

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 Graduate Diploma in Professional Policing Practice. 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 have 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 is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

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.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

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 particularly 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 Word Doc 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	2000
Task 2	Vulnerability and Risk Evidence-based policing	2000
Task 3	O.C.P	2000 equivalent
Task 4	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 4		2000
Option 1	Response Policing	
Option 2	Policing Communities	
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Task 5	Personal study/learning plan	2000
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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).

2000 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER: Team Dynamics are described by (Myers, 2022) as the “unconscious, psychological forces that influence the direction of a team’s behaviour and performance”. He uses the example of boats, whose skippers intend that they should

travel in one direction, but the Team Dynamics are like undercurrents in the sea, potentially carrying the boats in a different direction.

Theories of team dynamics have been designed to develop team cohesion and thus, ensure that these undercurrents are supportive of the overall intended direction.

Myers likens a Team to a “group in which the community is the shared goal”.

There are many reasons why teams cannot function. (Parisi-Carew, 2015) provides some examples, including a lack of clear purpose and goals, accountability, effective leadership, trust amongst team members and an inability to deal with conflict.

If the team is unclear on what to accomplish and why, there will be a lack of performance, based on confusion and no clarity of vision.

There are situations where team effort will not be the most effective means of accomplishing a goal, some things are best accomplished by individuals. When the result calls for “multiple skills and perspectives towards a common goal”, this is where team action is called for.

A leader is essential, particularly in the early stages of team development, but an effective leader has the ability to give up some level of control in a high performing team and not to micromanage in areas where team members have greater skills and expertise.

A team is a trust based system. If there is a lack of trust it can lead to the withholding of information and poor communication, hampering progress and conflict, within the team, also needs to be managed carefully. Conflict can derail progress, but, when managed correctly, can lead to innovation and deepened team relationships.

These are just a few examples of issues that may prevent teams from functioning effectively and so a number of theories and models, relating to team dynamics, have been developed to enable teams to work competently.

These include, as listed by (O'Neill, 2018), Beckhard's 1972 model GRPI, improved on in 1977 by Plovnick and Fry. There are four pillars to this model, making it one of the more simple. These cover Goals, (having clear objectives and intentions), Roles (defined leader and responsibilities), Processes, (established procedures for decision making and problem solving) and Interpersonal Relationships (levels of honest communication, engagement and flexibility).

LaFasto and Larson's 2001 model “Five Dynamics of Team Work and Collaboration” was developed as the result of studying 600 teams and their effectiveness and is built around creating a team based on the skills matrix of its members, encouraging team building behaviours, problem solving processes, the importance of a proactive leader and the importance of a supportive organisational culture.

Tuckman's 1965 FSNP model looks at the different stages an effective team goes through as a project comes to fruition, to better understand and encourage the effective behaviours at the various stages, Forming, Storming, Norming, Performing and the stage Adjourning was later added by Mary Ann Jensen in 1977. He stated

that these various stages of interaction were essential for teams to work at the highest possible levels of effectiveness and growth.

These models all look at natural stages of progression and the issues of communication and leadership, but it is within the models of Belbin and Tuckman, that consideration is given to selecting a team based on individual strengths and working towards effective roles and particular attributes as a means for the greatest effectiveness.

Belbin's Theory sets out nine different character types, for example, the "Coordinator", the "Implementer" and the "Completer Finisher". There are also three role types within the theory, Action Oriented, People Oriented and Thought Oriented. Different personality types suit different roles. To have a team that is created out of complementary, but different types, would mean that the different skill sets can work together in various roles and effectively meet the goal. Due to the nature of the skills and roles, this would avoid people with the same skill sets competing with each other and areas where particular skills are needed being neglected. Effective leadership is needed to manage all these different characters.

Tuckman has a simpler model with fewer team roles, which appear easier to understand. Tuckman's have titles such as The Leader and The Maverick, defining the personality types which may be best avoided and simplifying The Team Player. Although more simple, this model does not specify particular traits and skill sets to enable the detailed analysis that Belbin encourages, so, although you may end up with a team who work well together, the key is to design the team around a specific skills matrix. Belbin's theory really drills down to that level to ensure that all roles are filled by the best skills and character set. It is a theory that requires training by The Belbin Company, (Belbin Associates, 2022) to develop a clear understanding, but the effort involved in educating leaders and selectors in the theory would potentially be well worth the expense and time.

Lencioni produced a fable like book "The Five Dysfunctions of A Team" in 2002 (P.Lencioni, 2002). This is an easy read for anybody with an interest in effective team dynamics and, because it is laid out in a storytelling style, gives clear examples of how the model works. It is based around five dysfunctions. These dysfunctions are shown within the story, so that they can be seen in action within the story, but Lencioni has also explained exactly what the positive model would look like in action and clearly demonstrates how a truly cohesive team works.

To effectively use the model would still require training, where practicable. However, this book makes the model accessible to anybody who may not have the financial resources for training and can still develop the model themselves through their own research, assessing the team and identifying where the opportunities for improvement lie within the organisation.

All of these models address the importance of Team Cohesion. The dysfunctions cited within all the models are similar and the purpose of engaging with the models is to develop cohesion so that the individuals within the Team can work together,

utilising the individual skills that they possess, with a clear understanding of the ultimate goal without unnecessary friction.

Team cohesion does not mean that there will be no disagreement, rather that disagreement will be discussed truthfully and constructively, to achieve consideration of the differing viewpoints and , ultimately, creating forward momentum in the most effective way under an agreed strategy, because an effective team will have an understanding of the goal and a desire to work together to achieve the best possible outcome.

One reason why Interpersonal Conflict can occur within a team and, particularly in a policing environment , is that teams are made up of individuals, who have their own needs and wishes with regard to career progression. The goal of the Team, can be lost for the individual, if they are focussed on standing out for their individual work, intent on career progression and, lose sight of the fact that this can be achieved by being an effective team member. Police Officers tend, by the nature of their work, to be confident people, with an ability to be self reliant and make decisions independently. This could be perceived as being at odds with working cohesively and making decisions, for the greater good of the Team and the ultimate goal. Strong characters, used to being in charge, can find it challenging to work and make decisions, as a Team.

Strategies for building better Team Cohesion, particularly where there is Interpersonal Conflict, can include Team Building Activities , such as Problem Solving Exercises, Social activities, such as team lunches and Proactive Conflict Management(Abbas, 2022). These methods of improving Team Cohesion are explored comprehensively in Lencioni's work, encouraging some personal sharing of background (without delving inappropriately) to see team members as individual's outside the organisation and gain an understanding of their personal perspectives.

The Police Service is a good example of a Service where cultural expectations in the past have led to inappropriate choices in Teams, where inclusion has potentially been on the basis of "Jobs for the Boys" as opposed to a selection of individuals best suited in skill set to work as a team effectively towards achieving a common goal. (Cambridge University Press, 2022) defines this term as "work that someone in an important position gives to their friends or relations".

Yet this Service is governed by a Code of Ethics, Legislation, Protocols, Policies and Procedures, to ensure that there is no longer a place for choices based on anything other than fairness and skillset, to benefit the Service and the Community.

Organisational Justice, a term relating to integrity and fairness within the Service, is researched thoroughly by the College of Policing on a regular basis.

(Cooper, 2017) discusses the College of Policing's report in 2015, "Fair Cop2 " ,which researched outcomes for the public in direct relation with Organisational Justice. The findings appeared to suggest that rather than Justice within the Organisation having a strong impact, fair treatment at work and a strong identification by staff with an Organisation that was perceived to treat staff well ,

meant they were more likely to act in the interests of the Organisation and, as a direct result, in the interests of the public it served.

The College of Policing went on to review surveys carried out alongside Oxford University finding that Police Officers who identified positively with their Police Service were more likely to engage in discretionary effort, value the public and feel empowered. (Cooper, 2017) states that the findings showed that if officers considered themselves treated fairly, they were more confident in their own authority, which translated into positive policing outcomes, where they were more likely to support the rights of suspects, engage in procedurally just policing and a proportionate use of force.

In fact, it was found to be a fear of punishment that caused officers to unthinkingly follow procedures, even if they thought what they were doing was wrong. What is unclear here is whether that fear stems from fear of a punitive and biased investigation by Policing Standards, or whether it stems from fear of isolation within a negative subculture.

Group Dynamics within policing, as in any Organisation, can be influenced and shaped by wider organisational cultural norms.

The formerly prevalent “Canteen Culture” , where a patriarchal influence of hierarchy amongst officers with a distinctive mindset prevailed, has little place in the diverse and fair Policing Organisation today.

(Waddington, 1999) described the culture from a perspective that did not necessarily equate the words with the actions of officers in their dealings with the public. For example, “The pioneering research by Black and Reiss discovered that despite the undoubted racism expressed by officers in the privacy of the car and canteen, they could not detect any racial discrimination in the way those same officers dealt with incidents”.

However, this subculture which the (Cambridge Dictionary, 2022) defines as “The way of life, customs and ideas of a particular group of people within a society that are different from the rest of their society” can have a detrimental effect on the learning of new officers, having influence that is greater than that provided within the training environment , because it is prevalent in their lives on a daily basis within work and when socialising with colleagues and counteract the possibility of identifying positively with the overall Service, as opposed to a stronger identification with the subculture. The same can be said for the dynamics of groups and teams being affected by wider organisational cultural norms. If that subculture is racist, for example, whether that means officers deal with incidents without discrimination is irrelevant , because racist beliefs, comments and behaviours have no place within the Policing Organisation, can hugely affect the wellbeing of Officer’s and Staff and, are completely at odds with the Code of Ethics and Policies, Procedures and Legislation within modern policing.

These negative attitudes can cause huge damage within the team working environment and have no place there, needing to be strongly challenged within the

context of personal justice and Organisational Justice, by Leaders and Team Members.

(Cooper, 2017) cites legislation in respect of complaints handling, in the form of the Policing and Crime Act 2017, which puts Police Complaints Commissions at the forefront of the complaints process, as a positive move away from subcultures having influence over outcomes in an unethical way.

(Chartered Management Institute, 2015) cites the theory of Edgar Schein, who believed that culture within an Organisation was the most difficult attribute to change. Where organisational attributes and espoused values are visible to members and the public, a sub culture where the basic underlying assumptions are “unseen and not consciously identified in everyday interactions between organisational members” can have overriding influence that isn’t obvious, yet can cause those undercurrents mentioned in the introduction to this essay, sweeping teams and the overall Organisation in a direction that takes it from it’s goal. (2195 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.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

The policing incident which I am reflecting on, involves an allegation of High Risk Domestic Abuse involving a female victim of Polish Nationality who had a limited understanding of the English language. Therefore, there were significant language issues.

Having considered whether cultural and ethnicity issues were relevant, I have deemed that this was not the case, due to the similarity in the nature of Polish society described by the Victim in this matter. The social and legislative issues involved, relate significantly to current working police practice and identified concerns within society, at this time, towards awareness of the extent of Domestic Abuse.

(Elkin, 2021) states in a report for the Office of National Statistics, that there was a 6 percent increase in reported Domestic Abuse cases in England and Wales in 2021, compared to 2020, with 2.3 million adults reporting that they had experienced Domestic Abuse in those twelve months.

She goes on to state that 19 percent of all homicides, where victims were aged 16 or over, were Domestic Homicides, with 59 percent of those being females murdered by a partner or ex partner, 9 percent were male victims and the remaining 32 percent were murdered by a family member.

These numbers indicate that females are most at risk of fatal attacks by their abusive partners and targeted training exists for police officers on recognising the signs of Domestic Abuse.

Within Borton's Reflective Tool, the incident I refer to was an emergency call to a female stating that her partner may have killed her cats as a punishment for going out and she was frightened.

On my arrival, the Victim's conversational English language seemed good and, she managed to convey that she had been out for the night and that this was unusual. Her punishment, on her return, was that her partner had informed her that he had killed her cats. She seemed to struggle to understand my questions, so I conveyed her to the police station and organised an interpreter, so that I could be sure that she understood and could answer questions fully.

Upon the arrival of the interpreter, it was quickly established that there was a significant history of abuse, including serious sexual assaults, lengthy coercive control and assaults, with the victim being kept a virtual prisoner and refused medical care, financial independence and unsupervised interaction with others.

Her partner had become unwell, allowing her to go to work alone (usually they worked together) and she had started to interact socially, realising that her lifestyle was unusual and abusive and giving her the courage to socialise on this occasion and then, to call police for help.

On checking Gwent Police systems, I discovered that she had already called four times, but officers hadn't realised the extent of the situation, due to her language issues, so her reports had been treated as standard graded domestic arguments and not escalated to other agencies, as a victim in need of significant support.

By engaging the services of a Polish Interpreter, who came to offer a physical presence, the victim was able to establish a rapport and trust with myself and describe exactly what her circumstances were.

This meant that I was able to determine the scale of risk and offence and escalate the matter to the CID and the victim was treated as a High Risk victim of Domestic Abuse.

Within Borton's Tool, I have reflected on the So What? element of engaging with the victim by involving other professionals in the matter.

Initially, the interpreter, leading to the information that subsequently enabled referral to a MARAC meeting and, as a result, support by Social Services, Local Authority Housing Support and the local Domestic Abuse Charity. Also, enabling a full investigation and subsequent court hearing and an end to her abusive relationship.

At one time, there was little in place to offer a vulnerable victim of crime the level of support necessary, for moving forward positively in their lives, from the point of reporting the matter, to coming to terms with their experience, successfully negotiating the criminal justice procedures and breaking out of a cycle of victimisation.

The role of police, according to the "United Nations Virtual Knowledge Centre to End Violence Against Women and Girls" is such that

“Laws should state that the primary duties of police are to protect victims and potential victims and promote offender accountability by consistently enforcing laws and procedures” (United Nations, 2011)

A key element in protecting victims and vulnerable people is working with other professionals and agencies to offer the victim or vulnerable person the best range of services available.

(College of Policing, 2022) states that the “need for services is not defined by organisational and geographical boundaries” and that the mutual sharing of our skills, knowledge and insights with each other achieves the best possible results.

In this situation, recognising the level of this person’s vulnerability meant that her situation could be assessed and dealt with by a number of agencies, all of whom have different approaches in dealing with the Subject.

(Home Office, 2013) states that these agencies, working together in the form of a Multi Agency and Safeguarding Hub, share three common principles; information sharing, joint decision making and coordinated intervention.

Each agency has different approaches, which can mean that the Subject’s needs and the requirements of the situation are met appropriately, through professionals engaging with each other and the Subject. Working independently, where necessary, yet maintaining a cohesive working structure to ensure that the best possible outcome is achieved whilst supporting and managing the vulnerable person in the most effective way.

In this way, there is scope for the specific vulnerabilities and needs of the Subject to be met by different agencies, ensuring safeguarding and, in the role of the police, effective investigation of the crime and a comprehensive case being put before the Criminal Justice Unit.

(Standing Together, 2022) refers to the Multi Agency Risk Assessment Conference that takes place as a regular local meeting to discuss how to help victim/survivors of domestic abuse who have been assessed as being in the top 10% at highest risk of homicide or serious harm and goes on to say that no single agency has a complete picture of the life of a domestic abuse survivor, but many will have insights that are crucial to their safety. The MARAC is both a forum to share these insights with other local services and to develop a joined-up safety plan.

It would be inappropriate for the police to engage in close working relationships with the Victims of Domestic Abuse. There have been occasions where vulnerable victims can become emotionally attached to Police Officers, whom they see as having rescued them.

(Dearden, 2019) reported in The Independent that the HM Inspectorate of Constabulary had stated that there had been 415 allegations made against police

officers for “abusing their position for a sexual purpose”, in the three years prior to the report, through the access they had to vulnerable victims.

This emotional support would be appropriately met in the form of an Independent Domestic Violence Advocate (IDVA) , who can work closely with her/him. This advocate would assist the Subject to engage with the fact that they are the victim of abuse and the complex mental and emotional responses that such a relationship entails. By doing this, the advocate can help the Victim to form healthier relationships in the future, but most importantly, to recognise the abuse and break the unhealthy attachment to the abuser.

Educational programmes , such as The Freedom Programme which “examines the roles played by attitudes and beliefs on the actions of abusive men and the responses of victims and survivors, are available through these advocates. The aim is to help victims to make sense of and understand what has happened to them.” (Freedom Programme, 2018) and they incorporate Survivor Groups, where victims of Abuse can build bonds based on shared experiences. Many will have been isolated for such a long time, that this shared support can assist them in learning how to form healthy relationships.

Advocates may well be the point at which, it is realised, that the Perpetrator has re entered the Victim’s life and, alert police and other agencies such as Social Services to the fact, enabling further safeguarding measures to be brought into play.

Although there were no children involved in the incident I refer to, often children will be involved and their needs will be addressed by other agencies, such as Social Services, who will become involved in ensuring that the needs of the child are appropriately met, whether this involves managing parental access to them, removing them from the home, if the Victim of Abuse refuses to terminate the abusive relationship, or supporting the Parent with Care to meet the children’s needs appropriately.

Where children are involved, other agencies , such as (Early Years Alliance, 2022) work to “build resilience, health and well being in families” with an approach that is based on a belief that “effective early intervention in children, young people and their families...improves outcomes). Social Services or Educators can refer families in to these services. They offer many projects around the country, including one to one family support which is “embedded in community based services”.

For example, “Quiet Times” and “ Keepsakes” groups in Lincolnshire, that help families access childrens centres by providing the family with a supported introduction to the centres, including working towards personal goals such as overcoming anxiety, which would be evident in a family struggling to come to terms with abuse or conflict.

(Children and Families Directorate, 2018) asserts, when looking at research on Adverse Childhood Experiences that “ Research consistently shows a strong association between ACEs and crime. People who experience multiple ACEs are more likely to engage in risk taking behaviours which are harmful to health and – significantly for Justice – sometimes associated with criminal behaviour”.

Police engage with young people through Neighbourhood Policing and Schools Liaison, playing a valuable role in raising safeguarding issues, through the completion of Public Protection Notices, to Social Services and MASH.

This enables a combined approach, whereby, for example, a grass roots engagement, through referral via MASH to agencies such as Early Years Alliance , can work to change the trajectory of a vulnerable child's future, towards greater stability and away from criminality, producing a long term gain for the child and society .

Rather than reacting to crime, for example, increasing police patrols in the hope that presence would deter criminals, it was recognised, through the work of Professor Lawrence Sherman, that an approach, based on research of successful ideas implemented, may assist in reducing repeat victimisation and criminal activity, far more effectively.

Professor Sherman was an American criminologist and in his paper "The Rise of Evidence-Based Policing: Targeting, Testing and Tracking" he explained that Evidence Based Policing "is a method of making decisions about "what works" in policing: which practices and strategies accomplish police missions most cost-effectively". (Sherman, 2013).

Today police officers are encouraged to assess the efficacy of strategies they propose to introduce, when looking to tackle a specific issue. The ATLAS model is encouraged, involving Asking questions of information already available, for example, from other policing areas who have implemented strategies to tackle a similar issue. As a result of information received, using it to develop a theory with which to formulate a strategy that is likely to work.

Then Test, understanding whether their response to the issue will achieve the desired effect.

Learn, by measuring the outcomes and Adapt, once measured by adapting the response to reflect what has been discovered from results and finally, Sharing that information, so that it can be used as evidence for future operations.

The College of Policing has established a Centre For Crime Reduction, where this evidence is collated and available for consideration.

An example of research available when considering Evidence Based Policing comes from (College Of Policing, 2022) in the Crime Reduction Toolkit, available to officers to view for information when assessing possible crime prevention techniques, where consideration was given as to whether routine screening in Healthcare Settings improved levels of Victim Identification for Victims of Domestic Abuse.

13 settings were used, with findings based on 10,074 women across eight of the settings. Screening tools ranged from Face to Face screening by a clinician to self completed screening forms.

It was identified that there was an improved level in the identification of victim's , however, it could not be confirmed from the findings whether intervention impacted on offending levels in the future.

This research, in the context of the example given earlier, could suggest that, had the victim attended a Healthcare Setting prior to reaching the point where she contacted police, her situation could have been identified by the setting and flagged to police and other services.

Although, as the College of Policing states, individual officers should reflect on their specific situations, using this Toolkit enables a more effective approach using Evidence Based Policing, built on firm and informed foundations. (2174 words).

Task 3

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

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 2000 words.

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

Date: 23/07/2022

Task 4

This is a reminder that this TASK 4 section is an opportunity for you to answer one question which should be relevant to the “advanced learning” area that you have chosen. The advanced learning lecture that you choose to attend will assist you in answering this task.

Choose 1 of these 5 options to answer

(Note for officers who have an interest in becoming a detective and wish to specialise in this role, you MUST choose option 5)

1. Response Policing.
2. Policing Communities.
3. Road Policing.
4. Information and Intelligence.
5. Conducting Investigations.

Task 4 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

You should choose **a policing incident** that was of a complex nature, in which you played a significant role in providing a response.

Critically assess the challenges associated with a response incident that you have attended, and the strategies developed for effective policing in such challenging situations.

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Task 4 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

You should choose **a policing problem** relating to **policing communities** that **was of a complex nature**, in which you played a significant role in providing a response.

Critically evaluate a range of interventions that you have employed to promote community engagement, focusing upon a community issue that you have dealt with.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

TASK 4 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

You should choose a serious collision that you have been involved in that **was of a complex nature**, in which you played a significant role in providing a response.

Task 4 Option 3:

Critically evaluate the evidence base for dealing with serious roads incidents and strategies that could be implemented to reduce the likelihood of it reoccurring.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

TASK 4 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically analyse the effectiveness of the National Intelligence Model and the importance of the role played by cross border cooperation in relation to information and intelligence. Consider the how effective information and intelligence is utilised within policing operations.

Evaluate how you used specialist intelligence roles to support complex investigations.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

TASK 4 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically evaluate the processes employed in a complex investigation you have been involved in, and the fast-track actions that you have utilised.

Evaluate the support you have provided to victims, witnesses, and offenders (where appropriate) during a complex investigation and review the interviewing techniques employed during this investigation.

Demonstrate your understanding of both volume and priority crime and serious and complex investigations.

Consider the strategies that you have used to deal with the impact of personal attitudes and values throughout this investigation process.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

I was called to investigate a report of harassment and stalking, following a 999 call to a female at her address. A female in the later stages of pregnancy reported being stalked and harassed by her ex lover. She was married with a young child and the unborn baby could be her husband's or her ex lover's.

Having ended the relationship with her colleague, he was now harassing her at all times of day and night, via social media and calls and she believed he may be following her. She also reported that he had threatened to kill her husband or himself.

This matter was complex in manner, because as time went on, and whilst on bail, the Suspect used a number of people to pressure into making contact with the Victim, in an effort to exert control over her. There were numerous witness statements to be taken and over seventy individual exhibits submitted with the case file. There was also significant psychological trauma to the victim subsequently.

Initially, on attending to investigate I was mindful of the concept of "The Golden Hour", (described by (College of Policing, 2022) as "the term used for the period immediately after an offence has been committed, when material is readily available in high volumes"), I considered possible fast track actions to ensure that as much material could be gathered.

(College of Policing, 2022) goes on to explain that a requirement for positive action in the period immediately following a crime report is essential to minimise loss of information available and maximise the opportunity to gather information that would be admissible in court.

My immediate consideration was to use a number of processes to ensure that I collated as much evidence as possible, being mindful of the sensitivity of the matter and of securing the safety of all concerned. (Bryant, 2021) cites the importance of Effective Communication and good risk management throughout an investigation and clear records that are auditable and transparent. The purpose of this is to show that all relevant lines of enquiry (and what they are) have been completed and by whom, to avoid duplication and support efficient time management.

My Fast Track actions included preserving screenshots of evidence on the victim's phone, by uploading them to the Police system in a secure format.

I then took a victim statement and completed a DASH Assessment. (Norfolk County Council, 2015-2022) describe this as a risk assessment form used by professionals to identify the level of risk to the victim and explains that 14 'yes' ticks to answer the questions, will usually place the victim at the level of High Risk and require a referral to a Safeguarding Multi Agency panel. In this instance, the risk level was Medium, which meant that the safeguarding and investigation could be dealt with by myself, as a response officer and overseen by the Domestic Abuse Safeguarding Team.

I completed House to House Enquiries in the locality, checking for witnesses and CCTV evidence.

CCTV recordings can be time specific, so there is an element of urgency with regard to this and with regard to the memories of witnesses. Establishing a potential witness

and obtaining a statement from them as soon as practicable is important, and untainted by third party discussion.

Obtaining victim and witness statements at this point also meant that, when the Suspect was arrested, all the relevant evidence available could be put to them in interview, so that the full investigation can be put forward for a charging decision, complying with best practice in these matters.

These Fast Track actions supported an immediate arrest of the Suspect, at his home address. Without them, valuable information could have been lost and potential unmanaged risk to those involved. This risk was managed by way of bail restrictions and meant that I was able to secure further evidence by seizing the Suspect's mobile phone which was interrogated immediately by a Specialist Officer securing the messages and calls list to the victim that was within it and, providing appropriate admissible records of this information and how it was secured. An audit of continuity of evidence to show where the phone had been at every stage of the investigation and to prove the integrity of the evidence was also achieved.

This was an emotive and sensitive investigation for all those involved, and support was needed for all persons involved, of a practical and mental health form.

On the practical front, safeguarding was available and reviewed by a member of the Domestic Abuse Safeguarding Team. The victim and her husband had a four year old girl and the NHS under 5s service and Midwifery teams were alerted to the situation to safeguard the wellbeing of the child and unborn baby.

I had concerns that the victim's desire to keep her marriage together and her husband's understandable difficulties in accepting the unborn child and the circumstances, would also put her at risk of abuse from within the marital home, as well as from the Suspect.

A referral was put in, as a result of the Public Protection Notice and DASH form that I had submitted and an Independent Domestic Violence Advocate was assigned to support the Victim. (Safelives, 2022) describes an IDVA's role as "a specialist professional who works with a victim of domestic abuse to develop a trusting relationship". An IDVA will assist the Survivor in the navigation of the Criminal Justice system and (Safelives, 2022) states that having worked with an IDVA, 84% of survivors felt safer and 73% felt that their lives had improved.

Further victim statements were obtained, as further offences occurred whilst the Suspect was on bail, in the offices of the IDVA and with her there to support the Victim. She was in the final stages of pregnancy and very emotional, as her husband would not engage with the birth of child, in case it was not his. Being able to provide further statements, whilst supported by an independent person with an understanding of the coercion that had taken place, was helpful, she disclosed, to her mental health.

Support was also offered to the witnesses in this matter, where it went to court. (Victim Support, 2022) explains that victim's of crime have legal support entitlements (College of Policing, 2022) under the Victim Charter, but there are no

such legal entitlements for witnesses. However, the Witness Charter outlines key standards of care that can be expected within the UK and include, a needs assessment for attending court, the opportunity to claim expenses for travel and loss of earnings and support in being treated as a vulnerable or intimidated witness.

This support is important, as witnesses are a key element to the investigation and evidential bearing on a case and providing evidence could be a harrowing experience without support, potentially causing people to shy away from providing witness statements.

Support for the Suspect in an investigation is important too. In this instance, the male was deeply distressed by the breakdown of his relationship with the victim and the possibility that the child was his. His mental health was assessed within the Custody Unit. An independent counsellor from a drug and alcohol service visited him whilst in detention and he was supported in accepting help and counselling for alcohol abuse. I also completed an Adult Public Protection Notice requesting mental health support from Social Services for him.

Ensuring that the wellbeing of all parties involved is catered for, is a good professional standard, but also means that a complex investigation is being appropriately followed, with the integrity and fairness demanded of the Criminal Justice Process.

With regard to the interviewing techniques used within the investigation, (College of Policing, 2022) has outlined general principles adopted to ensure an ethical framework and set standard for police interviewing.

When interviewing the victim, witness and suspect during this investigation, I aimed at working to these principles. (College of Policing, 2022) states that using the framework of the PEACE model encourages Public Confidence, because professional interviewing will bring out high quality information, which can be used to exonerate the innocent and convict the guilty. When the public see this happening, confidence in the system increases.

By following this model, my performance was consistent, regardless of whether I was interviewing in the interview suite at the custody area or in the kitchen of the victim. Where this was such an emotive matter, being interviewed in a calm and professional manner is calming and reassuring and was supportive of the needs of the parties involved.

(College of Policing, 2022) points out that where suspects do admit guilt, in interview, this will be due, in part, to the strength of the material gathered.

All interviews were conducted using the PEACE model as guidance. This involves initial Planning and Preparation, meaning that no relevant subjects are missed.

Engagement and Explanation of the purpose of the interview and how it will be carried out, establishes a professional rapport with the Subject.

Account Clarification and Challenge, establishes exactly what has been said, using open ended questioning techniques, meaning that the interviewee isn't given the opportunity to be led or to offer a single word response.

In the suspect interview, in this case, although his solicitor had advised her client to make no comment, I still followed guidelines and put all relevant questions to him. As a result, the Suspect decided that he wanted to provide his side of the matter and potential evidence which would support that.

In the interests of a fair and informed investigation he was bailed so that the evidence he provided to support his defense that contact with the victim was being encouraged by her, was also investigated and put before the Crown Prosecution Service for their consideration. As a result, it was decided that there was insufficient evidence to support a charge of Stalking and the Suspect went to court on a charge of subsequent harassment, following his actions post bail.

(College of Policing, 2022) cites (National Policing Improvement Agency, 2009) as defining Volume Crime as "any crime which, through its sheer volume, has a significant impact on the community". My understanding of this is that the term refers to crimes that occur in such large numbers and with such frequency, that the confidence of the public in terms of public perception of safety is compromised. Also, there is a significant impact on the workload of the police.

Priority crimes are those that, to my understanding, also have such a high impact on the every day quality of life and confidence of the public, such as burglary, street robbery and criminal damage and often the two are the same. For example, members of the public being aware that there is a propensity for street robbery to be committed in a certain area, whether directly affected or not, may make them nervous to walk down the street.

Serious and complex investigations are described by the (College of Policing, 2022) as often involving the use of violence, sexual assaults, where significant financial gain to the perpetrator or loss to the victim is involved, where there is serious psychological impact or trauma, or, the crime is conducted by a large number of persons in pursuit of a common purpose.

My understanding is that these are often have a greater impact on individuals and society, involve specialist investigation by officers, such as Detectives and are led by senior investigating officers. There can be numerous lines of enquiry, as in the case of a complex fraud investigation, or murder and often delegated to different officers to draw together a major investigation, with many facets to it on a larger scale.

With regard to the investigation that I have written about, this was a sensitive matter and I was aware, as soon as the victim disclosed the circumstances, that there would be potential for personal bias in the matter, which would be inappropriate.

For example, when briefing colleagues prior to attending the Suspect's address, as to the circumstances of the matter, opinions were offered as to the ethics of the victim and. I made it very clear that the only ethics that were relevant for judgement, in this instance, were those of the officers involved, referring to the Code of Ethics.

(Bryant, 2021) lists these, acting with fairness and impartiality being a key component.

I reminded myself that everyone's perception is different, and based on elements from their own experience, therefore, I endeavoured to use this reminder as a strategy to ensure that I was being supportive of all parties, from a professional viewpoint, ascertaining facts, by collating the evidence available and assessing all available lines of enquiry thoroughly, whether they supported a charge or not and placing that information in front of the Crown Prosecution Service with impartiality. I reviewed my actions with my Sergeant. In this way, I avoided an impact on the investigation caused by my personal attitudes and values. Had I found this investigation distressing, I am aware that I could seek support via TRIM and could request referral by my line manager. (2183 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.

2000 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.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Conducting Police Searches			10		7		1. Identifying the correct search areas and ensuring all relevant documentation is completed, secured and stored appropriately, e.g., providing the S18 authorisation document at the scene to the relevant party and securing the police copy, uploading it correctly to the appropriate record and securing the hard paper copy appropriately to maintain an audit trail.

2.Managing conflict in a professional policing context			9	7	2.Knowledge of appropriate and proportionate tactical options.
3.Interviewing Suspects			9	6	3.Using the PEACE model efficiently and professionally. Familiarise myself with best practice in managing legal representation when the representative is working outside their remit.
4.Conducting Digital Investigations			8	5	4. identify procedures applicable to fully investigate internet related crime including social media usage. Also knowledge of which departments and experts and systems are available.
5.Policing Communities			9	7	5.Engage and familiarise myself regularly with the issues within the local community, by liaising with Neighbourhood Police Department through physical presence, verbal communication and using Neighbourhood Policing Briefing resources. I have attended the Neighbourhood Offices and introduced myself to the Neighbourhood

							Sergeant for Blaenau Gwent and been briefed on best working practice between myself, as a Response Officer, the Neighbourhood Team and the Community. Best Practice has been discussed and these suggestions, such as checking an online briefing sheet he creates, to be utilised.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Conducting Police Searches			9		7		1. Research and review PACE guidelines and legislation with regard to the different sections covering search powers, e.g. best practice re. multi occupancy dwellings and where it is lawful and appropriate to search.
2. Managing conflict in a professional context.			9		7		2. Maintain compliance in OST and review appropriate Home Office approved techniques.
3. Interviewing Suspects			9		6		3. Review Tier 2 Interview training. All documents issued within the training are available to me and updated regularly on The Beat . Keep up to date with interviewing skills by putting myself forward for handovers on shift and seek advice from supervision where

						necessary. Review my manner and professionalism within interview when rewatching digital interviews and assess where improvement is required.
4. Conducting Digital Investigations		7			5	4. Research the different digital departments and make contact on Teams with trainers from those Departments who gave input during the initial training phase and provided contact details. Establish what is available for use to me during an investigation of this nature and procedures for accessing this expertise.
5. Policing Communities			9		7	Increase knowledge of local community and the very specific identity of the ex mining communities of Blaenau Gwent and the community relationship with Gwent Police. Through communication and presence, understanding of the expectations of the public in relation to standards of policing in the area. Good working relationship with Community Support Officers who also reside locally in fostering good relations with

							Community Groups and Individuals. Gradually as I attend more calls, I am increasing my relationships with Community Members.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Conducting Police Searches of Premises			9		8		1. Having applied for attachment to Operation Visor to gain experience, utilise further opportunities to attend similar operations and prior to search ask questions at briefing, with regard to appropriate areas of search, should the premises be multi occupancy. On scene, it has been my experience that it is appropriate to confirm seizures with the Exhibits Officer. Utilise this experience to improve my rating. Practice the process of separating spaces into grids for effective searching.
2. Managing conflict in a professional context.			9		6		Practice the techniques and debrief how I dealt with conflict, following calls with my colleagues. Review my colleagues conflict management and use techniques and styles that I witness in them that are professional and successful.

3. Interviewing Suspects		8	5	Practice interviewing suspects by taking every opportunity available to do so, putting myself forward for handovers and being willing to work on to complete my own cases, where authorised, to see interview instead of handing over. Review interviews of more experienced officers where authorised for CPD. Practice within my own communication, utilising open ended questions e.g Tell, Explain, Describe and the 5 W'S and How questions. Avoid closed questions in my professional capacity when communicating.
4. Conducting Digital Investigations	7		4	4. Research and use the tools and departments available for accessing Digital Evidence and practice uploading this in the correct format to Case File systems and presenting it as evidence appropriately in suspect interviews, with a professional understanding of the evidence produced.
5. Policing Communities		9	7	5. Having briefed and started the working day at Tredegar Police Station, I shall move to the Blaina Police Offices to be patrolling

							the community that I work in specifically. I have already fostered good working relationships with Community Support Officers and utilise the Information that the local Neighbourhood Sergeant disseminates onto the intelligence system, using this to enhance my knowledge of Subject's alongside a steady and gradual relationship with the Community members and groups, through regular attendance and connection in the community.
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Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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