 of the Criminal Justice Act (1988), and so I arrested him using Section 24(2) of the Police and Criminal Evidence Act (1984).

Upon reflection, I believe I managed this incident positively and was able to support the victim well during the investigation. Despite this, I have since reflected on areas for improvement such as (1) better handling my nerves,¹³ (2) being more emotionally intelligent with victims by recognising when is most appropriate to take a witness statement, and (3) encouraging the victim to seek help through the Live Fear Free helpline.¹⁴

Evaluation of Actions

The police and other agencies' approaches in supporting vulnerable victims of domestic abuse fall ultimately into two categories: (1) Implementing social support, and (2) Separating the couple.

Implementing Social Support:

The first approach I utilised to support this victim was simply to communicate with her calmly and show signs of empathy, complying with the Policing Code of Ethics principle 3: 'Equality and Diversity'.¹⁵ I recognised the traumatic experience she had gone through and anticipated that the effects of her trauma may still be continuing through shock (Calle et al 2018: 14). This approach was highly effective in supporting the victim in her initial trauma since, as time passed, she opened up to me and informed me of what her husband had done. My active listening and empathy demonstrated that she was being taken seriously and I was someone she could trust. While this approach was effective upon my immediate attendance, it was perhaps not as effective as taking a witness statement.

Once the suspect was arrested, my next approach in supporting this vulnerable victim was to take a witness statement from her.¹⁶ As Milne and Shaw (1999: 127-138) highlight, spending time detailing victims' accounts not only benefits the evidential process, but particularly aids the victim in feeling understood and listened to. Despite this, my reflection has allowed me to recognise the importance of when a statement is taken, ideally after the victim has had some time to recover from the immediate shock of the event. As the victim became upset during the statement process, I saw 'secondary victimisation' at play – when victims relive difficult moments, causing further distress (Davies et al. 2017: 254). Allowing the victim more time to mentally process the crime may have reduced secondary victimisation and increased the quality of evidence in her statement.¹⁷

Additionally, I forgot to give the victim the 'Live Fear Free' helpline business card per South Wales Police's policy because I did not have a card with me. Although I lacked the physical card, upon reflection, I could have promoted the Live Fear Free website (2022). Despite this, I informed the victim of the long-term support available to her

¹³ This in turn supports victims further as it presents as more professional and encourages confidence in the police in an already anxious situation.

¹⁴ As per South Wales Police policy.

¹⁵ to "show compassion and empathy...to people you come into contact with...Recognise that some...are vulnerable and may require additional support and assistance." (College of Policing 2014b: 7).

¹⁶ A witness statement is an individual's account of an incident and falls under Section 9 of the Criminal Justice Act 1967.

¹⁷ Since she should be giving information for the statement from a clear mind without shock and with less emotional distress. This in turn would improve the quality of her information (Heuer and Reisburg 2004: 3).

through the Women's Aid website (2022) which, although not policy, includes information to support victims of domestic abuse.

Another approach I utilised to support the victim was through completing a Public Protection Notification (PPN).¹⁸ I used a PPN designed specifically for domestic abuse cases, known as a 'DASH'¹⁹ which uses twenty-nine questions concerning the victim's circumstances and history with the suspect to gauge the risk to the victim's safety. While PPN referrals have an advantage in their multi-agency approach and their access to personal historical records to build a bigger picture of the domestic relationship, informal social support groups are more effective in reducing repeat victimisation (Coan et al. 2006: 1039). Since friends are often trusted more than organisations and charities, they are generally in a better position to persuade victims of domestic abuse to leave their partners than external support workers (p. 1040).

My involvement with this female ended once I had made the necessary referrals, obtained my evidence, and took her to visit a friend's home nearby. As Coan et al. discovered, friendships act as healthy communities in which individuals feel validation and acceptance (p. 1039). Consequently, these groups act as informal emotional support networks where victims of trauma can discuss events and receive practical help and emotional comfort.

Hirschi's (1969) studies on criminal reoffending uncovered that individuals are less likely to reoffend when they have strong support groups around them who validate compliant behaviour and spurn deviance. The Office for National Statistics (2020b) uncovered that 34% of domestic violence victims are repeat victims. A study by Ørke et al. (2018) discovered that the cause of these figures lies in the emotional susceptibility of women who have been victimised in past relationships to trust abusive men and to overlook signs of maltreatment. Thus, the rehabilitation of victims to become emotionally empowered and independent is key to reducing repeat victimisation.²⁰ Similarly, domestic abuse aggressors are more likely to reoffend when they cut ties with friends and family (Maruna 2010; Bottoms and Shapland 2011). Women's Aid (2022) implements this research by placing victims in support groups with others who have experienced similar events and who can encourage them and create a healthy support network of trust and understanding.

Separating the Couple:

Perhaps the most useful approach in supporting vulnerable victims of domestic abuse is through separating them from their abuser. After the victim informed me of the allegation, I arrested the suspect and took him into police custody. While a policy of immediate arrest in domestic abuse incidents has been criticised for being 'gung-ho' (Berk and Loseke 1981: 318), South Wales Police's policy requires simply

¹⁸ This is a referral document completed by police officers and other agencies when dealing with vulnerable individuals. Their purpose is to share information to identify best support and gauge whether a longer-term, multi-agency approach is more appropriate to support a vulnerable person (HMIC 2015).

¹⁹ That is, 'Domestic Abuse, Stalking and Honour-Based Abuse' (DASH).

²⁰ More specifically, Ørke et al. note that repeat domestic abuse victimisation is reduced when victims find support from friends who can persuade them to see the signs of abuse and leave their abusers.

‘positive action’ to separate couples (College of Policing 2015b).²¹ While effective in immediately safeguarding vulnerable victims, arresting abusers may generate long-term resentment against their victims. Numerous studies discovered correlations between increased arrests and increased repeat victimisation (Pate and Hamilton 1992). Surprisingly, Sherman and Harris (2015) learnt that victims were 64% more likely to be deceased within 25 years after officers arrested their abusers than where suspects received mere warnings.²²

The two main avenues for keeping perpetrators away from vulnerable victims after initial police contact include police bail and Domestic Violence Protection Orders (DVPOs). DVPOs are issued by a court²³ to order the suspect not to engage with the victim for a set period, giving them time to reconsider the relationship and leave if necessary. A disadvantage of DVPOs is the time and bureaucracy involved in obtaining them.²⁴ Bail conditions overlook this limitation as they can be implemented by any custody Sergeant, making the process simpler and quicker and so are requested more often by front-line officers (Home Office 2021: 23). However, while bail conditions are quicker to implement, breaching DVPOs is a criminal offence whereas breaching police bail is not (Gov.UK 2016: 5). A pilot study by Kelly et al. (2013) discovered that repeat victimisation decreased at a substantial rate when DVPOs were implemented.

While separating the couple during police investigations is useful in managing vulnerable victims and susceptible offenders before court, ‘Special Measures’²⁵ are perhaps the most effective approach by bringing about a positive outcome from the criminal justice system.²⁶ This can help victims feel supported and relaxed in court and was recommended to the victim in this incident since she was unwilling to engage until Special Measures were mentioned. Thus, this method of separating the couple in the court process was key to the victim giving evidence in this incident. This not only alleviated her fear as she did not see her assailant again, but also helped achieve best evidence as she felt more comfortable testifying in court (Bryant and Bryant 2020: 619). The conviction rate is increasing for domestic-related violence²⁷ thanks to a greater availability of evidence from victims (Crown Prosecution Service 2013).

Action Plan and Conclusion

Going forward, I will better handle my nerves when attending serious incidents by taking a breath and remembering the National Decision Model (NDM) to help provide structure to my thoughts and prevent overthinking. I will also be more emotionally aware of victims’ behaviour and emotional state to better gauge when is most

²¹ Indeed, “Officers should record the reasons for not making an arrest in a domestic incident where a power of arrest exists.” (College of Policing 2018).

²² It is important to note, however, that there have been substantial flaws published to criticise the methodology behind this study. For example, the ‘deceased’ figures account for any cause of death, not only those related to domestic violence (Schucan-Bird et al. 2021: 12).

²³ After a Domestic Violence Protection Notice (DVPN) has been put in place.

²⁴ Since DVPNs must be authorised by a Superintendent or above before the DVPO is authorised by a court.

²⁵ Special Measures can be implemented for vulnerable victims and witnesses in court cases and can include the provision of not seeing the suspect in the courtroom or giving evidence via live link. Special Measures are a provision under Section 17 of the Youth Justice and Criminal Evidence Act (1999).

²⁶ As a magistrate answered in a Transform Justice survey (2018: 10), “So much of the criminal justice system is geared...towards moving the person along...As if that’s going to solve a societal problem?”

²⁷ 64.4% in 2013 to 70% in 2021 (Crown Prosecution Service 2013; Office for National Statistics 2021).

appropriate to take a witness statement so as not to cause 'secondary victimisation'. Finally, I will keep 'Live Fear Free' cards with me as a prompt to encourage victims to seek aid through this helpline.²⁸ Collectively, this action plan will develop me as an emotionally aware and professional officer while providing victims with an improved, more personable, service to better safeguard them from harm and encourage greater confidence in the police.

In conclusion, while different victims may benefit more or less from the varied supportive approaches mentioned above, the evidence suggests that implementing social support groups (whether formal or informal) may be the most effective approach in tackling repeat victimisation, while Special Measures, by notably increasing the conviction rate for offenders, are best placed to tackle repeat offending and place perpetrators in prison. Different approaches will be effective on a case-by-case basis. Consequently, it is important that the above approaches are developed to reach their maximised potential, and a tailor-made multi-agency approach is applied in each circumstance. It is imperative that police services meet the high volume of domestic crime with effective, evidence-based strategies to protect the most vulnerable in society while placing the victim at the heart of the process.

Word count: 2,192

²⁸ As per South Wales Police policy.

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 2000 words.

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

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

Signed: Joshua Ludlow (Learner – electronic signature accepted.)

Date: 01/05/2022

Task 4

This is a reminder that this **TASK 4** section is an opportunity for you to answer one question which should be relevant to the “advanced learning” area that you have chosen. The advanced learning lecture that you choose to attend will assist you in answering this task.

Choose 1 of these 5 options to answer

(Note for officers who have an interest in becoming a detective and wish to specialise in this role, you **MUST** choose option 5)

TASK 4 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically evaluate the processes employed in a complex investigation you have been involved in, and the fast-track actions that you have utilised.

Evaluate the support you have provided to victims, witnesses, and offenders (where appropriate) during a complex investigation and review the interviewing techniques employed during this investigation.

Demonstrate your understanding of both volume and priority crime and serious and complex investigations.

Consider the strategies that you have used to deal with the impact of personal attitudes and values throughout this investigation process.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

This essay will reflect upon a complex investigation of an allegation of rape, in which I played a significant part. I will do this by evaluating the short and long-term processes I utilised to investigate the allegation, evaluating how I supported those involved through the investigatory process, and considering how personal biases were addressed during my involvement in the case.

A criminal investigation is defined by the Criminal Procedure and Investigations Act (1996) as, “an investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a

person charged with an offence is guilty of it.” While volume crime²⁹ carries significant emotional and financial impacts on its many victims, ‘priority’ or ‘serious’ crime is investigated by more specialised officers with more investigatory experience and expertise. ‘Priority’ or ‘serious’ crime is “conduct which...involves the use of violence, results in substantial gain or is conducted by a large number of persons... [or where an offender can be] sentenced to imprisonment for a term of three years or more.” (Section 93(4), Police Act 1997). It is therefore imperative that such serious crime is tackled as indeed a priority by the police service to keep the population safe, act as a deterrent against lesser crimes, and maintain public confidence in the police (College of Policing 2020).

I will structure this essay using Gibbs’ Reflective Cycle (1988) because its structure is simple to follow and builds helpfully from a) a brief description of the incident, to b) more thorough evaluation of actions taken, and finishes with c) a strategy for self-improvement and concluding reflective remarks.

Description of Incident and Actions

Whilst on duty, I attended a hotel in Cardiff where a female was present who had alleged that she had met an unknown male in a nightclub the previous evening and, having gone to his hotel room elsewhere in Cardiff, he raped her.³⁰ When I arrived at her own hotel room, as per South Wales Police policy (College of Policing 2022a), I recorded a first account of the incident on my Body Worn Video device before contacting a colleague who is a ‘Sexual Offences Liaison Officer’ (SOLO) to obtain brief details of the incident³¹ and take initial forensic samples. Speaking to the victim made me feel very nervous because rape is one of the most serious offences, and I felt under a lot of pressure to carry out the necessary actions effectively, knowing that others are depending on me for the quality of my work. Because of this, I had to ensure I was calm to avoid overthinking and making clouded decisions.³²

I then attended the suspect’s hotel without knowing the suspect or his room. Using the description given to me by the victim, notably that he had a London accent, I searched the directory for guests from London, matched this with CCTV footage I obtained from the hotel lobby, and found the correct room and suspect. This process made me feel calm and in control since having structure and an established process makes me feel organised and satisfied when the listed actions are completed. I also felt extremely proud after locating the suspect.³³ Later, I conducted protracted CCTV enquiries to establish the pair’s movements that night, before observing a detective interviewing the suspect and comparing this with my own interview plan. This made me feel tense because the suspect’s account took the interview in a different direction than I planned, and so I had to adapt to the new information brought to me. During this investigatory period, I supported the victim by speaking to her

²⁹ Volume crime is “the majority of offences which are committed...and as such have a significant impact on many victims.” (Police Federation 2017: 1). Volume crime includes theft, assault, criminal damage, and vehicle-related crime.

³⁰ Contrary to Section 1 of the Sexual Offences Act (2003).

³¹ Including a description of the suspect and relevant times on a ‘PPD3’ form, discussed later.

³² See Walsh and Shapiro (2006: 228) for the importance of remaining calm to process information effectively and make rational decisions in stressful situations.

³³ Indeed, this moment was perhaps the highlight of my policing career to date. I felt proud that I had used my own initiative in noticing the detail of the London accent, cross-examined with CCTV, to locate the right male among hundreds in the hotel.

appropriately and referring her to Victim Focus (detailed later). I also ensured I treated the suspect in accordance with his rights and did not disclose the allegation to his interested friends.

Upon reflection, I believe my actions in this case were significant to the success of the investigation, and I dealt with those involved appropriately. Despite this, I have since recognised flaws which I plan to overcome to develop in my role. These include (1) not being more discreet when escorting the suspect to my police vehicle, (2) not adapting well enough when presented with new information in interview, and (3) not clearly explaining to the victim why I was recording her initial account of the incident.

Evaluation of Immediate Actions

It is extremely important that initial fast-track processes are employed in a criminal investigation to obtain best evidence.³⁴ In this incident, I first utilised my Body Worn Video device to record the victim's initial account of the event. I did this in line with South Wales Police policy to obtain 'best evidence' and allow for future investigators to replay the footage and notice details I may have missed (College of Policing 2014a). In hindsight, while this method was good to ensure a high quality of evidence, the impersonal, almost intimidating presence of a camera may have caused the victim to feel uncomfortable or treated like a suspect. Barrett and Hamilton-Giachritsis (2013) discovered that rape victims tend to be viewed as mere sources of information by police officers rather than as human beings who are experiencing trauma. In hindsight, I could have explained why I was recording the victim more carefully to alleviate any discomfort or embarrassment.

I then waited for a SOLO officer to arrive to complete a 'PPD3' form with the victim, which documents the victim's first account and is used by investigators to guide their initial enquiries (South Wales Police 2007: 2).³⁵ Although this is considered 'best practice' for rape investigations, in hindsight I could have completed the PPD3 form myself because it (1) could have given me experience, furthering my professional development, (2) allowed me to learn the description of the suspect first-hand, which could aid my later fast-track enquiries to find the suspect, and (3) would comply with Right 2 of the Code of Practice for Victims of Crime (henceforth Victim's Code) (2015), "To have the details of the crime recorded without unjustified delay".

Once the correct hotel room was identified, I made efforts to preserve the scene by arranging for other officers to attend and guard the door while I escorted the suspect away. This was to ensure that any DNA evidence was not contaminated (College of Policing 2013b). As Lacks (2007: 311-312) highlights, preserving crime scenes for forensic evidence is likely the most fundamental aspect of modern police investigations as it allows investigators to place suspects and victims at scenes and negate possible defences of absence in court. However, it took weeks to obtain the forensic results, meaning they could not be used as evidence to put to the suspect in interview.

³⁴ The 'Golden Hour Principle' refers to the period immediately after an offence has been committed when evidence is most readily available and of the highest quality (College of Policing 2013a).

³⁵ This is different and less detailed than a witness statement.

Upon reflection, I am proud with how I supported the victim in the initial investigation. I spoke to the victim in a calm and welcoming manner to make her feel at ease (Evans and Weiss 1978: 115) and made efforts to inform her that I was listening to her and understanding her (Bryant and Bryant 2020: 210), in compliance with Right 1 of the Victim Code (2015).³⁶ I also provided necessary support to the suspect by informing him that being arrested is not a punishment, but an action based upon suspicion to preserve evidence (Section 24 Police and Criminal Evidence Act 1984). I did this to alleviate the suspect's own concerns about being arrested. Due to the serious nature of the allegation, I was aware of the shock and trauma that might come from the arrest, and I could not guarantee the suspect was guilty and anticipating police action. Furthermore, I did not explain the allegation to the suspect's friends as we passed them in the hotel corridor, in compliance with data protection requirements (Data Protection Act 1998) and to keep the suspect from undue anxiety. In hindsight, however, I could have been more discreet when escorting the suspect to my police vehicle by using his coat to cover the handcuffs, making the journey feel less conspicuous for the suspect.³⁷

Evaluation of Long-Term Actions and Interview

Long-term investigative processes focussed on two elements: CCTV examinations and 'door-to-door' enquiries.

Modern CCTV cameras not only act as visible deterrents but also allow investigators to see incidents for themselves, locate and follow suspects, and ultimately provide 'best evidence' in the form of images and videos of events (College of Policing 2021a).³⁸ Due to the severity of this incident, this case was handed over to detectives to investigate long-term, however since I had a greater understanding of the hotel in question, I conducted CCTV enquiries there. While extensive video surveillance has been famously criticised for its invasion on private life (Orwell 1949), CCTV evidence was imperative in this case as I was able to locate the suspect and victim together in the hotel reception, confirming an element of the victim's account.

Additionally, I conducted 'door-to-door' enquiries, speaking to hotel guests in the corridors to learn if others had witnessed anything suspicious. McCahill and Coleman (2011: 189) highlight the importance of 'community surveillance', noting that because neighbours are often not seen and always present, they can become rich sources of intelligence for police investigators in their neighbourhood. A limitation of this method, however, was that hotel guests are not permanent, and many I spoke to had recently arrived and so witnessed nothing.

During the suspect interview in police custody which I observed,³⁹ the detective interviewer used the PEACE model recommended by the College of Policing

³⁶ "To be able to understand and to be understood" - Right 1 of the Victim Code (2015).

³⁷ Because I was so proud that I found the suspect, there was an underlying temptation to almost boast of the fact, and I could have escorted him to my vehicle more discreetly.

³⁸ Furthermore, having an awareness that one is being watched is arguably the greatest deterrent against crime (Foucault 2008).

³⁹ Since experienced detectives interview rape suspects, I watched the interview with my own interview plan to compare the similarities and differences with the interviewing officer's, and to learn the process by watching.

(2020).⁴⁰ While this model is useful, it is limited by its intention to be simple.⁴¹ This model was expanded upon by the interviewer to include partial disclosure – revealing new evidence bit-by-bit during the interview to expose any lies by the suspect. This is a more strategic approach to complex interviews than the simple PEACE model, however it requires experience and training to utilise effectively. While the detective's polite and friendly manner was successful in building a rapport and made the suspect speak openly, the 'Challenge' part of this model was especially useful as extracts of statements were read to the suspect, and he was asked to comment on them. This was effective both to present evidence and apply pressure to the suspect with gradually revealed counter evidence until he admitted having sexual intercourse with the victim, however it was consensual.⁴² Watching this made me feel tense because, although this interview technique was successful, my preference of structure and organisation made me feel flustered and I found it difficult to adapt to this new information, since my own interview plans had anticipated a full denial of all elements of the allegation. I thus became confused and felt off course, but the experienced detective anticipated such a response and asked new questions accordingly. This gave me confidence as I felt I could join the detective's new line of questioning, making me feel relaxed and in control again.

During the investigatory process, it was important to address potential biases I may have had. 'Bias' is a multifaceted word meaning prejudiced⁴³ views towards something or someone, whether learned or natural (Steinbock 1978: 247-256). In this incident, the allegation against the suspect made me view him automatically in a negative light even though the allegation was not proven. I combatted this by telling the suspect that being arrested does not imply guilt. Doing this not only helped calm the suspect who was alarmed at the allegation, but also helped me to mentally process the truth of the statement. Furthermore, the 'halo effect'⁴⁴ may have been at play in my subconscious mind, since when an unopened condom was found in his pocket, I imagined the suspect may be a sexual predator who was planning to rape females. To combat this, I consciously reminded myself that many individuals may carry condoms during 'nights out', and the presence of the condom should not assume guilt.

Action Plan and Conclusion

Upon reflection, I have noted three main areas for improvement: (1) being more discreet when escorting suspects, (2) remaining calm and adapting well to new information in more complex interviews, and (3) clearly explaining to victims the policies and procedures that affect them. Going forward, I will be more attentive to the sensitivity of my actions towards both suspects and victims by clearly explaining the procedures which affect them, and not allowing any personal pride or biases to taint my view of suspects. Finally, I will actively seek out new opportunities to

⁴⁰ This model is an interview structure following the acronym PEACE: Planning and Preparation, Engage and Explain, Account (including clarification and challenge), Closure and Evaluation.

⁴¹ And so not always useful in its pure form for more complex interviews.

⁴² Whereas he had previously been denying his presence with the victim. Hearing numerous parts of statements which countered his claims put him under pressure to tell the truth.

⁴³ That is, 'pre-judged'.

⁴⁴ This occurs when one positive trait in a person causes one to view everything about them as positive, and this can also work in the negative (Nisbett and Wilson 1977: 250-256).

interview suspects in more complex investigations to improve my technique, adaptability, and calmness in the interview process.

In conclusion, reflecting upon this experience has made me recognise the importance of achieving best evidence through an attention to detail in short and long-term enquiries, while supporting those involved by addressing personal attitudes and treating people according to their rights.⁴⁵ While investigating volume crime is imperative for policing the wider population, investigating 'priority' or 'serious' crime requires a greater attention to victim care, skilled use of adaptive interviewing techniques and a thorough investigative mindset. Through appreciating these elements of complex investigations and utilising my action plan, I will develop in my role by conducting investigations with increasing confidence, professionalism and skill.

Word count: 2,184

⁴⁵ As mentioned previously, this both aids the investigation from an evidential perspective, and provides a professional and positive service to the public.

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.

2000 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.

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. Giving evidence in court.		6			5		I will familiarise myself with court processes, particularly giving evidence as a witness, and learn more of the rules of evidence surrounding hearsay evidence and opinion. I will also attend Crown Court cases as a member of the public to become more familiar with the layout and processes of Crown Court cases.
2. Improving knowledge of		7			5		I will take time to read and understand

road traffic legislation.						relevant Force documents outlining legislation commonly used for roads-related offences. This can be found on the Force intranet page. I will also actively seek out opportunities to conduct attachments with the Roads Policing Unit to observe how legislation and processes are practically implemented.
3. Improving understanding of the Full Code Test.			8		7	I will utilise the knowledge of my supervisor, a former custody Sergeant, to learn more of what is required to pass the Full Code Test. I will also familiarise myself with the 'MG6' Case File document which helpfully outlines the criteria for officers building Case Files. Furthermore, I will take time to read and understand the guidance available on the Ministry of Justice website.
4. Submitting Charter applications. ⁴⁶	2			2		I will actively seek out opportunities to complete more Charter applications, especially during an attachment with the Criminal Investigations Department (CID). I will also familiarise myself

⁴⁶ Charter applications are concerned with the apprehension of personal information through retrieving communications data.

5. Building Case Files		7			6		with Data Protection regulations (Data Protection Act 1998) and use a template available on the Force intranet page to understand more fully the wording and criteria required for a detailed Charter application. I will utilise the document 'Case File Guidance' available on the Force intranet site which outlines the necessary documents required for Case Files in different circumstances. I will also obtain more experience in building Case Files through completing an attachment with the Case Progression Unit (CPU, or 'Hub'), and assisting colleagues in building their own Case Files.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Undertaking research to identify problems and find evidence-based solutions.	3			3			I will liaise with the Neighbourhood Policing Team (NPT) in my own police station and contact the Intelligence Unit to create a list and map of antisocial behaviour priorities in my patrol area. I will then conduct an OSARA problem-solving template before designing and running a small operation

						dedicated to tackling a local issue affecting the community.
2. Writing appropriately in necessary documents for case files.			8		8	Since each document within a Case File requires a specific style of writing to convey necessary information, I will become more familiar with the writing style and layout of documents by a) actively seeking out more opportunities to complete such documents to gain experience, and b) reading other officers' Case File documents to compare them with my own and improve my understanding. This will be done especially during my CPU attachment mentioned previously.
3. Conducting suspect interviews.		7			6	I will improve my skills in suspect interviews by gaining experience during my CID and CPU attachments, mentioned previously. I will also create my own interview booklet and template which helps me to remember the relevant parts of an interview. This will help me to become more familiar with the interview structure and allow me to say the necessary parts in my own words (when appropriate), making the interview process

						feel less robotic and unfamiliar.
4. Diffusing conflict.			8		7	I will improve my skills in diffusing conflict by volunteering myself for more 'Cardiff and Vale After Dark' (CAVAD) shifts,⁴⁷ where I will engage with many members of the public and deal with public order and alcohol-related offences. This will give me greater exposure to instances requiring conflict management. I will also familiarise myself with the National Decision Model (NDM) by reading and rehearsing its contents. This will help me to know the NDM more intuitively so I can apply it more effectively and with greater skill in conflict situations.
5. Submitting intelligence.		5		4		Submitting intelligence requires an assessment of the quality of the source and the validity of the information, as well as whether the intelligence should be restricted or sanitised to any degree. I will therefore seek to learn more about submitting intelligence during my attachments with the Intelligence

⁴⁷ These are foot patrol shifts during Cardiff City Centre's night-time economy.

							Department and the Neighbourhood Policing Team (NPT). I will familiarise myself with the process involved when submitting intelligence during these attachments and by reading material available on the Force intranet page. I will also seek out more opportunities to submit intelligence in my current role and utilise the knowledge of a PCSO in my police station who has a reputation for submitting good intelligence reports.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Custody procedure.		6			5		When making arrests, I will make the decision to book suspects into police custody before the custody Sergeant every time. This will make me more familiar with the process and give me more practice and experience. I will also volunteer to conduct more suspect interviews given to my team, so that I will obtain more experience in liaising with the custody Sergeant to make decisions concerning detained persons. I will also utilise the knowledge and experience of officers during my CID and 'Hub' attachments, mentioned previously.

2. Independently working on more complex investigations.	4				4	I will utilise the knowledge and experience of officers during my CID and 'Hub' attachments to learn about the processes involved and experience complex investigations myself. I will also download investigation guides/plans for complex investigations such as robberies from the Force intranet page to save onto my work computer for access when needed. Using these materials and becoming familiar with the processes required will give me greater awareness and knowledge of what is required in more complex cases. Furthermore, I will speak with my supervisor and request that cases involving more protracted enquiries be given to me to investigate. This will give me more experience in investigating complex crimes and allow me to develop a greater attention to detail in my enquiries.
3. Attending road traffic collisions (RTCs).		7		4		I will actively seek out opportunities to attend RTCs when I hear the requests over the radio. I will also receive more exposure to

4. Organising a Voluntary Attendance (VA).	6	2				attending RTCs during an attachment with the Roads Policing Unit (RPU). In addition to this, a colleague on my team is enthusiastic about roads policing, and so I will seek out and utilise time with him to get more experience in attending RTCs. Since I work in a city centre, I currently have little exposure to RTCs as there are not many roads. Therefore, I will have a conversation with my supervisor where I will ask to venture beyond our patrol area when an RTC occurs to get the experience I need (when appropriate). Since such a conversation has taken place between my supervisor and a colleague, I know that this is possible. I have not yet organised and conducted a Voluntary Attendance (VA) of a suspect in custody. This is because I have either arrested suspects or contemporaneously interviewed them on the spot. I will therefore take the opportunity to 'VA' suspects from now on, when appropriate. I will do this by requesting permission to access the 'VA
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						Calendar' ⁴⁸ and arrange Voluntary Attendances with suspects when necessary. Because this process is so unfamiliar to me, I will also learn from my supervisor and experienced colleagues about the process involved in booking a Voluntary Attendance and recognise when this is more appropriate than a contemporaneous interview.
5. Using the three different cautions ('when questioned', 'now' and restricted cautions).		5		5		Since I have never used the restricted caution, I will practice the process myself to become familiar not only with the wording but also when it is required. I will also become familiar with the relevant Codes of Practice available on the Force intranet page to more acutely why different cautions are used and when. I will also gain a greater appreciation of how these cautions relate to suspects' rights (Human Rights Act 1998) and the investigative process (Police and Criminal Evidence Act 1984).

⁴⁸ This is an online live calendar whereby timeslots for Voluntary Attendances can be booked before being authorised by an appropriate Sergeant.

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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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