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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

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.

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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	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
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Task 1

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

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

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

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

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

ANSWER:

Teams and team work are a cornerstone of modern policing. The College of Policing (2021) suggests that police officers and partners need to “work together regardless of differing cultures, priorities and needs”, in order to achieve essential outcomes for service users and the police service. The organisational culture and operating model of policing lends itself heavily to teamwork and the formation of strong, cohesive teams. Teamwork is essential for the effective functioning of police officers from both an operational perspective and an organisational perspective. Policing by its nature is a group-based activity, and for it to function effectively as in any organisation, it requires collaboration and co-operation between members (Mullins, 2013). However, the organisational culture of tightly-knit teams can, on occasion, lead to failures to comply with the professional standards requirements of the police service. There are a wide variety of reasons for this, with peer pressure, ‘noble cause’ corruption and organisational culture all playing a part. This essay critically explores how teams function and the factors impacting on group cohesion, as well as how interpersonal conflict can occur within a team. In addition, it will identify how team dynamics can result in failures to comply with professional standards requirements in the context of organisational justice.

Mullins (2013) suggests that within an organisation, groups are an essential feature. This is because individuals rarely work alone and in isolation within large organisations, and are naturally placed into hierarchical structures of governance and leadership. A definable shared purpose or membership of the particular organisation leads to the formation of the group. This can be clearly seen in a policing context, as police officers are organised into a vertically organised hierarchical leadership structure. At each level, staff are organised into groups that perform particular tasks, such as response officers or roads policing officers. These groups are further subdivided into smaller cohorts, such as response officers working from a particular station or particular shifts. When a group becomes a team is difficult to define, as the terms are often used interchangeably within the academic literature (Mullins, 2013). However, the emergence of teamwork and effective team cohesion helps to provide a clear indication of when a group becomes a team (Warner, et al., 2012; Mullins, 2013). Carron et al., (1998, in Warner et. al., (2012)) defines team cohesion as “a dynamic process that is reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs” (p. 213). This definition highlights that group cohesion is an ongoing and dynamic process, varying over time with different inputs and driven by the need to achieve objectives. The quality of group cohesion directly impacts upon the performance of a group, with levels of cohesion and team performance intrinsically linked (Warner, et al., 2012). Whilst this implication seems obvious, it oversimplifies internal team dynamics and other factors such as individual attributes, as a highly cohesive team still may not perform well for a variety of reasons. Teams are formed from groups, leading to enhanced team-working and cohesiveness in a number of ways. One of the most commonly used models is Bruce Tuckman’s four stage model postulated in his 1965 paper *Developmental Sequence in Small Groups*. This model suggests that there are four key stages in team development, where a group of individuals form into a team. The first stage is defined as ‘forming’, where team members get to know each other and initial boundaries and expectations are established. Following this, the ‘storming’ phase is characterised by internal group conflict, where these boundaries are challenged. Following this, a group will tend to settle into a ‘norming’ phase where conflicts resolve and roles are clearly established for each team member. Finally, a ‘performing’ stage is reached where teams work well together with an established synergy and tried and tested systems for tackling problems and implementing solutions (Tuckman, 1965). This model is useful for exploring team dynamics and cohesiveness as it identifies and describes the way that individual personalities come together, leading to a period of dysfunction before a state of performance and cohesiveness is attained. However, the model is limited in a number of ways. Primarily, the Tuckman model does not capture team formation and cohesion from a policing perspective. The model has been developed from a

business context where the team is brought together to complete a project. However, this situation is substantially less likely to occur in a policing context, especially from the perspective of frontline operational policing. Instead, teams within operational policing tend to be already formed and at something similar to the 'performing' stage. There is a gradual turnover of a small number of individual officers as new student constables join, or officers transfer to specialist departments. This negates the process Tuckman describes, or certainly reduces its importance as teams are often well established with high levels of cohesion. There will often be established roles played by different team members and a clear hierarchy of experience and seniority in a team. This is not to say that when a new officer joins a team, elements of the different stages of the Tuckman model will be seen. Instead, these are likely to be more context specific and dependent on the team itself. There is a strong culture of team formation and cohesion within policing that is context specific to the way the organisation and job works (Cockcroft, 2013).

In addition to this, whilst the model acknowledges a 'storming' stage where there can be intra-group conflict arising from boundaries being tested by group members, it fails to appreciate the ongoing risk of interpersonal conflict and team dysfunction. Lencioni (2005) suggests that there are five key dysfunctions within teams. Firstly, a lack of trust between team members can prevent individuals from taking risks, asking for help or communicating effectively within the team. A fear of conflict within the team can also prevent progress and innovation, whilst a lack of commitment by team members can slow progress and hinder the completion of tasks. An avoidance of accountability by team members and a focus on personal rather than team goals can also hinder the team. These five elements that can lead to team dysfunction can continue to play a role even if a team has formed through the Tuckman model, as they exist independently of the formation of the team.

As well as the Lencioni model of team dysfunction, interpersonal conflict between individuals on a team can lead to a lack of cohesion. Conflict is often inevitable within teams because of differing opinions on task execution, leadership and power dynamics and personal difference (Greer & Dannals, 2017). Negative behaviours can emerge within a team due to personal conflict or behaviours. Defensiveness can deflect negative feedback preventing improvement whilst passive aggressiveness or bullying leads to direct conflict between individuals (Angelo, 2019). Of particular relevance to policing is the risk of vertical aggressiveness, which Angelo (2019) defines as hostility and bullying towards new leaders by older or experienced staff. Uplift in officer numbers over recent years has led to more officers with less experience and increasingly new in service officers taking on leadership positions. However, conflict within a team is not always a negative element. Excessive cohesion or comfort within a group can lead to the emergence of 'groupthink', where ideas

are not challenged robustly (Mindtools, 2021). Conflict and interpersonal tension within a team can encourage activity and creative engagement which helps to avoid teams falling into a 'groupthink' mentality (Greer & Dannals, 2017).

Group dynamics within the police service are shaped heavily by wider organisational cultural norms. Policing has a strong 'organisational culture', a term which refers to the values shared by colleagues in an organisation and which becomes manifest through the occupational practices within that environment. This includes traditions that the community engages in, as well as principles and values that inform the way individuals act and behave within the context of the organisation (Cockcroft, 2013). What this means, is that the police service can be considered as having a set of values and practices that are shared throughout the organisation and are ingrained in the way that individuals within it think and act. Whilst this can be seen from a positive perspective in terms of team cohesion and workplace ethics, as it leads to the formation of tightly knit and focussed teams, it can also be viewed in a more negative context where it can lead to potential failures to comply with professional standards requirements. Individual officers exist within the organisational culture and this can impact upon their opinions, behaviour and actions depending on the level to which they engage with it.

Walsh and Vito (2018) suggest that policing is an occupation ripe with opportunities for misconduct in many different forms. This can range from outright criminality committed by officers to inappropriate use of police powers or 'noble cause' corruption. The context of this environment has led to the formation of a robust professional standards policy and a code of ethics within policing (Cockcroft, 2013; College of Policing, 2021). The presence of an organisational culture within the police can affect the way that police officers engage with the ethical requirements of policing. This is often impacted by the fact that the cultural system of policing is passed down from older officers to new trainees, and this can normalise certain behaviours if older, experienced officers are seen to engage in or support them (Walsh & Vito, 2018). The obvious example of how organisational culture can lead to a failure to comply with professional standards requirements is that of police officers failing to engage with professional standards investigations or report misdoings by fellow officers. This can lead to a 'code of silence' amongst officers (Roberts & Herrington, 2013). This emerges as the organisational culture of policing can lead to officers feeling that they must protect their colleagues and that it is wrong of them to speak out against wrongdoing. Similarly, the culture of the police taking action against people they perceive to be in the wrong can lead to 'noble cause' corruption, where police powers are misused in order to achieve goals of getting arrests or successful prosecutions for example (Walsh & Vito, 2018). In this case, the organisational culture of policing contributes to a failure to comply with the code of ethics by

encouraging officers to misuse their powers or falsify information in order to achieve organisational goals of arresting and successfully prosecuting offenders.

This relates into a wider link between policing and the concept of organisational justice.

Baldwin (2006) defines organisational justice as “the extent to which employees perceive workplace procedures, interactions and outcomes to be fair in nature.” This takes three forms; distributive justice where employees perceive outcomes to be distributed proportionally to inputs, procedural justice where the decision making process is perceived to be fair and interactional justice where the quality of interpersonal interactions is judged to be fair (Baldwin, 2006; Roberts & Herrington, 2013). This concept relates to policing as the way that officers and staff judge their interactions with their employers to be fair. In the case of policing, procedural justice plays a key part as officers can perceive investigations or actions taken by professional standards departments in the case of alleged wrongdoing differently. Where officers perceive these actions to be fair, objective and reasonable, then relative trust and higher levels of organisational justice are reported (Roberts & Herrington, 2013). This feeds into the wider culture of policing, where the interactions and changes caused by organisational justice are replicated.

Overall, the police service is an organisation that is driven by a strong organisational culture and organisational justice interacts and governs this culture closely. From this organisational culture, particular team dynamics and team working emerges. This is key to policing, as teamwork is a vital element in achieving the goals of the police service.

Word count: 1982

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:

Police officers frequently encounter and deal with the most vulnerable members of society, as well as those whose complex needs and circumstances lead to them being vulnerable. Often, these persons tend to become victims of crime or anti-social behaviour and will come into contact with police as victims, witnesses or often suspects. Often, vulnerable persons will become repeat victims of crime or anti-social behaviour and are exposed to a pattern of events which have a negative effect upon them and their lives (Weisel, 2005). The case of Fiona Pilkington, a vulnerable person who along with her disabled daughter was subject to years of anti-social behaviour culminating in their deaths highlights the importance of identifying and managing vulnerability for the police service. This essay will explore a policing incident involving a victim of crime and critically evaluate the different approaches taken by police and professionals to support and manage this vulnerable victim. It will also explore repeat victimisation and strategies to manage this from an evidence-based policing perspective.

The policing incident in this case occurred around August 2021. I received a routine scheduled task from my supervisor which had been categorised as a 'G4' response by the force control room. The initial information I had was that the local housing association had made a referral to police after a resident at one of their properties had reported a theft to them. Specifically, that a person the victim knew by name had entered their house and

removed a TV. I conducted checks of police systems and identified the victim and a possible suspect. I could see that the victim had previously reported a similar incident a few weeks previously. This incident had been dealt with by a restorative justice approach and the stolen property had been returned.

I attended at the victim's home address several days later. After speaking to the victim, I ascertained that over a period of several months they had been befriended by the suspect. The suspect had then begun taking items from the house without permission and after the victim had asked them not to. However, whilst speaking to the victim I ascertained that they were a vulnerable adult who had complex learning difficulties. The victim informed me that they received support from a designated member of staff at the housing association but no other formal support. The victim lived independently but appeared to me to have poor crime-prevention skills and struggled to understand certain things. In order to progress the matter, I had to find an appropriate adult in order to take a statement from the victim. Following a discussion with the victim, it was agreed that the victim's support worker from the housing association would act as an appropriate adult. I obtained a statement from the victim where they detailed various incidents where property had been taken from them.

Following this, I conducted an interview with the suspect as a voluntary attendee. The suspect gave an account that they were friends with the victim and that the victim had asked them to sell the goods taken to make cash. As there were no other lines of enquiry, my supervisor made the assessment that there was insufficient evidence to charge the suspect with theft and no further action was taken in relation to it.

The victim in this incident was clearly a vulnerable adult and one that was a repeat victim of crime. The College of Policing (2021) define someone as vulnerable "if, as a result of their situation or circumstances, they are unable to protect themselves or others from harm or exploitation". In this case, it was clear to see that the victim's learning needs coupled with the fact they lived alone and with little support other than from the housing association left them in an extremely vulnerable position. They were unable to protect themselves from exploitation in this case, as they willingly allowed a person who they considered to be a friend into their home address and did not take immediate action to prevent them from taking items from them.

There were a number of different approaches I took to support and manage the vulnerable person in this incident. The most important measure, which is utilised daily across the frontline police service, is the Public Protection Notification (PPN). This form of safeguarding referral is produced by frontline police officers where vulnerability is identified and is used to notify and inform other partner agencies or services regarding the identified risk. This is a 'structured professional judgement', where a risk assessment tool is used. In this case, this

is a series of questions asked of the victim by the officer and taken alongside the officer's individual observations (College of Policing, 2021). The officer uses their professional experience and knowledge to provide relevant information and their judgement of the situation. This is then passed on to specialist officers, in the case of South Wales Police risk assessors working within the Public Protection Unit who conduct a secondary risk assessment using wider information and make the relevant referrals (Farquharson, 2016; College of Policing, 2021). In the case described above, the PPN is an appropriate method of managing the vulnerable person as it allows help and support to be put in place that the police alone cannot achieve. In this case, a referral to adult social services allowed the vulnerable person to benefit from more social support, preventing them from becoming a victim in future. However, the PPN can be limited in cases where a vulnerable person does not consent to the process or engage with services such as in a case where they do not recognise themselves as vulnerable. Furthermore, other services may have less investment in managing risk and safeguarding victims if they have alternative interests and bureaucratic structures (Byrne & Pease, 2013).

In this case, no charges were brought against the suspect and no further action was taken. The difficulty in charging arose from the inability of the available evidence to prove the offence beyond all reasonable doubt, even though on the balance of probabilities it was likely the offence had been committed. This is a factor common to investigations involving vulnerable adults and often preventing successful prosecutions, as there is usually little independent evidence such as CCTV or witnesses, and vulnerable adults are often not competent witnesses able to give reliable evidence at court (Shearlock & Cambridge, 2009). Acknowledging that criminal prosecution can fail in many cases, a greater effort is being made by safeguarding authorities and police to disclose allegations and investigations during DBS applications for regulated activities such as child or care work (Farquharson, 2016). Whilst this goes some way towards protecting vulnerable adults, it fails to bring the criminal justice system to its full use and does nothing to ensure prosecutions are brought in cases involving vulnerability. However, evidence from vulnerable, young, intimidated or disabled persons can be improved through the use of 'special measures' (College of Policing, 2014; Shearlock & Cambridge, 2009). These measures take a variety of forms, but the key measure used in the case of vulnerable adults is 'evidence-in-chief'. This is where a victim's evidence is gathered in a video-recorded interview that can be played for the court and ensures that the evidence is provided is 'best evidence'. This does not preclude cross-examination of the victim by the defence, a point of weakness for vulnerable victims, which must remain in place to balance the rights of the victim against ensuring a fair trial for the defendant (Shearlock & Cambridge, 2009).

The other key approach used to manage the vulnerable victim in this case is the use of an appropriate adult. Appropriate adults (AA) assist with communication between police and mentally vulnerable persons, in circumstances such as when a vulnerable person is being interviewed or is providing a witness statement (BBC News, 2015). In this case, the victim required the support of an AA to provide their witness statement. Due to the nature of the incident, it was important that precise details were recorded in the witness statement. The AA was required to assist the victim in checking their comprehension and understanding of questions asked by police. AA's are an important approach in managing vulnerable persons, but they are varied in their effectiveness as often AA's have no formal training and are simply members of the public who volunteer to assist (BBC News, 2015).

As seen in this case, vulnerable persons can become repeat victims of crime. Because of their vulnerability, they are unable to protect themselves from harm or exploitation and in this case the victim has repeatedly been a target for theft (Morabito, 2014). This can be seen clearly in the case of Fiona Pilkington, who killed herself along with her daughter in 2007 after several years of repeat victimisation through anti-social behaviour. A report by the IPCC found that failure to recognise the vulnerability of the family or the fact they were being repeatedly victimised directly led to the eventual outcome (The Guardian, 2011). Evidence-based policing suggests that targeting repeat victims as a means of reducing overall crime can reduce crime levels in an area by 15-20% (Holder, 1997).

One of the ways that repeat victimisation is tackled is through the use of various crime prevention techniques, often deployed through 'community safety' teams within forces (Byrne & Pease, 2013). A variety of techniques can be deployed by police to prevent crime from occurring in the first place and to break the ongoing cycle of victimisation. 'Target hardening' is considered one of the key methods, focussing on architectural or physical measures to reduce crime. Criminology theory of the 'crime triangle' suggests that crime occurs when a suitable target, lack of a capable guardian and willing offenders coalesce, crime occurs (Holder, 1997; Byrne & Pease, 2013). Target hardening seeks to break this link by reducing the vulnerability of the target. In the case discussed, the victim had provided a set of keys to the suspect which were now missing. To secure the potential target, the victim had their locks changed so that the suspect could no longer gain access to their house. This reduced the opportunity for the victim to be affected by crime by hardening the target. Repeat victimisation can also be approached through the multi-agency approach discussed earlier in relation to PPN's. Following the identification of a repeat victim of crime by the police, support agencies and other partner organisations can be brought in to assist through their own means in reducing the risk of crime for the victim (Morabito, 2014). In the case

described, liaison between the police and housing authority allowed an enhanced support package, delivered by the housing authority, to be put in place for the victim. Routine visits, welfare checks and monitoring by support workers from the housing were put in place with a view to improving guardianship of the victim as described in the crime triangle and reducing the victim's vulnerability to crime.

Overall, vulnerability and risk are key features of modern-day policing. Vulnerable persons come into contact with police through a wide variety of means, and identifying the risk to them is essential in breaking cycles of repeat victimisation. The incident described provides a case study of how a vulnerable victim is unable to protect themselves from harm or exploitation. Whilst the criminal investigation into the offences committed was unsuccessful, it highlights how a broad spectrum, multi-agency approach is essential in reducing ongoing risk and preventing the emergence of repeat victimisation. Vulnerable persons require support through interactions with the police service and the criminal justice system. This support and identification of vulnerable victims requires strong awareness from frontline officers and an understanding of vulnerability at all levels in the police service.

Word count: 1949

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

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.

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

Date: 25/01/22

TASK 4 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

You should choose a serious collision that you have been involved in that **was of a complex nature**, in which you played a significant role in providing a response.

Task 4 Option 3:

Critically evaluate the evidence base for dealing with serious roads incidents and strategies that could be implemented to reduce the likelihood of it reoccurring.

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

Answer:

Policing the roads is one of the core functions of 21st century policing. The road network of the United Kingdom is a target and enabling conduit of criminality, as well as the site of road accidents, protests and public disorder. The police take the lead in dealing with criminality on the roads, but also hold a great amount of responsibility in keeping the network open, flowing freely and responding to incidents (Highways England, 2019). This essay explores a serious collision that I attended during my probationary period, critically evaluates the evidence base for dealing with incidents of this type and strategies that can be implemented to reduce the likelihood of it reoccurring. The available evidence base shows clearly that there are a wide variety of strategies that can be implemented to manage the risk of road collisions. These strategies vary in their benefit and applicability depending on the context of the location, road type and usage and local traffic dynamics. There is some difficulty in monitoring and measuring these factors but there are active efforts from cross-agency partnerships in implementing a wide variety of strategies on UK roads.

The incident discussed in this essay occurred during August 2021 whilst I was attachment with the Roads Policing Unit. The incident occurred during the early afternoon on a weekday during the school summer holidays period. Police received initial information that an 'in-car

emergency SOS device' had been triggered following a collision. The call centre that managed the device had contacted police and had no further information regarding the nature of the collision. Whilst travelling to the incident, a further 999 call was received by police, where the informant stated that there had been a two-car collision with persons injured in both vehicles. On arrival at the location, I found that two vehicles – a Mini Clubman and a Ford Fiesta – had collided head-on whilst travelling along a national speed limit country road. The road was a single-carriageway in both directions and was a key arterial route linking several towns in the South Wales area.

It appeared from initial observation that for an unknown reason, the two vehicles had collided head on whilst travelling in opposite directions. As a result of the collision, the middle-aged female driver in the Ford Fiesta had suffered severe injuries that were clearly life-threatening and was trapped within the vehicle. A child and another middle-aged adult from this vehicle had self-extricated and only had minor cuts and grazes. In the Mini, the female driver in their 60's had suffered serious but not life-threatening or life-changing injuries and was also trapped within the vehicle. The road was completely blocked and queues were beginning to form either side of the vehicles.

When dealing with incidents on the road network, the police take primacy where there is injury involved or criminality as the police hold responsibility for investigations and have the necessary skills and legal powers to be able to deal with these matters (Highways England, 2019; College of Policing, 2021). This is set out within the 'CLEAR' strategy devised by Highways England (2019) as a means of structuring the response to incidents on the roads network. This strategy gives the Fire and Rescue Service the role of extricating casualties and dealing with hazards at the scene, whilst the ambulance service is assigned the role of providing medical care. In this case, due to the ongoing pressures on the ambulance service as a result of the COVID-19 pandemic and the rural location of the incident, the ambulance service was unable to provide a response for a significant period of time. As such, the fire service with assistance from attending police officers and members of the public undertook this role until the ambulance service attended. The evidence base suggests that clearly defined roles are assigned at road traffic collisions. However, the reality is that due to operational necessity and the particular circumstances of each incident, a more fluid approach to roles is required. The fire service in particular are required to undertake additional duties due to the manpower, training and equipment they can offer. Despite this, each agency still retains the primacy in their field. In the case described, despite a significant

delay the ambulance service still attended to provide advanced medical care and conveyance to hospital which could not be provided by any other agency.

After the initial stages of the incident were dealt with using the CLEAR mnemonic, the scene was held to allow for forensic investigation of the incident in line with national guidance. A specialist forensic investigation of the scene is essential for recording best evidence about the circumstances and nature of the collision (College of Policing, 2021) This examination, combined with the witness accounts gathered from the scene, established that the collision had occurred after the Mini drifted into the opposite carriageway where the Ford Fiesta was travelling whilst both vehicles were close to the national speed limit. The evidence indicated that careless driving or a driver distraction such as a mobile phone or in-car technology may have led to the collision.

These factors are both part of the 'fatal four' (since amended to the 'fatal five') road offences that are most likely to contribute towards a road collision (National Police Chiefs Council, 2018; Devon and Cornwall Police, 2019). The National Police Chiefs Council set out the 'Policing our roads together' strategy in 2018 that served as a framework to identify strategies and measures designed to reduce serious collisions and deaths on the roads. These offences were identified as being of greatest importance, as 98% of road collisions resulting in serious injury or death are as a result of human error, with only 2% occurring as a result of mechanical failure or other unavoidable incident (Devon and Cornwall Police, 2019). The fatal five offences comprise of excessive speed, failure to use a seat belt, driver distractions such as mobile phones, driving under the influence of alcohol or drugs and careless or inconsiderate driving. In the case described, both parties were driving at an acceptable speed for the road and conditions, were wearing seatbelts and were not under the influence of alcohol or drugs. However, the fact that the offending vehicle had drifted into the oncoming carriageway indicated that the driver may have either been distracted or under the influence.

The 'fatal five' strategy aims to reduce death and serious injuries on the road by proactively targeting offending in these categories. This is done through a number of different methods, such as automatic speed camera detection, enforcement by patrolling police officers and through digital means such as 'Operation SNAP', where video footage of offending can be submitted by members of the public (Devon and Cornwall Police, 2019; College of Policing, 2021). The active enforcement of these measures and the resultant penalties is aimed at increasing the costs to potential offenders who may engage in these types of behaviours (Bradford, et al., 2015). There is a general assumption within the literature that active

enforcement of these key offences has a positive impact by reducing the number of persons engaging in them. Indeed, the College of Policing (2021) highlight that serious injury and death on the road has fallen since these measures were implemented as part of the NPCC strategy. Despite this, Bradford et al (2015) argue that in a procedural justice approach increasing the likelihood of being caught offending and the subsequent cost of punishment does not necessarily decrease the likelihood of offenders engaging in this behaviour. This is because individual morality or the perceived benefit individuals derive from the offence may not outweigh this due to the nature of road traffic offences being perceived as minor in nature.

Conversely, it could be argued that whilst strict and active enforcement of legislation plays a role, altering public sentiment and morality towards these offences could play a more substantial part in altering road behaviours. Many countries across Europe and N. America favour education and active advertising about risks and consequences of 'fatal five' offences as a means of altering public perception to prevent offending (Goniewicz, et al., 2016). This has been undertaken in the UK particularly in relation to drink-driving, where the aim has been making the offence socially unacceptable as a means of dissuading potential offenders (Bradford, et al., 2015). The extent to which enforcement or public messaging are responsible for successful results is debatable and currently poses a gap within the evidence base. Active enforcement of legislation can also be difficult, time-consuming and inefficient. Technology such as automatic cameras can assist with this, as well as Automatic Number Plate Recognition which can be used to identify and trace offending vehicles (College of Policing, 2021). However, it still requires deployment of a large number of officers to undertake road policing duties to have a substantial impact.

As well as these measures, there are a wide variety of other measures that are undertaken by the police and partner agencies to reduce the likelihood of serious road accidents reoccurring. According to the NPCC's 'Policing the Roads Together' (2018) strategy, the identification of what they define as 'high harm routes' is key. In the case described above, the road where the incident occurred could be described as a high harm route due to the nature of it as an unlit, national speed limit single carriageway road with a high traffic volume and numerous complex hazards. Furthermore, as a busy 'A road' connecting several localities within South Wales, this road forms part of the 'strategic road network' and is therefore a policing priority. To identify relevant strategies to implement, a decision-making tool named 'Haddon's matrix' can be used. This matrix separates human factors, vehicle factors and environmental factors into pre-collision, collision and post-collision phases

(Goniewicz, et al., 2016). This allows for identification of factors and strategies that be used to mitigate the risks that contribute to collisions on a case-by-case basis. The key strategies that can be implemented relate to improving road design and infrastructure, better education of drivers and other road users, legislation to protect road users and improved technology and vehicle design (Zeeger & Bushell, 2012).

The key element that underlies all harm-reduction strategies is good use of data. Following all injury RTC's, police within the UK complete a STATS19 form that is submitted to the Home Office. The purpose of this is to gather data on the number and type of collisions, as well as the contributory factors that led to the incident. This data is used to inform police and partner agencies about where high harm routes are and what strategies can be utilised to prevent further incidents. However, there are a number of issues with this method of data gathering. Firstly, the data is inputted by the attending police officers. Whilst they have good awareness and knowledge of the incident and likely factors involved, there is difficulty for police officers in deciding the level of injury involved. Lyons et al., (2008) suggest that there is often some discrepancy when multiple datasets are used. In their sample, they found that out of 328 incidents classified as serious injuries by police, only 41% were matched as serious injuries in hospital records (p.11). In addition to the error in classification, a substantial number of incidents are not reported to police or don't result in police attendance. For example, if a minor RTC occurred which police didn't initially attend but the passengers later attended hospital, this would be missed in the statistics. Similarly, if a pedal cyclist was involved in an injury collision without a motor vehicle involved, even if this was as a result of its presence on a road there may not necessarily be a police response depending on local policies (Lyons, et al., 2008).

Following the conclusion of the investigation into the incident discussed in this essay, no further police action was taken against either party. Whilst the offending vehicle was shown to be at fault for the collision, a defence of a medical incident was raised and supporting evidence suggested that this was likely the case. There is a substantial body of evidence that dictates the manner in which complex and serious road traffic collisions are responded to by police and partner agencies. However, a critical analysis of this shows that in reality roles and responsibilities are shared due to the situation on the ground. In terms of preventing future collisions, there are a wide variety of strategies. These take a variety of different forms from physical alteration of the roads to more general changes in public perception. The police play a key role in the enforcement of legislation and ensuring that the law is complied with. It cannot be shown conclusively from the existing evidence base whether enforcement or alternative measures play a greater role in reducing death and

serious injury on the roads. Overall, the police play an active part in reducing serious collisions and a variety of strategies have been put in place. The importance of roads policing as an operational necessity and key strategy for crime reduction cannot be overstated and the importance of sustaining and building these teams is essential for modern day policing.

Word count: 2190

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	
Knowledge of sexual offences legislation		6				8	Develop further knowledge of less frequently used legislation. This can be achieved through an attachment with PPU unit.
Knowledge of vehicle construction regulations		6			5		More knowledge is required around offences specifically related to vehicle construction and use. This can be improved through reading Road Traffic Act legislation and liaising with local RPU officers.

Knowledge of custody processes and management of prisoners in custody		5			6		My knowledge of how prisoners are managed and the processes that are undertaken once they're booked into the custody suite is limited. This can be improved by completing an attachment at a custody suite.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Working with digital evidence		5			6		Complete a mobile phone forensic download course run at BCU level. Work more closely with BCU digital media investigators to develop skills.
Method of Entry skills	4			4			Complete an initial MOE course run by force operational training. Work with colleagues who are already MOE trained to develop awareness and skills.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Experience of working at special		6		4			I need to develop my experience of policing at a variety of public events,

policing events e.g. sports fixtures							including in other BCU areas.
Experience responding to Taser incidents as an authorised Taser officer	4				7		As I have now completed training as an authorised Taser officer, I need to build experience in responding to incidents where Taser is authorised.

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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