

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/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

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Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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Component 1 50%	Area of Professional Practice	Word count
Task 1	Maintaining Professional Standards Leadership and Team-working Wellbeing and Resilience	2500
Task 2	Vulnerability and Risk Evidence-based policing	1500
Task 3	O.C.P	1000 equivalent
Component 2 50%		
Task 4	Policing the roads Conducting investigations.	2500
Task 5	Personal study/learning plan	2500 equivalent
	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:

Introduction

Teamwork allows for the actualisation of complex goals that may not be achievable if tackled by individuals working on their own (Filho, 2019). Many situations faced by police officers are complex and require teamwork both within the force and between agencies. In order for policing to be effective it is important that officers are able to work well with their colleagues, supervisors and partner agencies. Conflicts within a team, which are left unresolved, could cause a team to be ineffective leading to poor work and working conditions. In the following essay I will be critically evaluating theories of team dynamics and discussing the extent to which wider organisational cultural norms can shape group dynamics.

Theories of Team Dynamics

Teams are an important factor in both society and the natural world as such a number of theories surrounding team dynamics, team cohesion, and conflict have been developed (Filho, 2019). In 1965 Bruce Tuckman identified a set of stages which he deemed “The stages of group development” (Bonebright, 2010). He stated that all teams go through these stages and titled them as follows: ‘Forming’, ‘Storming’, ‘Norming’ and ‘Performing’ (Bonebright, 2010). Alongside these stages, a fifth stage of ‘Adjourning’ was developed. This highlighted a stage at which a group terminates (Bonebright, 2010). According to Tuckman’s original four stages, if successfully navigated, they could lead to the effective functioning of the group (Bonebright, 2010). The first stage, titled ‘Forming’, is the beginning stage in which ground rules are decided, relationships begin to be established, and the boundaries of the group are tested (Bonebright, 2010). At this stage the group is learning both about each other as well as the standards expected from them by the organisation. Within a policing context this could occur with the addition of new officers to a team, as this re-shapes the dynamics and interactions of the team. The second stage, ‘Storming’, focuses on conflict within the group. At this stage members resist the formation of the group, due to a lack of unity and interpersonal differences (Bonebright, 2010). By the time the group reaches the third phase of ‘Norming’ they have developed group cohesion. The norms of the group have been established, each individual understands their role, and they are willing to express opinions and ideas (Bonebright, 2010). The priority in the third stage is to accept and maintain a level of harmony. The fourth stage, ‘Performing’, is established when the group becomes effective in problem solving. The group members are able to adapt and be flexible in their roles (Bonebright, 2010). The final stage, which was established in 1977 after further research, is titled ‘Adjourning’ (Bonebright, 2010). This stage represents the life cycle of the group and discusses separation (Bonebright, 2010). An example of this within the police would be when officers are moved to another department, are promoted, or leave the force. The development of Tuckman’s stages allowed for a practical way of discussing how groups of people work together, leading to a better understanding of the development and growth within a group (Bonebright, 2010). It provided a map with which to predict group behaviour. However, it does not discuss failures or being unsuccessful in performing tasks (Bonebright, 2010). As well as this it does not account for outstanding performance either. The stages suggest that once you reach ‘Performing’ the group maintains a level of

effectiveness, there appears to be no room to fail or excel (Bonebright, 2010). Filho (2019) highlights the need for an integrated and explanatory theory of the dynamics of a team. In his study Filho (2019) discusses the Team Dynamics Theory (TDT) which involves four team processes. These processes are; Cohesion (CO), Team Mental Models (TMM), Coordination (CD) and Collective Efficacy (CE). Filho (2019) states that these four integrated processes are necessary to predict team outcomes (TO). In this model the team is the centre of analysis with the focus being on the inter-relationship between individuals (Filho, 2019). According to Filho (2019), CO, TMM, CD and CE are team processes. By this Filho (2019) meant that they emerge from the team as a unit, and not from an individual. CO is defined as the forces, both social and task oriented, that first bring people together and then keep them together (Filho, 2019). TMM details the shared knowledge of the group, including its quantity and quality (Filho, 2019). Without this level of shared knowledge the team could not anticipate one another's actions. This in turn would mean that members would be unable to correct mistakes or execute complex tasks. The strength of the team comes from the collection of different knowledge backgrounds (Filho, 2019). This is supported by McHarg, Kay and Coombes (2011) who found that teams that were formed of individuals with different characteristics performed better than teams consisting of members with the same characteristics as each other. The next process to discuss is CD. CD is an intertwined process, and is not individually defined by Filho (2019). The final process is CE and this details the shared belief within a group of their collective capabilities (Filho, 2019). These four processes lead to a TO, and these outcomes can vary dependant on the domain in which the team sits (Filho, 2019). For instance, within a policing context one TO may be to execute an effective arrest of a wanted person. The team is oriented by this task of preventing crime and disorder which leads to CO. The team will be made up of officers from different backgrounds, with different lengths of service, and differing strengths resulting in a strong knowledge base and TMM. This knowledge base combined with effective leadership and a plan of action establishes CD. The combination of all of these processes leads to the group of officers being confident in their ability to locate and safely arrest the wanted individual resulting in CE and a successful TO. McHarg *et al.* (2011) agree that groups are able to achieve their goals when their members bring with them different skills, which results in them being able to satisfy different roles. Filho (2019) states that the processes

outlined in TDT can be influenced by context and by individual factors. In other words, the team cannot exist in a sterile environment void of outside and inside influences. This theory highlights the importance of leadership and the impact a good or bad leader can have on team dynamics. Teams can also be shaped by the wider organisational culture that they exist within. For instance, organisations will have their own norms and values and these will be taken on board by the group (Nickelsen, 2017). The organisation as a whole seeks to achieve goals, taking into account the larger context, in order to fulfil tasks through the effective division of labour (Nickelsen, 2017). For example, Hampton-Farmer (2015) found that workers in a tyre factory were able to influence organisational change by highlighting ineffective practices and providing ideas for change. This was possible because the norms of the organisation invited and rewarded the input from its workers (Hampton-Farmer, 2015). Hampton-Farmer (2015) states that when members embrace the norms that reflect the cultural values shared by the members, they create the culture of the organisation.

Inter-personal Conflict & Strategies to Enhance Performance

Within any team there is the possibility of inter team conflict. Whether this is between team members, or between team members and supervisors. The outcome is most often poor performance. If no intervention takes place to rectify such conflicts they can lead to a loss of trust and a lack of cohesion. McHarg *et al.* (2011) states that a poor group dynamic can cause a group to be less functional than others. They suggested this could be due to the characteristics of the individuals within the group (McHarg *et al.*, 2011). McHarg *et al.* (2011) discuss Belbin's Team Roles in which it is suggested that each individual can provide a unique skill that benefits the team as a whole. For example, the 'Co-ordinator' ensures the teams resources are effectively used in order to move the team towards their group goal (McHarg *et al.*, 2011). They do this by utilising different team members' strengths (McHarg *et al.*, 2011). An 'Implementer' works in a systematic manner in order to turn ideas into procedures that work in a practical sense (McHarg *et al.*, 2011). It is suggested that teams made up of similar individuals who occupy the same role perform less well than those comprising of a variety of characteristics (McHarg *et al.*, 2011). This could be attributed to the reduced breadth of the teams' collective knowledge, because all parties are bringing the same skill to the room.

O'Neil, Allen and Hastings (2013) state that there are three types of conflict that occur within a team; Task conflict, relationship conflict, and process conflict (Humphrey *et al.*, 2017). Relationship conflict such as interpersonal tensions and friction between team members can be harmful to team performance (O'Neil *et al.*, 2013; Humphrey *et al.*, 2017). However, according to O'Neil *et al.* (2013), task conflict has the potential to lead to team innovation through new ideas, viewpoints, and perspectives which can improve the performance of the team. In other words not all team conflict is harmful. On the other hand, process conflict is suggested to be harmful because it leads to inefficient work (O'Neil *et al.*, 2013). This form of conflict arises from opposing views on how a task should be achieved (O'Neil *et al.*, 2013). For example, the order that tasks should be completed, or how the workload is distributed to the workers (O'Neil *et al.*, 2013). In a policing context this could manifest when some officers attend more calls than others, or are handed more of a workload than certain members of a team. This could lead to conflict between these workers, as well as causing conflict between the workers and the supervisor. This in turn could lead to workers resisting commands from supervisors. Inter-personal interactions, including conflict, may also be impacted by the individual needs of the group members. McLeod (2020) discusses Maslow's hierarchy of needs. This comprises a five-tier model detailing a hierarchy of human needs. These needs are; Physiological, safety, belongingness and love, esteem, and self-actualisation needs (McLeod, 2020). When discussing team dynamics and inter-personal interactions the 'belongingness' need is most relevant. This details the need to be a part of a group and how this motivates behaviour. It could be argued that this need to be accepted may reduce conflict between members of a team. Especially since inter-personal conflict can create anxiety and fear, which could also threaten the 'safety' need of the individual (O'Neil *et al.*, 2013). However, according to Leo *et al.* (2015), a team's confidence in their collective group ability is more relevant when discussing conflict than individual perceptions and strengths. Acknowledging that a conflict has arisen in a team can be the first step to resolving it. Following the 'CUDSA' conflict resolution strategy is one method through which a team can reduce the harmful effects of conflict (Davis, 2007). The first step is to confront the issue. Understanding each person's position through effective listening, it is possible to clarify points and communicate in an effective manner (Davis, 2007). Next the team should define the problem so that a solution

may be sought. The final step is to agree on the most beneficial solution and to take action to put that solution in place. Resolving conflict using 'CUDSA' is one method in which team conflict can lead to innovation due to its ability to generate ideas and solutions (O'Neil *et al.*, 2013; Davis, 2007).

Team Dynamics & Professional Standards

The policing vision 2025 seeks to adapt the way in which resources are used to meet the challenges of modern policing. One focus of this vision is the importance of effective leadership and management and the impact this will have on meeting future challenges (National Police chiefs Council, 2016). According to Filho (2019) teams have a shared goal that unites them. For instance, within policing, each team shares the goal of preventing and deterring crime as well as protecting people and property. These goals or standards are set out in the code of ethics. This code defines the expected standards of behaviour for all police officers (College of Policing, 2021). These standards seek to reinforce the personal responsibility of each officer and encourage the use of professional judgement (College of Policing, 2021). Carr and Maxwell (2018) state that through social learning theory employees learn behaviours by observing others. In a workplace context workers will observe the behaviours of their superiors within the organisation. Through this both desirable and undesirable behaviours can be learnt. The policing vision states that cultural and leadership changes are crucial to allow the force to grow at the same pace as the world around it (National Police chiefs Council, 2016). Carr and Maxwell (2018) comment that a leader's style of command can impact officers behaviours via the decisions supported and imposed by the leader. For example, a supervisor who abides by the policing code of ethics is likely to pass this ethos on to their team. On the other hand, a supervisor that goes against these professional standards, one who takes short-cuts, or treats their workers in a negative manner is likely to illicit this same behaviour in their team (Carr and Maxwell, 2018). This is in-line with the theory of organisational justice in which employee perceptions of fairness within the organisation can impact employee attitudes, perceptions and behaviours (Carr and Maxwell, 2018; Rubino *et al.*, 2018). Carr and Maxwell (2018) highlight that internal perceptions of justice link to external attitudes. This results from the 'trickle-down' of organisational and supervisory practices (Carr and Maxwell, 2018). The 'trickle-down' can also impact the relationship between the police and the community. In their study Carr and Maxwell (2018) found that the perception that officers have of

organisational justice significantly impacted on their attitudes, their adherence to rules, officer misconduct and compliance with supervision. Research has found that officers who felt that their organisation treated them fairly were less likely to subscribe to the idea of the 'code of silence', and they were less likely to believe that corruption for any means is acceptable (Carr and Maxwell, 2018). Positive perceptions of organisational justice also led to intolerance of misconduct on the job.

Conclusion

There are a large number of theories surrounding team dynamics and a more in-depth discussion, with a larger variety of theories, would likely yield a more representative conclusion. However, within the scope of this essay the above theories showed how individuals as their own entities can impact a team, as well as how the team as a collective impacts upon individuals (McHarg *et al.*, 2011). This also highlighted the importance of effective leadership and the impact a 'good' or 'bad' supervisor can have on the team (Carr and Maxwell, 2018; Rubino *et al.*, 2018). In conclusion, team conflict can have the positive effect of creating innovative and problem solving teams. However, it can also be harmful to performance when it leads to tensions among team members (O'Neil *et al.*, 2013; Humphrey *et al.*, 2017). The CUDSA model suggest that through effective and open communication a team can enhance their performance by developing solutions (O'Neil *et al.*, 2013; Davis, 2007). Police officers face complex situations regularly that require effective teamwork within their own team, as well as between the police and partner agencies. Having a deeper understanding of team dynamics allows for the development of more effective, more adaptable, and more supportive teams within the police. This is in-line with the policing vision 2025 (National Police chiefs Council, 2016).

Word Count: 2610

Task 2

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

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

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

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

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

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

ANSWER:

Introduction

In the following essay I will be exploring an arson incident which I have attended in my role as a police constable. I will be critically evaluating the approaches taken by the services to support and manage vulnerable people. As well as discussing the issue of repeat victimisation and the use of evidence-based policing.

The Incident

I have attended a call following reports of a fire in the communal hallway of a block of flats. On arrival the fire department were on scene and the fire had been extinguished, with no casualties, and localised damage. The fire service have informed me that the fire appeared intentional and that the damage was mainly located outside the door of one downstairs flat. This flat belonged to the victim, who has been experiencing repeat victimisation. This arson was the second in the same day, and the fourth this year. The fire service have handed the scene over to myself after the fire element was under control. I have cordoned off and maintained the flat, and the main site of damage, as a scene to be processed by the crime scene investigators (CSI). I have then facilitated house to house enquiries with my colleagues, obtaining witness statements, and establishing a timeline of events. The victim

was present inside the flat when the fire started. The fire service have extracted him from the flat due to him being wheelchair bound and unable to exit by himself. The male was treated by paramedics for smoke inhalation and taken to the local hospital as a precaution. The victim was unable to return to the property due to its status as a scene. Alongside this, the door was insecure and as such officers remained on scene to ensure security of the property. The housing department in charge were informed of this and it was requested that they attend to fix the door in order to secure the property. Once CSI had attended, housing were able to assist with securing the property. However, the victim was unable to return to the property due to further issues with the electrics. Alternative accommodation was sought and provided for the victim. The victim has been the target of a number of arson attempts in the last year, and states that this is due to his own criminal history. The male stated that his neighbours were aware of his past and that this is why he is targeted. However, there is suspicion that the male may be starting the fires himself in order to be relocated to different accommodation.

Supporting Vulnerable People and People at risk

A person is deemed vulnerable if “...as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation” (Manners, 2020). This definition highlights the fact that anyone can be a victim. Both situational and personal factors can place a person at risk of harm (Manners, 2020). An example of personal factors may be those highlighted in the Equality Act 2010. For instance, in the above scenario the victim would be protected by the Equality Act 2010 in regards to his disability. Multi-agency work is vital in supporting and managing vulnerable people. For example, following the arson in the above scenario officers liaised with ambulance and hospital staff, with the local council and housing association, with other policing departments such as CSI, and also the community impacted by the fire. A large majority of police interactions with the public are related to public safety and welfare issues. For example, missing people, mental health and domestic incidents. Research carried out by a Welsh police force states that over 60,000 safeguarding referrals were submitted within a span of 12 months (Ford *et al.*, 2018). The police are often first on scene to these incidents and this puts them in a unique situation to offer support and early interventions (College of Policing, 2019). However, for operational officers there is often limited training in regards to

such complex issues. Officers are able to signpost vulnerable persons to the appropriate services, however, these services are often over-worked and under-funded. The National Police Chiefs Council (NPCC) has set out a national vulnerability action plan (Manners, 2020). This highlights the importance of early intervention and prevention, safeguarding and managing risk, gathering information and intelligence, effective investigation, leadership, learning and development, and communication (Manners, 2020). Effective partnership work and collaboration between emergency services and other providers is required in order for vulnerability to be recognised (Manners, 2020). This recognition can lead to prompt intervention and prevention. By recognising a person's vulnerability at the earliest stage first responders can empower people to seek their own support networks and can help to stop the cycle (Ford *et al.*, 2018). This could prevent the escalation of that vulnerability. This in the long term reduces demand on the police and other services, whilst also preventing harm (Manners, 2020). However, most often when a mental health related call is made to the Public Service Centre (PSC) and passed on to response police officers, the person is already at a stage of crisis. At this stage the point of early intervention has passed and the only option is safeguarding and managing risk (College of Policing, 2019). Engaging in effective communication can in some situations provide space for the person to voluntarily seek out help. Often engagement with the PSC Mental Health Triage Team can assist officers on the ground. The team consists of medical professionals who can provide advice on the levels of risk and harm. However, if the person is not willing or able to engage, other options are available. Under section 136 of the Mental Health Act 1983 a constable has the power to remove a person to a place of safety, such as a designated mental health facility, if they appear to be suffering from a mental health crisis and are in need of immediate care or control (Kane *et al.*, 2020). This power is a last resort, and is utilised when all other options have failed to protect the person. Police officers will aim to use proportionate interventions in order to protect the individual in need (College of Policing, 2019).

Evidence Based Policing - Tackling Repeat Victimisation and Repeat Offending

Effective 2-way communication with communities can assist in developing an understanding of the needs, threats and risks to the public (Manners, 2020). This can improve the confidence of the public towards the police. Victimisation, the process of becoming a victim, can have a significant impact on the individual and their communities (Manners, 2020).

When the same person, or place, is subject to more than one incident in a period of time this is deemed repeat victimisation. This can have a significant impact on communities and can lead to reduced trust in the police (Manners, 2020). In the scenario discussed above the victim is the subject of repeat victimisation due to being subject to the same crime on 4 separate occasions. The impact of the arson also effects the surrounding community through displacement from their homes, and the fear of the same crime re-occurring. Evidence based policing (EBP) seeks to develop effective solutions to specific issues through the use of 'best evidence' and research. This scientific approach looks to challenge policies, practices and decisions in order to tackle current and future problems faced by the police (College of Policing, 2021). Crime that involves the same locations or targets can be analysed allowing for a predictive approach to preventing repeat offending.

An example of EBP is the 'ATLAS' model (College of Policing, 2021).

- Ask
- Test
- Learn
- Adapt
- Share

The aim of the model is to facilitate the capturing of best evidence through asking questions, reflecting on practices already in use, and building hypotheses (College of Policing, 2021). The next step is to test new ideas, compile evidence and carry out a literature review of current research (College of Policing, 2021). The idea is to learn and to determine if these practices translate in the 'real world', if they are having an impact, and understanding what succeeds and what fails (College of Policing, 2021). Next we seek to adapt current practices based on evidence and monitor these new procedures (College of Policing, 2021). Then we share the knowledge in order to build our knowledge base across forces. EBP is a continuous process, constantly being adapted and learnt from in order to benefit the communities we serve. To prevent re-offending and repeat victimisation through innovation (College of Policing, 2021). An example of an EBP initiative is that of Liaison and Diversion (L&D) services (Kane *et al.*, 2020). These services identify offenders, when they come into contact with the criminal justice system, who have mental health, substance misuse, learning disability or other vulnerabilities. Kane *et al.* (2020) found that L&D services

have a positive impact on change in offending and use of compulsory hospital detention for those suffering from a mental health crisis. They found that mental health outcomes improved and there was a reduction in re-offending following interventions from L&D services (Kane *et al.*, 2020).

Conclusion

Any person can be a victim and everyone can be vulnerable at one time or another based on personal or situational factors (Manners, 2020). The key to tackling victimisation and re-offending appears to be continuous research, and learning from both successes and failures (College of Policing, 2021). By establishing what works and what does not work in terms of EBP, it is possible to adapt and put in place new policies and procedures to safeguard those who are experiencing vulnerability (Kane *et al.*, 2020; College of Policing, 2021).

Word Count: 1608

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: _ Z A Jones _ (Learner – electronic signature accepted.)

Date: _30/10/2021

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:

Introduction

The following essay will be exploring how to disrupt criminal activity that is facilitated by the road network. As well as this the concepts of fast track actions and interviewing techniques within complex investigations will also be considered and analysed.

Disrupting Criminal Activity on the Road Network

In the UK the strategic road network (SRN) consists of major roads, such as motorways and 'A' roads, and more minor roads known as 'B' and 'C' roads (Department for Transport, 2019). Motorways and 'A' roads act as the main routes to major destinations and are often the busiest roads (Department for Transport, 2019). The SRN is an important factor in the UK economy, it is in constant use and connects significant destinations. For this reason the roads can be both a target of crime as well as being used to facilitate criminal activity. The roads can be utilised by criminals for a range of activities (College of Policing, 2019). These vary from the more minor motoring offences to international organised crime (College of Policing, 2019).

The 'Fatal 4' is a term used to describe the most common road traffic offences that can lead to deaths on the road (Parliament. House of Commons, 2015). These are;

1. Drink and drug driving.
2. Non-wearing of a seatbelt.
3. Inappropriate speed.
4. Driving while distracted/ use of a mobile phone or device.

There are a range of ways that these offences are dealt with by the police. Often the outcome will depend on the severity and the circumstances of the offence. For instance speeding can be dealt with by way of a verbal warning, a Fixed Penalty Notice (FPN) or Traffic Offence Report (TOR), a diversionary course, or through court proceedings (Parliament. House of Commons, 2015). Most often speeding offences are captured by speed cameras. In more recent years there has been an increase in the use of average speed cameras. Such cameras can measure the speed at which a vehicle is travelling between two fixed points (Parliament. House of Commons, 2015). The aim of speed cameras is to reduce road casualties and improve road safety. This is a good example of the use of technology assisting in disrupting criminality on the roads. However, it is highlighted that the use of speed cameras should be carried out in an evidence-based way in order to effectively promote safer driving and safer roads (Parliament. House of Commons, 2015). Sundfor, Sagberg and Høy (2019) reviewed fatal crashes in Norway and found that distracted driving contributed to 29% of all fatal crashes. They state that driving while distracted threatens not only the safety of other drivers, but also vulnerable road users (Sundfor *et al.* 2019). Furthermore, Sundfor *et al.* (2019) stated that, driving while distracted could be prevented through the use of technology, improvements to the road environment, appropriate signage and road markings, education and information, alongside legal measures and enforcement. Another method of tackling one of the 'Fatal 4' is through the use of campaigns. For example, the Department for Transport (2021), runs the 'THINK!' campaigns. One such campaign is the 'Mates Matter' campaign which calls on friends to intervene and stop others from driving whilst under the influence of drink or drugs. Targeting minor road traffic offences and poor driving in this way can lead to the identification and reduction of larger criminality. Enforcement therefore can reduce harm and risk on the roads.

The National Police Chiefs Council (NPCC) developed a 3 year strategy which put into place a number of priorities for policing the roads (College of Policing, 2018; British Transport Police, 2021; NPCC, 2018). These priorities focused on reducing road casualties, the

disruption of criminality, countering terrorism, and increased patrols on the roads. Through the use of communication, enforcement, intelligence and technology the NPCC (2018) sought to keep the UK roads safe, secure and efficient (College of Policing, 2018; British Transport Police, 2021). According to the College of Policing (2019) the two main ways to disrupt criminality include the use of intelligence and enforcement. This is in-line with the NPCC (2018). In regards to enforcement a police constable has a range of powers that can be utilised to assist in disrupting criminal activity on the roads (College of Policing, 2019). These include powers to stop, search and seize vehicles (College of Policing, 2019). For instance, under Section 163 of the *Road Traffic Act 1988* it is an offence for a person to fail to stop their vehicle when required to do so by a constable in uniform. Further to this, a vehicle can be seized under Section 165A of the *Road Traffic Act 1988* if it is found to be being driven without a licence or insurance. Section 1 of the *Police and Criminal Evidence Act 1984* confers the power for a constable to stop and search persons and vehicles in a public place for any stolen or prohibited article, offensive weapon, or article that could be used in an offence. Section 4 of the *Police and Criminal Evidence Act 1984* relates to road checks. This must be authorised by a Superintendent and is in order to search a vehicle for a person who has committed an offence not related to the road or a person unwillingly at large. Under section 60 the *Criminal Justice and Public Order Act 1994*, if authorised by an Inspector, a constable has the power to stop and search a vehicle or person following violence or anticipation of violence. As well as this under section 43A of the *Terrorism Act 2000* an officer can search a vehicle if they reasonably suspect it to be being used for terrorism offences. Further to this, under Section 59 of the *Police Reform Act 2002* any vehicle that is being used in an antisocial manner can be seized by a constable. Prior to any vehicle being stopped, under the above legislation, officer and public safety is of high importance (College of Policing, 2019). As such a dynamic risk assessment should be carried out (College of Policing, 2019). This is especially important if the vehicle is suspected of being involved in offences involving firearms, drugs, or any other weapons (College of Policing, 2019). The powers highlighted above provide officers with the ability to disrupt criminality on the roads through enforcement of the law. They provide a number of powers to assist with a range of offences. It is not just powers and policies that have evolved to assist with criminality on the roads. Technology has markedly advanced too. Technology has largely impacted the way in which police tackle criminality on the roads, and has become a

vital tool in counter-terrorism (College of Policing, 2019). For instance ANPR can be utilised to identify and track vehicles using the number plate displayed on that vehicle (College of Policing, 2019). ANPR is a proactive tactical policing tool that can assist in detecting, preventing, and disrupting criminals who use the roads to facilitate their criminal behaviour (College of Policing, 2019). Successful disruption of criminality on the road networks assists in increasing the confidence that the public have in the police. This in turn leads to more assistance from the public which can further help to disrupt criminal activity (College of Policing, 2019).

Investigation and Decision Making

According to the College of Policing (2019) a fast track action is defined as “...any investigative actions which, if pursued immediately, are likely to establish important facts, preserve evidence or lead to the early resolution of the investigation.” If such actions are delayed there is a higher chance that evidence can be lost or contaminated which would have a negative impact on the outcome of the investigation (College of Policing, 2019). In order to protect, preserve and gather evidential material at scene, officers who are first on scene should consider the following priorities: Scene management, risk management, communication, recording all information, initial search, material present, impact on the community, and interview (College of Policing, 2019). When considering an order of priority at scene, the preservation of life is always first. Then comes the preservation of the scene, securing evidence, and identifying victims, suspects and witnesses (College of Policing, 2019). There are two methods of investigation to consider. A reactive investigation usually commences with a report from the public, or a referral from a partner agency (College of Policing, 2019). A proactive investigation might start from intelligence linking a person or place to ongoing criminality (College of Policing, 2019). Therefore the actions taken by officers will vary depending on which type of investigative method is used (College of Policing, 2019). For example, I recently attended an incident in which a block of flats had caught fire and a person had fallen from the third floor window. This would be defined as a reactive investigation because officers were responding to a 999 call from members of the public. On arrival at scene the first priority was to preserve life as such persons were evacuated from the building, and first aid was provided to those with injuries and to the person who had fallen from the window. The next step was to cordon off the scene whilst it

was determined how the fire was started. Whether it was accidental or arson. Next I took first accounts from witnesses to determine a time line of events, and to collect details of the residents. This incident involved multi-agency working with the fire service, paramedics, and the council. Who were each able to provide assistance to the investigation with their professional evaluations of both the fire, the medical injuries, and knowledge of the residents in the property. I and the other attending officers received praise for our professionalism and great work on scene to establish the facts of the incident, as well as assisting ambulance with medical aid in difficult circumstances. Making decisions quickly, effectively and using the National Decision Making (NDM) model maintained the safety of those at scene, and led to an effective resolution (College of Policing, 2014). Assessing risk levels is especially important during a live developing scene. There are a number of variables to consider. These include; the amount of people present, the safety of officers and the public, hazards present, and the location itself. Making decisions is grounded by the code of ethics and the gathering of information (College of Policing, 2014). This informs the assessment of risk on scene (College of Policing, 2014). Officers can then consider the powers and policies they have available, consider their options, and take action and review (College of Policing, 2014). This would be the full cycle of the NDM and is a continuous process in an officer's mind when assessing threat, risk or harm (College of Policing, 2014). The resulting outcome, in this case, was that the fire was most likely accidental and the majority of residents were able to return safely to their flats. In this example I was able to assist in preserving evidence in order to achieve an early resolution through the implementation of the 'Golden Hour' principle and the use of fast track actions (College of Policing, 2019; Home Office, 2018).

Interview techniques in Complex Investigations

Interviews of victims, witnesses and suspects can assist in directing an investigation. The information gathered is essential to the success of any complex investigation (College of Policing, 2020). The accounts, and any material, gathered from an interview can lead to either a prosecution or to the release of an innocent person (College of Policing, 2020). This efficiency not only saves time, money and resources, but also improves public confidence in the criminal justice system (College of Policing, 2020). The aim of the interviewer is to collect a full and accurate account of the incident under investigation whilst maintaining

their professionalism and integrity (College of Policing, 2020). This is done using the 'PEACE' interviewing model (College of Policing, 2020).

- Planning and preparation
- Engage and explain
- Account, clarify and challenge
- Closure
- Evaluation

An example of my own application of interviewing in a complex investigation would be the interview of the defending person for the offences of stalking and harassment. The first stage involved compiling the evidential material and exhibits relating to the case. This would be the planning and preparation stage. This stage also involved writing the interview questions in order to cover the points to prove of the offence. Within this stage I also arranged for the duty solicitor to be present, as well as liaising with the custody sergeant to transport the defendant from the custody cells to the interview room. The interviewee was then given time to consult with their solicitor in-line with their legal rights under the *Police and Criminal Evidence Act 1984*. Before starting the questions the interview memo book was completed. This consists of identifying those present in the room, cautioning the interviewee, an explanation of the caution, highlighting that the interview is visually and audio recorded, explaining the ground rules and the process of the interview, and clarifying the reason why the interviewee is present. This section of the interview is, for the most part, the same for each interview with the exception of the reason for their presence. Due to the fact that I have carried out a number of interviews I am confident with this section of the process. It is then important to clarify that the interviewee understands what has been discussed up to this point before moving on to the questions. At this point I began asking the interviewee questions relating to the alleged offence, to which they answered and provided an account. I then asked questions to clarify certain aspects and challenged points that were at odds with the evidence. Once the questioning was completed I informed the interviewee that I would be concluding the interview and asked if they had anything they wished to add or clarify. Once they had said all that they wished I concluded the interview and stopped the recording. After a discussion with the custody sergeant, and an examination of the evidence, the interviewee has then been bailed with conditions in place

to protect the victim. Following this I evaluated my interview technique and the outcome. The use of the PEACE model allowed for the gathering of an account from the Interviewee (College of Policing, 2020). This in turn provided information to be added to the case file and to be sent to the Crown Prosecution Service in order for them to make an informed decision. In this respect it was an effective use of the model. Due to the planning stage being completed thoroughly and professionally, this meant that the rest of the interview process followed this same tone. This speaks to the effectiveness of the 'PEACE' model and shows that each stage leads onto the next in an ordered and useful manner.

Conclusion

All areas of policing rely on effective decision making and investigation in order to alleviate risk, preserve evidence, and reach a resolution (College of Policing, 2019). Within roads policing in particular making effective decisions maintains the safety of the roads and road users and assists in the disruption of criminality on the SRN (NPCC, 2018; College of Policing, 2018; British Transport Police, 2021). Although discussed separately and under distinct headings in this essay. Each area of discussion informs the next. For instance, through the use of technology, enforcement and intelligence officers can disrupt criminal activity. Following the use of enforcement, fast track actions are often required to obtain evidence within the 'Golden Hour' (College of Policing, 2019; Home Office, 2018). The use of appropriate interview techniques is then utilised in order to advance and resolve an investigation (College of Policing, 2020). In other words the disruption of criminality cannot be successful unless evidence is obtained correctly and analysed effectively.

Word Count: 2623

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. Giving Evidence as a police officer in court.			10	3			I am yet to give evidence in court as a police officer. And as such my knowledge of this is limited to what I have read and what I have been told by other officers. In order to improve my knowledge in this area I will familiarise myself with the processes in court. I will aim to understand the etiquette at the varying types of courts. I will also ask for advice from my more experienced colleagues. I also plan to attend court in order to see it in practice.

2. The interviewing process for suspects			9		7	I am confident with the process of interviewing. Following my attachment in the HUB department I feel that my knowledge has grown substantially in this area. There is still room for improvement and this comes from carrying out reading in my own time. I will particularly be focusing on the outcomes at the conclusion of an interview. For instance if the decision is bail, NFA, or CPS. As well as carrying out more interviews. Alongside this I often ask my colleagues for advice regarding interviewing. By making a plan of the questions I want to ask I feel that my interviewing technique will improve.
3. Practical application of public order offences.			10		6	Public order offences are one of the most common offences a response officer deals with. I would like to improve my knowledge on these offences in order to be able to utilise their practical application more confidently. I will be using the resources available on the college of policing learning portal. As well as this I plan to learn the definitions in more detail so that I can recall them in stressful situations when required.
4. Mental Health conditions and their signs/symptoms.			9		6	Mental health calls are becoming increasingly common. I feel that understanding mental health and how it affects members of the public will benefit me in my role as a police officer. I will utilise the college of policing learning

							materials, the material available on the NHS website, as well as talking to our mental health colleagues when needing further advice.
5. Drug classifications and street names			9	3			Drug dealing and supplying is an increasing problem in most sectors. I feel that my knowledge of drugs is very limited. I need to improve this knowledge base to assist me to identify drugs when carrying out stop searches. I will research the classifications as provided on the government website. I will ask my colleagues in specialist units to assist me. They can provide me with advice and up-to-date information.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Use of Force in conflict situations			8		6		I have signed up for PSU training to assist in my learning in this area. I feel comfortable using force if required in conflict situations, however there is still room for improvement. I feel that the PSU training as well as my own reading into appropriate use of force will be of a great benefit to me. I feel that this will help me to improve my confidence in use of force in a variety of situations.
2. Blue light driving			10		7		I have recently undertaken my standard response driving course which allows me to respond to emergency calls. I feel that this course has greatly improved my confidence in driving and I feel safe driving to my exemptions.

						I feel that the more driving that I do, the more this skill will develop. I have taken advice from my trainers and from my colleagues and I feel that the more varied calls that I attend the more this skill will be tested and developed. I have also carried out independent reading on the methods and practices taught to me in training.
3. Reporting For Summons			8		5	This is a skill that does not get utilised very often on response. However, I feel that improving this skill would be a great benefit to me. It will give me more disposal options in a variety of situations. I plan to re-visit the training provided to me during my initial training. As well as this I will seek out further reading material on this process in order to improve this skill. I will make a conscious effort to utilise this skill more often on shift in order to maintain my skill level.
4. Stop and Search			10		7	The use of stop and search powers are often a topic of debate. However, they are a vital tool for preventing and deterring crime. I feel that I could benefit from improving my ability to develop grounds in a developing situation. I have carried out a number of successful stop searches. However, in some instances I have been slower than my colleagues to understand the grounds. Therefore I will be seeking out more opportunities to carry of effective stop searches,

							and I will look to pair up with colleagues who are proficient in this area. As well as this I will continue to re-fresh my knowledge on the powers available to me. However, I do feel confident in the legislation surrounding stop search powers.
5. Taking Victim/Witness statements.			10			8	My statements are to a high standard and I pride myself in this skill. However, I feel that my method of taking these statements could be improved. I have witnessed a number of officers taking statements and each officer does this in a slightly different style. I would like to incorporate this vicarious learning into my own statement taking. In order to take a statement in a more organised, and ordered fashion. I feel that this would stop me from missing any crucial details out of the statement. This in the long run would save time as the victim would not need to provide any further statements. I aim to focus on this going forward in order to improve on this skill.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Carrying out a section 165 seizure of a vehicle.			8		5		I have carried out 2 section 165 seizures. I feel that I am confident in the process, however I would like to gain more experience within this area. I have carried out research and reading in my own time to assist me with this. I have also asked for advice from traffic officers and

					colleagues with more experience than myself.
2. Case File completion for NGAP files			10	7	I have completed a number of NGAP files for a range of offences. Following my HUB attachment I feel that my experience in this area has improved. However, I feel that I still have a lot to learn in regards to what documents are required and when. I have received a number of helpful documents from colleagues that assist in this learning. Reading around the subject will also assist me to become more proficient in this area.
3. Youth Offenders & YOS			9	5	I have had a number of dealings with youth offenders. In one instance I made an arrest of a 15 year old for possession of a firearm. However, it is not very often that I have dealt with them in interview and then decided on a disposal. Most often the HUB has dealt with these cases. Therefore I have not had any dealing with Youth Offending services. I plan to research the assistance that these services can provide. I will also look to utilise them the next time I am dealing with a youth offender.
4. Internet/ Technology facilitated crimes			9	4	I have very little experience with technology facilitated crimes. For instance I have dealt with a fraud that was committed using social media. However, there are very few further examples I could provide

5. Roads Policing (General)			9		5	in this area. With the rise in technology there is also a rise in technology facilitated crimes. Therefore improving my experience in this field will be of a great benefit. I have been in contact with our economic crime unit who have provided me with useful information and advice. I will also carry out my own reading on this area and will seek out new opportunities to learn from at work. My experience in roads policing is limited to a single TOR, 3 RTC's and a few section 165 seizures. I feel that I could benefit from learning the roads policing legislations in more detail and will be utilising online resources to do this. I will also be seeking out more opportunities to put my roads policing knowledge into practice. Alongside this I will be carrying out my traffic attachment soon and hope that this will allow me to learn from specialist officers.
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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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