

## **Graduate Diploma Professional Police Practice**

### **LEVEL 6 - 40 Credits**

#### **Workbook title: Competency Based Workbook 2 (DHEP)**

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

**Learner name: Kate Rebecca Jenkins**

**Learner's University Registration Number:  
1920912**

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

### **How is the workbook assessed?**

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

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

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

Once submitted your workbook will be assessed and marked independently.

## Confidentiality

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

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

## NOTE

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

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

## Dyslexia and other special circumstances

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

## Competency Based Workbook 2 - Learner Workbook

### Guidance:

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

### Contents

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

During this section of the workbook, I will critically evaluate theories of team dynamics as a means of developing team cohesion and the extent to which group dynamics are shaped by wider organisational cultural norms. I will also consider why inter-personal conflict can occur within a team and outline the strategies that can be adopted to enhance individual and team performance. Finally, this section will also consider how team dynamics within the police service can result in failing to comply with professional standards.

Before this can take place, it is important to define what is meant by the term 'team dynamics'. Osbourne (2020a) describes team dynamics as the "behavioural relationships between the members of a group". Osbourne then goes on to explain that this includes "how they interact, communicate and co-operate with one another" (2020a), and ultimately a team is a group of people who work together towards a common goal (Honey, 2001). One thing that make a team successful is the level of cohesion between them. But what is team cohesion? Team cohesion is "the degree of closeness that individuals feel within a team" (Corporate Finance Institute, 2021). Team cohesiveness has been described as where a "team remains united while working to achieve a common goal" (TenBoer, no date).

Honey (2001) highlights that when coherence is at a higher level, a team is more likely to successfully achieve their common goal. However, a number of things are needed in order to help build that level of cohesiveness. Honey (2001) continues to point out that that a team requires five types of people within it in order to be successful. These individuals include the leader, the challenger, the worker, the thinker and the helper (Honey, 2001). Without these five types of individuals, a team

may struggle to function effectively. When drawing on my personal experience, I have found that this is true. For example, a team without an effective leader, such as a Sergeant, is more likely to fail to work well together due to the lack of a leader holding the pieces together.

That being said, policing relies on a number of leaders, through the rank structure, and it would be difficult to state that a whole police section fails to work effectively due to one poor leader. Instead, poor management may draw a team to work together in a closer manner, through the determination to reach that common goal. In addition to this, Honey (2001) does not make reference to the leader of a group only being a person that is recognised in their job title, for example a Sergeant. Many teams within the police service may have leaders who have not been recognised by the rank structure itself, but still act as a leader, by ensuring individuals remain focused towards the common goal and provide guidance when required. This work does not state that team members do not necessarily have to fulfil one of these roles in isolation, and instead, team members may fulfil each role during different stages of teamwork, whereby these roles overlap one another.

When exploring the role of teams within large organisations, it is important to consider the extent to which group dynamics are shaped by the cultural norms, which is “set a standard of behaviour, attitude and performance that all team members are expected to follow” (Lumen Learning, no date). These values guide the behaviour of the organisation as a collective (Champoux, 2010), and over time the behaviour of officers’ shapes into cultural norms (Reynolds, 2020).

Lumen Learning (no date) referred to the norms of an organisation when discussing team cohesion, stating that “the level of cohesiveness on the team primarily determines whether team members accept and conform to norms”. This applies to policing. Research suggests that the cultural norms of policing encourage members of the policing family to work collectively as a team, as highlighted in the work of Valcore (2018). This work states that policing culture is built on the norms surrounding the danger and risk of the role, the authority of a constable and their ability to use force when required, as well as the solidarity and isolation that is also part of the role (Valcore, 2018). Inciardi (1990) has highlighted that members of the police service develop ways to deal with isolation from the community that their role brings. This view has been supported by the work of Westley (1970), who believes that the police subculture means that police officers often view the public as hostile, not to be trusted and potentially violent individuals. Valcore (2018) goes further and states that the occupational culture of policing provides officers with a sense of camaraderie, as evidenced through the ‘Thin Blue Line’ (ThinBlueLine, no date). Bryant and Bryant (2019) also support this view, as they state good working relationships within the police force are vitally important, as they help to maintaining trust between colleagues, contribute to professional performance, ensure effective cooperation and encourage commitment the commitment of officers.

In order for a team to be successful, it is vital that we recognise the abilities of an individual, as well as how they interact as a group. Simply, team dynamics is about identifying the strengths and weaknesses of a team as a collective group, as well as alone. This allows group members to establish how best to succeed and move forward towards the common goal. Powderly (2000) supports this view, and states

that having good team dynamics in a workplace is vital as it influences the creativity, productivity and effectiveness of such groups.

When considering strategies that can be adopted to enhance team performance and improve team cohesion, Huhman (2013) set out eight ways to build a cohesive team, which are as follows; establish a mission; look for diversity; practice teamwork; utilize individual strengths; communicate effectively; give feedback and to ask for feedback and to celebrate success.

Drawing on communication, Bryant and Bryant (2019) state that good communication between team members helps to build relationships, and thus, encourages teamwork. Cooke (2015) states that if team members share their knowledge, it will not only develop individuals within the team, but the cohesiveness of the group also. That being said, not all team members may be open to sharing their thoughts and feelings with other group members, as they do not know them well, or they may be embarrassed to share their point of view.

Another way in which individual and team performance is through developing emotional intelligence. Emotional intelligence relates to the self-awareness of individuals in recognising their emotions and to have the mechanisms in our bodies to manage these emotions ourselves in appropriate ways (Goleman, 2012). This also looks at having empathy to understand the thoughts and feelings of others, and having the skills to build relationships (Goleman, 2012).

Goleman (2021) suggests that emotional intelligence can increase team performance, improve decision making and increase personal well-being. In contrast to this, emotional intelligence is a personal responsibility, and it is impossible to state that all team members would develop their emotional intelligence, and if they did, their level of ability to have empathy for others. Additionally, although emotional intelligence can help, building relationships relies on more than the intelligence or emotions of others. However, it is vital to point out that teams do not develop a good level of cohesiveness quickly. Instead, this takes time which varies dependant on the characteristics of individuals within it.

The stages of team development theory, evolved by Tuckerman (1965), sets out five steps a collective must go through in order to be successful. Tuckerman suggests that each stage improves the dynamics of a team, leading to greater levels of achievement in time.

The first of these steps is the 'forming stage', the time in which a group is developed and where members look to consider the way they can benefit from and contribute to that team. This part of this approach could be seen to suggest that every team member contributes and those that do contribute do so to the same level. However, it could be suggested from personal experience, that this is simply not the case, as some team members contribute more when compared to others.

Tuckman (1965) highlights that many teams go through a temporary stage of dysfunction when they go through the 'storming stage'. This stage is considered one of the most critical, as it is the time when a team must determine their fundamental goals and how they plan on achieving them. It is here that individuals must work together as a collective to overcome any obstacles thrown their way to become stronger. The 'norming stage' is often considered to be the stage of unity. This is where, if able, teams have overcome any conflict and now are working towards a sense of cohesion (Tuckerman, 1965).

One of the critiques of this part of Tuckerman's theory is that some teams never completely overcome conflicts they once had, but still remain to be successful. This part of the theory also seems to suggest that every team works well together and does not note that conflicts occur within teams on a regular basis and therefore, they constantly move back and forth the 'storming stage'. Alternatively, some teams never overcome this stage, as the level of conflict is simply too great.

The final two stages are the 'performing stage', ultimately what is says on the tin where a team is performing well towards their goals and the 'adjourning stage', where the team have met their goals and individuals may look to move teams to work towards a new goal (Tuckerman, 1965). When you apply policing to this theory, it could be suggested that policing could be deemed as never reaching the performing stage, as despite the efforts of officers, crime never disappears, and it is simply a cycle we keep repeating. Another criticism of Tuckerman's approach to team dynamics is that the theory is based merely on a small number of teams, and it is almost impossible to state whether every team in every organisation goes through each stage.

It is vital to note that although some teams work well together, there are a number of reasons why teams may not be highly successful. Lencioni (2002) highlights that there are five dysfunctions within many teams, and these include, the absence of trust; the fear of conflict; the lack of commitment; the avoidance of accountability and the inattention to results. These dysfunctions ultimately impact on the ability of a team being able to function, as one dysfunction impacts on the other greatly. When considering the first dysfunction, Lencioni explains that the unwillingness of team members to be vulnerable within a group, leads to individuals not being "open with another about their mistakes and weaknesses make it impossible to build a foundation of trust" (Lencioni, 2002, p. 188). Lencioni (2002) believes that due to this lack of trust, team members are less willing to openly share their views due to a fear of conflict with others, and this ultimately leads to a lack of commitment from team members. Due to this, team members are not accountable for their actions and behaviours, hence being the fourth dysfunction within a team (Lencioni, 2002). The lack of communication could then lead to a lack of cohesion between team members, meaning the team may struggle to function effectively.

The fifth and final dysfunction that is discussed by Lencioni (2002) is the inattention to results. Lencioni states that this occurs "when team members put their individual needs (such as ego, career development, or recognition) or even the needs of their divisions above the collective goals of the team" (2002, p.189).

Lencioni places a huge emphasis on the requirement for teams to avoid the five dysfunctions, stating that teamwork is "like a chain with one link broken, teamwork deteriorates if even a single dysfunction is allowed to flourish" (2002, p.189). In addition to this, inter-personal conflict may occur between members of the team, and this could be extremely detrimental to the overall productivity of a team (Weingart et al., 2015). Osbourne (2020b) suggests that there are many reasons why inter-personal conflict occurs, with the main reasons being poor communication, the competition over resources and competing interests.

Although some research suggests that conflict does not need to be seen in a negative light when it comes to teamwork. Lencioni (2002) highlights the need for inter-personal conflict within teams, as it encourages healthy debate surrounding the ideas of team members. Lencioni (2002) points out during his work, that without conflict and open conversations, team members are less likely to trust each other,

resulting in the lack of commitment and accountability of team members. Therefore, one way of improving team cohesion is open and honest communication between team members. Where dysfunction and conflict may appear, teams must adopt strategies in order to overcome any difficulties that may occur.

One of the strategies that can be adopted to resolve conflict within teams is the 'CUDSA' model (Bryant and Bryant, 2019, p.104). This model sets out that individuals should acknowledge when conflict has occurred, understand the differences in opinion, define the opinion, search to find a way to come to an agreement, and then look to come to an agreement.

The Thomas-Kilmann Model identifies that there are five approaches to resolving conflict that may occur within teams. These include, avoidance, accommodating, compromising, competing and collaborating (Kilmann and Thomas, 1977). This model views team members as individuals and makes note that there is not simply one approach that everyone must use to overcome any disputes that may occur.

One of the main issues with team dynamics in policing is that often teams work so closely together, it can cause issues surrounding challenging inappropriate attitudes and behaviours, resulting in officers failing to comply with the Code of Ethics (College of Policing, 2014), which sets out that officers have a duty to manage behaviour through self-awareness and self-challenge, peer awareness and challenge and last, but not least, team awareness and challenge (College of Policing, 2014). Bryant and Bryant (2019) highlight that if the police service fails to challenge inappropriate behaviour, then it can "undermine the police service, supports discrimination within the service, and can put police officers and the public at risk (Bryant and Bryant, 2019, p.103).

However, this is sometimes easier said than done, as officers feel loyal to each other when they feel isolated from the community that surrounds them (Kaarianinen et al., 2008). Therefore, meaning some members of the police service may be less willing to speak out about colleagues behaviour, due to a fear of breaching this loyalty. Therefore, this "involve police adhering to a code of silence and extreme loyalty to other police officers" (Rowe, 2018, p.123).

Challenging and reporting inappropriate behaviour also increases the sense of organisational justice within the police service. The College of Policing set out that organisational justice consists of two things, distributive justice and procedural justice (College of Policing, 2015a). Distributive justice is ultimately how fairly employees feel inputs and rewards are allocated, and procedural justice is how fair, open and honest decision-making is within an organisation, how these decisions are openly communicated and how respectful the relationship between senior staff and employees is. Therefore, due to the "bonds of trust that only families can rival" (Lencioni, 2002, p.223) found within the police services, teams should have the ability to carry out unfiltered debate over the right course of action, ultimately forcing each other to be accountable in their own actions.

In conclusion, evidence has suggested throughout this section of the workbook that team cohesion relies on good team dynamics. Team members are required to ensure they communicate effectively, have good emotional intelligence and be respectful of the strengths each team members brings to the table. Tuckerman's work in 1965 has highlighted that team cohesion and overall teamwork take time, and this process cannot be rushed. However, this work has highlighted that inter-

personal conflict does not necessarily have to be seen in a negative light, as a certain degree of conflict is healthy. When considering how cultural norms shape team dynamics, evidence presented within this section have highlighted that this is particularly true for policing, whereby the cultural norms encourage us to work together, following particular rules and processes towards our common goal.

Finally, this section has highlighted that the degree of closeness within the police service can sometimes mean that officers fail to comply with professional standards, through reporting inappropriate behaviours, due to our loyalties for one another.

Words: 2747

## Task 2

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

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

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

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

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

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

### ANSWER:

In this section of the workbook, I will discuss a policing incident in which I played a significant role with a victim of crime and reflect on what happened. I will also critically evaluate the appropriateness of different approaches used by the police, as well as other professionals in supporting and managing someone at risk of harm. Finally, I will explore what works in relation to tackling repeat victimisation and repeat offending.

In order to do this, I will use Gibbs' (1988) model of reflection to assist me in evaluating this incident. The first section of Gibbs' reflective model focuses on the description of the incident I will then look to analyse and reflect on.

The incident I will discuss here is an alleged assault that took place between the victim and her partner. I attended this incident in the company of one of my colleagues and was first to arrive at the location where the incident took place. On my arrival, I activated my personal issue body worn video camera in order to capture the scene and any first accounts provided.

When considering the social contexts of this incident, it is important to consider how this incident may impact on other people within the address, who become secondary victims as such (HMICFRS, 2017). In this particular incident, the victim has three young children, all of whom are below the age of 12. One of the children, the eldest, witnessed the entire incident, which I found concerning. Therefore, I had to be mindful of how this may impact on her.

I do not believe that there were any cultural or ethnicity issues that were relevant in this incident. Although the victim could speak English, the slang used by the victim sometimes made it difficult for me to understand what was being said. Therefore, I had to ensure that I clarified the points I did not understand fully.

At the time of my initial attendance, I had to consider any immediate threat, risk and harm to the victim and any other persons present, as well as to establish what had happened during the incident. By obtaining this information, I was able to assess the most appropriate way of dealing with the offender. I quickly established that the offender had left the scene prior to my attendance.

Through speaking with persons present at the scene, I realised that this victim is particularly vulnerable, as evidence also suggests that victims of domestic abuse are at increased risk of harm when the abuse begins to escalate (Office for National Statistics, 2019). This made me feel frustrated, as we were not able to effectively protect this victim from further harm at the time of the first incident.

In order to safeguard the victim appropriately, I completed a Domestic Abuse, Stalking and Honour-Based Violence Risk Checklist, also known widely as a DASH form (SafeLives, 2015) with the victim. The form “aims to provide a uniform understanding of risk across professions” (SafeLives, 2015), by completing a number of questions that establish the level of risk in a domestic relationship. The rule of thumb is the higher the score, the higher the risk (Norfolk County Council, no date). I established that this incident should be graded as high risk, due to the number of ‘Yes’ answers provided by the victim.

I obtained consent from the victim in order to share information with partner agencies, as the police service regularly work closely with different voluntary and public sector agencies in order to ensure the victim is safeguarded from further harm. I did this through discussing the use of a Multi-Agency Risk Assessment Conference referral, more commonly known as a MARAC referral. This is an approach used by the police and other professionals in order to share information on the highest-risk domestic abuse cases (Devon County Council, no date). The MARAC allows representatives from the police, probation service, health, housing and other specialists from statutory and voluntary sectors to discuss and consider the most appropriate way of safeguarding victims (West Midlands Police, no date). The victim agreed to this and I completed the appropriate referral when I returned to the station.

I then asked the victim whether she would like to provide a statement in relation to what had happened. The victim informed me she wanted more time to consider whether she would like to take formal police action against the offender.

In order to protect the victim, I then provided her with a tailored safety plan, which included keeping her doors and windows locked and contacting police via 999 if the offender returned to the scene.

We were unable to locate the offender until later that evening, when he was consequently arrested on suspicion of actual bodily harm, ensuring positive action was taken (Crown Prosecution Service, 2017).

I felt disappointed during my attendance at this incident, particularly as this was an incident of repeat victimisation. I was slightly disheartened as the victim was not supporting police action against the male, although I understood her concerns. I was relieved when we located the offender, as I knew the victim would be safeguarded. When evaluating my performance at the scene, I do feel I could have discussed other safeguarding measures that could have been considered, for example the use of a Domestic Abuse Protection Notice (Home Office, 2021).

When evaluating the approaches used by the police and other agencies, I feel there is one major shortfall with the MARAC approach, which is this is only used in the highest-risk cases, and not routinely used with cases of medium or standard risk. I believe that this means the agencies miss an opportunity to share and safeguard victims proactively. I believe this is the same for the DASH risk assessment, where a certain number of 'Yes' answers means the incident is more likely to be graded high risk. Research highlights that risk should not be based on this alone, and instead other factors should be considered, such as whether the victim and offender have separated recently (DASHRiskChecklist, 2016).

I have found during my operational career that the DASH form is an extremely important risk assessment tool when attending domestic incidents, as it ensures a uniformed approach. However, the DASH form can sometimes come across robotic and impersonal when completing it with victims of domestic abuse. Another criticism of the MARAC is that some partners are unclear of their role within the meeting, for example health. Due to this, again opportunities could be missed to safeguard victims effectively through the provision of health services (Home Office Violent and Youth Crime Prevention Unit (VCYU) and Research and Analysis Unit (RAU), 2011). Therefore, clearer expectations should be set out for agencies to ensure they involved understand their role and how risk should be managed appropriately.

One way this can be done is through the use of evidence-based policing, commonly referred to as 'EBP', which is the systematic practice of applying research to decision making (Cambridge Journal of Evidence-Based Policing, no date). EBP suggests that by applying the ATLAS approach, we learn from each other in order to make policing as effective as it can be (College of Policing, 2016). Therefore, making smart decisions, whilst saving time and resources.

As stated above, I activated my body worn video camera on my arrival at the scene, as this is force policy. On researching EBP and domestic abuse, Garcia (2003) and Owens et al. (2014) suggest that photographic and other digital evidence captured from an incident increases the likelihood of conviction. Due to this finding, it is now policy in a number of constabularies that body worn video cameras should be activated at every domestic incident (College of Policing, 2015b). This ties together the link between police attendance and digital evidence minimising the risk of repeat offending and victimisation. Therefore, safeguarding victims of domestic abuse. Evidence does suggest however, that although arrests are carried out by police in cases of domestic abuse, arrest and criminal sanctions does not always alter the pattern of behaviour by offenders, or their attitudes towards victims (College of Policing, 2015c). Ultimately highlighting that "criminal sanctions punish, but don't help victims long term" (Police Foundation, 2018). Instead, a trial, called Project

CARA, conducted by Hampshire Police has found that workshops with offenders that focus on their behaviour and attitudes are more effective in reducing repeat victimisation and reoffending (Strang et al., 2017).

When applying this to Gibbs' model, I feel I could have considered the use of a similar programme when attending this incident, as evidence shows this safeguards victims. However, this approach is that not every police force across England and Wales, and instead the only options they have available are criminal sanctions. Project CARA is a great example of where evidence-based policing could benefit other constabularies across England and Wales, and in my opinion, more should be done to implement such programmes across England and Wales that look to alter the behaviour and beliefs of perpetrators as a way of tackling re-victimisation and repeat offending.

In conclusion and on reflection, I feel that I provided a good level of service to the victim in this incident, and I considered some of the options available to agencies in order to safeguard and support the victim. I do feel that going forward I need to work on my understanding of other safeguarding measures available that go beyond the DASH and MARAC referrals.

This section of the workbook has highlight that although procedures and practices are in place in order to protect people at risk of the highest level of harm, further work is required to protect those who we may not categorise in the high-risk category. This will then minimise the number of people reaching that high-risk group. When exploring what works in tackling repeat victimisation and offending, further work needs to be done in the way of criminal sanctions to address problematic behaviours.

Words – 1647

### **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: K. Jenkins (Learner – electronic signature accepted.)

Date: 26/10/2021

#### 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:

During this section of the workbook, I will look to critically explore how criminal activity facilitated by the road network can be disrupted. I will also consider how I have applied fast track actions in an investigation, as well as to evaluate the effectiveness of my decision making and the importance of carrying out risk assessments in decision making. I will finish this section by analysing how I have applied and understood appropriate interviewing techniques in a complex investigation.

Criminal activity takes place in a number of ways, but one of the ways in which it is facilitated in England and Wales is by the road network and “offenders will use the road network in the furtherance of their socially damaging enterprises” (Department for Transport, 2020, p.11). The National Police Chiefs Council (NPCC) released a three-year plan when it comes to policing the roads, called Policing our Roads Together (NPCC, 2018). As part of this plan, the NPCC (2018) set out that by working alongside partner agencies, we should aim to achieve safe roads which are free from harm, secure roads free from the threat of serious crime and terrorism and efficient roads that promote public confidence and satisfaction. The plan set out a number of objectives, the second of which focuses on secure roads free from the threat of serious crime and intelligence (NPCC, 2018).

There are number of ways in which policing aims to disrupt criminality which is carried out on or through the road network. These include forces using “intelligence and enforcement to disrupt criminality” (College of Policing (CoP), 2019a), utilising the powers available to police officers. These powers include, but are not limited to the powers to stop and seize vehicles, such as Section 163 of the Road Traffic Act 1988 and Section 4 of the Police and Criminal Evidence Act 1984. However, in order to legally stop vehicles, officers must have sufficient information and intelligence. This relies heavily on individuals providing information and intelligence surrounding the vehicles used to carry out crime.

Another way that policing looks to disrupt criminality facilitated through the road network is through the use of technology. Police forces across England and Wales now have access to Automatic Number Plate Recognition technology. This is an important tool when attempting to disrupt criminality facilitated by the road network, as it allows traffic officers to locate vehicles of interest (CoP, 2019a). This technology not only looks to tackle criminality on a local level, but to a national level also (Police.uk, no date).

However, it is vital to point out that one of the major criticisms of the ways to disrupt criminality above, they rely heavily on the intelligence available, and this intelligence is required to be analysed (CoP, 2019b). Without this intelligence and analysis, this technology is irrelevant.

Building further intelligence around vehicles of interest rests heavily on the general public, as a way to allow policing to target criminality, such as county lines and will enable officers to make full use of technology and the powers available to them. This was highlighted by Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS) during their inspection of roads policing in 2020, whereby they stated "proactive, intelligence-led activity that denies criminals the use of the road network is vital to combatting all types of crime, from high-volume crime to drug supply an modern-day slavery" (HMICFRS, 2020, p.13).

The CoP (2020) highlight the requirement of police forces to work closely with partner agencies, such as Driver and Vehicle Licensing Agency and Highways, in order to develop intelligence. A joined-up approach will enable agencies to share appropriate information, ultimately leading to a coherent multi-agency target on reducing crime facilitated by the road network (Local Government Association, 2015).

Although this would be best practice, during an inspection of roads policing conducted in 2020, it was suggested that police and partner agencies have been found to be working in isolation (HMICFRS, 2020). This suggests that the link between agencies has not worked, missing opportunities to share information. Another problems that arises in the way policing can use the road network to disrupt criminality is that the capability and capacity does not meet demand in order to focus on carrying out this type of work (HMICFRS, 2020), as roads policing is deemed to often be an afterthought (HMICFRS, 2020).

One of the main issues is that roads policing officers are often tasked with general duties also, due to officer shortages (HMICFRS, 2020). This means that although the technology and procedures may exist to allow officers to tackle criminality through the road network, police forces do not have the resources to do this effectively. Therefore, further work needs to be done to ensure roads policing is adequately resourced.

For the next two parts of this task, I will use the Gibbs (1988) reflective model to assess and reflection on the actions I carried out. The first part of Gibbs' model (1988) looks at what happened in this incident. The incident I will explore is a report of criminal damage caused to a window of a residential property.

In this section, I will discuss the fast track actions I considered and completed as part of this investigation. We must first consider what fast track actions are. The CoP have defined fast track actions as “any investigative actions which, if pursued immediately, are likely to establish important factors, preserve evidence or lead to the early resolution of the investigation” (CoP, 2013a).

As a police officer, I have a duty to “identify witnesses and preserve a scene quickly so that evidence can be protected or gathered whilst it is still fresh and undisturbed” (Bryant and Bryant, 2019, p.225). As part of my fast track actions within this investigation, I carried out enquiries commonly referred to as the ‘golden hour enquiries’ (Deane, 2019). These principles are part of the fast track actions carried out in an investigation and include a CCTV trawl and house to house enquiries (Deane, 2019).

On my way to the scene, I conducted an area search for the individual matching the description provided during the emergency call made to police. I was unable to locate anyone matching the description in the area, so I made my way to the address where the window had been damaged.

On arrival, I could see one front window had been damaged, and there were three bricks laying on the floor outside the broken window. As part of my fast track enquiries, I seized these bricks, using gloves and evidence bag in order to retain any possible forensic evidence available. I then needed to establish what had happened, how much the victim knew of the incident and whether they saw the damage being caused, so I went to speak with the victim. He informed me that they had not seen the damage being caused, and only became aware of it when he heard a bang and a car driving so quickly, it screeched out of the street. The victim also informed me that his neighbour had contacted him to say that he had seen the incident.

On this information provided, I established that I needed to speak with the neighbour and conduct house-to-house enquiries as part of my fast track actions. As such, I knocked on all eight houses located in the street and spoke with three neighbours. One neighbour stated that he contacted police to report the incident, as he had seen a car drive into the street quickly, one individual got out and threw bricks towards the window of the address. He continued to provide me with a description of the suspect. He was unable to provide me with a description of the vehicle, as he stated it happened so fast. I then spoke with another neighbour, who stated they had seen a black car drive into the street but stated they did not pay much attention initially. This neighbour then stated that they heard a loud bang, so looked out of their window and saw a black Ford Fiesta drive out of the street extremely quickly. The third address was located on the entrance of the street and informed me that they had not seen or heard anything. However, this address had CCTV cameras covering the road. Given significant damage had been caused, I viewed the CCTV in order to assist me in identifying the suspect. I was able to obtain an index number for the vehicle believed to be involved in this incident, which I then passed onto the Roads Policing team in order to urgently locate the vehicle and possible suspect. I then seized this footage onto a memory stick and placed it into an evidence bag.

I returned to the victim to inform them of this development and obtained a statement of loss from them. I arranged for the window to be secured, in order to safeguard the victim and provided him with a safety plan. I then left the scene in order to conduct further enquiries and await news regarding the vehicle.

Throughout my decision making, I used the National Decision Model (NDM) (CoP, 2013b) in order to allow me to consider the options available to me using the information and intelligence available to me, whilst considering the level of threat, risk and harm associated with the decision and from this, to make the most appropriate decisions.

I used the golden hour principles in order to allow me to gather information and intelligence, and this enabled me to make appropriate decisions about what actions to take next. By developing a working strategy, I was able to consider the next steps, for example requesting the bricks seized to be forensically analysed to assist with identifying the offender. Through utilising the NDM, I was able to apply a good investigative mindset (Bryant and Bryant, 2019). I ensured throughout this investigation that I documented all information, via my body worn video camera, as well as utilising my electronic pocket notebook.

When considering this particular incident, I had to make a risk assessment using the NDM in relation to the vehicle involved. For example, once I identified an index number for the vehicle, I could have conducted a further area search for the vehicle myself. However, given that I am not pursuit trained, and I was single crewed at the time of my attendance at this incident, I considered the risks and made the decision to enrol the help of specially pursuit trained officers in locating the vehicle. This highlights the importance of conducting risk assessments when completing enquiries, as if I had not of considered this, I could have been placing myself and the general public at risk of significant harm. Additionally, risk assessments are extremely important when investigating crimes that may include distress information or evidence, as it is vital that we consider the impact this is having on officers themselves (Bryant and Bryant, 2019).

I felt frustrated at this incident, as the victim was extremely upset at the damage that had been caused. This also made me feel determined to find the person responsible. When considering how I performed during this incident, I feel that I carried out all the reasonable lines of enquiry at the time of my attendance. I believe that I considered the threat, risk and harm that may arise during this incident and whilst carrying out fast track actions. I do feel that if I had been able to locate the offender sooner, I would have been able to consider the seizure of clothing in order for forensic analysis to be conducted, as well as obtaining finger prints to see if these match any found on the bricks located outside the damaged window. However, given the circumstances I was faced with, I do not believe I could have taken further fast track actions.

I will now continue to consider this incident when analysing interviewing techniques that I have applied to an investigation.

Interviewing applies to victims, witnesses and suspects (Boyle and Vullierme, 2018), and as part of this investigation, I conducted an interview with the victim and witnesses in order to obtain statements, as a way of ascertaining what happened (Milne and Bull, 2006).

Before conducting these interviews, I considered any vulnerabilities that the victim or witnesses may have, by asking them questions about their health and wellbeing and any possible concerns they may have about attending court. All three individuals who provided statements stated that they did not have any vulnerabilities. However, if they stated they had, I would have considered the use of an Achieving Best Evidence interview instead (Ministry of Justice, 2011).

During these interviews, I have ensured that I applied the seven principles of investigative interviewing (CoP, 2013c). These principles include obtaining accurate and reliable information and maintaining an open mind about the information provided, whilst maintaining a professional relationship and being methodical (CoP, 2013c).

I conducted these interviews separately, to ensure that witnesses could not be influenced. I asked open-ended questions using the words 'Tell me', 'Explain' or 'Describe', more commonly known as the TED approach (Oxburgh, Mykleburst and Grant, 2010). This approach is a key technique used by police officers when conducting interviews, as it allows questioning to have less influence from the interviewer and is helpful in obtaining an unrestricted account (CoP, 2013c). Once initial information was obtained, I then applied the 5WH model, which looks at asking questions beginning with 'Who', 'What', 'When', 'Where', 'When' and 'How' (Centrex, 2004), only then using closed questions to clarify information (Oxburgh, Mykleburst and Grant, 2010).

Using these types of questions, I was able to obtain accounts from the victim and witnesses, which then became statements, forming part of the investigation. Once the offender for this incident had been located, I conducted a suspect interview, whilst under caution. I ensured this interview was conducted in line with Code C of the Police and Criminal Evidence Act 1986 and the Human Rights Act 1998.

I used the PEACE model to assist me in planning and preparing for the interview, as well as ensuring that the suspect interview remained structured throughout (CoP 2013c). This enabled me to work in a methodical way. I obtained an account from the suspect around his involvement in this offence, using the question sets discussed above. However, I struggled to challenge the suspect using the forensic evidence obtained, due to a lack of understanding of the challenging section of the model.

The suspect was charged despite this, due to overwhelming evidence. When considering how I performed in line with Gibbs' (1988) reflective model, I believe that I asked appropriate questions to the victim and witnesses before completing an interview, and I asked appropriate questions throughout. However, on reviewing the statements that I obtained, I have realised that I missed out some information included within ADVOKATE with a direct witness, in particular visibility and any reason to remember the suspect (Essex Police, 2021). Although this is not extremely detrimental to the investigation, it does show that I need to practice my interviewing and statement writing skills further.

On evaluating and analysing my interviewing techniques during the suspect interview, when considering the PEACE model, I believe that I planned the interview in a comprehensive way, as well as explaining and engaging with the suspect. I obtained an account from the suspect, but I do believe that my challenging in suspect interviews needs further work. I feel that experience will assist me with this, but going forward, I will look to attend suspect interviews with an experienced colleague, in order to learn how to do this appropriately.

When considering the whole investigation, I do not believe that there was much more I could have done. However, reviewing the process has highlighted that I need to develop skills in particular areas when going forward, so that in the future, I feel more comfortable challenging and ensuring I include everything required in statements. To conclude, this section has critically explored the way in which crime facilitated by the road network can be disrupted through the use of technology. However, it has highlighted further work needs to be done to ensure accurate intelligence has been obtained. This section has also considered the ways in which I have applied fast track actions to an investigation and how I made decisions using the NDM. Finally, I have analysed my interviewing techniques as part of an investigation, which has highlighted I need to improve my skills and understanding in a number of areas going forward.

Words: 2750

## 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<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 |                                                                                                                                 |
| 1. Giving evidence as a police officer                                                                          |            |            | 8            | 3          |            |              | Develop a greater understanding of hearsay and the rules of giving evidence in court.                                           |
| 2. Definitions of complex offences                                                                              |            |            | 9            |            | 6          |              | Learn the definitions through the use of PNLD and Blackstone's.                                                                 |
| 3. Further interviewing techniques, such as introducing and using bad character evidence and special warnings   |            | 7          |              | 4          |            |              | Develop a greater understanding of when to introduce bad character evidence and special warnings.                               |
| 4. Greater knowledge of support agencies to support and protect vulnerable or intimidated victims and witnesses |            |            | 8            |            | 6          |              | Familiarise myself with local and national organisations that offer support to vulnerable or intimidated victims and witnesses. |
|                                                                                                                 |            |            |              |            |            |              |                                                                                                                                 |

| <b>SKILLS</b>                                                      | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 |                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------|------------|------------|--------------|------------|------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Interviewing suspects                                           |            |            | 8            | 4          |            |              | Practice interviewing suspects for an array of offences.                                                                                                                                                                                                                                                                                                                               |
| 2. Interviewing victims / obtaining victim statements              |            |            | 10           |            | 6          |              | Develop my statement writing through practice and familiarising myself with ADVOKATE and descriptive models further.                                                                                                                                                                                                                                                                   |
| 3. Interviewing witnesses / obtaining witness statements           |            |            | 10           |            | 6          |              | Develop my statement writing through practice and familiarising myself with ADVOKATE and descriptive models further.                                                                                                                                                                                                                                                                   |
| 4. Creating case files to be sent to the Crown Prosecution Service |            |            | 8            |            | 5          |              | Attend a case file course run by the Justice Team based within Gwent Police to develop my understanding of case files and what should be included within them.                                                                                                                                                                                                                         |
| <b>EXPERIENCE</b>                                                  | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 |                                                                                                                                                                                                                                                                                                                                                                                        |
| 1. Stop and search procedure, including GOWISELY                   |            |            | 10           |            | 6          |              | Stop and search is a highlight scrutinised area of policing and given that I have not done any stop and searches, I believe this needs further development through practice and ensuring I am up to date with the most recent policies surrounding grounds of the search.                                                                                                              |
| 2. Reporting an individual for an offence to attend court          |            |            | 8            |            | 5          |              | Develop a great experience in reporting people to attend court. I will develop this area of policing through practising POCLAROC, as well as observing colleagues fill out the necessary paperwork associated with reporting someone for an offence.                                                                                                                                   |
| 3. Issuing a TOR                                                   |            |            | 6            | 3          |            |              | I have only issued two TORs during my time as a police constable, so feel that this area needs work. I need to research and develop a greater understanding surrounding the offences in which a TOR can be issued, as well as the TOR itself. I will do this by using PNLD, the TOR book itself and knowledge from colleagues in the Roads Policing department to extend my knowledge. |

|                                                                 |  |   |   |   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------|--|---|---|---|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.Applying for and enforcing a search warrant issued by a court |  | 5 |   | 1 |  |  | I have no knowledge on how to apply a search enforce a warrant issued by a court. I think to develop this knowledge, I need to engage with the Neighbourhood Policing Team, who regularly obtain search warrants to learn how this is done, and how they are executed. I believe it would be useful for me to do an attachment with the neighbourhood policing team, and during this, using information and intelligence previously gathered, apply for and execute a search warrant.                                                                                                                                                                                                                                                                                                             |
| 5.Utilising evidence-based policing in my approach              |  |   | 7 | 4 |  |  | As a response police officer, we do not routinely consider new ways of applying evidence-based policing to our approach, given the time we have and level of demand we face means that we are limited on time to conduct the appropriate research required. However, I believe that I need to take some of my own learning time to research evidence-based policing approaches that I could use within my role, and then look to encourage other officers to do this also. Additionally, I believe as stated above, an attachment with the Neighbourhood Policing Team may assist with my knowledge surrounding this. I could also consider applying to do an attachment with the problem-solving team, as they will regularly consider evidence-based policing when tackling reoccurring issues. |

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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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