

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

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Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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

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

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

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

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

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

ANSWER:

A team is a number of people who “act together to achieve something” (Cambridge Dictionary, n.d.). Teams within policing can take a number of forms and can include Neighbourhood teams, Response teams, Traffic teams and can also include the team who respond to a specific incident (College of Policing, n.d.). This essay will explore theories of team dynamics as a means of developing team cohesion, as well as considering why interpersonal conflict can occur within a team. In the context of policing, this essay will further consider how team dynamics can result in a failure to comply with professional standards and the role of organisational justice in managing this.

Team dynamics are the underlying mental and psychological influences which affect how a team thinks, acts and performs (University of Notre Dame, 2020). They are shaped by the personalities, values and beliefs of individual team members as well as the way the team communicates, both internally between members and externally with third parties (University of Notre Dame, 2020).

Team cohesion is achieved when the members of the team are all working together to achieve a shared goal (Russell Tobin, n.d.). Team cohesion is typically characterised by clear communication within the team, team members holding clear

roles and responsibilities, a fair split of workload across the team and trust between team members (Himmelfarb Health Sciences Library, 2019). Positive team dynamics are indicated by similar characteristics, including less conflict between members, increased trust and collective working (University of Notre Dame, 2020).

Theories of team dynamics can be evaluated as a means of developing team cohesion, with the first theory considered Tuckman's Model. Tuckman's model consists of four stages each team has to work through as follows;

1. Forming stage: during this stage members first come together to form and establish the team. During this time members of the team are not familiar with each other and do not communicate their feelings. The purpose and shared goal of the team is established and ground rules are set.

2. Storming stage: during this stage there is conflict within the team. Individuals still view themselves as individuals and not as a team, which can often lead to interpersonal issues as members establish their place within the group and resist control and influence from others. Teams that cannot move past this phase cannot function.

3. Norming stage: during this stage the conflict experienced in the Storming stage is overcome. Members begin to work more effectively as a group with team roles established.

4. Performing stage: during this stage the team is now performing effectively, working as one to achieve the common goal.
(Tuckman, 1965)

A fifth stage, the Adjourning stage, was later added which is where the team disbands following achievement of the common goal (Tuckman, 1965). In a policing context this may include teams assembled for specific operations which are carried out for a set period of time.

As a means of developing team cohesion, Tuckman's model provides an explanation for how team dynamics alter throughout the lifespan of a team to achieve this ultimate end goal. Tuckman developed these stages after a review of over 50 studies and found his proposed stages to align with real world examples (Tuckman, 1965). 40 years after the model's conception, a literature review by Bonebright (2010) found the model to still hold real-world relevance, as an accessible explanation for team dynamics that is still utilised today. From my own experiences within policing, this model is a good fit of the stages I experienced when forming a team with a fellow student and my mentor as part of my 12-week Tutorship phase, where the common aim was for both us students to achieve Independent Patrol Status.

Critically however, Tuckman's model does not account for external factors which can influence the team dynamic such as availability of resource and pressure from external stakeholders (Bonebright, 2010). Many of these external factors are more recent constraints on team cohesion since Tuckman developed their model in 1965, particularly in the public sector where more is expected from smaller resources due to budget constraints (Smith, 2010). Tuckman's model therefore presents an oversimplified view of reality when examining team dynamics (Bonebright, 2010). Whilst the model provides a good explanation of team dynamics and the influence this has on team cohesion as seen in real-world examples, with reasons why teams

cannot function also explained during the Storming stage, there are limitations to the theory, particularly when considering external factors that influence team cohesion (Bonebright, 2010).

A second theory considered is Belbin's theory of team roles (Belbin, n.d.). This theory identifies nine roles of equal importance, with individuals capable of fulfilling more than one role, which are present in high performing teams (Belbin, n.d.). The roles include the Specialist, the Coordinator and the Resource Investigator, with each role having different strengths and weaknesses, and are required at different times depending on the needs of the team in achieving its goal (Belbin, n.d.).

A 1999 study examining Belbin's theory over six different teams found teams with a mix of the roles identified by Belbin performed better than teams where individual members were characterised by the same role, e.g. teams where all members are Specialists (Prichard & Stanton, 1999). When considering team dynamics and team cohesion, teams in which members hold clear, defined roles are seen to be more positive and successful (University of Notre Dame, 2020; Russell Tobin, n.d.). These clear, defined roles are the principle of Belbin's theory (Belbin, n.d.), and so utilising Belbin's approach and having a diverse range of skills between members may lead to increased cohesion and team performance (Prichard & Stanton, 1999).

Belbin's theory describes that not all teams need nine members, with some members fulfilling more than one role (Belbin, n.d.). Contrastingly, unfair workload is seen to be one a limitation to team cohesion and performance and can lead to inter-personal conflict (University of Notre Dame, 2020; Russel Tobin, n.d.). Therefore, for Belbin's theory to be effective in improving team performance, the balance between the roles of individual members, and their consequent workload, must be fair and this appears to be a limitation of this approach.

In addition to the influences described in the theories above, team dynamics can potentially be influenced by wider, cultural organisational norms, with organisational culture commonly described as "the way we do things around here" (CIPD, 2020). Schein developed a three-stage model to explain the components that create organisational culture, describing culture to consist of underlying assumptions, espoused values and artefacts (Dauber, Fink & Yolles, 2012). Underlying assumptions form the basis of the team are and often unspoken, espoused values are the communicated rules expected and artefacts are the visible behaviours demonstrated as a result of these assumptions and values (Dauber et al., 2012). In a policing context these stages could include the duty to serve the public, the Code of Ethics, and the way the officers outwardly deal with members of the public respectively.

The extent to which group dynamics are shaped by organisational culture has been examined. Studies report that elements of organisational culture such as leadership and the level of trust within the organisation can influence team's behaviours (Lucas & Kline, 2008). This study found a significant influence of organisational culture on the response of the group examined (Lucas & Kline, 2008). This highlights the need to be aware of elements of organisational culture which may influence team dynamics when considering team performance (Lucas & Kline, 2008), and the extent this may play on team cohesion.

When examining team performance, it is important to consider why teams are ineffective, which may be due to interpersonal conflict (University of Notre Dame, 2020). Considering the theories of team dynamics discussed, interpersonal conflict may occur within a team during the Storming stage of Tuckman's model, when individuals view themselves as individuals, not as a team, and resist the leadership of the group (Tuckman, 1965). When considering Belbin's model, interpersonal conflict may occur within a team if there is an imbalance of roles within the team, with these teams seen to not be as effective (Belbin, n.d.), which may cause frustration if the goal is not met and consequently conflict. Equally, interpersonal conflict may occur if the split of roles within the team is not fair, with an imbalance of workloads seen to be a cause of team conflict (University of Notre Dame, 2020; Russell Tobin, n.d.).

Effective leadership is a strategy which can be adopted to manage conflict within a team, improving individual and team performance. Effective leadership can be characterised by clear communication, timely decision making and being accessible to provide support to team members (Loperena, 2004). Studies have shown that effective leadership and these characteristics are key to team success (Loperena, 2004). Effective leadership is also characterised by an awareness of individual strengths and weaknesses (Loperena, 2004). Not only does effective leadership benefit the team, the ability to help members develop and increase their capabilities further benefits individual member's performance also (Loperena, 2004).

Another strategy that can be adopted to enhance performance is that of increased trust. Studies examining the level of trust within a team and team performance found a relationship between the two variables across 28 different teams (Erdem, Ozen-Aytemur & Atsan, 2003), with trust between team members also facilitating positive team dynamics (University of Notre Dame, 2020).

These two strategies can be combined, with leaders having a role on the development of trust within a team (Turaga, 2013). Turaga (2013) examined the role of leadership in developing trust within the context of Tuckman's model. In the forming stage, Turaga (2013) noted the leader is critical in building trust by communicating the roles and responsibilities within the team. In the storming stage, Turaga (2013) noted the leader is critical in building trust by resolving conflicts constructively, building a positive, safe environment. Regarding the norming stage, Turaga (2013) noted the leader needs to allow for informal team building to build trust and relationships between members, while finally celebrating success in the performing stage. By combining effective leadership and building trust, both individual and team performance may be further enhanced in comparison to either strategy alone, with Turaga (2013) highlighting the importance of both in line with the development of team dynamics and cohesion through the lifecycle of a team.

Within the police service, professional standards are key, underpinning actions and decision making, and are formed from the Code of Ethics (College of Policing, 2014). These standards comprise of nine principles; accountability, integrity, openness, fairness, leadership, respect, honesty, objectivity and selflessness (College of Policing, 2014). The role of team dynamics within the police service can be examined as an influence on compliance with professional standards.

A systematic review of over 136 studies by the College of Policing found a number of factors which contributed to the prevention of misconduct and unethical behaviour (College of Policing, 2015). The review found that those who made more ethical decisions and actions were those who showed more concern for others, including their colleagues (College of Policing, 2015). Further to this, ethical decision making increased when there was a perceived consequence for others of unethical behaviour (College of Policing, 2015). This is indicative of characteristics of positive team dynamics, such as collective working and trust between members (University of Notre Dame, 2020). When considering the literature already discussed, this finding supports many of the ideas discussed, namely that increased trust is an effective strategy in boosting performance (Erdem et al., 2003) and that teams perform at their best when working as one, such as during the Performing stage of Tuckman's model (Tuckman, 1965).

Further assessment by the College of Policing of 57 studies in both policing and non-policing contexts found effective leadership to promote ethical behaviour amongst workers (College of Policing, 2015). Interventions reviewed from various studies in this assessment found that leaders who were open, accessible and acted as role models were important in influencing this (College of Policing, 2015). This reflects and reinforces the strategy discussed that effective leadership can be used to improve both individual and team performance (Lucas & Kline, 2008). It can be drawn from the work from the College of Policing that the opposite of these findings, namely ineffective leadership and a lack of collaborative working and trust within teams, are factors which are detrimental to team dynamics and may lead to interpersonal conflict (University of Notre Dame, 2020; Russell Tobin, n.d.) and may therefore lead to a failure to comply with professional standards.

When considering compliance with professional standards, the role of organisational justice can also be examined. Organisational justice refers to the impact of the organisation's fairness in its attitude, culture and decision-making on the behaviour of the employees (College of Policing, 2015). The impact of organisational culture on team dynamics has previously been discussed. Further to the above, the systematic review conducted by the College of Policing found that employees made more ethical decisions when they believed the code of conduct in their organisation was enforced and upheld (College of Policing, 2015). Schein's model describes the underlying assumptions, values and behaviours that create organisational culture (Dauber et al., 2012), with this finding from the College of Policing reflecting real-world application of this, with an ethical culture enforced by the organisation influencing the actions and behaviours of employees (College of Policing, 2015).

Further work examining the role of organisational justice in a policing context has found a further relationship between this and preventing misconduct (College of Policing, 2015). A study examining 483 Police Officers in the American state of Philadelphia found officers were less likely to have committed misconduct or be subject of a complaint if they believed the organisation, the Police department, had strong organisational justice, however it is noted that this is a correlation, and not cause-and-effect of the two variables (College of Policing, 2015). Studies in the UK involving Durham Constabulary found that officers who perceived high levels of organisational justice were associated with more ethical decision-making and

behaviour, including the appropriate and proportionate use of force (College of Policing, 2015). Further conclusions can therefore be drawn from the College of Policing's work regarding organisational justice, with its importance in promoting ethical behaviour and preventing failure in complying to professional standards highlighted in these findings (College of Policing, 2015).

This essay has evaluated theories of team dynamics as a means of developing team cohesion, with the lifecycle of a team examined through Tuckman's model and the varying dynamics this brings (Tuckman, 1965) as well as the importance of individual's roles in Belbin's model (Belbin, n.d.) with strengths and weaknesses of the theories discussed. The influence of wider organisational cultural norms have been explored through the application of Schein's model and the subsequent influence this can have on team dynamics (Dauber et al., 2012; Lucas & Kline, 2008). Factors which influence interpersonal conflict have been considered, with strategies to enhance both individual and team performance outlined. Finally, it has been considered how team dynamics affect conduct and adherence to professional standards within a policing context, with the role of organisational justice additionally discussed.

2,511 words.

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:

A victim of crime is defined as “a natural person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence” (Ministry of Justice, 2015). The Police play a significant role in protecting victims from violence, abuse and neglect. This is encompassed in the core duty to protect life as well as the responsibility to uphold individuals’ Human Rights including Article 2, the Right to Life and Article 3, the Prohibition of Torture (College of Policing, 2018). In this essay I will be using Gibbs’ reflective model to examine an incident I attended where I played a significant role with a victim (College of Policing, n.d.). I will be considering the social and legislative context of the incident, evaluating the appropriateness of approaches by both professionals and the police in supporting vulnerable people and exploring what works when tackling repeat victimisation and repeat offending.

In this incident, I met B at the Police Station who was reporting threats from her husband. B she was very distressed and was visibly shaking. She began by explaining that she wanted to log her husband’s behaviour but did not want to make a formal complaint. There were no language or ethnicity issues present.

B discussed the ongoing problems and from her first account it became clear that the threat, risk and harm was high. B reported threats to kill, assault, clear patterns of stalking as well as controlling and coercive behaviour. B genuinely believing that she was going to be killed, having written a will and stating “if I get killed I want to have logged this so they know who did it”.

Considering powers and policies, B had stated she did not want to make a formal complaint however due to the nature of her disclosure I believed Positive Action may need be taken. This is a policy where due to the risk presented in certain domestic abuse situations, the police must take action to safeguard any persons affected and can involve victimless prosecution (College of Policing, 2018b). I was clear with B, explaining that although she did not want police action, in order to best protect her that Police may investigate. I considered the requirement to complete a DASH (Domestic Abuse, Stalking and Harassment) risk assessment as per policy for all domestic abuse cases. The purpose of the DASH is to help the police, and partner agencies if consent is given to share, risk assess cases on an individual basis and can help in determining which cases are referred to MARAC (Multi Agency Risk Assessment Conference) for further support (SafeLives, 2014).

My preferred option was for B to stay elsewhere, however when this wasn't feasible my contingency was to provide extensive safeguarding advice. I completed the DASH risk assessment and placed critical markers on the address which would ensure an emergency response for any future calls. I explained the role of partner agencies, the support they offered, and the role of MARAC. B was engaged and welcomed referrals. Following the appointment, I spoke immediately with my Sargent before proceeding to bring this to the attention of those necessary and submitting the appropriate referrals.

During this incident my thoughts and feelings were focused on B's safety. In considering the social and cultural impacts of the incident she kept repeating that "others have it worse" and was that she felt stupid coming to the police. I explained abuse presented in many forms (Women's Aid, n.d.). My response was influenced by the values that underlie my behaviour as I feel strongly that this misconception can prevent victims from coming forward and felt this made me approachable. As a Police Officer I brought a fair, calm dynamic to the incident. I clearly explained the role of the Police and partner agencies and the duty of Positive Action. When considering the negatives of the incident, ultimately B did not make a statement and whether she was supportive of the actions that resulted from her appointment, including her husband's subsequent arrest, is unclear.

My purpose in the incident was to safeguard the victim which I achieved, with an investigation launched and B protected by bail conditions and supported by partner agencies whilst this is ongoing.

Analysing the incident, the social and legislative impact is clear. Due to her disclosure I had to be realistic with the victim that there may be police involvement despite no formal statement under the policy of Positive Action (College of Policing, 2018b).

To further make sense of the situation, I evaluated the appropriateness of different approaches in supporting vulnerable people within the context of domestic abuse. The first approach I considered is Positive Action. The aim is to protect victims and prevent further harm or abuse (College of Policing, 2015). It ensures the law is upheld and that domestic incidents are not treated as private matters (College of Policing, 2015). When considering cultural and social barriers to reporting abuse, Positive Action may help victims who do not feel able to report incidents

themselves, potentially due to factors including shame, embarrassment, or fear of further violence (Women's Aid, n.d.). Negatively, Positive Action can be seen to oppose the ideology that policing is victim-led and can therefore potentially leave victims with a negative opinion of the Police if they truly did not support police action (Hoyle & Sanders, 2000). If a decision in a domestic incident was to arrest the perpetrator and then there was subsequently no charge, it may adversely affect the victim's confidence in the Police and their willingness to re-engage and report further incidents (Hoyle & Sanders, 2000). On balance, Positive Action focuses on the immediate risk, safeguarding those affected from harm during a live incident, however it does not appear to consider the long-term impacts of decisions made during that time. In isolation perhaps this policy does not support victim's with further support for the long-term required from other agencies.

The second approach considered is MARAC, a multi-agency approach where meetings take place between multiple partners to share information and develop a plan to safeguard the victim in high risk cases of domestic abuse (College of Policing, 2018c). The joint working between professionals and Police is believed to be best placed to ensure the specific needs are met on a case by case basis (College of Policing, 2018c). MARAC plays a clear role in identifying risks and safeguarding against these, with the knowledge brought by partners providing a more comprehensive and specialised insight than when undertaken by one organisation in isolation (College of Policing, 2018c). A 2020 survey examining the impact of MARAC however identified flaws, reporting that often too many cases are heard in one sitting and that meetings are often underattended, with a lack of ongoing monitoring to measure efficacy (Adisa, 2020).

When comparing the approaches, both demonstrate a clear focus on managing the immediate risk and safeguarding. It appears however a lack of ongoing support or monitoring is an issue for both approaches. Combining these approaches with longer-term support may be more suitable in managing vulnerable people or people at risk of harm throughout their whole experience.

Analysing this incident also allows exploration into what works when tackling repeat victimisation and repeat offending. A repeat victim is someone who "perceives themselves to be so or who have been a victim of more than one recorded crime or ASB incident within 12 months" (Bedfordshire Police, n.d.). When considering domestic abuse, a review of interventions to tackle repeat victimisation found a moderate effect for advocacy and counselling interventions and reported positive results for partnership-based approaches (British Columbia Centre of Excellence for Women's Health, 2013). The review found however a weak evidence base for more preventative interventions, such as media campaigns to raise awareness (British Columbia Centre of Excellence for Women's Health, 2013). Interestingly, analysis reported a positive effect of MARAC, with 60% of victims not becoming repeat victims following MARAC intervention (Adisa, 2000).

Contrastingly, a repeat offender is defined by the Ministry of Justice as someone who commits another offence in the year following conviction (Ministry of Justice, 2018). Studies examining the efficacy of both shorter, (<16-week) and longer term (>16-week) group sessions in a variety of settings such as CBT and Family

Therapy found inconsistent evidence to demonstrate any effect on reoffending (British Columbia Centre of Excellence for Women's Health, 2013). Comparatively, a 2-day domestic violence workshop run in partnership with Hampshire Constabulary found a reduction in repeat offending (University of Cambridge, 2017). Perhaps offenders found a shorter-term intervention involving Police to be more engaging, with the reasons behind this scheme's efficacy needing to be examined.

The approach by Hampshire Constabulary to engage Evidence Based Policing (EBP), whereby Police are involved in creating and evaluating an intervention to manage a policing issue (College of Policing n.d.b) has shown hopeful initial results. Future approaches and interventions to tackle repeat victimisation and offending may be developed through EBP and may be instrumental in addressing some of the issues with current approaches discussed.

Reflecting on the outcome of the incident, my response could be improved by gaining more knowledge of what partner agencies can offer. This experience has taught me that managing expectations of members of the public is paramount, and that it was essential I was honest with B regarding Police involvement. This honesty is something applicable to multiple policing incidents involving vulnerable people including mental health incidents I may experience in the future. This is an incident I have attended where I have played a significant role with a victim. I have reflected on the incident, including social and cultural issues, critically evaluated different approaches for supporting vulnerable people and explored what works well in tackling repeat victimisation and offending, considering an example of Evidence Based Policing. I have done this within the context of this incident and feel better equipped to deal with similar situations going forward.

1648 words

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: R GRIFFITHS (Learner – electronic signature accepted.)

Date: 17/05/2021

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:

In disrupting criminal activity there are a number of tactics and strategies available to the Police. This essay will critically explore the use of the road network in disrupting criminality. Further considered will be the use of fast track actions in investigative decision-making as well as the importance of risk assessment during this process. Finally, this essay will analyse appropriate interviewing techniques in complex investigations, with real-world application explored.

Disrupting criminality is linked to the Peelian Principles, the nine core principles that underpin policing in England and Wales, with the first of these stating that “the basic mission for which the police exist is to prevent crime and disorder” (The Crime Prevention Website, n.d.). Criminal activity on the roads can be linked to a number of different crimes, wider reaching than solely motoring offences, with the use of the road network by criminals linked to major international organised crime (College of Policing, 2019). When examining links between criminality and the road network, a 2000 Home Office report found that 79% of disqualified drivers held a criminal record, a figure that is four times the national average (Rose, 2000). Additionally, a 1999 Home Office report found a link between motorists who parked illegally in disabled parking spots and criminality, with one in five of these vehicles involved, or suspected to be involved, in other criminal offences (Chenery, Henshaw & Pease, 1999). Research demonstrates therefore an evidence base supporting the suggestion that those who commit motoring offences are more likely to be involved in, or linked with, other types of crime (Parliamentary Advisory Council for Transport Safety, 2020). This evidences the need to use the road network to disrupt criminality,

with it believed the benefits are wider reaching than tackling motoring offences in isolation (Parliamentary Advisory Council for Transport Safety, 2020).

One approach to tackle criminality activity facilitated by the road network is the use of dedicated roads policing officers. These specialist officers deal primarily with traffic offences and collisions, however the benefits are wider reaching due to the links between offending motorists and wider criminality as discussed (Parliamentary Advisory Council for Transport Safety, 2020). A report from Staffordshire Police has praised the role played by these specialist officers, identifying the benefits these dedicated officers bring and how they play a significant role in disrupting organised crime including County Lines, the movement of drugs between areas of the country (Staffordshire Police, 2020; National Crime Agency, n.d.). Roads policing officers however require specialist training which requires significant investment (Staffordshire Police, 2020). Overall Police Officers numbers fell 13% between 2010 and 2019, but the reduction in roads policing officers was even greater, falling 22% between 2010 and 2014 and a further 18% between 2015 and 2019 (Parliamentary Advisory Council for Transport Safety, 2020). Austerity leading to budget cuts has reduced the number of officers available (Dearden, 2018), with the figures suggesting specialist roles have experienced a greater decline in numbers (Parliamentary Advisory Council for Transport Safety, 2020), potentially due to the level of resource they require. Staffordshire Police have utilised specific investment in order to increase their number of specialist officers by a third which they attribute to the increased capability to disrupt criminality (Staffordshire Police, 2020), suggesting therefore that without this financial backing, the benefits highlighted would not have been seen. A key limitation therefore in this strategy to disrupt criminality appears to be resourcing, as without the officers and dedicated financial investment, the benefits cannot be realised (Parliamentary Advisory Council for Transport Safety, 2020; Staffordshire Police, 2020).

A second approach to disrupt criminality facilitated by the road network is the use of Automatic Number Plate Recognition (ANPR) technology. ANPR cameras identify vehicles on the roads by their registration which are then analysed for any markers or intelligence, such as stolen or linked with drug activity (College of Policing, 2019). This provides an option to engage or intercept these vehicles (College of Policing, 2019). Reported benefits of ANPR include the ease with which the technology can provide location data, allowing for a quick response, and that it can be used to identify vehicles involved in wide range of offences, disrupting wider criminality (College of Policing, 2020; National Police Chief's Council, n.d.). ANPR is also used to assist in crime pattern analysis, as the data recorded can be used to identify patterns and trends (College of Policing, 2020), for example vehicles seen near to a pattern of dwelling burglaries. Alongside investment for dedicated officers, Staffordshire Police developed and improved their ANPR technology, reporting this has allowed them to capture and develop intelligence which is then in turn used to disrupt criminality (Staffordshire Police, 2020). Negatively however, public perception on the use of this police tactic varies, with opinions expressed of 'Big Brother' concerns, and concerns about how data captured will be used and held by the Police (Dorset Police, n.d.). ANPR requires low financial investment to operate (College of Policing, 2020), however without policing resourcing on the ground to act on the results from the technology, the benefits of this approach are limited (National Police Chief's Council, n.d.; Dorset Police, n.d.). As discussed above, there have been

significant cuts in the number of roads policing officers (Parliamentary Advisory Council for Transport Safety, 2020), so without investment here the technology may identify multiple serious offences, but without personnel to action this criminality may not be disrupted and the benefits of ANPR not realised (National Police Chief's Council, n.d.; Dorset Police, n.d.).

The evidence demonstrates clear links between criminality and motoring offenders (Rose, 2000; Chenery et al., 1999), with real-world benefits of utilising this link to disrupt wider criminality reported by Staffordshire Police (Staffordshire Police, 2020). Two approaches have been discussed, with the benefits and limitations of each examined. With all areas of modern-day policing, budget constraints limit the resources available (Dearden, 2018), with it suggested that the benefits in disrupting criminality by using the road cannot be achieved without dedicated resource and investment (Parliamentary Advisory Council for Transport Safety, 2020; Staffordshire Police, 2020; National Police Chief's Council, n.d.).

Within investigations officers make numerous decisions, one being the appropriateness of applying any fast track actions. Fast track actions are defined as "any investigative actions which, if pursued immediately, are likely to establish important facts, preserve evidence or lead to the early resolution of the investigation" (College of Policing, 2019b). An example of a fast track action could be the use of ANPR if it is suspected a vehicle has been involved in an offence (College of Policing, 2020), for example if following a serious assault the offender uses a vehicle to leave the scene, a fast track decision to utilise ANPR could potentially locate the vehicle and suspect promptly.

When making decisions within my role I consider applying fast track actions where appropriate. A recent example would be during an investigation to locate a high-risk perpetrator of domestic violence. This suspect had been outstanding for multiple weeks, avoiding arrest and posing risk to the victim, with significant resourcing dedicated to enquires to locate them. During the investigation I assisted with intelligence work, submitting applications to try and locate the suspect using location data from their mobile phone amongst other enquiries, however when intelligence was received that the suspect was using a local taxi company I applied fast track actions to pursue this line of enquiry. Contact was made with the taxi company and details were provided about the timings, location and frequencies of the journeys to identify a pattern of behaviour. I submitted a high-priority intelligence report to evaluate the information which was then released and a plan to intercept the suspect developed. Officers targeted the locations at the relevant times and the suspect was subsequently arrested.

My decision-making in applying fast track actions in this investigation was effective as the desired outcome was achieved. In prioritising this action, the suspect was arrested and the victim protected. If I had not completed fast track actions the suspect may have become aware of the information shared with Police and may have changed their habits to avoid arrest. Next time, I would consider local sources such as taxi firms earlier in the investigation and would consider fast track actions to contact them earlier where suspected a suspect may be using taxis for transport, rather than waiting for other lengthy enquiries such as phone work or enquiries with other agencies such as the Department of Work and Pensions to be completed.

A key part of decision making, such as applying fast track actions, is risk (College of Policing, 2015). The College of Policing recognise that risk will always exist, however the decision made can minimise this and manage risk as appropriate (College of Policing, 2018)

Decision making within policing is facilitated by the National Decision Model (NDM) (College of Policing, 2014). The NDM comprises of 5 steps, underpinned by the Code of Ethics;

1. Gather information and intelligence
2. Assess threat and risk and develop a working strategy
3. Consider powers and policies
4. Identify options and contingencies
5. Take action and review what happened

(College of Policing, 2014)

As above, the second stage of the NDM requires an assessment of risk during the decision-making process (College of Policing, 2014). This process is dynamic, with the cycle revisited multiple times during the incident or investigation as required (College of Policing, 2014). Without an understanding of risk, the stages that follow in the NDM cannot be considered effectively, as decision surrounding powers and policies as well as preferred options and contingencies will not be fully informed (College of Policing, 2014). The importance of risk assessment is therefore key in order to make an effective, informed decision (College of Policing, 2014). Considering fast track actions and the example discussed, the suspect posed a significant risk to the victim whilst outstanding, which in turn informed my decision to complete fast track actions. This understanding of risk helped inform the appropriateness of this decision and was important in achieving a positive outcome.

Fast track actions can be applied where appropriate as part of effective decision-making. The importance of completing and understanding a risk assessment within the decision-making process is paramount, highlighted in the NDM (College of Policing, 2014). The risk assessment is a dynamic process (College of Policing, 2014), with developments during an investigation potentially changing the level of risk, appropriateness of fast track decisions, with well informed choices hopefully leading to a successful outcome. Real-world application of these concepts has been discussed, with my fast track actions, informed by understanding of risk, leading to effective decision making and the apprehension of a wanted suspect.

Within an investigation, interviewing may need to be completed with a victim, witness or suspect. This is defined as a “crucial process of investigation” by the College of Policing (College of Policing, 2020b).

Techniques for interviewing within policing are covered within the PEACE framework (College of Policing, 2020b). There are five stages within the PEACE framework as follows;

1. Planning and preparation: initial planning undertaken in relation to interview arrangements, considering practicalities and individuals needs, with an interview plan prepared specific to the investigation

2. Engage and explain: rapport is built with the interviewee with the reason for interview and their understanding clearly established, with expectations set and the process explained
3. Account clarification and challenge: the interviewee is firstly asked to give their account, with the interviewer identifying topics and exploring these further. This is followed by the interviewers' own agenda; with topics they have identified discussed if not already covered. Finally, any challenges identified these will be put to the interviewee
4. Closure: the interview is summarised and closed, with next steps explained
5. Evaluation: the interviewer reviews their own performance as well as considering the implication on the investigation, identifying any further lines of enquiry or follow-up actions

(College of Policing, 2020b)

It is important the PEACE framework is applied and understood during interviewing as it provides a methodical, consistent approach to interviewing (College of Policing, 2020b). Furthermore, the PEACE framework ensures that the legal rights of suspects are upheld, and that individuals are treated in accordance with the duties placed on the police regarding their rights and welfare (College of Policing, 2020b).

I have applied this interviewing techniques during a complex investigation during an interview with a victim of domestic violence. This attendance was part of the appointment system, where members of the public attend at a pre-booked time to speak with an officer. Only brief circumstances are provided during the booking, so during my planning and preparation I reviewed the information available. I prepared a brief plan based on the limited information available, identifying topics to discuss.

On the victim's arrival and commencing of the engage and explain stage of PEACE, I explained the process of giving a statement to the Police and resulting action regarding attending court, building rapport with the victim.

The victim provided an account, which identified multiple topics I wished to explore further with multiple offences identified, with the investigation now presenting as complex. I probed each of the topic areas, seeking clarification and information where the victim was willing to provide it. Once the victim's account was exhausted, I asked further questions I had identified during my preparation for the appointment. The nature of the incidents discussed, with an extensive history of domestic abuse, meant that this was quite distressing for the victim. I adapted my style, communication and tone as appropriate, allowing them time where required and providing support and reassurance. Initially I focused on asking open questions, allowing the victim to open up topics they wished to explore, before asking appropriately closed questions where required to confirm my understanding of what was being discussed (College of Policing, 2020b). During this interview the victim was very descriptive, clearly detailing what had taken place so there was little need for clarity, however in an interview with a less engaging victim, perhaps someone in fear of their perpetrator, I may need to change technique and ask more appropriately closed questions in order to ascertain enough detail as required.

Following this, I summarised the account and explained the next steps. The victim understood and following this I offered further support and referrals as appropriate.

Afterwards, I completed an evaluation of what was said during the interview. This was clearly complex investigation, with abuse over a significant history and there were further lines of enquiry which needed to be undertaken. These were completed and the suspect was arrested in order for the investigation to proceed.

Analysing my performance and application of the PEACE framework during the victim interview, I found I was able to use the model well to elicit information where required, allowing for the identification of multiple offences. This allowed me to safeguard the victim as appropriate and for the necessary resulting actions to take place in order to protect the victim. Without utilisation of the PEACE framework this may not have been achieved, potentially placing the victim at risk of further harm. Analysing my application of the PEACE framework, I believe I could have prepared more thoroughly by researching into the history of the couple more extensively, however with multiple appointments to attend that day I had not been able to complete this as comprehensively as ideally. The resulting complex investigation resulting from this interview has reiterated the importance however of preparing extensively and going forward this is an aspect of the role I will need to ensure I prioritise and balance. As discussed, the victim was engaged and descriptive in their account, and reflecting on this has allowed me to consider the appropriateness of my interview techniques when dealing other victims or witnesses who require more involvement from myself in order to provide a detailed account.

The PEACE framework is a technique used for investigative interviewing in complex investigations (College of Policing, 2020b). Analysing my application and understanding of the technique, I have considered a complex investigation where I conducted an interview with a victim. I have been able to utilise this technique effectively, gaining significant information from the victim, and have identified areas where I can improve in the future.

This essay has explored different approaches to disrupting criminality and conducting investigations, exploring the use of the road networks as well as fast track actions in investigations and interviewing techniques. Additionally, the importance of risk assessment in decision-making has been explored. I have considered real-world examples from my own policing experiences and have been able to relate the theory discussed to these real-world examples.

2,748 words

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
	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
KNOWLEDGE							
1. Knowledge of changes to requirements in completing Case Files			8		5		Familiarise myself with the changes in case files by reviewing the Directors Guidance on Charging 6 th Edition (Dec 2020) and completing some Files to put this into practice
2. Refresh knowledge of Victim's Code			8		5		Review changes to the Victim's Code brought in April 2021 through College of Policing resources as well as in force bulletins
3. Attending court and giving evidence			8	2			Research into process of attending court to give evidence, speaking for colleagues for guidance

4. Learn about the role of other teams and how they can assist me in my role on Response, such as Neighbourhood		7		4			so that I am more prepared
5. Learn about the role of partner agencies and how they can assist me in my role, such as Joint Visits with Social Services		7			6		Speak with other teams to learn about what they do and complete attachments throughout probationary period Use online resources on the intranet to learn about agreements with local partner agencies and speak with them for advice where appropriate in attending calls. Having increased knowledge of partners such as Women's Aid will allow me to offer a better service to the public by knowing more specific support available
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Improve interviewing skills for more complex investigations			8	4			Complete Tier 2 interviewing course and take on more complex crimes in my workload for experience
2. Increase confidence of Officer Safety Training skills			10	4			Complete annual OST full day refresher course
3. Response Driving			10	0			Complete 'Blue Light' driving course to be able to increase response times to incidents
4. Improve Police system skills - Niche			8		6		Utilise the practice area for Police software 'Niche' and read guidance available on the staff intranet for any issues I am having with the system
5. Managing workload			10		5		Continue learning how to best manage my

							workload through experience and seeking help from colleagues and my Sgt where appropriate
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Reporting someone for an offence			10		5		Practice reporting someone for an offence correctly using the POCLAROC technique
2. Policing Night Time economy		7		4			Complete and engage with 'City Safe' patrols around the town centre on Friday/Saturday nights when Covid restrictions ease. Learn from other officers how to manage these situations
3. Managing conflict			10		5		As I have been restricted duties due to injury I have not been attending live incidents. On return to full duties, look to attend incidents involving conflict with experienced colleagues to build up experience and confidence to pre-injury levels
4. Managing scenes			9		5		As above, due to injury restrictions I need to refresh my skills and gain experience in managing scenes, specifically where forensic considerations need to be taken into account (e.g. burglaries)
5. Issuing and completing TORs (Traffic Offence Report)		7			5		Gain experience identifying offences, engaging with motorists and issuing and reporting someone using a TOR, reviewing Blackstones for guidance and speaking with colleagues where necessary

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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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