

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.

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
	Bibliography	

Task 1

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

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

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

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

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

ANSWER:

According to the College of Policing (COP) Competencies Framework, all police constables must possess the ability to work collaboratively and efficiently within a team (COP, 2016). In this essay I will critically evaluate both Tuckman (1965) and Belbin's (2010) theories on team dynamics and how to use these theories to develop team cohesion. I will evaluate the extent to which group dynamics are shaped by wider organisational cultural norms. I will then consider how team dynamics can result in failing to comply with professional standards. Lastly, I will consider how interpersonal conflicts can occur, and what strategies can be adopted to enhance individual and team performance.

Tuckman's (1965) stages of group development illustrate the growth of a new team unit. Tuckman's first stage is 'Forming', whereby members are unclear as to the

expectations of their roles within the group. As a result of this, members rely and depend on the Leader for the required direction and explanation as to the team's purpose (Tuckman, 1965). The Leader is central to the initial development of the team and must be ready to be tested (Tuckman, 1965).

Tuckman's second stage is known as 'Storming', whereby interpersonal conflict can occur, in the shape of disagreements, confrontations and workplace issues (Tuckman, 1965). Members start to feel comfortable, confident and become outwardly opinionated, causing an imbalance within the team (Tuckman, 1965). It is the Leader's responsibility to intervene at this stage, to maintain the team's concentration on the task at hand, before it escalates.

Tuckman's third stage is 'Norming', whereby the resistance displayed in the second stage has somewhat been controlled and managed (Tuckman, 1965). By this stage, members feel more settled, understanding the expectations of their roles (Tuckman, 1965). The team is united, and there is an attempt to cohesively resolve any conflict (Tuckman, 1965). Norming demonstrates indicators of better performance. Here, the Leader can take a step back, enabling members to express their intimate opinions (Tuckman, 1965).

The fourth stage is 'Performing,' at which point the team is performing optimally. This is a progression from Norming, as members work efficiently together towards a united goal, having established strong interpersonal working relationships (Tuckman, 1965).

Tuckman's original model constituted the above four stages. However, following review of subsequent studies, Tuckman and Jensen (1977) noted the lack of a termination stage in Tuckman's original model. Tuckman and Jensen considered a 'life cycle' approach to the model, as introduced by Gibbard and Harman (1973). A 'life cycle' outlook covers not only the creation of a group, but also its death – it is inevitable at some stage the group will face separation or break-down. Tuckman and Jensen (1977) therefore added a fifth termination stage to the model, 'Adjourning', whereby the team separates.

Next, Belbin's 'Team Roles' research recognises teams are made up of a variety of differing behaviours "The types of behaviour in which people engage are infinite. But the range of useful behaviours, which make an effective contribution to team performance, is finite" (Belbin, 2010, quoted in Belbin, 2021). Belbin identified nine team roles, each role summarising behavioural tendencies, encapsulating strengths, and allowable weaknesses. The nine team roles are split into three clusters (Belbin, 2021). The first is the 'Social' roles cluster, which includes 'Resource Investigator, Coordinator and Team Worker' roles. The second is the 'Thinking' cluster, which includes 'Plant, Monitor Evaluator and the Specialist' roles. The third cluster is the 'Action' or 'Task' roles, which includes the 'Shaper, Completer Finisher and Implementer' (Belbin, 2021). The highest performing teams would ideally have all nine team roles covered via members' capabilities (Belbin, 2021).

The team roles are designed to recognise team member's strengths, skills, and allowable weaknesses, in order to visualise how members could function successfully in a team environment (University of Cambridge, 2016). Through

allowing members to perform to their strengths and key skills, the team will benefit from improved efficiency and productivity (The Team Building Company, 2021).

Belbin's model celebrates differences and allocates duties/tasks based on key skills and strengths, resulting in a successful functioning of teams, with members enjoying their personal roles. Allowances are made for weaknesses; however, this would not be accepted within response work.

In my opinion, there is no capacity for 'allowable weaknesses' in response policing. Every response worker is expected to work to a certain standard and have the required knowledge for all eventualities. Response workers are generalists in their field; thus, Belbin's model cannot apply here. In policing, we are not taught to celebrate differences, we are taught to fear weakness, and there is no place for a drop in standard due to the potential repercussions. Upon researching this further, my own experience differs to other high-risk industries (e.g. aviation, oil, healthcare). These industries are trying to develop a 'Just Culture', meaning, "individuals are not blamed or punished for 'honest errors', but are held accountable for wilful violations and gross negligence" (SKYbrary, 2021). Where repeated errors occur concerning different employees, these are often viewed as the result of systemic issues, rather than the fault of the individual; individuals are therefore encouraged to report safety incidents to raise awareness and reduce errors (SKYbrary, 2021).

I believe Tuckman's model is representative of group development in policing. Reflecting on my own experience of joining a new response team, at the beginning I relied heavily on the sergeant (Leader), I asked questions daily, and was extremely

dependent on him for direction and guidance. At this point, I didn't fully appreciate the expectations of my role due to my inexperience.

After some time with the team, I felt slightly more at ease and was able to air my opinions on various matters. Team morale suffered during a period of low resource, low motivation and high workload. I identify this period as the Storming phase, as everyone was airing their opinions on the situation, and it was a negative atmosphere. Due to the lack of resources, there were constantly changes - we came under new management, new recruits joined; therefore, it was difficult to establish an ongoing natural team dynamic. Again, during the Storming phase, the Leader intervened, attempting to input measures to relieve pressures and stresses, and to unite us.

At present, I consider my team are amidst the 'Norming' stage, as we have worked together for a prolonged period, we understand each other's differing approaches and there is a growing respect for one another. I feel we are finally beginning to function as a team.

In relation to the effect of organisational cultures on team dynamics, by law, officers are afforded a large amount of discretion to conduct their duties (Reiner, 2010, p117). McBarnet (1980, p245) expresses "Front men like the police become the fall guys of the legal system taking the blame for any injustices in the operation of the law...". Whilst discussing McBarnet's examination as above, Reiner (2010, p117) elaborates further by explaining the system which establishes such general standards/principles should be held responsible for injustices as opposed to the 'fall

guys'. This is because officers are encouraged to exercise their discretion, but where officers exercise discretion, they risk departing from "idealized values of due process legality" (which are not written in the rulebook) (Reiner, 2010, p117). Further, according to Mastrofski (2004, quoted in Reiner, 2010, p117), the effect of the above on organisational culture is the significant amount of discretion awarded to officers, which grants significant "leeway for police culture", meaning officers can follow cultural attitudes. This can lead to officers being heavily criticised, which may result in officers cynicism.

Reiner (2010, p118) describes one core characteristic of policing as 'Mission-Action-Cynicism-Pessimism'. Reflecting on my own experience so far, this is accurate. There is a constant pressure to be efficient, officers must complete all allocated tasks in timely fashion and to a standard. However, what follows is a cloud of negativity, and perpetual complaining about the systems, processes, management and so forth. It's quite draining, and I have found the cynicism quite stark, and fully embedded in police culture. This culture vastly affects group dynamics because it is of unpopular opinion to enjoy response work and it is unheard of to praise a function/procedure that might be working well. There's this overarching pressure to join the opinionated, the moaning and negativity, therefore I believe in this instance group dynamics are profoundly shaped by organisational cultural norms.

This in turn could affect adherence to the Code of Ethics, specifically in this instance, the 'Leadership' principle. Officers are expected to lead by good example, as they are essentially role models (COP, 2014). Continual cynicism and pessimism will not encourage or promote those younger in service to work with integrity, and may

encourage the development of poor working habits, leading to a drop in performance.

I believe the clear presence of cynicism reflects how response officers perceive that those in management have little respect for them. Conversely, COP (2015) research showed that internal fairness and respect towards employees have an overall positive influence on worker attitudes and behaviours, leading to better performance outcomes for the public. This ties in with the notion of fairness and leads us onto organisational justice. Organisational justice as a definition consists of distributive justice and procedural justice, in which both elements affect workers' attitudes and behaviours (COP, 2015). Distributive justice is how employees feel about the fairness surrounding work allocation, whereas procedural justice is how employees feel regarding the fairness surrounding decision making and communication between management and employees (COP, 2015). It is about being fair and transparent.

Moreover, there is a concerning cultural norm whereby officers can tend to view domestic violence (DV) calls as 'rubbish' and not take it seriously enough (Reiner, 2010, p124). This view echoes throughout forces, which in turn extensively shapes group dynamics. Officers predict DV victims will either not support positive police action, or if they did initially, victims will eventually withdraw support and return to the perpetrator. Officers then believe it's a waste of time responding to DV incidents. This could affect adherence to the Code of Ethics behavioural standard of 'Duties and Responsibilities' as there is an expectation to be diligent whilst carrying out policing duties, working to the best of one's abilities (COP, 2014). This standard

could be jeopardised in terms of this cultural norm, as 'groupthink' can occur, meaning a desire for consensus within the group, which overrides a member's own unpopular opinion or rational decision making (Cherry, 2020).

Other principles at risk of being undermined are 'Fairness' and 'Objectivity', officers are expected to work on evidence rather than unconscious bias and stereotypical views, which could be affected by this cultural norm. Carrillo (2021) explains "Many different factors can impact officers' behaviours, including lack of knowledge of the dynamics of the crime, misogynistic views, cultural beliefs and gender stereotypes, which are deep-rooted in social norms." Considering some male officers still hold these views today, and there is a disproportionate number of male officers in the police, this is of exceptional concern (Carrillo, 2021).

In South Wales Police, fortunately there is a positive action policy in relation to domestic incidents (HMIC, 2014), and during our training, we had numerous presentations on DV and coercive control (CC) designed to improve understanding. During my police training, many of the male officers had never heard of CC and weren't grasping what it truly meant. There is still a general lack of understanding by all genders, in relation to the dynamics surrounding DV and CC. It is of concern that officers who may not have a true understanding, are the ones on the front line facing DV and CC incidents.

On a positive note, the HMICFRS (2019) report on police response to domestic abuse recognises there has been numerous positive changes and development in recent years. Within their findings, although demand has significantly increased,

they state the police are making domestic abuse a priority in terms of response times (HMICFRS, 2019). Additionally, leaders are also prioritising DV, with all police and crime commissioners in both England and Wales listing 'protecting vulnerable people' (this includes DV victims) as one of their priorities (HMICFRS, 2019). Although there is a cultural norm within the organisation that affects team dynamics, there are clearly some changes being made which will positively affect new joiners, I hope things can continue improving.

Undoubtedly, inter-personal conflict can occur within teams, either between members or between a member and their supervisor (Bryant and Bryant, 2019, p103). Conflict occurs due to a variety of reasons, such as personality clashes; differing styles/approaches to policing; differing priorities/motivators; career drives; laziness, inefficiency and working pace; unproductivity; poor resourcing creating additional stress on the team; unprofessionalism; member's inexperience, lack of skill and heavy reliance on the experienced; dislike of management approach; poor communication; poor leadership style; lack of trust; favouritism/cliques, and so forth.

The leader can attempt to resolve conflict within teams, ideally as early as possible to avoid a drop in performance standards. In my opinion, a strong leader is central to team success within response. The Home Office conducted research and asked officers to reflect on leaders they'd previously worked with, the results identified four main attributes that officers consider good leaders to possess:

- Being committed to achieving a high quality service to the community and to supporting staff to achieve this;

- Displaying high personal and professional standards and challenging poor behaviour;
- Enabling, valuing and developing staff;
- Having relevant knowledge and skills.

(Dobby et al, 2004)

Additionally, the CUDSA model can be used as a conflict resolution strategy (Ritcher, 1999, cited in Wall, 2016, p9-10). The five-step model constitutes: 'Confronting the behaviour, Understanding each other's position, Defining the problem, Searching for a solution and Agreeing.' If conflict is tackled quickly using the CUDSA model, strong communication between leaders and members is enabled and a long-term solution to diffuse any tensions can be established.

In addition, interpersonal skills can be used to enhance team performance and manage conflict, this includes the ability to understand others' perspectives and respond appropriately (Bryant and Bryant, 2019, p103). Interpersonal skills relate to the notion of emotional intelligence (EI). One definition of EI is, "...the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior," (Srivastava, K., 2013).

This closely connects with the Betari Box, which concerns interpersonal attitudes and interactions, 'my attitude affects my behaviour which affects your attitude which affects your behaviour', this is a repetitive and continual cycle (Mind Tools, 2017).

Furthermore, Goleman's (2013, p30) model of EI suggests there are four elements to EI; 'Self-awareness, Self-management, Social awareness and Relationship management'. Self-awareness is fundamental to EI, because without self-awareness one would not achieve social awareness or self-management, and in turn relationship management (Goleman, 2013). Serrat suggests it's about identifying emotions on part of yourself and others and using such understanding to develop successful relationships (2017).

The literature surrounding EI suggests it is a positive attribute to possess within the workplace, whether in management or working within a team. Cassata (2021) explains EI is a skill leaders can use for communication and motivational purposes, and to ensure an employee level of engagement and interest in the work. Carmeli (2003) conducted a study on managerial roles and the relationship between EI and attitudes, and behaviours and outcomes. Carmeli concludes, "emotional intelligence augments positive work attitudes, altruistic behavior and work outcomes..." (2003).

To conclude, understanding the theory behind the make-up of teams and team dynamics will help identify non-compatibility issues. Once this is understood, strategies can be undertaken to bring about cohesion, such as developing a higher level of EI, strong leadership, and implementing the CUDSA model. It is inevitable conflict within teams will occur, it's the response that matters, if a team has a strong leader who can guide them through the storming phase, I'm certain a solution can be found in this instance.

It is imperative to tackle any tension or conflict as early as practicable, because as previously discussed, if it's left unmanaged, there may be a drop in team performance, which may in turn impact compliance with professional standards requirements.

As discussed, the ability to work well within a team is an important part of the role of a constable. If a team have good chemistry and successfully work well together, there is more chance of a better performance and outcomes.

Word Count: 2,720 words

Task 2

Relevant areas of the National Policing Curriculum: Vulnerability and Risk, Evidence-based policing

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Critically evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm.

Explore what works in relation to tackling repeat victimisation and repeat offending. Consider the use of evidence-based policing.

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

ANSWER:

In this essay I will discuss the importance of vulnerability classification and risk management. I will critically evaluate the differing approaches in supporting and managing individuals at risk of harm. Lastly, I will explore what works in tackling repeat victimisation, whilst considering the effectiveness of evidence-based policing.

According to the Victim's Code, a victim is defined as: "a person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence" (Ministry of Justice (MOJ), 2020). I will firstly reflect on a coercive control incident where I played a significant role with the victim. The circumstances were a husband and wife drove to the shops and upon arriving, the husband directed his wife to park in a disabled zone, however the wife ignored this. Once parked in a normal bay, he became annoyed and assaulted his wife by

punching her three times to her head; he was wearing a ring at the time. The victim exited the vehicle and ran into a shop to call her daughter to pick her up. The husband got into the driver's seat and drove off, leaving his wife at the shop. The daughter picked her up and drove them to the daughter's address. Whilst there, the husband rang his wife and stated, "If you don't come home before 3PM, on my mother's grave I'll burn the house down." The victim rang the police to report the above.

I attended the daughter's address where the victim gave a first account reflecting the above circumstances, stating she wished to file a formal complaint and leave the relationship. As I took a statement and photos of her injury, she disclosed she had suffered years of abuse by her husband. She stated she's forever walked on eggshells around him, and she was so scared that when her daughter collected her, she laid down in the back of the car so he couldn't see her. Immediately I realised there was so much more to this than I initially thought.

I conducted a witness interview obtaining complete information regarding the assault, threats, and a full domestic history. The victim disclosed she had suffered abuse the entirety of their relationship of over 40 years. The abuse had escalated in recent months due to his declining health; within the last fortnight he'd bitten her arm, kicked her, headbutted her, tied her hands behind her back and strangled her causing her to suffer breathing difficulties. She stated she was petrified and would rather die than go back to him.

She continued stating he's exceptionally controlling; he stops her seeing friends and family, and even locks the doors so she can't leave the house without permission. He regularly insults her and makes fun of the victim's brother committing suicide years prior. She stated she is fully under his control and sees his behaviour as normal.

Regarding immediate safeguarding, the victim intended on staying with her daughter and didn't want to return to the marital home. I reminded her of the 999 facility in the event of an emergency.

I thanked her, provided re-assurance, and explained the safeguarding measures and approaches both police and other agencies can put in place. Firstly, I asked the DASH risk assessment questions which is a tool used by police when responding to domestic incidents. It's based on the 'Domestic Abuse Stalking Harassment' model, used for identifying, assessing, and managing risk (DASH Risk Checklist, 2021).

I referred her to Victim Support, an organisation supporting victims of crime (Victim Support, n.d.). I signposted her to Live Fear Free, the government funded support helpline for victims of domestic abuse (Welsh Government, n.d.). Both organisations can provide specialist advice, support, and prevention tactics to individuals at risk of harm.

Under the Victim's Code, all victims of crime are entitled to rights throughout the criminal justice process. Enhanced rights (additional support measures/entitlements) are available if a victim is classed as either 'Vulnerable', 'Intimidated', 'Victim of the

most serious crime' or a 'Persistently targeted victim' (MOJ, 2020). I regarded her as a 'Victim of the most serious crime' (the definition includes domestic abuse), and 'Intimidated', as per section 17 of the *Youth Justice and Criminal Evidence Act (YJCEA) 1999*. Due to the disclosure of his controlling behaviour, I believed her evidence could be impacted because of potential intimidation. I therefore explained the availability of special measures, as per the *YJCEA 1999*, to make the court experience less daunting, such as giving evidence in private or via live link.

The disclosures were exceptionally concerning, namely the allegations of repeated behaviours. I viewed it as systematic coercive control, as per section 76 of the *Serious Crime Act 2015*.

Other officers arrested the husband at his home on suspicion of 'Assault Occasioning Actual Bodily Harm', 'Coercive Control', and 'Malicious Communications'; thereby immediately safeguarding the victim. Whilst in attendance, the house was observed in disarray; family photographs were cut up and photo frames smashed, indicating irrational behaviour on part of the suspect. The suspect was later interviewed to which he answered no comment to all questions posed to him.

In sending the file to the CPS, I applied for a remand as this is an approach police can follow to prevent re-offending and thus protect those most at risk of harm. Upon reviewing their domestic history on police systems, I found only one report fifteen years prior. The historical report alleged he gripped her by the throat squeezing her up against a wall. He was charged with 'common assault'; however, she withdrew support, therefore the case was dismissed, and he was found not guilty. As there

was only one previous reported incident, the remand application was predicted to be unsuccessful, because there was no evidence of violent history. However, the victim had taken the courage to report the matter after years of abuse, therefore I proceeded with the application to further safeguard the victim.

I submitted the completed DASH questionnaire alongside a 'high risk' Public Protection Notification (PPN). A PPN is a form documenting officer observation and an initial risk classification. It's then sent to the force's Public Protection Unit (PPU), who undertake a secondary risk assessment of the victim's vulnerabilities based on the available information and ensure a thorough safeguarding plan is enacted (HMIC, 2015). The PPU deemed the abuse high risk, and the matter was to be discussed at the next Multi-Agency Risk Assessment Conference (MARAC). MARAC meetings bring together a range of agency representatives from police, education, social services, housing, third sector and health to share information and discuss strategies for safeguarding persons at high risk of domestic abuse (HMIC, 2015).

South Wales Police (SWP) hold a Daily Management Meeting, where representatives from various departments within the police review high-risk incidents or ongoing concerns in relation to high-risk victims and discuss a risk management plan for the individuals (HMIC, 2015).

On the police case management system, warning markers were placed on the victim and suspect's profiles, as well as their addresses. The PPU also referred her to an Independent Domestic Violence Advisor (IDVA), IDVA's specialise in providing complete support to DV victims in their journey to leaving an abusive relationship

(Safer Futures, 2021). A referral was made to RISE, a 24/7 support and advocacy service for violence against females (Rise Cardiff 2021).

Bedfordshire Police define a repeat victim as, "...if they perceive themselves to be so or who have been a victim of more than one recorded crime or ASB incident within 12 months" (2021). Moreover, police must learn from previous failures, such as the Victoria Pilkington case. In this case, the IPCC (2009) noted the police failed to identify the family as vulnerable, share information between agencies, link the numerous incidents and in turn failed to identify risk. Rapid and correct classification of the type of victim is of upmost importance. Upon attendance to an incident, officers should establish whether the victim is repeat, and query the number of historical incidents to provide an appropriate response.

ASB tends to fall to the responsibility of Neighbourhood Policing Teams (NPT).

NPT's should approach ASB and repeat victimisation by way of 'problem-oriented policing' (POP), a term coined by Goldstein (1979). Goldstein demonstrated POP is essentially breaking down a problem to improve understanding surrounding its root cause and identifying rational solutions to address underlying issues (1979).

Sidebottom et al (2020) demonstrate the importance of obtaining and analysing data surrounding consistent and repeat victims, and devise appropriate police response based on the data, by consulting with the relevant specialists (such as NPT); and apply the correct solution. College of Policing (quoted by Sidebottom et al, 2020) describes problem solving as 'one of the best-evidenced policing strategies.'

The ASU Center for Problem-Oriented Policing notes three approaches to tackling repeat victimisation (ASU, 2021). Firstly, to remove future chances for offenders, an example of which is target hardening. Target hardening means maintaining the target's (i.e., victim, property) safety, enabling the victim to remain at their location (The YOU Trust, 2021). SWP fund a department dedicated to target hardening, its aim to provide practical advice and recommendations to improve the victim's security.

The second approach is to 'shift responsibility', meaning learning about the risks of becoming a repeat victim via education and advice (ASU, 2021). It's about increasing awareness of one's own actions and behaviour that can result in becoming a repeat victim; once awareness is obtained, changes can be implemented to prevent this from re-occurring (ASU, 2021)

Lastly, to increase the offender's chance of being caught, by way of improving visibility or surveillance; lessen the payoff for the offender and so forth (ASU, 2021).

To summarise, it is critical for response officers to accurately classify victims, whether repeat, vulnerable, or intimidated and calculate and classify their risk of harm. Based on those findings, information can then be shared between agencies and appropriate support can be provided to manage those at risk of harm.

Word count: 1,649 words

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: 28/10/2021

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, decision making and conducting investigations.

Critically explore how criminal activity facilitated by the road network can be disrupted.

Consider how you have applied appropriate fast track actions in an investigation and evaluate the effectiveness of your decision making. **Review** the importance of risk assessment in decision making.

Analyse how you have applied and understood appropriate interviewing techniques in a complex investigation.

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

ANSWER:

In this essay, I will firstly explore how criminal activity facilitated by the road network can be disrupted. I will analyse interviewing techniques I used during a road traffic investigation. Lastly, I will discuss my application of fast-track actions during an investigation, considering the importance of dynamically risk assessing throughout.

The Policing our Roads Together 2018-21 strategy's vision is to maintain safe and secure roads (National Police Chief's Council (NPCC) 2018). The strategy prioritises decreasing the number of fatal and serious injury collisions and reducing the threat of terrorism activities and disrupting criminality (NPCC 2018). A Roads Policing Constable's purpose is reducing road casualties and fatalities via prevention, investigation and the prosecution of offenders using an intelligence-led approach (COP, 2021).

The strategic road network (SRN) is a communication system comprising of motorways and trunk roads, which is used by four million drivers everyday (Highways England, 2017). It is therefore expected criminals use the SRN to facilitate their criminality. Roach (2017, cited in Bryant and Bryant, 2019, p423) identifies crimes such as human trafficking, counterfeit goods, drug smuggling and child exploitation are facilitated by the roads. Additionally, there is a body of research suggesting a correlation between road offending and other forms of criminal behaviour (Bryant and Bryant, 2019, p422). Rose (2000) identified 79 per cent of drivers who were disqualified had previous criminal convictions. Junger et al (2001) ascertained a correlation between 'risky' driving and other criminal behaviour (ranging from vandalism to violent crimes). Thus, roads policing provides access to criminality.

Effective use of *Road Traffic Act (RTA) 1988* legislation and its enforcement will prevent offenders from utilising the SRN and in turn disrupt their criminal activity (Bryant and Bryant, 2019, p423).

Police may seize a vehicle if: the driver doesn't have a licence or insurance (power granted under section 165A of the *RTA 1988*); if the vehicle is used in a way that causes harassment, alarm or distress; if parked in a dangerous, illegal or obstructive position; and if broken down or abandoned (GOV.UK, n.d.).

Police powers to stop vehicles derive from legislation, such as Section 163 of the *RTA 1988*, whereby a mechanically propelled vehicle must stop where being required to do so by a constable in uniform or traffic officer.

Section 4 of the *Police and Criminal Evidence Act (PACE) 1984*, allows all vehicles to be stopped in a certain locality for the purpose of locating an offender/witness involved in an indictable offence.

Sections 43, 44 and 45 of the *Terrorism Act 2000* provides officers the power to conduct preventative stop and searches where terrorist activity is anticipated in a specific location.

Lastly, Section 60 of the *Criminal Justice and Public Order Act 1994* provides power to officers to conduct preventative stop and searches where violence is anticipated in a specific location.

When engaging with drivers who've committed minor road offences, constables can utilise their discretion and provide educative words of advice. Mike Penning MP refers to the importance of differing between the most serious road traffic offenders and those who simply show a momentary lapse of care, the latter can be dealt with via educational interventions (ACPO, 2011). As an alternative to prosecution, the police offer numerous educational courses, notably the National Speed Awareness Course (UKROEd, 2021). I believe education can prove preventative for future offending. Additionally, media campaigns can ensure educational messages reach a wide audience.

Regular patrolling of roads ensures a visible presence, which is a deterrent to criminals as "proactive road policing can deny criminals the unchallenged use of the roads and is an effective measure for containing and deterring crime" (Department

for Transport et al 2005, quoted by Transport Committee, 2006). By conducting traffic enforcement at random locations/times, drivers feel they could be detected anytime.

Officers indubitably have the power to arrest under section 24 of *PACE 1984*, if they witness or have reasonable grounds to suspect a road traffic offence has been carried out and the necessity test is met under Code G of *PACE 1984*.

Technology is an asset to roads policing, enabling an intelligence-led approach, as vehicles can be tracked across the SRN, assisting in the detection and prevention of offences (Bryant and Bryant, 2019, p423).

Automatic Number Plate Recognition (ANPR) is routinely used by police to detect and disrupt criminality (COP, 2013a). ANPR uses cameras to scan registration numbers on moving vehicles, the data is then compared with a database detailing vehicles of interest (Police UK, 2021). It's an extremely useful tool all UK police forces use to locate wanted persons, stolen vehicles, vehicles used without insurance and so forth (Police UK, 2021).

CCTV is useful to disrupt criminality as it can evidence dangerous, careless or inconsiderate driving in real-time. Furthermore, some CCTV is integrated with a number plate reading device, therefore it can act as a dual-purpose camera (COP, 2013a). Dashcams are also used to report dangerous driving. Welsh police forces are participants of Operation SNAP; allowing individuals to report road offences they have captured on their helmet and car dashcams (Jones, 2017). The footage can be uploaded directly to their relevant police force via an online portal (GoSafe,

2021). In addition, police can monitor vehicle tracking devices (COP, 2013a). Smart Water is another detection method whereby a liquid, visible under UV light, has a unique code and can mark property (COP, 2013a).

Alongside use of ANPR, Project Lantern enables police constables to conduct roadside fingerprinting; meaning identity checks can be conducted in real time to enable lawful arrests, its main objective is preventing criminals using the roads (Whitaker, n.d.).

To summarise, roads policing is key in the mission of disrupting criminality, securing safer roads, and maintaining the free flow of the SRN. As discussed, there are many approaches to disrupting criminal activity facilitated by the road network, by intelligence-led joint working, technology, education, and targeted law enforcement.

Interviewing is central to the investigation of a crime; its aim is to discover the truth surrounding an event and determines the subsequent stages of the investigation (COP, 2013c). I will now discuss a case study of a suspect interview on a range of road offences.

The circumstances were: Road Policing Units engaged in an authorised pursuit of a stolen vehicle. The suspect driver engaged in excessively high speeds during the pursuit, swerved lanes and nearly caused a vehicle to crash. At one point the suspect came to a complete stop and reverse-rammed the front of the police vehicle causing injury and damage. The suspect was eventually arrested for: aggravated

taking a vehicle without consent; failing to stop; driving otherwise than in accordance with a licence and without insurance; dangerous driving and assault police.

The 'PEACE' model is an interview framework, providing guidance to interviewers, the five-step model constitutes: 'Planning and preparation; Engage and explain; Account, clarification, challenge; Closure; and Evaluation' (COP, 2013c).

Firstly, I prepared by collating all available evidential material. I gathered: dashcam footage; statements from officer witnesses; body worn footage; the victim loser's statement; CCTV of the vehicle being taken; proof of driving licence checks; and police report of damage to police vehicle. There was a large file of evidence proving the vehicle had been taken without consent; the suspect was observed during a pursuit engaging in dangerous driving and later arrested at the termination of the pursuit. Therefore, the main objective of the interview was to ask questions based on the material available and give him an opportunity to provide an explanation.

I wrote a thorough interview plan, noting questions for each offence covering points to prove, material time frames and locations. I collated extracts from all statements, illustrating eyewitness accounts. I ensured dashcam and CCTV footage were readily available in a playable format, as to question him on real-time footage captured.

My suspect had a solicitor; therefore, a pre-interview briefing was required. A solicitor's duty is to protect and advance their client's legal rights, whilst providing legal advice (Bryant and Bryant, 2019, pp572). As per COP (2013c) guidance, during the briefing, I advised the solicitor of the offences his client was arrested for;

the circumstances surrounding each incident/arrest; the available evidence; and the topic areas I would explore during questioning. The solicitor and his client consulted privately prior to interview.

Referring to COP (2013c) guidance, considerations must be given to the suspect's personal characteristics, such as religion and prayer requirements; age and whether an appropriate adult is needed; physical and mental health conditions; language interpreter considerations and so forth. There were no specific requirements or issues surrounding the welfare of my suspect, so we proceeded to interview.

Next came 'Engage and Explain'. At the commencement of the interview, as per *PACE* Code C requirements, I read aloud an interview memoire card to the suspect. The memoire card covers the following: the reason for the interview; expectations in relation to conduct; and the routine/route map of the interview (Bryant and Bryant, 2019, p566). I built a rapport with the suspect in the hope he would feel at ease, encouraging him to be open. Rapport building is supported by Abbe and Brandon (2013) who summarise such interactions may positively affect the amount of information disclosed, build trust, and create collaboration. I advised him of his legal rights, stating we could pause the interview to allow consultation with his solicitor. I cautioned him and confirmed his understanding of it.

Next is 'Account, Clarification, Challenge', whereby officers obtain a full account, this is then followed by questioning and challenging the account if required (Bryant and Bryant, 2019, p573). I asked whether the suspect was responsible for the

offences, he replied 'no comment'. I questioned him on his movements the night the vehicle was stolen, again he replied, 'no comment'.

At this point, I predicted he would answer no comment to all questions. I acknowledged his response, by stating although he was remaining silent as per his right to do so, this was his opportunity to provide an explanation. I referred to the caution and explained the implications of not answering questions posed to him.

Home Office (2020) guidance states officers have a duty to ask questions, even when there's silence. Due to the silence, I was unable to develop his account, I therefore referred to my prepared questions. As per COP (2013c) guidance, I began with open ended questions, enabling a free narrative response.

To devise open ended questions, I followed the acronym TED; 'Tell', 'Explain', 'Describe' (Forensic Interview Solutions FIS, n.d.). Adhering to the acronym, I asked questions such as, "Tell me what happened," and "Describe the journey you took in the car".

I proceeded to ask detailed questions to gather specific information, although still open ended using the '5 WH' style questions ('Who, What, Why, When, Where and How') (Forensic Interview Solutions FIS, n.d.).

I ended by asking closed questions, to confirm details, such as, "Did you take the car without the driver's consent?" and "Did you drive the vehicle without insurance?"

Due to the silence, I couldn't compare his account to the available evidence, therefore I challenged him on the relevant statement extracts and played the footage. His response to each demonstration was 'no comment'.

I summarised the interview, stating he had answered no comment to each question. I questioned whether he had any innocent explanation, mitigation, alibi, or defence, he confirmed he did not. I asked whether he had anything further to add, he did not. I closed the interview, stating the date, time and stopped the recording.

Upon evaluation of the interview, due to the lack of explanation, urgent action was required to build a file of evidence and send to the CPS. The outcome of which, the suspect was charged and remanded, and I received positive feedback from seniors on this. On reflection, had I not prepared questions so thoroughly, I would have struggled to conduct a no comment interview as there was no information to build on or probe. I have learnt that planning and preparation is crucial for an effective interview.

Next, I will review a time I applied fast-track actions and assessed risks during the early stage of an investigation. A victim reported her ex-partner throwing a brick through her window. My colleague and I assigned ourselves to the call and travelled to the location.

According to Bryant and Bryant (2019, p224), prior to attending an incident, officers must have basic information to allow proper risk assessment and ensure preparation and safety. On available information so far, I knew the location; two persons were

likely to be present; and a brick had been thrown. Over the radio, I asked regarding warning markers. The control room confirmed the ex-partner had 'domestic violence (DV) aggressor' and 'violent' markers on his profile, whereas the victim had a 'DV victim' marker. I reviewed the risks; I'd potentially be dealing with a violent situation due to the brick and the ex-partner's markers. According to the initial report, an offence had been committed, and therefore in line with the force's DV policy, I considered positive action, including arresting the perpetrator (HMIC, 2014).

I engaged my 'Golden Hour' considerations, which is defined as "the period immediately after an offence has been committed, when material is readily available in high volumes to the police" (COP, 2013b). I ensured my body worn camera was activated to capture any initial disclosures made by the victim. As we approached the address, I saw extensive damage to a window.

As we entered, the victim informed us her ex-partner had left the address, thereby affecting my dynamic risk assessment, reclassifying it as low.

Firstly, I assessed the welfare of the victim. She pointed to a red mark on her arm, from where he'd gripped her, however it didn't require first aid.

I saw a brick and shattered glass on the living room floor. I ushered her into the kitchen, advising her not to clean up in case 'Crime Scene Investigation' (CSI) attend for forensic examination. I shut the living room door, to protect the crime scene and act as a cordon.

I asked the victim what had happened. She stated her and her ex-partner are on/off, and he became very jealous as he discovered she'd been talking to another male. This turned into a heated argument during which he gripped her arm simultaneously pushing her into the wall, the victim then pushed him out of the house. Whilst he was in the garden, he picked up a brick slab and threw it at the window, causing damage. She provided a statement detailing this and as the victim and perpetrator were known to each other, there weren't issues surrounding suspect identity.

I asked for a description of the suspect, detailing his appearance/features and what he was wearing. I asked about his direction of travel, she advised he drove off in his red Fiesta and assumed he'd have gone to his parent's house. I obtained the registration number to locate the suspect via ANPR if required.

I decided he must be arrested to safeguard the victim, therefore I communicated with another mobile unit over the radio. I advised them of the suspect's likely location, circulated his description, and informed them of his violent marker and risk associations. I also provided brief circumstances surrounding the offences committed. The unit confirmed they'd conduct an area search for the suspect and arrest him if located.

I directed my colleague to conduct house-to-house and CCTV enquiries. Two neighbouring properties' CCTV captured a male in the garden throwing an item at the window before driving away in a red car.

I consulted with CSI who stated they wouldn't be attending, as a brick has uneven surface, thus very difficult to examine forensically. CSI advised I take photos of the damage/injuries and brick in situ. Afterwards I released the scene.

The officers later informed me they had located a red Fiesta parked outside the parent's address, and a male matching the name/description was inside. He was arrested for assault and criminal damage, then transported to custody.

Afterwards, I entered a thorough update on the system, logging details relating to the relationship between victim and perpetrator, circumstances surrounding the offences, footage loaded onto the police system, suspect arrested and all other completed actions. I also listed outstanding actions, such as to interview the perpetrator.

Overall, applying appropriate fast track actions ensures that the best evidence is obtained: as victim accounts are given when memory of the incident is fresh, physical evidence can be secured prior to destruction or concealment, and suspects can be located early to ensure victim safety.

Word count: 2,748 words

Task 5

Personal Study programme / Individual Learning Plan

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

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

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

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

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Knowledge of prohibited items such as offensive weapons and bladed articles.		7		4			I understand offensive weapons as a term encapsulates items that are either made, intended, or adapted to cause injury. However, I have rarely seen weapons whilst on response, and have little to no knowledge of the differing types weapons used by individuals. I want to improve my knowledge of the various types and learn more about those that are legal if

						accompanied with a licence, and the terms surrounding various licensing agreements.
2. Knowledge of drugs and psychoactive substances.		7		4		I am aware of formal and street names of commonly used drugs, however, it's an ever-changing market and I want to keep updated. I also wish to improve my knowledge of their source or cultivation because I have no knowledge of this, and I believe it could affect the investigative process if I were to respond to a drug-related call having such little knowledge. One way of improving my knowledge and give myself opportunity to ask questions would be to organise an attachment on the drugs squad.
3. Knowledge of roads policing regulations/laws and their application in practice			8	4		I am yet to undertake my attachment in the Roads Policing Unit; I believe once I undertake the attachment, it'll give me more confidence on how to deal/best practice when dealing with various road traffic matters. I also wish to improve my knowledge surrounding the differing disposals/discretion

						tactics for road traffic offending. Currently, my knowledge of Road Traffic laws/regs is poor as I have not had the opportunity to put the information gained in training school into practice. To put simply, road traffic incidents haven't arisen whilst I've been on shift. Additionally, once I complete the response driving course, I will have more opportunity to be more proactive when response policing.
4. Knowledge of the case file building procedure			9		6	I require more experience in building case files, to improve on efficiency, working in a timelier manner and pace whilst knowing what is required for each differing type of case. I intend on continuing to build a file of 'gold standard' templates covering all documents required within a CPS file. Requirements for case files are everchanging, therefore, I must stay up to date with CPS updates.

5. Knowledge of various offence disposals			9		5		At present, I have only ever arrested, utilised the restorative justice process, referred to services, or provided words of advice/warning, to deal with an offence. I must improve my knowledge of all various disposals available to me at my discretion. There are many options available less restrictive than an arrest and may be more beneficial for long-term reducing re-offending, such as educational outcomes.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Prisoner processing skills i.e., interviewing and liaising with CPS			8		6		Although having exposed myself to much prisoner processing, there is so significantly more to learn and improve on. When interviewing, I still rely heavily on my preparation work and my script, I wish to improve my skills and become more natural at the questioning/challenging process. The only way to achieve this, is to expose myself constantly and continually practice. I am also considering completing a PIP level 2 course to gain more experience/best practice knowledge.

2. Efficiency skills			10	5	I must improve my working pace and efficiency when attending response incidents. Otherwise, I could fall behind easily, and my workload will increase, resulting in feelings of being out of my depth/stressed. It's of extreme importance to maintain efficiency and keep on top of the pace required for response work. On reflection, I struggle somewhat with this, as I am a perfectionist but there is not enough afforded resource to be a perfectionist whilst working response.
3. Response driving skills			9	1	At present, I am not response/Grade 1 trained for driving police vehicles. I intend on registering to an upcoming response driving course, this will enable me to gain the required skills to drive on blue lights and attend grade 1 calls within an acceptable time.
4. Skills in dealing with sexual offences			9	4	I have enrolled on a SOFR (sexual offences first responder) course to learn how to respond to sexual offences incidents. This is something I am interested in and feel

						passionate about. I have not attended many sexual offence calls as a first responder as it hasn't arisen in the area that I work in. I need more exposure to this area of the law as my knowledge on how it all applies in practice is poor due to my lack of experience.
5. Conflict management skills			9		5	I have not had much exposure to conflict management as it has not arisen much. I have only had to use force once. Although this may suggest that my tactical communication is strong. The fact that I have infrequently applied use of force powers means my officer safety skills are decreasing as I am completely out of touch with it. I intend to complete more 'Cardiff After Dark' shifts, in the city centre on Friday/Saturday nights as conflict management is imperative here with alcohol/drugs affecting behaviours and actions, as well as the recent covid-19 lockdowns having a huge impact on the conflict management issue. I hope more CAD shifts will allow me to gain in confidence and

							experience in the night-time economy.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Roads policing experience			8	3			Road incidents haven't arisen in the area I work in, and if they do roads officers tend to attend instead. This has resulted in having very little experience in dealing with roads traffic incidents, which now mean I lack confidence in dealing with such matters. I am looking forward to my road traffic attachment with the roads policing unit to shadow, learn best practice, apply roads knowledge, and enforce road traffic laws.
2. Experience responding to sexual offences		7		4			As previously stipulated, I haven't had experience attending sexual offence incidents. I have enrolled onto the SOFR course, I am eager to learn best practice on how best to approach sexual offences and how to secure evidence utilising various techniques such as the early evidence kits. Another means to learn more surrounding this is via my CID attachment, during which I will have a one-

						day placement with the rape team. This will be invaluable experience providing an insight to the procedures in responding to sexual offences and the expectations from response officers.
3. Mental health incidents experience		6			5	Although inherently an NHS/ambulance issue, police regularly are first responders to mental health calls. Although I have dealt with many minor mental health matters and have appropriately involved the CRISIS team and submitted the relevant forms to share information to partner agencies, I have not made the decision to section anyone yet. I feel confident in asking the relevant questions when talking to someone suffering from common mental health conditions, but I am apprehensive about the first time I'll need to section someone due to my observations of their mental health or dealing with a severely mentally ill person. Attendance at more mental health incidents will assist me in gaining experience here.

4. Experience with sudden death incidents			9	4		I have attended only two sudden deaths during my time on response. Both were deemed non-suspicious deaths. Since covid-19 lockdowns, in policing, there has been a sudden death vehicle attending all sudden deaths, therefore most officers have fallen out of practice. The sudden death process is of extreme importance and an extremely thorough job must be undertaken to ensure no foul play was involved. The responsibility is great. As I haven't attended such an incident for a year, I require more experience and a 'refresher' on sudden deaths after some time away. To combat this, I have secured a shift with the sudden death vehicle to gain experience and gain an insight into the difference between suspicious and non-suspicious deaths.
5. Experience dealing with Neighbourhood Policing matters			8	4		Although a speciality within policing, it is inevitable that response officers deal regularly with NPT-type calls and ASB. I wish to gain more experience, and improve my

						knowledge surrounding the various tactics and management techniques NPT use to deal with ongoing neighbour issues/ASB. NPT tend to use long term approaches, working with other agencies such as housing, the council and collaborate with civil law agencies, which hugely differs from response short term fixes. When attending ASB or ongoing neighbour issue incidents, I tend to feel out of my depth, feeling unsure how to respond and say the appropriate things, or know when and how to escalate matters when required. I am due to undertake my NPT attachment in the new year, therefore this will be invaluable experience for me.
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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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