

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

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Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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

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

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

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

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

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

ANSWER:

This essay will explore the theories of team dynamics by critically evaluating how they shape the wider organisational structure. Further to this, this essay will consider how conflict can arise within team dynamics and how certain strategies can be implemented to improve team performance. Along with considering how team dynamics within the police force can result in officers failing to comply with policing professional standards and the code of ethics.

Firstly, it must be defined what is meant by team dynamics. Although there is no definitive definition for team dynamics, according to the Cambridge dictionary a team is defined as “a number of people or animals who do something together as a group”, (Cambridge Dictionary, 2021). Further to this, ‘dynamics’ is defined as “forces or processes that produce change inside a group or system”, (Cambridge Dictionary, 2021). Therefore, in this essay team dynamics will be defined as how a group of people are able to continuously change due to processes to result in the group becoming cohesive and effective as a unit. Team

dynamics are important as it allows a group of people, with the correct leadership and understanding, to develop into a cohesive unit that work together for a common goal. These processes can be seen through Tuckman's four stages of group development, which was later developed by Tuckman to include a fifth stage.

Tuckman's five stages of group development looks at the slow progression that occurs in a team. These five stages include forming, storming, norming, performing and adjourning, (Riebe et al., 2010). The first stage is forming, where Tuckman believed this was the stage where individual behaviour is "driven by a desire to be accepted by others" and an opportunity "to get to know and develop opinions of each other", (Riebe et al., 2010). This stage is considered to be the polite stage where the focus is based on avoiding conflict and getting to know each member of the team. It is also important to note with workforces becoming more diverse, this allows for further progress with teams gaining a broader knowledge, experiences, and valued outcomes that are all brought together in this beginning stage, (Salas et al., 2017). The second stage of Tuckman's theory is storming. The storming stage is seen as the stage where conflict can arise where "obstacles encountered must be overcome for teams to prosper in the long term", (Riebe et al., 2010). In regards to this stage, it is important team members may question the goals, tasks and interpersonal relationships to start to build the foundation of a cohesive unit where everyone works together towards a common goal. However, it is also noted in teams where there is a power struggle, the team will experience more conflict and negatively affect performance more than if there was a stable consistent position of power, (Greer et al., 2017). The third stage is the norming stage, where relationships are established and team's skills have developed. In this stage, the team begins to "function as a unit and team members become comfortable in their setting", and individuals begin to value the team achievements more than their own personal goals, (Riebe et al., 2010). The fourth stage, which is the end goal of this development stage, is the performing stage. The performing stage is where the team is generally effective and have established a mutual trust and cohesiveness between members. In this stage, individuals "demonstrate loyalty and commitment to the team", and the leader of the team is able to step back and allow the team to function more

independently, (Riebe et al., 2010). Originally not a part of Tuckman's development stage, but amended in 1977 was the adjourning stage, (Riebe et al., 2010). The adjourning stage is the debriefing phase where the team has the opportunity to "discuss their achievements, disengage and consciously move on", (Riebe et al., 2010).

Tuckman's stages of development is an important tool as it breaks down the formation of a team into easily digestible sections, that clearly shows how a team moves between different aspects of progress to form a cohesive unit working together towards a common goal. However, as well as Tuckman's stages of development, another theory of team dynamics is outlined in Belbin's theory.

Belbin's research found that the difference between successful and unsuccessful teams was:

"not dependant on factors such as intellect and experience but primarily on behaviour, the way team members make decisions, interact with one another and apply their capabilities to reach the team result", (Batenburg et al., 2013).

Belbin found that members within the team have different team roles where members would play to their strengths in order to work towards a collective goal. It was found that successful teams were "characterized by the compatibility of their role", while unsuccessful teams were subject to conflict about their roles that was initiated by personality clashes, role surplus or missing behaviours (Batenburg et al., 2013). Belbin's theory consists of 8 roles, which include the implementer (concerned with practical translation and application of plans), completer/finisher (ensures team's effort achieve appropriate standards), shaper (is achievement motivated, extrovert, and challenges, argues and disagrees), coordinator (organises and controls the activities of the team), team worker (creates and maintains team spirit), resource investigator (explores the environment outside the team such as contracts and negotiating), monitor evaluator (analyses ideas and proposals being considered by the team), and lastly the plant (concerned with putting ideas forward and strategies for achieving the team objective), (Batenburg et al., 2013). Belbin's research

found that although team dynamics was important, the leadership of a team is also just as crucial. It is also the case that the very thing that makes power great for individuals or leaders, may paradoxically make problems for a team if there are power struggles or no clear singular point of power, (Greer et al., 2017). The research showed the “coordinator role as ideal team leadership role”, as this role coordinates and controls the team’s activities along with assigning tasks, responsibilities, and encouraging team members to get involved in achieving team objectives and goals, (Batenburg et al., 2013). Nevertheless, the role of the shaper, who is achievement-motivated, extrovert, and impatient is the type of role seen among many top managers and CEO’s. Belbin concluded that high performing teams need to have a balance of all team roles, as without this balance teams will not achieve a common goal as they will be stuck in the conflict stage.

After looking at both Tuckman’s and Belbin’s theories on how high performing teams form together to create good team dynamics. It must now be examined what happens when a team becomes motionless in their ability to become cohesive, and are unable to get out of the conflict stage. Patrick Lencioni mentions there are five dysfunctions of a team, and discusses how to overcome them.

The first of these is the absence of trust where Lencioni mentions “[t]rust lies at the heart of a functioning, cohesive team, (Lencioni, 2002). Lencioni describes trust as being “truly comfortable being exposed to one another” and to do this “without concern for protecting themselves”, (Lencioni, 2002). This means that members of the team must feel free from embarrassment amongst the team and have a communal understanding that they are allowed to be vulnerable around each other without consequence. Therefore, how can a team overcome this absence in trust? Building trust can be difficult and very time consuming. However, Lencioni suggests personal histories exercise where team members ask each other questions about their hobbies, hometown, and first job is a great way to build relationships and trust. Further to this, team exercises also allow the team to build relations with each other outside of work such as rope courses, or team building exercises, that allow individuals to build on communication and cooperation skills as well as understanding their team members.

The second dysfunction is fear of conflict, as all great long lasting relationships undergo productive conflict from time to time in order to grow. It is natural to feel nervous or dislike having conversations on important issues within the team where you may be challenging them on their performance or complaints raised, (Beard and Rose, 2018). If there are individuals, or the leader, who is scared of this conflict then there is no opportunity to allow for productive conflict. This must not be mistaken by destructive fighting where debates or arguments result in the team becoming unsuccessful. Fear of productive conflict results in the team not discussing issues in order to resolve them and “emerge from heated debates with no residual feelings or collateral damage”, (Lencioni, 2002). Ironically, teams who avoid productive “ideological” conflict do so in order to not hurt the other members feelings, which results in harmful “back-channel personal attacks” that are often far worse than any heated argument over issues, (Lencioni, 2002). Therefore, a way to overcome this dysfunction is through ‘mining’. Mining is where members who often avoid conflict must occasionally take the role of a “miner of conflict” who extracts disagreements that have been buried and bring them up for discussion, (Lencioni, 2002). Further to this, it is important to remind the team members involved in “mining” that what they are doing is necessary and good for the team in the future through “real –time permission”, (Lencioni, 2002).

The third dysfunction is lack of commitment from team members, or the team as a whole, to the common goal/task. Great teams are able to create commitment from each member of the team even if a clear agreement is impossible, as they understood that everyone’s opinion has genuinely been considered where members can now rally around whatever decision is made. Furthermore, great teams are able to understand the importance of certainty, in that “a decision is better than no decision” and the decision must be made boldly so everyone is committed. However, in a dysfunctional team members will delay decisions if they do not agree as they do not want to commit to the cause. Ways of dealing with lack of commitment is to simply use deadlines, which are rigid so the team are aware decisions will be made in a timely manner. Along with this, another way is through having the team discuss contingencies, or clarifying worst-case scenarios for

decisions. This allows the team to realise that an incorrect decision is not the end and “far less damaging than they had imagined”, (Lencioni, 2002).

The fourth dysfunction is the avoidance of accountability. This is the “unwillingness of team members to tolerate the interpersonal discomfort that accompanies calling a peer on his or her behaviour”, (Lencioni, 2002). This means that a member of the team is not willing to call out another member of the team on their behaviour or performance to avoid the difficult conversation. This is a difficult dysfunction to overcome as even in close friendship groups where there are strong interpersonal relations, individuals find it challenging to hold others accountable. Through not holding others accountable, this leads to team members resenting others for not keeping up with standards and causes the team dynamics to deteriorate. Ways to combat this is to clarify the goals and standards of the team so everyone understands what is expected. To accompany this, regular progress reviews enable team members to communicate with each other what they are doing right, and what can be done better.

Lastly, the fifth dysfunction that leads to the detriment of a team is inattention to results. This is seen as the ultimate dysfunction where a team, or individual, has the tendency to “care about something other than the collective goals of the group”, (Lencioni, 2002). This can cause a rift to appear within a team if members feel another is no longer working towards the same goal, but working individually to better their status or success. Once a member of the team falls out of the collective goal, the other team members no longer feel the need to continue if there is no collectiveness, which ultimately leads to a very individualist team. To overcome this, teams can publically declare their results which allows for the group to work more passionately, or even show a “desperate desire” to achieve the results, (Lencioni, 2002). Teams who state “we’ll do our best, are subtly, if not purposefully, preparing themselves for failure” rather than the team who state they will win no matter the cost, (Lencioni, 2002).

Therefore, it is clear that to obtain good team dynamics, a team must be able to practice small principles over a long period time that allows a team to trust one another, conduct productive conflict measures, are committed, accountable, and focusing on collective results. As Lencioni (2002) states, a team “acknowledging the imperfections of

their humanity” are able to overcome natural tendencies to improve team dynamics and ultimately become a high performing unit.

With this in mind, the above theories must now be adapted and analysed to focus on how team dynamics are incorporated into a police force. There is a culture within the police forces where police officers abide by a ‘blue code’. This ‘blue code’ is where it is stated officers are less likely to report other officers for their behaviour. A study found that “only 50% of UK officers would definitely report a fellow officer covering up for a drink-driving colleague”, (Westmarland & Conway, 2020). However, the study found officers were still unlikely to “snitch on colleagues they observed using excessive force”, (Westmarland & Conway, 2020). The Code of Ethics, published in 2014, was implemented by College of Policing in attempt to change this culture and ‘professionalise’ the police, (Westmarland & Conway, 2020). With this ‘blue code’ in place, it goes against Lencioni’s findings that a team is dysfunctional when there is an avoidance of accountability and fear of conflict if they do challenge another in the team. This also contradicts the Professional Policing Standards with accountability being one of the standards of behaviour required by police officers and police staff. It is here where the difficulty lies as police officers are held to the professional standards, but choose not to follow them when it comes to the ‘blue code’ (Westmarland & Conway, 2020).

To conclude, it is evident through Tuckman and Belbin’s theories that teams are produced through definitive processes and roles that can ultimately lead to a dynamic team, or a team unable to progress at the highest level together. There are many different aspects that can lead to a dysfunctional team, and it is evidence that the team who are not afraid to appear vulnerable to each other, communicate effectively whether they agree or disagree on matters, and trust one another, will become cohesive and effective. However, the ‘blue code’ where officers will not challenge other officers on poor behaviour/choices, means teams are less likely to reach its full potential as they are unable to get past the fear of conflict, and not holding each other accountable. This means where officers believe

following the unspoken 'blue code' is beneficial to their team. In actual fact, according to Belbin and Lencioni, this has the opposite effect as a team may resent their members as they do not have the ability to challenge their behaviour due to fear of conflict. Ultimately, the ability to have positive conflict enables a dynamic team to become more cohesive as a unit. Therefore, there are many factors that contribute to a team becoming cohesive, as well as many factors that contribute to team dynamics being effected negatively. There needs to be a fine balance where every member of the team have time to go through Tuckman's processes, understand the roles outlined in Belbin's theory, and follow the ways outlined by Lencioni in tackling the dysfunctions of a team. Only once these have been done, with proper leadership, can a team becoming cohesive and effective together.

Word count: 2640

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:

This essay will reflect on an incident I dealt with where a female was a victim of Sexual Assault by Touching, Section 3 Sexual Offences Act 2003, which states:

“A person (A) commits an offence if—

(a) He intentionally touches another person (B),

(b) The touching is sexual,

(c) B does not consent to the touching, and

(d) A does not reasonably believe that B consents” - (Sexual Offences Act, 2003).

Due to the severity of the incident, it was important that the victim received sufficient support as she was affected by the incident, and to ensure the victim was not subjected to repeat victimisation. In this essay, I will evaluate the different approaches in supporting the victim

that were examined, and how effective and appropriate they were. Along with exploring different ways to tackle repeat victimisation.

The incident involved a female who was followed for approximately 50 minutes by an unknown male where the male was continuously trying to speak with the female, being persistent in his behaviour. This male had grabbed the victim's arm, hand, and hugged the victim a couple times, with the victim feeling very uncomfortable by all of this. The victim gave the male her number, but stated she was only complying with all of this in the hope the male would leave her alone as she was afraid he may follow her home, and the situation may escalate. The unknown male has then asked for one more hug, but as he did he has grabbed the victim's breasts with his hand causing the victim increasing distress. The victim has explained that she confronted the male at the scene and eventually got the male to delete her phone number from his phone, before leaving the area ensuring he did not continue to follow her.

The victim did not know this male and had never seen him before, but spoke to the male about where he was from and how he was feeling lonely. Following the incident, the victim was in distress and so travelled down from where she lived to visit her father in West Wales. I spoke with the father over the phone, and he mentioned from his experiences the males from other countries and cultures usually do not act the same way as men from the UK. I have challenged these comments and explained that these were inappropriate and although no-one should experience an incident such as this, these comments were not relevant.

It was evident from conversations with the victim over the phone that she was in distress and this incident had affected her greatly. After further conversations, the victim expressed that she has an eating disorder and suffers from mental health, which this incident has made worse. This incident had affected the victim's body image, self-confidence, social anxiety, sleeping, along with causing the victim to suffer from some form of Post-Traumatic Stress Disorder (PTSD), (Fairbrother and Rachman, 2006). The victim would become panicked and cry even from someone brushing past her in the street as it would act as a trigger from the event. This led to the mindset of the victim feeling and thinking "I can be

assaulted at any time,” and as a consequence can feel constantly anxious and cautious, (Fairbrother and Rachman, 2006). Therefore, it was apparent that the victim needed sufficient support from police and partner agencies (professionals) due to the effects the incident had on the victim.

As it states in the Codes of Practice for Victims of Crime in England and Wales, the victim has the right “to be referred to services that support victims and have services and support tailored to your needs” (Hall and Fohring, 2018; Ministry of Justice, 2020). Traditionally, Victim Support was focused on burglary victims as they were perceived as the ‘ideal victim’ (Mawby, 2006). This emphasis gradually changed, as more recently Victim Support make no distinction according to crime type, (Mawby, 2006). With an incident such as this, I ensured the victim had plenty of support made available to her. Given the incident, there were support agencies that were more appropriate than others. Therefore, in the incident describe above, I utilised the Live Fear Free agency that will contact the victim to enable there is support following the incident to help deal with the trauma of the incident. I also ensured a Victim Support Referral was completed so the victim would be contacted, where further support could be made available to the victim with more options from other agencies and professionals are then able to provide sufficient support required to the victim, (Mawby, 2006). Lastly, a Public Protection Notification (PPN) was completed which is sent to various partner agencies such as Social Services, Victim Support, Women’s Aid, Samaritans and Mind to only name a few, (Mawby, 2016). These partner agencies are then more equipped to offer the preferred support that the victim requires. Upon reflection, I feel I offered the victim sufficient support where lots of options were available to help the victim choose the most appropriate form of support. Nevertheless, I also believe I could have offered more safeguarding options such as providing a safety plan. As the victim had travelled away from where the incident occurred, the victim was safeguarded for the short period of time. However, it would have also been beneficial and appropriate to offer a safety plan for when the victim returns to her home address in order to ensure the victim’s peace of mind by offering advice such as keeping the doors locked at all times, keeping her

phone charged and on her at all times, not opening the door to any strangers, and to call 101 or 999 in any instance she feels someone is acting suspicious or someone tries to approach her in the same manner as the unknown male.

Ways in which police manage vulnerable victims is through offering support via partner agencies who can offer sufficient support that the police may not be able to do. However, as well as this, the police also manage vulnerable victims by ensuring they are kept in contact by the police throughout the investigation, (Slothower et al., 2015). By ensuring the victim is updated in regards to the investigation, it allows the victim to remain satisfied with the way their investigation is being handled, (Slothower et al., 2015). In this instance, it was more appropriate to contact the victim via telephone as she was so far away. However, ideally in this instance, it would have been more appropriate to meet the victim in person and sit down with her to engage face to face. It is important to stay in contact with the victim as a vulnerable victim may be unaware of certain risks that the police or other professionals may be able to highlight at an early stage through consistent contact and support offered to the victim. Furthermore, a vulnerable victim that has experienced an incident such as sexual assault by touching, is more likely to become a repeat victim which ultimately leads to further problems. It is important that this is identified at an early stage to minimise the risk of a victim becoming a repeat victim, (Mawby, 2006).

Studies suggest that “20% to 25% of women and 7% to 8% of men” will experience some form of sexual assault between the ages of 18-22 (Walsh, 2020). Furthermore, it was found that “47.3% of sexual assault victims had experienced more than one sexual assault during college, and risk for repeat victimization was highest within the same month of a previous assault” (Walsh, 2020). It is also apparent that repeat victimisation is “non-randomly distributed” within the population, and those who have previously been a victim of a crime are at a “greater risk” of being a repeat victim (Tillyer et al., 2018). Therefore, a way to tackle repeat victimisation is to engage with the victim throughout the investigation, along with offering various avenues of support, so the victim feels satisfied, updated, and tackles any issues at an early stage. This educates the victim along with offering support avenues that ensure the victim is not at further risk. As at the “individual and interpersonal levels, mental health

symptoms” and “substance use” are all linked with making the victim more susceptible to being repeat victim, (Walsh, 2020). Therefore, it is important that the police force work closely with partner agencies and the victim to help reduce the chances of repeat victimisation.

To conclude, I believe that in relation to offering appropriate support and managing the victim’s expectations and concerns I offered the best possible solutions. Further to this, I also managed the victim’s expectations through the process by explaining the likely outcomes of the investigation following new developments in evidence, or when it came to the lack of evidence in identifying the possible suspect. The safeguarding options available were limited as the victim has moved away out of force, but it is evident that more can always be done to prevent a victim from becoming a repeat victim. Therefore, it is vital for the police as a service to continue to engage with victims during the investigation, as well as at the end of the investigation, and offer support to help reduce the victim becoming a repeat victim.

Word Count: 1544

TASK 3

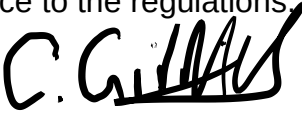
Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

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

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

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

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

Signed:  (Learner – electronic signature accepted.)

Date: 22/10/2021

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:

This essay will explore how the road network helps facilitate criminal activity, and various ways this can be disrupted. Further to this, in this essay, I will consider how I have applied fast track actions during an investigation, as well as evaluating how effective the decision was. Lastly, I will analyse how I have used and understood interviewing techniques during a complex investigation.

It has been identified that certain crime types are facilitated by the road network above others, such as drug smuggling/dealing, human trafficking, child exploitation, and various volume crime such as burglary or robberies, (Bryant and Bryant, 2020). It is these crimes that are made more accessible through the use of vehicles and the road network as it provides criminals ease of access. It has been highlighted in literature that criminals commit their crimes in familiar places to increase the chance of the crime being successful, (Poole et al., 2018). It is through the use of the road networks that criminals are able to expand their place of familiarity which in turn creates a larger net for crime to occur (Poole et al. 2018). Therefore, there is a positive relationship between crime and certain roads, as more

connected road networks are viewed as a likely “criminogenic factor”, increasing the criminal’s activity and awareness, (Poole et al., 2018). Thereby giving them a larger selection of “prospective targets and happenstance opportunities” for crime, (Poole et al., 2018). It must be understood, the type of road is also important in facilitating the crime. For example, roads classified as major roads, also described as “arterial routes”, are seen as heavily concentrated area for criminal activity, (Wuschke et al., 2021). As criminals will look to minimize costs and maximize opportunity by using easy and fast routes, particular routes become primary access and exit routes, (Poole et al., 2018). When looking at volume crime such as burglary as a crime type, it has been found that road network structure is a significant factor as more accessible areas have a higher burglary rate, (Davies and Johnson, 2015). This would mean the opposite is true where less accessible routes would experience less crime fascinated by the road network as there are less opportunity.

It is apparent that there is a higher level of victimisation observed on major roads. However, cul-de-sacs are seen as the safest type of environment when it comes to road facilitated crime such as burglary as criminals tend to favour the “more linear” opportunistic routes, (Davies and Johnson, 2015). However, when contributing other variables, cul-de-sacs can be at a higher risk of burglary as they offer more cover and due to the twisted nature of the cul-de-sacs, they offer a criminal more avenues to leave an area unseen (Davies and Johnson, 2015).

After uncovering how road networks can facilitate crime, it must now be examined how this can be disrupted. Traditionally, road enforcement countermeasures have been focused on the classical deterrence theory, (Bates et al., 2017). Deterrence theory proposes that police deter road facilitated crime through penalties that must be perceived by the public as being “certain, severe and swift” in order encourage compliance, (Bates et al., 2017). However, as Stafford and Warr re-envisioned the deterrence theory by including four central deterrent mechanisms that included: direct experience with punishment; indirect experience with punishment; direct experience with punishment avoidance; and indirect experience with punishment avoidance, (Bates et al., 2017). This re-envisioned deterrence theory was found to not have the correct impact as indirect experiences did not have the same effectiveness

as direct experiences in acting as a deterrent, (Bates et al., 2017). Further to this, above direct and/or indirect experiences enforced by the police, the more impactful deterrent for young persons' came from parental enforcement where deterrence imparted by parents led to further compliance, (Bates et al., 2017). This is important, as when a crime is committed using the road network and the parents also enforce their children as well as the police, there is a chance of deterring criminal behaviour occurring at the foundation.

Alternatively to the deterrent theory, the procedural justice concept incorporates four elements: neutrality, trust, voice, and respect, (Belsham et al., 2020). An example of procedural justice can be the use of speed cameras in preventing persons committing a speeding offence. The speed camera can be seen to deny a drivers voice when being punished for speeding, but are positively associated with the element of neutrality, (Belsham et al., 2020). However, what happens if these methods of disrupting crime facilitated by the roads network.

An important tool used by police is Automatic Number Plate Recognition (ANPR). Police forces across the United Kingdom have invested heavily in ANPR technology as they allow for live updates of criminal movements across the road network, (Sidhu et al., 2017). ANPR technology are used to help reduce and detect criminal activity across the vast road networks of the United Kingdom. ANPR is used in two definitive ways in order to tackle crime. The first was is through searching the ANPR database after the fact for vehicles associated with crime and to investigate their movements, (Sidhu et al., 2017). The second is through live targeting of criminally associated vehicles which results in proactive investigations to intercept criminals, (Sidhu et al., 2017). However, ANPR can be problematic in deterring crime as in the West Midlands, on average, there are 70.3 million readings of wanted vehicles per month, (Sidhu et al., 2017). This does not mean there are 70.3 million vehicles, just individual readings that can include the same vehicle numerous times. Nevertheless, this is an impossible task to respond to as there is simply not enough staffing to tackle this growing issue. Therefore, it is apparent that ANPR is a useful tool for police forces to implement in order to disrupt crime, the ever growing criminal network that is facilitated through the use of roads is always going to be a difficult task to stop. This makes

investigating the crime facilitated by the road network extremely difficult and can lead to many decision making problems.

When an investigation is being carried out, whether proactively or reactively, an extremely important aspect is the decision making process. While investigating a commercial burglary, it was apparent to me that I had to act quickly in order to gather the initial golden hour enquiries, (Roycroft and Roach, 2019). Golden hour enquiries refers to a essential period of time following a crime where investigators seek to ensure all relevant evidence is identified and secured, (Roycroft and Roach, 2019). As the premises involved in the commercial burglary was a pub, I was aware that CCTV would be a crucial aspect of evidence. Further to this, since some items that were stolen came from behind the bar area, forensic opportunities was also identified early on, such as fingerprints and DNA, as members of the public did not have access to this area. Through these initial investigative decisions, I was able to gather all relevant key evidence. This is known as “intuitive”, also known as “system one thinking”, decision making where I was able to make these decision through a combination of experience and recognition of the situation, (Roycroft and Roach, 2019). However, after gathering the evidence, I was then able to move into “rational thought”, also known as “system two”, decision making which required more time that can be carried out a slower time, (Roycroft and Roach, 2019). Using the National Decision Model (NDM), I was able to reflect on the effectiveness of my initial decisions that allowed me to then proceed with the investigation such as identifying a suspect.

By following the basis of the NDM, I was able to gather information and intelligence, assess the threat and risk and develop a working strategy, consider powers and policy, identify options and contingencies, and take action, (College of Policing, 2013). However, the most important aspect of this was the review stage. It is this review stage where I was able to understand the importance of risk assessing the decision making process. It is evident in the Stephen Lawrence case where DCI Steve Driscoll took over the investigation in 2009 and revisited the investigation, (Roycroft and Roach, 2019). It is here where DCI Driscoll was able to risk assess the investigation from the start again, and ultimately led to the police acquiring enough evidence to find two suspects guilty, (Roycroft and Roach,

2019). Therefore, this example shows how important the review, risk assessment, stage of the NDM is to investigators. Nevertheless, investigators must apply various techniques during complex investigations such as during vital aspects of the investigation as interviewing a suspect.

Interviewing as a process changed dramatically with the introduction of the Police and Criminal Evidence Act 1984, known as PACE 1984, (Pearse et al., 1998). The introduction of PACE 1984 meant that audio taping of all police-suspect interviews become standard practice in England and Wales by 1992, (Pearse et al., 1998). The interviewing process is very important as it not only allows the investigator to gather more details regarding the offence, but also to provide the suspect the opportunity to provide their explanation. I understood that the interviewing process is not to focus on interrogation and gaining a confession, but to investigate ethically in order to acquire “full and accurate information”, (Clarke et al., 2011). In order to do this, I ensure I followed the acronym PEACE which stands for: Planning and preparation, engaging with the interviewee and explaining the interview process, gaining an account, closure of the interview and evaluation of the interview, (Clarke et al., 2011). By following the PEACE model technique, it allows for all interviews to be consistent and allow for the interviewer to obtain as much detail as possible to aid in the investigation. This is crucial when dealing with a complex investigation, as the interview will be able to provide the building blocks of the investigation. Further to this, it is vital for the interviewer to use appropriate questioning techniques. This includes the use of open rather than closed questions in order to aid the interviewee to answer in detail, (Clarke et al., 2011). Additionally, the interviewer must avoid misleading or forced choice questions which may lead the interviewee to answer untruthfully, (Clarke et al., 2011). Therefore, interview techniques such as using the PEACE model, and using appropriate questioning techniques allow for the interviewer to obtain a full and accurate account from the interviewee, which will be able to assist the complex investigation.

An example of this, was when I carried out a complex drug investigation involving multiple cannabis factories and multiple persons involved. I utilised the above interview

techniques as I understood this would help me achieve best evidence, along with an accurate account from the interviewees. Further to this, as the interviews included a translator, this allowed for further techniques to be used in the PEACE model such as “engaging with the interviewee and explaining the interview process” to ensure the interviewee and translator understood the process, (Clarke et al., 2011). This was very important stage during the interview as it allowed me to build a rapport with the interviewee and translator to ensure everyone remained relaxed in the interview room. As another useful tactic used in interviews is to handle the suspect’s mood, which enables the interviewee to remain open rather than closing off and refusing to answer any questions while in interview, (Leahy-Harland and Bull, 2017). In addition, utilising disclosure of evidence can be an important technique used in an interview, such as when I explained to the interviewee about there being images relating to the cannabis factory located on their mobile device that had been seized, and that these would be downloaded and investigated. By doing so, I allowed for the interviewee to offer an explanation as to what I would find on the phone, and if I did find anything then why this was the case. I applied this technique to challenge the interviewee as they denied the allegation and stated no comment for the majority of the interview. As Leahy-Harland and Bull (2017) states it is in the technique of “presentation of evidence” where an interviewee may feel the requirement to provide an account. I understood in relation to the complex nature of the investigation, that these techniques and questions were vital during the interviewing stage as they enabled me to establish an account regarding the offence and evidence. Therefore, it is insufficient just to consider what an interviewer does in an interview, but what is crucial is how “skilfully and regular” the interviewer undertakes certain tactics, (Leahy-Harland and Bull, 2017).

To conclude, it is evident that criminal activity facilitated by the road network is something that is very difficult to disrupt. This is the case as certain road networks are more susceptible to being targeted by criminals such as major road networks as they offer an easy route in and out of an area. Furthermore, as criminals tend to carry out their activity in areas of familiarity, by using the road network criminals are able to cast their net out further being able to cover more ground while having more connections to more areas. However,

an important way police forces disrupt this is through use of ANPR where specific cameras read the registration plates of vehicles that are wanted or involved in criminal activity, in order to track their movements or intercept them live. Through the use of ANPR, along with traditional methods of issuing penalties and fines on lower level crime to prevent behaviour escalating, it has enabled police forces to keep track of certain vehicles which allows for more specific targeting on the vehicles involved in crime facilitated by the road network.

In regards to the investigative decision making and interviewing techniques, to conclude, it is evident that an investigation is fast paced and requires decisions to be made frequently. In order to carry out these decisions, it is important to reflect on the decisions made in order to review the effectiveness of these decisions in regards to the investigation. The earlier decisions can be made concerning evidence in an investigation the better the chances of that particular investigation has in progressing. However, it is equally important to understand and apply interviewing techniques such as utilising the PEACE model, as well as building a rapport and knowing when to disclose evidence in an interview to challenge, or aid, the interviewee to obtain a detailed account. It is these techniques that enable an investigator to proceed and develop a complex investigation as the more detail obtained from the interview, whether the interviewee confesses or denies the offence, will be beneficial. Therefore, it is important to improve and build on the interviewing techniques, as well as decision making, to develop as a police officer.

Word count: 2464

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	
Searching of a premises			8		6		Do a Section 18 of a premises in order to go through the process of understanding how to conduct a thorough search and document it.
Building a case file			9		6		Practice with more file builds to build knowledge.

Learning and understanding traffic legislation			8		5		Be more confident with stopping vehicles if required, and to go over traffic legislation in spare time.
Learn the different out of court disposals following the interview process.			10			8	Be comfortable with the process of out of court disposals and know when certain disposals can be utilised. Carry out the out of court disposals.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7		
Going hands on with a person (Handcuffing, restraints, and pressure points).			9		6		Understand when it is required to go hands on faster and when tactical communications is more effective. Utilise fast straps when required to restrain someone, and develop the tactical communication skills.
Being comfortable using the radio to communicate incident updates			10			8	Rather than updating certain calls via control works (typing), update more calls through radio.
Implementing the various interview techniques involved in a more complex interview.			9		7		Conduct further interviews, as well as sit in on some complex interviews to understand and view the techniques being used. Slowly progress by implementing different techniques and write a clear plan such as PEACE above questions to follow.

EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Communicating confidently with persons in various situations.			10		7/8		Continue to speak with people and grow confidence to communicate in any situation.
Being able to cordon off an area and have the experience to know when cordon needs to be utilised, and how large it needs to be.			8		5		Go to a scene or incident and set up my own cordon in order to preserve evidence, set up a scene log and document my actions on ePNB and relevant entries on occurrence log.
Being able to go to a sudden death and understand the process of what needs to be done first, along with the process following the incident in regards to Identification of the body, relevant statements, and case file building.			8		6		When attending a sudden death, ensure I ask relevant questions and follow the correct steps in order to preserve the scene, tag the body, inform relevant persons, and take relevant antecedence statement and build a coroners file.

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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