

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.

Contents

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:

The first section of this essay evaluates theories of team dynamics and how team cohesion can be developed. This will be followed by the topic of conflict that can occur within teams and strategies to improve performance. Lastly, compliance with police professional standards requirements will be considered, where attention drawn to how team dynamics can result in a breach of the Code of Ethics.

Crainer (1998, p237) describes the process of being a team is when:

“a number of people have a common goal and recognise that their personal success is dependent on the success of others. They are all interdependent. In practice, this means that in most teams people will contribute individual skills many of which will be different. It also means that the full tensions and counter-balance of human behaviour will need to be demonstrated in the team.”

Team dynamics are important to understand because it can help promote a better working environment for individuals within the team. Having and understanding of each other within a team, and each person's strengths and weaknesses can lead to a better performing team. In 1965 Bruce Tuckman created a theory that included four main stages labelled 'forming', 'storming', 'norming' and 'performing'. In 1977, 'adjourning' was added as a fifth stage. Tuckman hypothesised that in order for a group or team to be successful and effective at their work, they would have to go through each of these stages in turn.

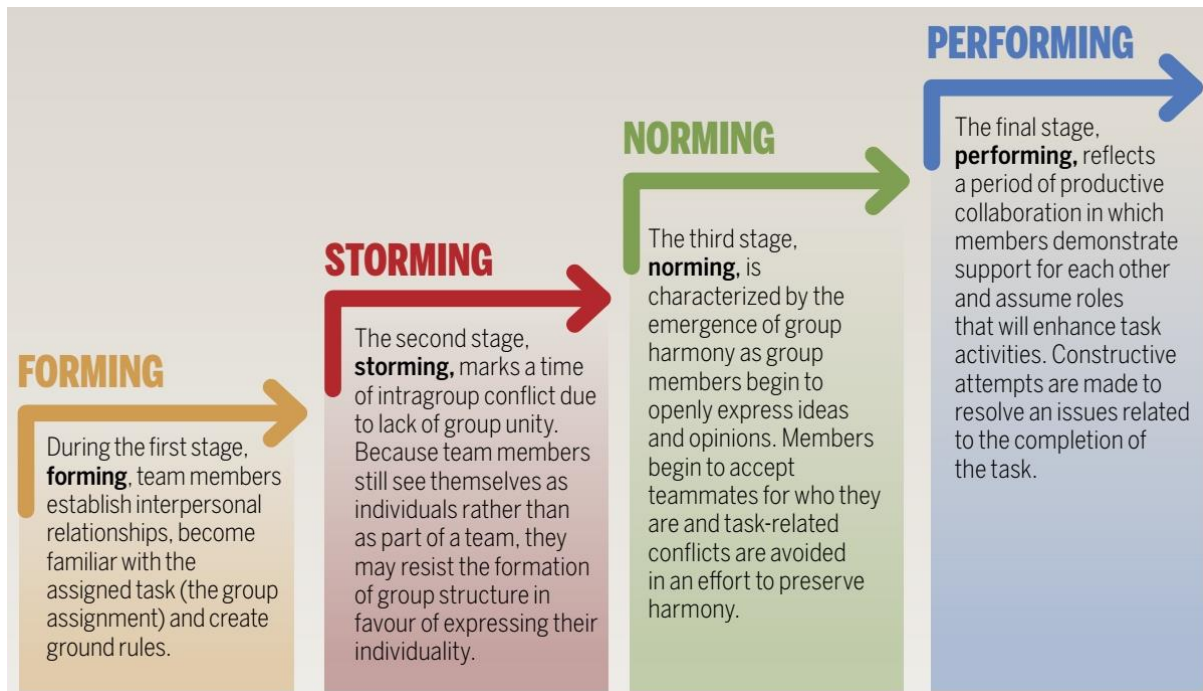


Figure 1. Bruce Tuckman Stages of Group Development. Source: Dumi, 2018.

Figure 1. shows the process of the initial four stages. At the beginning of the model ('forming'), the team may appear to cooperate and get along with each other as they are within the same team and carry out their role to achieve the same goal. Individuals will look to the leaders for direction during this early stage in team development and as a team set standards and ground rules (Bonebright, 2010). The 'storming' stage is where difficulties can arise. This is where introductions of each member of the team are established and the personalities of the individuals can be seen. This phase can often be a turbulent as members express their view, which can differ from that of others within the team. The 'norming' stage is where team members begin to understand each other and in an effort to achieving the goal, less conflicts occurs and more focus on providing ideas and solutions. The 'performing' stage is a progression from this and occurs when teams are at their most productive whilst working together. The final stage of 'adjourning' was added some time later, and this is where the team conducts an assessment of the what they have achieved and recognise member contributions and in some cases, implement plans for transitioning roles.

Alternatively, Belbin (2004) suggests there are nine team attitudes that are of key importance to success, and she created another theory related to team dynamics. The first cluster of three relates to 'thinking-orientated roles'. In this, there are people considered 'plants', where Belbin describes these people as innovators and inventors who can be highly creative. Plants tend to be introvert and enjoy to work away from other members of the group. Also in this stage are the 'monitor-evaluators', who have a tendency to the critically about situations and make shrewd judgements by taking into account all the factors. This can make them seem serious minded and slower at making decisions, as they will think over the possible solutions or consequences. The final type of persons in this cluster are the 'specialists', who have the specialist knowledge and technical skills. They have a tendency to be very committed and maintain professional standards whilst advancing there area of expertise. Due to this, they are make suggestions and decisions where their experience can provide answers.

The second cluster of Belbin's (2004) model, are the 'people-orientated roles'. One of which roles is the 'coordinator' who would be mature, trusting and have the ability to gather the members of the team and help focus them on the task in hand and the process of reaching the shared goal. They will

often be the managers and will lead and delegate responsibility. The 'team workers' will use their versatility in order to support all the members of the team and as such, are often good listeners, perceptive and diplomatic. Lastly are the 'resource investigators' who are known to have good connections and communicate effectively within the team and with external organisations. They often have relaxed personalities and assist in exploring opportunities and organising what resources are available or what is required.

The final cluster are the 'action-orientated roles'. The first is the 'shaper', who drive the team forward, generate action and keep them focused, by themselves being very motivated with the need for achievement. The second are the 'implementers' who are often well organised, reliable and will do what jobs need to be done whether they enjoy or not. They enjoy a routine, have practical common sense and will tackle problems in a systematic way. The final role are 'completer-finishers', who are most effective towards the end of tasks, where they can scrutinise for errors and ensure quality. These persons in the team will often follow through in what was started and have great attention to detail.

Leading on from Belbin's model, Honey (2001) developed this further and created his own five-layered framework, including; Leader, Challenger, Worker, Thinker, Helper. This in some cases is easier to understand as there are less roles. The first is the 'leader', who ensures the team has set objectives and that all members are engaged. The leader has an understanding of the team member's skills, needs and areas they can develop and ensure the task has realistic targets in order to reach successful outcomes.

The second role is the 'challenger', which is similar to the 'shaper' Belbin's model. The challenger is always thinking about how to do things better or more efficiently (Honey, 2001) and can see more than one solution to problems whilst pushing the team to improve. The third role Honey created was the 'worker', who focus on the tasks in hand and deal well with distractions. They are proactive members of the team, but ask for advice when they require help with problems.

The penultimate role is that of the 'thinker' who, as the name suggests, have the ability to logically break down the information and select the relevant material needed to complete the tasks. Thinkers, analyse each step of the process and when something does not work, they are able to approach the problem from different angles in order to improve. The final role is the 'supporter', who work well with other members of the team and ease tensions within the team. The supporters stay calm when there are disagreements and suggest ways to solve problems in order to reduce conflict (Honey, 2001).

In relation to how group or team dynamics can be shaped by wider organisational norms, within the police there are many factors that can influence this. The most simple of these is the teams you work on (1 of 5 teams) and scaling up from there, the police station, the sector that station is in, the larger Basic Command Unit (BCU) made up of clusters of sectors and overall the South Wales Police (SWP) service.

The team aspect from the police is similar to that discovered by Mullins (2010) in his study of group values and norms. The idea that a member of SWP split into a BCU, sector, station and team, creates a unique dynamic in how the team and those within it operate. Mullins (2010) suggests that cliques, or sub-groups form and this is very prominent within the police. For example, different BCU police officers will not be shared (or very rarely); different sectors will not help out other sectors unless desperate or directed to by a senior officers. Furthermore, neighbouring stations will often refuse or ignore to help other stations, even if the incident occurs 1m from the boundary line, unless the call handler that is dispatching the calls and supervisors have established there are no officers from that station that can be utilised for the call. The culture of us and them is very prominent within the police

and it is a case of, the boundary lines are drawn for a reason and if other BCUs, sectors or stations start helping others, then there will be no officers to answer the inevitable incidents that will occur in their original area. Therefore, every step is taken to release officers from what they are engaged with to answer emergency calls. Despite this, when an officer requires assistance or there is an immediate risk or a serious crime has occurred or in progress, then the boundaries are dropped and any available officer will attend.

There are many strategies that can be adopted to improve individual and team performance. Within SWP, there are regular training days which are completed together as a team which often reflects new procedures or system infrastructure that is to be learnt, or keeping in compliance with health and safety, first aid and officer safety training. All of which is completed to by individual assessment, but conducted at the same place and time as the team. Other aspects to improve performance is completing officer quarterly performance reviews, which are completed and discussed with by a line manager. These are in place to monitor performance and highlight areas of strength and weakness and therefore it can assist in development and aids as documenting completed work and in some cases, evidences a portfolio of an officer's career.

One of the simplest ways to increase performance and one that is often overlooked is that of a debrief discussion. Albeit, they are not required on every occasion, however, at the vast majority of incidents where a number of decisions and actions have been taken at the time, a debrief after the event may assist in improving future incidents. Tannenbaum and Cerasoli (2013) completed study regarding team debriefs from a medical, educational and military background and concluded that debriefs were an effective and efficient tool of improving performance and worked equally well for individuals and teams. They suggested that for developmental intervention to work, learning through debriefs must be integrated into everyday practice and that improvements form debriefs are more effective when facilitated or completed in a structured way.

The code of ethics (CoE) within the police underpins everything an employee of the service does. The latest format of the CoE was produced by the College of Policing in 2014 and defines the standards of behaviour for those working for the police should uphold (College of Policing, 2021). It supports those working for the police in a positive way, as such providing a framework for decision making and ensures the values and standards of policing is reflected. The CoE is there to assist those working for the police, especially police officers exercising their professional judgement, powers and guiding them to always do the right thing (College of Policing, 2021).

All organisations have cultures and subcultures, which can have an influence on employees' behaviour. This is no different within the Police. Many cultures and subcultures have a positive influence on the operations and uphold the conduct that is expected upon those that uphold the law. The working environment that officers find themselves in can be very unique compared to most members of the public and therefore their experiences may not be able to be understood widely and for this reason they may become immersed in a subculture, such as an 'us and them'. Furthermore, officers within their teams may fall into habits without even knowing which provides an approach on how to go about tasks; how hard to work; what kinds of relationships to have with other officers and other categories of people with whom officers interact with, and how officers should feel about police administration, judges, laws, and the requirements and restrictions. Depending on the environment and subculture that has been created, this may be in both positive and negative and therefore can affect professional standards.

The effects of day-to-day duties and subculture pressures often lead police officers to experience stress in their occupational, social, and family lives, which can lead to burnout, and leaving or retirement and effects on physical and emotional health. It is also likely that new officers fail to

recognise the extent to which the police subculture affect the way they view and act toward others. This is where, subculture factors interact and can be reinforced by other officers in their teams, eventually leading to the development of attitudes, behaviours, beliefs, and perceptions that reflect the dominant beliefs of almost all police officers. Depending on what team environment officers are in, may have a significant impact on that officers conduct, for instance, if they have been subject to a environment where there is a negative subculture.

An example of this is Officers adhering to a code of silence and extreme loyalty to other police officers (Westmarland and Conway, 2020). This can be prevalent with new officers, as they may feel pressure or conflicted as what to do if they witnessed a breach of professional standards and fear their team will not accept them if they go against them. Unfortunately, Westmarland and Rowe, (2016) completed a study where one of the ways officers were failing to comply with professional standards was by turning a blind eye to the misconduct of colleagues and referred to this as the 'blue code'. They did however find that serious breaches were reported or if they were seen, officers stated that they would report them. However, they found there was a reluctance to report minor breaches of professional conduct. Despite this, however, big or small it has a significant impact and effect on organisational attempts to mitigate incidents of misconduct by police officers. This negatively effects police legitimacy and public confidence (Cruz, 2015).

It is recognised that police culture affects the behaviour of the officers, and sometimes this is in a negative way. Therefore, the establishment of a professional, moral, ethical culture in a police organisation, such as Police code of ethics, together with the Professional Standards Department (PSD), is in place to control, prevent, and punish misconduct and corruption.

In conclusion, there are various models of team dynamics, many of which form similar structures. These include those that manage, others that think and develop and those that work through the task. In relation to Tuckman's model, the roles are less prominent, but he relates his theory more towards how those within a team go through a process of forming together to performing effectively as a team and less about the individuals themselves. In relation to interpersonal conflict, this is different from team to team, but within the police, there are certainly politics as to who has responsibility over a certain call and whether or not officers from another area should assist other colleagues. Finally, team dynamics, if not positive or managed appropriately can result in a failing to comply with professional standards. This might be because of a subculture that has formed and if officers see breaches in standards, they may be less likely to report it due to an 'us and them' culture that has formed and this is why PSD is in place to ensure police officers are held accountable for their conduct or silence in not reporting.

Word count - 2564

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:

The following essay will provide a brief description of a policing incident, which involved a victim. It will also critically evaluate the appropriateness of different approaches in supporting vulnerable people or people at risk of harm and explore the methods of tackling repeat victimisation and repeat offending.

A recent policing incident I was involved in was a domestic incident involving a mother and daughter. A 999 call was processed where the reporting person was the mother who stated her daughter was kicking off outside the house and was smashing the door, whilst screaming. At the time, no further information was known but the public service centre (PSC) reported they could hear shouting in the background, which regardless of the former, in most cases results in an emergency response.

On route to the call, it was clear that some alteration had occurred and relevant warning markers were provided for the mother that had already been recorded on SWPs 'NICHE' system.

When arriving at the address, a young girl was crying outside the locked front door and I thought this seemed odd that the reported aggressor was stood outside crying. On seeing the girls face, I immediately recognised her from dealing with her and her mother once before at an incident involving them. Further information I could quickly gain from knowing this, was that the girl was 16 years old and therefore, we were dealing with a child. I approached the girl calmly and asked if she was okay and rather nervously, she nodded.

It was clear there was more to this incident than had been reported. Naturally, in the majority of the domestic incidents I had been to involved male and female adults, where the officer of the same sex goes to that of the other to deal with them in the initial stages of an incident. In relation to this incident, there was a young girl and a mother and I was with a female colleague. I asked the girl if she would be comfortable speaking to my colleague about what had happened and she acknowledged

and went around the corner of the house to discuss. I knocked on the door and the mother quickly answered and I asked to speak with her inside.

Originally, as the reporting person phoning the police, I would normally consider this person as the victim or the aggrieved so I still treated her in this way and asked her to explain to me what had happened. She explained disagreement occurring outside the home regarding her teenage daughter's clothing choices and this resulting into an argument when the pair got home. The argument escalated, where the mother demanded the daughter's phone and after refusing, resulted in a physical struggle. The mother disclosed that she had hit her hand and stomach and said words to the effect, that she knew it was over the top and she should not have done it.

At this point, my mind-set changed and I began to think the mother was in fact the aggressor in the matter. She further explained that once she got the phone off her daughter, she stormed out of the house and in doing so, she told her younger daughter to ring the police. Whilst outside the mother said she shut the door and would not let her back in and she then rang the police because she was banging the door down.

At this point, my colleague came back into the house with the daughter and gave me a look that I understood as she was the victim. The situation was fairly calm, so I stepped out of sight of the mother to confer with my colleague and on the whole, the stories aligned, however, the victim had disclosed more injuries and the physical struggle was allegedly an assault where her mother had hit her in the head several times and to the ribs and legs. I could see red marks to her eyebrow area and I asked the girl if she had any marks on her body and she nodded and I asked if she would be willing to let us see and take photos. Due to her being a female and having to lift or remove clothing, my colleague went upstairs with her to do this.

After receiving this information, I went back to the mother and explained that there were injuries to her daughter and it was alleged that you have caused these injuries by hitting her and for those reasons, I arrested her. The mother seemed expecting of this and remained calm. I explained what would happen next and asked if she had another family member that could look after the children. It was agreed that their Nan would do this and when she arrived, we conveyed the mother to custody and I then returned to the address to take a statement from the victim.

In relation to the police approach to supporting vulnerable people, it is SWP's response following that of the College of Policing (2018) that positive action must be taken when dealing with domestic incidents like the one explained above. Therefore, despite if a victim wishes to support a prosecution, the police will always take action against an offender to show that domestic violence is not tolerated and to ensure safeguarding and the relevant services are informed so that measures can be put in place. This is more pressing now more than ever, as recent figures illustrated by UK Government (2021) showed a rise of 20% in child harm cases reported in England (Bows, 2021) in the first year of the Covid-19.

At domestic incidents in particular, the priority of the police is to make people safe (College of Policing, 2018) and this includes any other persons in the house such as children. In this incident, there was a child of 16 and another child also present in the house. Therefore, it was established that the mother was the primary perpetrator as she had engaged in a fight with the daughter, who was left with minor injury marks and her welfare was checked. Whilst the other child in the house was not directly involved, officers are still required to check upon other persons within the place the incident occurred, especially children. That said, it is necessary that the details of other children in the house were taken so that appropriate forms could be shared with partner agencies such as social services, doctor's

surgeries, schools for example. This is important as witnessing domestic violence as a child is recognised as a form of abuse, which has been highlighted by Dodaj (2020), who also analysed studies to find that there were high rates of psychological problems among children exposed to witnessing domestic violence. It is becoming more known that Adverse Childhood Experiences (ACEs) can impact on future physical and mental health (Bows, 2021; Devaney et al., 2021; NHS, 2021) and therefore essential that safeguarding is carried out.

When dealing with a domestic incident, a public protection notice is submitted which is be shared with social services, if appropriate, who provide a service that aims to protect the wellbeing of children and vulnerable adults (Welsh Assembly Government, 2016). In this incident, positive action was taken by the police in arresting the mother so that she could be questioned about the allegations. The children in the meantime were looked after by another family member, before returning to take a statement from the daughter. In the background, children services were contacted so they could be made aware and to establish a suitable place for the daughter to stay when the mother returns after being questioned.

In regards to this incident, it was the first time the pair had an altercation and it was concluded with the mother admitting partially to some injuries but it was more down to a struggle both daughter and mother had. During the interview, the mother had disclosed that she was finding parenting her daughter difficult and had already contacted social services and started a parenting course. The custody sergeant deemed the mother suitable for a diversion course via women's Pathfinder, which is a recognised Out Of Court Disposal (OCD).

The Women's Pathfinder is an initiative led by the HMPPS, in connection with the four Welsh police forces and other female-focused third party agencies. In this scenario, it offered the mother the opportunity to comply with a diversion scheme that would aim to provide support and help to divert her away from crime (having arguments / assaulting her daughter) by providing community based support and interventions to address the issues (HM Government, 2014; Integrated Offender Management Cymru, 2021). The OCD are a positive way of improving the outcomes of women who get caught in the Criminal Justice System, and help reduce re-offending which is a priority in the Wales Reducing Re-offending Strategy according to the Welsh Government's Criminal Justice Board (2018) 'Framework to support positive change for those at risk of offending in Wales 2018-2023'.

In conclusion, the domestic incident was dealt with appropriately with as little intrusion as possible so there would be less impact on the children. Positive action was taken in arresting the mother and removing her from the property so that evidence could be secured and safeguarding could be conducted. The mother provided a full admission for some of the injuries and that her actions were not intentional and it was a mutual struggle. She showed remorse and provided examples of already accessing support and it was deemed appropriate for an OCD to assist her and to ensure she engaged with the programme in order to reduce the chances of her reoffending. The daughter was referred to children services and actions to allow her to stay with another family member until she felt she could return home where social services were supporting the family.

Word Count – 1640

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: Oliver Smyth PC6601

Date: 31/10/2021

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 policing the roads, decision making and conducting investigations. In particular, how police can disrupt and deny criminals the right to use of the road networks by sharing of information, intelligence, targeted patrols and use of systems such as Automatic Number Plate Recognition (ANPR). The essay will also comprise of an element where I will consider how I have applied appropriate actions in an investigation and evaluate the effectiveness of the decisions made. This will be closely linked with reviewing the importance of risk assessing whilst decision making at incidents and finally, in relation to complex investigations, I will outline how I have understood appropriate interviewing techniques.

Currently, there are over 260,000 miles of public road in the U.K., which the Department for Transport (DfT) report that 80% of British freight use for transport (DfT, 2020). This highlights the transport and distribution superiority of the road network and the mode that criminals have the most ease of access. Criminals' use of the road networks can range greatly from simple offences such as driving without insurance to international organised crime as stated in the College of Policing (COP, 2019). Due to the vast amount of roads in the U.K., criminal activity crosses over borders into neighbouring and distant police forces. For example, criminals and organised crime groups (OCGs) use the road network for activities like drug dealing, sex trafficking and for the purposes of county line operations. It is therefore important for information and intelligence gathered at a local level is shared with local officers to corroborate and build upon, so that it can be shared nationally to increase the opportunities to disrupt criminals.

The National Police Chiefs Council's (NPCC) 'Policing Roads Together 2018-2021' strategy (NPCC, 2018) set out three objectives:

- safe roads, free from harm;
- secure roads free from the threat of serious crime and terrorism; and

- efficient roads that promote public confidence and satisfaction.

All of these aspects can be linked to criminal activity. Police Officers need to ensure the roads are policed effectively and there is a targeted approach to reducing crime access to the roads to help meet these objectives.

Starting from a local level, disrupting criminal activity facilitating the roads can be achieved by targeted patrols or remaining static in key positions. The majority of this work is carried out by the Roads Policing Unit (RPU), but not exclusively. These will include the cross boarder points of counties and neighbouring police forces and main roads. This will ensure that criminals cannot easily commute from area to area without the fear of drawing attention to themselves to officers carrying out these duties. By regularly patrolling the road network, officers can ensure the roads are being kept safe and if there is an incident in sight or nearby or there are unusual circumstances in relation to vehicles or pedestrians, they can be proactively investigated. If this is not appropriate then further information can be gained quickly via police software available to them or the officer may decide to record what has been witnessed in an intelligence report.

The use of information and intelligence is another method that can assist in disrupting criminality (COP, 2015). Information is constantly being passed from police control room to officers as well as between officers themselves. This information can be associated with crime that has occurred earlier in the day or past (e.g. burglary where a car was stolen) and if relating to a vehicle or persons within the vehicle, a description, vehicle details and warning markers will be passed for observations, so officers are aware in order to take action if seen. Information can also relate to live time, where a crime or incident is in progress involving a vehicle and in the circumstances of crime, the vehicle has usually failed to stop for officers when required to do so. In relation to South Wales Police (SWP), only pursuit trained officers, such as those on RPU or firearms departments can pursue a vehicle. Therefore, it is critical that local officers can pass key information, such as make, model, colour, direction of travel, number of persons, offences, so that RPU or other officers can travel to the locality to assist with stopping the vehicle or for further information can be passed. This information is critical to aid the control room and intelligence officer relaying information about the vehicle or persons; to direct officers and other available units to the correct location and inform other units such as the camera room operators, the National Police Air Service (NPAS) or drone operators.

The information received can help build a bigger picture and can be submitted as intelligence reports. Intelligence led policing should be used to disrupt criminality (COP, 2019). Intelligence requires officers, police forces, communities and partner agencies to help develop and corroborate it, so it can be used and shared for the purposes of operational action and for awareness in terms of threat, risk and harm. The HMICFRS (2020, p6) inspection of roads policing recommendation 10 was that:

“With immediate effect, chief constables should satisfy themselves that the resources allocated to policing the strategic road network within their force areas are sufficient. As part of that process they should make sure that their force has effective partnership arrangements including appropriate intelligence sharing agreements with relevant highways agencies.”

Interestingly, in the 24 page South Wales Police & Crime Plan 2021-2025 (SWP, 2021), created by the Police and Crime Commissioner (PCC) and Chief Constable (CC) the word ‘road’ is not mentioned once. Although it is unwritten that roads policing is a priority in this document, in relation to intelligence, it is nevertheless a legal requirement that intelligence is shared amongst agencies as set out in the Strategic Policing Requirements (SPR) (Home Office, 2015), which is in accordance with s77 of the *Police Reform and Social Responsibility Act 2011*. This will ensure police can conduct intelligence led

policing to create strategic and tactical assessments and; subject and problem profiles (COP, 2015), to target criminals and those that use the road networks to facilitate their activities.

One of the main ways of disrupting criminality is by utilising ANPR systems (ACPO, 2005). Cameras are normally mounted to traffic vehicles or statically positioned on the roads so that every vehicle's registration plate that passes the reader are checked via the Police National Computer (PNC) (COP, 2019). The system will alert any vehicle of interest that, for example, listed as stolen, other forms of crime or contain persons of interest and general motoring offences such as no insurance. Static ANPR systems are useful as they can inform the police of the time, date, location and direction of travel of that vehicle, which can provide further intelligence to act on.

From intelligence and via PNC, when a vehicle alerts an ANPR camera it can have an action (ACT) report marker on it. Therefore, in a police strategy, if there are suitable and appropriate resources available to stop the vehicle then it should be carried out. In the U.K., 'a person driving a mechanically propelled vehicle on a road must stop the vehicle on being required to do so by a constable in uniform or a traffic officer', under s163 *Road Traffic Act 1988*. If this stop is completed and the relevant action has been completed, then this is noted as a 'reaction' (REACT) report and the outcome is recorded. If it is apparent that the ACT marker is still of relevance to ongoing investigations, then it will remain as an ACT marker. This will ensure that further information can be gathered on the vehicle's movements, persons inside and possibly its contents so that further ACT reports can be completed which via PNC, can be completed all over the country in all police forces to help with disrupting criminals using the roads.

This brings me on to discuss how I have utilised fast track actions in an investigation. In relation to roads policing, the quickest way to access information is via personal phone devices that have access to SWP's software called NICHE, which is the primary platform for response officers. NICHE has quick time access for searching vehicles on SWP's internal system, where registered owner (RO) and insurance details are available to view. The devices have search criteria on them as well that allow officers to access PNC to check vehicle details. Utilising both of these systems, allows officers to see any previous incidents or intelligence involving the vehicle, which improves the likelihood of finding out information for the vehicle in question to speed up the investigation.

In a recent incident, I applied these search methods on a vehicle that had crashed and person's involved had made off. The RO of the vehicle was a hire company and inside the vehicle was an envelope that had a person's details on. Therefore, I contacted the company and confirmed the same person who had rented the vehicle was that of the name on the envelope. This person's address was corroborated via the details on NICHE and this person was visited and spoken to by officer's in that area which was communicated via the control room. At the scene, CCTV and witnesses photographs were seized and sent via email, were posted on another internal system for officers to look at in order to identify persons. Subsequently, the same day, a local officer from the Neighbourhood Policing Team (NPT), positively identified the suspects and they were arrested for a range of traffic and criminal offences. Together, utilising 'golden hour' evidence, NICHE, PNC, local intelligence and NPT, the control room and emails, fast track actions were taken and making these decisions at the time proved effective as the suspects were arrested and the it was discovered that the rented vehicle had been stolen for the purpose of criminal activity.

Whilst making decisions as a police officer it is vital to risk assess. Throughout a police career, whether an officer or staff member, the National Decision Model (NDM) is taught from the start and whether consciously used or not, it is suitable for all decisions (COP, 2014) and can be seen in **Figure 1**.



Figure 1: National Decision Model (NDM) with the Code of Ethics at the centre of all police decisions. (Source: COP, 2014).

As seen in **Figure 1**, assessing threat and risk and developing a working strategy is in step 2 of the NDM. It may not be possible to complete all the steps of the model, but as an absolute in any actions taken, there should be an ongoing dynamic risk assessment of the situation that is vital for safety of all involved. It is important to assess the risk, involving specific threats; possibility of harm and what the potential benefits are for taking the risk if immediate action is required. It is important not rush into an incident without considering the risk. On occasions, it may not be possible for a complete risk assessment, so it might be the case that officers start with what they already know from the bases of what has been reported and the information given by the control room. For example, what is the address and who normally lives there; are there critical markers on the address; are these persons known to police; do they have warning markers? The answers to these questions are important as it will improve the safety of officers and help in the decision making process and tactics used in the initial phase of dealing with this incident. When more information is known, then further dynamic risk assessments can be processed and if possible reverting back to the NDM to consider the other stages.

When making decision making it is important to risk assess for safety and a level of responsibility lies with the officers as to whether the level of risk is acceptable for how they plan to deal with it (COP, 2014). If not, then a different approach and further decisions need to be made to bring the risk to an acceptable level where the situation can be deescalated in the safest way.

In relation to applying appropriate interviewing techniques in complex investigations, I personally felt that my interviews stepped up a level on my CID attachment. In relation to the Professionalising Investigation Programme (PIP), response officers in SWP are PIP level 1, which is for priority and volume crime investigations. However, the majority of CID officers are PIP level 2 or higher for the purposes of their role dealing with serious, complex and major investigations (COP, 2020).

During this attachment I assisted with interviewing a burglary suspect. The suspect happened to be one of my suspects on response for a theft of an amazon delivery van and therefore was interviewed for this at the same time. In preparation for the burglary interview, I had a look at the prepared interview questions on the case file. The questions were compartmentalised in to very detailed topics. They included the obvious date, time location, vehicle, persons, but had far more questions on each topic than I thought would be necessary. However, I used this as a template for my questions regarding the theft.

Before the interview, my tutor arranged that he would be interviewing for the burglary as the lead interviewer and I would be the 'number 2' and could ask questions at the end of each topic. A useful piece of advice my tutor gave me was that at the end of each topic, ask a question, even ask the suspect to clarify points that had already been said. This was to see if the suspect would change or elaborate on anything and in order for the lead interviewer to consider what had been said and think of further questions and to prepare where to take the interview next.

This allowed me the opportunity to challenge the suspect on points that were raised and ask questions that I believe were missed. I also took from this the amount of questions asked on one topic, for example, the location. During interview, questions would be asked all around the topics but crucially I learned that even though answers may lead to further questions, those questions may not directly link to the location. Therefore, sticking to each topic to gain as much insight of that area as possible and not to get distracted by asking questions leading from what the suspect has just said. This may cause the interviewer to miss vital questions and lose track. This was new to me, but made a lot of sense and so, the answers were noted and questions relating to any other topic were asked when that particular topic was in progress.

When it came to my turn to lead the interview for the theft of vehicle containing Amazon packages, I followed this method and it was hugely successful and made the whole interview easier as each section was separate and questioned in isolation. This allowed my tutor to be the number 2 interviewer and ask further questions and challenge any points.

In conclusion, policing the roads is a key method of disrupting criminals. Policing the roads effectively to deny criminals access to the road network can be facilitated from collaborative work by utilising the communities and partner agencies to help inform and build intelligence. This can then be progressed and actioned by police using equipment such as ANPR to monitor and stop criminals. Along with roads policing, it is vital that fast track actions such as using the systems available in order to be able inform decisions and risk assess and also speed up investigations in real time in order to disrupt criminal activity. Finally, when stopping criminals and taking action like arresting them, the intelligence already gathered as well as the further evidence at the scene can form part of the investigation. These can lead to complex interviews and appropriate techniques such as compartmentalising topics and

challenging the suspects may be required or in addition, being PIP 2 or above accredited would help ensure criminals do not get off lightly if they have used the road network for criminal activity.

Word count - 2684

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. All round policing		7			6		Improve upon the foundations that I have set so far. I treat everyday as a learning day and am happy learning on response. I have been on my Hub and CID attachments and learnt a great deal from these experiences. I still however need to complete Traffic and NPT attachments. I have not been able to complete these so far due to not being able to take time off shift due to the extreme shortages of staff. This has effected

						my development and I will now look to book these attachments on my rest days.
2. Interviewing		7			8	I think interviewing is one of my strongest areas. I enjoy preparing for them and tying up defendants with questions and challenging them when appropriate to do so on their answers. I was comfortable during my Hub attachment and learnt additional techniques and structures of interview in my CID attachment. My mentor has advised me to put expression of interest in for PIP level 2 interviewing, which has given me confidence in my ability and something I wish to progress with for my development.
3. Case files		7			6	I am able to complete basic case files. However, more complex and NGAP files still need to be improved and this will come with time. At the moment, I don't often have to deal with big case files, which means I don't necessarily learn or improve at the rate I would like to. Going forward, I have examples detailing each component of case files, that I can use to assist when I have to complete them.

SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Operational skills			8			8	I feel that operationally my basic officer skills are of a high standard. I have put these as an 8 for required skills because they are essential for response officers. I think I am capable of dealing with the public in situations that are appropriate for a standard PC. Obviously, fine tuning and learning how to deal with situations will come with experience and something I look to develop everyday in some form of reflection.
Additional Skills	4				7		Additional skills are great to have but they are not an absolute requirement. The only one that is essential for response officers is the blue light emergency driving. I have this now and it helps significantly. I have also gained further skills by going on the PSU (public order), so I can now be utilised at public order or large events by the force. I also have my taser course and my method of entry course booked to add additional skills. I have also started the process for obtaining my D1 category driving license so that I can drive the big vans. I am always looking to progress and develop my skills, and am on the lookout for PIP 2 level

Golden hour opportunities and statements.			7		7	interviewing suspects / witnesses course and stinger course (roads policing). I am developing well in these areas as a first responder. Golden hour evidence is crucial and I have a good understanding of what is expected at each call so that it is all done first time correctly and no further officers have to return to carry out the necessary actions. My statement taken has improved as well. I am more confident at writing an account of an incident and capture all the relevant details. I will continue to develop this by reading other officer's statements in order to improve mine.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10
Domestic incidents			8		7	Domestic incidents are the majority of our calls. Although they are all different, the structure of dealing with them are relatively the same. I think I am able to deal with these incidents effectively in protecting the victim and getting their disclosure and evidence and then dealing with the suspect by means of positive actions – removing them or arresting. I will continue to develop at each of these incidents by helping the victim as much as I can and

						learning more about the services available to a victim so I can offer and refer them to services that are able to help them.
Traffic incidents		7		4		I do not think my traffic experience is that high. I have been unable to complete my traffic attachment so far due to resource levels so low. I understand what to do at incidents and deal with what is at hand. However, in the aftermath of dealing with offences, my experience is low, as I have not personally attended many traffic calls or had to deal with many traffic related prisoners. I will try to get on my traffic attachment to develop and hopefully attend more calls regarding traffic to boost my experience. I will be looking to give more TORs out as well in order to improve experience stopping and reporting vehicles for defects and anything else that becomes apparent during the stop.
Case files		6			5	As a response officer, a lot of basic files are completed which I have a moderate amount of experience. However, more complex files and CPS action plans to upgrade files, I have not had a lot of experience in yet. This is difficult to obtain experience straight

						away and something that I am weary of as time goes on, it is expected I understand how to do everything on case files, but without experiencing it myself that often, it is difficult to improve. I do try to develop my knowledge by looking at other case files in order to see how they put each document together and I have a bank of examples to look at, in order to help complete mine.
Mental health and suicidal persons			8		7	As officers, there are a significant amount of these types of call multiple times a day. I am comfortable dealing with them. They are in essence a case of helping that person the best way you can. I am happy using powers to detain people in order to get them medical assistance or to have a mental health assessment. I think I can improve on this by knowing more about mental health and capacity legislation and also being more aware of the certain mental health conditions and how they may effect a persons thought process. This is something that I actively search and continue to do so after each call so that I am more aware the next time.

Workloads and occurrence tasks. Time management.			8	7	I am managing my workload as best I can. The teams current situation is that I feel everyone is struggling. For example, we have more people working on our team on overtime than we have as permanent officers. Therefore, the overtime officer's incidents they deal with – end up on the permanent officers workload. In addition, the low level Grade 4 calls that get allocated for progression are spread amongst less officers. In essence, since September, officer's workloads on my team have doubled or tripled and the mood is rock bottom and not enjoyable to be around. I do feel very stressed, but I keep telling myself, I can only do one thing at a time and try to progress at least something on each occurrence each day. Other than that, I am staying on 1-2 hours every day because despite the workload, there are live calls that have to be updated and due to numbers since September 1st, I have only finished on time twice. Therefore, time management is crucial to getting a work life balance and something I need to take in to account about my own health as I often forget to eat.
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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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