

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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**Learner's University Registration Number:
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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.

Contents

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

Task 1

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

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

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

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

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

ANSWER:

In this essay, I will be discussing maintaining professional standards, leadership and team working and wellbeing and resilience. I intend on discussing these topics by critically evaluating theories of team dynamics as a means of team cohesion and will also be discussing different models related to team dynamics. I will be considering why inter-personal conflict can occur within a team and will be outlining what strategies can be adopted to enhance individual and team performance. Finally, I will be discussing how team dynamics within the police service can result in failing to comply with professional standards requirements and I will be also addressing the code of ethics and different policies and procedures along with legislation.

As a police officer we work in a team, and it is therefore important that the team dynamics are correct and that everyone gets on with each other otherwise there will be barriers which can result in individuals and teams not performing at their best. "Teams are advantageous to individuals in many ways. They pool diverse knowledge and skills, allowing for convergent and divergent thinking, the building blocks of creativity and knowledge generation. They also provide a source of backup and assistance for overworked or under skilled team members, and can be a source of positive affect and increased morale" (Salas, Sims, & Burke, 2005) this suggests that it is important that individuals work together as it can improve the team dynamics and helps develop team cohesion as individuals can share their knowledge and can back each other up. This demonstrates that team cohesion is critical for team effectiveness and there are many models and theories to support this.

Tuckman's model was developed in 1965 and consists of five stages those being, forming, storming, norming and performing. This model was created to help group development and to progress team dynamics and team cohesion. Susan Moger states that "the model proposes an orientation phase (forming), which continues until personal conflicts are exposed and addressed ('storming'). The subsidence of the storm indicates that norms of

behaviour have been established. Team efforts then become directed towards tasks (performing). Finally, the team reaches some kind of termination, through task completion, or membership disruption (the additional stage of adjourning). At the core of the model is the implication that teams pass through several developmental stages prior to effective performance. The assumption is that intra-personal and interpersonal needs have to be addressed before behaviour norms are established. Only then can task effectiveness be achieved" (Moger, Dec 2000, Vol. 11 Issue 4, p273) this suggests that all stages of the model need to be addressed and completed before team effectiveness can be achieved. Moger also explains that teams that fail to pass through the "weak barrier, exhibit dysfunctional behaviour. Most teams pass the weak barrier, but then produce similar performances in terms of ideas, decisions and observed structures and behaviours. Fewer teams pass through the strong barrier" (Moger, Dec 2000, Vol. 11 Issue 4, p273) this indicates that some teams cannot function due to individuals' behaviour on the team but also having a negative approach towards work and other colleagues therefore bringing the team morale down.

Considering Tuckman's linear model the 'forming stage' is where everyone gets to know each other and the team bond to build trust and to get to know different individuals that they will be working alongside. The second stage which is the 'storming stage' is where expectations and boundaries are challenged, and this is where some teams cannot function together. Teams often break down at this point as individuals can be strongly opinionated and want their way therefore effecting the team dynamics. However, learning to accept the constructive and potential conflict is important as the next stage of Tuckman's model is the 'norming stage' where individuals know their role and work efficiently and effectively and that everyone on the team is responsible for a task. Following this stage is the 'performing stage' where teams have worked well together and have developed positive team dynamics and team cohesion. This theory is more suitable to some teams as they can work together to get to the final stage and can bond together resulting in effective Policing.

Developing team cohesion can be improved by having individuals on a team with different strengths and characteristics. Often some teams cannot function well due to individuals having similar personalities and therefore this is a clash of general characteristics and traits. A model that supports this is called the 'DISC' model which was developed in 1928 by Dr William Moulton Marston. This model is split into four sections, those being dominance, influence / inspiring, supportive / steadiness and compliance.

Using this model and reflecting on the first stage which is 'dominance' some individuals on a team have behaviours which results in them not functioning well due to them being argumentative and disrespectful of authority. They can be blunt and stubborn and become overly ambitious. This is supported by Elsevier who states that "the higher levels of functional diversity will, decrease team cohesion when team behavioural integration is low. In other words, unless cross-functional teams have high levels of behavioural integration, they are unlikely to reap the informational and learning benefits of being functionally diverse collectives" (Journal of Business Research, p, 5. 2016) this demonstrates that unless individuals do not have the correct behaviours, team cohesion will decrease and teams will not be able to function therefore team cohesion needs to be improved by different individuals on the team having different traits that they can bring together to form an effective working practice otherwise inter-personal conflict can occur within a team.

"According to Gebretensay (2002, p. 56), interpersonal conflict might take various forms and manifest at various levels. It includes any overt and verbalised arguments or differences of opinion over any issue. Salleh and Adulpakdee (2012, p.16) added that interpersonal conflict may arise when wants, needs and beliefs between two or more parties/groups fail to coincide. In general, interpersonal conflicts are common in our day-to-day activities, which range from those at home, through organisations to nations" (Journal of Student Affairs in

Africa, p.2. 2017) this explains that we have all been affected by inter-personal conflict somewhere within our day to day role and organisation however if managed correctly this conflict can be constructive feedback rather than destructive. William A Donohue describes constructive conflict as “when people use conflict to learn more about one another’s ideas and perspectives, conflict helps bind people together” (Sage Publications, 2013) this shows that within a team individuals might have conflict with one another however this conflict helps bind the team together as they will learn from one another’s ideas and perspectives. William A Donohue also describes destructive conflict as when they “turn potentially destructive when individuals try to destroy trust and get even with the other person. The rush for revenge tears apart the underlying bonds in a relationship” (Sage Publications, 2014) this suggest that if individuals within a team try to destroy trust or go behind another’s back to get revenge this is deconstructive conflict which as a result will damage the team dynamics within that particular team. These inter-personal conflict behaviours can occur within a team due to individuals having different interests, beliefs, expectations, values, attitudes and also opinions.

Reflecting on inter-personal conflict within the Police force, Sergeants often pair officers up with different people each shift in order to prevent inter-personal conflict between officers and reflecting on William A Donohue statement this is important due to the potential of officers experiencing deconstructive conflict which can have a negative impact upon the team dynamics. There are many strategies that can be adopted in order to enhance individual and team performance.

One strategy that could be considered in order to enhance individual and team performance is constructive feedback. Statistics suggest that “police sergeants spent only about 60-70 per cent of the time spent by other supervisors in providing consequences or feedback on subordinate performance, with these consequences evenly distributed between positive, negative and neutral subcategories” (Journal of Occupational and Organisational Psychology, p.6, 1994) this could be argued that Police Sergeants do not spend enough time providing constructive feedback to individuals of the team and therefore this does not enhance the individuals performance. If police sergeants provided officers with more feedback about how their performing this would allow the officer to reflect on the feedback and as a result enhance their performance on an individual but also a team basis.

A further strategy that could be adopted to enhance individual and team performance could be team building exercises and goal setting which would allow individuals to bond on a professional basis and get to know each other more. This could then prevent inter-personal conflict issues in the future. A team can be defined as “a group of people with a high degree of interdependence geared toward the achievement of a goal or completion of a task” (Jossey Bass, p. 37. 2008) this suggests that the team will agree on a goal set and then work together to achieve that goal this is what makes an effective team and enhances team performance.

By setting different goals this is a strategy to enhancing individual and team performance as “goals are powerful and psychological motivators of action by team members and if we have a goal before us and think that with a little more effort we could achieve it, we’re excited by the challenge. When we’ve made some progress, we realise that the effort has paid off and we experience a small sense of triumph” (Jossey Bass, p. 47. 2008) this is a strategy that team members will feel a sense of pride of success from as a result will enhance team performance as they will be motivated to keep going when the next goal is set.

Team dynamics within the Police service can result in failing to comply with professional standards. Policing is a professional organisation whereby officers must adhere to the code of ethics and “the principle of policing by consent relies on the trust and confidence that the public has in the police service and the wider law enforcement community. Professional

standards departments (PSDs) can play an important role in the maintenance of that trust and confidence” (College of Policing, 2015). Policing is governed by the code of ethics which sets out standards of professional behaviour and policing principles. Failure to comply with these can result in the police officer being under investigation and in the worst case scenario being dismissed from the police force and put onto the barring list. Team dynamics is vitally important when it comes to professional standards because if the dynamics within a team is not right there is the possibility that an officer might breach one of the nine policing principles or ten standards of professional behaviour. The nine policing principles set out under the code of ethics are accountability, integrity, openness, fairness, leadership, respect, honesty, objectivity and selflessness. “This gives the profession and the public the confidence that there is a system in place to respond appropriately if anyone believes that the expectations of the Code of Ethics have not been met. These principles should also underpin every decision and action across policing” (College of Policing, p.4. 2014) this provides the public with reassurance that officers are acting in line with the code of ethics and are acting professionally and are not abusing their power.

Susanna Baldwin explains that organisational justice in a policing context “refers to the extent to which employees perceive workplace procedures, interactions and outcomes to be fair in nature. These perceptions can influence attitudes and behaviour for good or ill, in turn having a positive or negative impact on employee performance and the organisation’s success” (Institute for employment studies, p.2. 2006). This suggests that organisational justice depends on the individuals’ perceptions of whether they are being treated fairly in the team, whether their well-being is being cared for but also if the job demand is becoming too much.

From a policing perspective if officers perceive workplace procedures and outcomes to be unfair this would have a negative impact on team dynamics. Due to the current high demand of calls and low resources on shift police officers could perceive the workplace procedures to be poor due to senior management officers not providing frontline policing with sufficient resources therefore affecting the individuals attitude and behaviour towards work and therefore having a negative impact on the team. Baldwin states that “justice promotes job satisfaction, commitment, and trust, in turn breeding healthy and constructive professional and interpersonal behaviour” (Institute for employment studies, p.7. 2006) this demonstrates the importance of officers being treated fairly and their well-being considered as it can promote job satisfaction which as result will affect the team dynamics within the police service. If officers do not believe they have been treated fairly and in line with the code of ethics, there is policies and procedures that can be put in place and followed.

Policies and procedures are put in place to protect the officer themselves but also the public and the organisation. If officers do not agree with a decision made it is important that they do not take the matter into their own hands as they can often fail to comply with professional standards and therefore breach the code of ethics. Statistics show that “555 officers have been added to the barred list across all forces in the UK between 15 December 2017 and 31 March 2020” (College of Policing, 2020) this demonstrates the importance for officers to ensure that they do not fail to comply with professional standards.

In conclusion to this essay and being a current serving police constable, I know how important it is to comply with professional standards and failing to do so can result in an investigation and the immediate dismissal. It is important that we do not breach the code of ethics and that we work as a team professionally, positively and proudly. Team dynamics are very important due police officers working as part of a team for long hours on a day to day basis and it is therefore important, we approach work with the right attitude and behaviour as this can affect organisational justice and inter-personal conflict as previously discussed throughout this essay.

When the team dynamics are right it is evidenced that officers will work to the best of their ability and goals are achieved which enhances individuals and the team's performance. From my own personal opinion on team dynamics and team cohesion I have worked within a team who all have a positive attitude and behaviour towards work, I have witnessed that this has had a positive impact on the team's wellbeing which has resulted in excellent goals being achieved.

Word count - 2462

Task 2

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

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

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

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

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

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

ANSWER:

In this essay, I will be talking about a certain Policing incident whereby I played a significant role with the victim and also the offender. I will be reflecting on what happened during the incident and will be critically evaluating the appropriateness of different approaches in order to manage vulnerable people and people who within this incident were at risk of harm. I will also be exploring what works well in relation to tackling repeat victimisation and repeat offending.

The incident that I will be discussing is a Domestic Violence incident which is defined by the Crown Prosecution Service as “any incident of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members, regardless of their gender or sexuality” (CPS, 2017). This incident involved a male and female who at the time were severely intoxicated, had been arguing which then escalated to the point where the male assaulted the female resulting in her sustaining a broken nose requiring hospital treatment. At the time of the incident, I had my Body Worn Video activated which the University of Leeds state is a “valuable tool for gathering evidence from the immediate aftermath of an incident, which could corroborate the allegations of victims and witnesses, and which they would otherwise be unable to capture in similarly impactful and compelling ways” (University of Leeds, 2021). This demonstrates the importance of having Body Worn Video activated as it can capture first accounts from victims and witnesses and disclosures of offences that have allegedly been committed. The victim in this incident was the female and as the College of Policing state a “victim is a person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence” (College of Policing, 2017).

Reflecting on my incident where I had my Body Worn Video activated this allowed me to capture the victim where she was very distressed and her disclosing that her partner had punched her to the nose which was evident due to the injury that she had sustained. As a

result of the disclosure by the victim the male needed to be arrested for an offence of assault occasioning actual bodily harm even though she did not wish to pursue any formal complaint at the time. The College of Policing state that "Police officers have a duty to take positive action when dealing with domestic abuse incidents. Often this means making an arrest, provided the grounds exist and it is a necessary and proportionate response. Officers must be able to justify the decision not to arrest in those circumstances" (College of Policing, 2015). This demonstrates the importance of taking positive action and reflecting on my incident this was positive action that I had taken due to me making an arrest based on the victim's initial disclosure and removing the offender from the situation. At this point my main priority and concern was the victim's welfare, her injury that she had sustained and also ensuring that she was provided with the support and treatment that was required.

There are many approaches that professionals and Police can take in order to support and manage vulnerable people and those at risk of harm. A vulnerable person can be defined as "a patient who is or may be for any reason unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation" (University Hospital Southampton, 2014).

Reflecting on my incident there are a number of approaches I could have taken however it was important that I managed the risk of the offender against the risk of the victim who was clearly vulnerable. By arresting the offender allowed me to consider bail conditions. "Bail conditions are an important means of supporting the positive action of arrest. They offer protection for the victim and others while a potential offence is investigated or during criminal proceedings" (College of Policing, 2015). By placing bail conditions on the offender provided some safeguarding for the victim as the offender would have had conditions imposed which would have been for example not to attend the victim's home address, not to contact the victim directly or indirectly by any means including social media and also not to go through any third party to contact the victim. By me placing bail conditions on the offender gave the victim some reassurance that the offender could not contact her and in the meantime, she could obtain the support that she required.

It is important that we as Police Officers work with partner agencies to make them aware of these domestic incidents as they can provide the victim with support and refer them to agencies such as Women's Aid and BAWSO. According to the crime survey for England and Wales "in 2018, only 18% of women had experienced partner abuse in the last 12 months and had reported the abuse to the Police" (Women's Aid, 2021) this suggests that there are many incidents of domestic abuse that are quite possibly not recorded and therefore no action is taken putting more people at risk of harm.

As part of my incident and when discussing safeguarding with the victim I explained a Public Protection Notice which is a referral we as Police Officers can submit in order to try and get them support. Victim Support state that "all survivors of domestic abuse should be able to get the support they need to feel safe and move on from the impact of abuse" (Victim Support, 2021). This suggests that all victims of domestic abuse should get the support that they need in order to move on. Research suggests that "there were 1.2 million female and 700,000 male victims of domestic abuse in England and Wales" and that this 'suggests that 30 per cent of women and 16.3 per cent of men in England and Wales will experience domestic violence in their lifetime' (Local Government Association, p.13, 2015) this shows that there are more recorded females as victims of domestic abuse rather than men, however one could argue that males are less likely to report domestic abuse due to emotional embarrassment and as a result suffer in silence. This demonstrates the importance of tackling repeat victimisation and repeat offending, and this can be done by evidence-based policing and taking positive action at the time of the incident.

The College of Policing describe evidence-based Policing as “research that can be used to develop a better understanding of an issue by describing the nature, extent and possible causes of a problem or looking at how a change was implemented” (College of Policing, 2021) this suggests it will not provide a definite answer to an issue however if officers use this it is a way to reflect on their practice. Using evidence-based Policing to reflect upon my incident that I dealt with I would describe me implementing this approach as at the time I gathered the available evidence I could in order to come up with my decision to make an arrest.

Repeat victimisation is defined by Bedfordshire Police as a “a person is to be treated as a repeat victim if they perceive themselves to be so or who have been a victim of more than one recorded crime or ASB incident within 12 months”. (Bedfordshire Police, 2021) this demonstrates the importance of providing safeguarding for the victim in order to prevent the victim from becoming a repeat victim. This support can be through a multi-agency approach with both the Police and partner agencies whereby the victim can look to get a Clare’s Law disclosure which “enables the police to disclose information to a victim or potential victim of domestic abuse about their partner’s or ex-partner’s previous abusive or violent offending” (GOV.UK, no date) by the victim doing this would prevent repeat victimisation but may also prevent the individual from re-offending.

As part of the support that I provided the victim in my incident I went through the Domestic Abuse, Stalking and Harassment and Honour Based Violence (DASH) risk identification model which is 26 questions to identify and assess the victim as a result of the domestic abuse they have been a victim of. Following carrying out the DASH with the victim I submitted a Public Protection Notice which can then be referred to the Multi Agency Risk Assessment Conference (MARAC) who assess the vulnerability and can arrange a meeting with the victim to offer support and refer them to the most appropriate agencies.

Within my incident that I dealt with I did not face any social or legislative contexts and there were no ethnicity or language issues. However, throughout my incident I made sure that I took this into consideration and had there been any language issues I would have addressed this by using our force language line who would have been able to assist me with translating both languages.

In conclusion to this essay, I feel as though I dealt with the incident very professionally, supporting and managing the risk of the victim whilst also trying to prevent repeat victimisation and ensuring the offender was arrested for the offence he had committed. I feel as though I provided the victim with immediate safeguarding and submitted the correct referrals and by doing this would’ve prevented the victim from becoming a repeat victim. If the victim in my incident was willing to support a prosecution and Police investigation I would have considered special measures which are a “series of provisions that help vulnerable and intimidated witnesses give their best evidence in court and help to relieve some of the stress associated with giving evidence” (CPS, 2017) this would have provided the victim with further support to manage her level of vulnerability.

Word Count - 1636

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: J.P.HURLEY (Learner – electronic signature accepted.)

Date: 30/10/2021

Task 4

Relevant areas of the National Policing Curriculum: Policing the roads, decision making and conducting investigations.

Critically explore how criminal activity facilitated by the road network can be disrupted.

Consider how you have applied appropriate fast track actions in an investigation and evaluate the effectiveness of your decision making. **Review** the importance of risk assessment in decision making.

Analyse how you have applied and understood appropriate interviewing techniques in a complex investigation.

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

ANSWER:

In this essay I will be critically exploring how criminal activity facilitated by the road network can be disrupted and how I have applied appropriate fast track actions in an investigation. I will be considering the effectiveness of my decision making and reviewing the importance of risk assessing. I will also be analysing how I have applied interviewing techniques in a complex investigation.

Criminal activity facilitated by the road network can be disrupted in a variety of ways. The College of Policing explain that “criminals use of roads ranges from minor motoring offences to international organised crime. Forces should use intelligence and enforcement to disrupt criminality” (College of Policing, 2019). This suggests that Police forces should be using technology and enforcing legislation to positively disrupt criminality. Ways in which enforcement can be done could be by stopping vehicles and seizing them if required and arresting the offenders if an offence has been committed.

As explained by the College of Policing disrupting criminal activity on the roads can also be done by the use of technology. Automatic Number Plate Recognition (ANPR) is “used to help detect, deter and disrupt criminality at a local, force, regional and national level, including tackling traveling criminals, Organised Crime Groups and terrorists” (NPCC, no date). ANPR works as “a vehicle passes an ANPR camera, its registration number is read and instantly checked against database records of vehicles of interest. Police officers can intercept and stop a vehicle, check it for evidence and, where necessary, make arrests” (NPCC, no date). The use of ANPR can help detect offences and collate vehicle information which can help disrupt criminal activity facilitated by the road network. ANPR can detect stolen vehicles, uninsured vehicles, vehicles used in organised crime and also those possibly linked to terrorism and other offences. The National Police Chiefs Council state that “at present around 13,000 ANPR cameras nationally, submit on average around 55 million ANPR’ read records to national ANPR systems daily” (NPCC, no date). This shows the amount of data that is recorded on our roads daily in order to detect, deter and disrupt

criminality. ANPR is a very good way of disrupting criminal activity on our roads and often police forces get positive results from acting on the information and intelligence from the ANPR activations.

Organised Crime Groups and county lines are using the road network to supply drugs across the United Kingdom therefore it is important that we are proactive and are robust in dealing with these offenders. Departments within the Police force such as the Roads Policing Unit have powers to stop and seize vehicles and also have the ability to pursue vehicles if they fail to stop.

Dorset Police state that the aim of ANPR is to:

- reduce crime and disorder
- increase detection rates and the likelihood of positive criminal justice outcomes
- deter terrorism
- promote public reassurance
- enhance intelligence
- improve road safety (Dorset Police, no date)

One could argue that ANPR is an infringement on human rights however ANPR upholds people's human rights as it provides security and targets those involved in criminality on our road network. Dorset Police explain that "regrettably ANPR is often too clever for the police to keep up with. Around 1 vehicle in 50 will trigger an alert on ANPR although most will be for minor misdemeanours such as No Tax or No keeper registered at the DVLA. As Police Officers are usually very busy, their other work has to be considered when looking to allocate an ANPR alert to an officer out on the streets. Many vehicles will therefore pass ANPR cameras and trigger alerts but may not be stopped as a result however, their movements may be used later to prove a criminal case or assist with an investigation" (Dorset Police, no date). This suggests ANPR is not always the best method of disrupting criminality on the road network and that other methods are utilised and considered as an alternative.

It could be argued that also ANPR also does not identify the person in the vehicle at that certain time and date therefore the information and intelligence could be considered not accurate and as a result the vehicle gets stopped and the person loses trust and confidence in the Police.

Other methods of how criminal activity can be disrupted on the road network is by the use average speed cameras, CCTV, vehicle tracking and also roadside drug and breath tests to identify drivers who are under the influence of alcohol and / or drugs. Average speed cameras can disrupt criminality on the roads as they can prevent criminals travelling at speed which could give Police the chance to detect early and issue tickets and refer them to a speed awareness course. Cambridgeshire Constabulary in '2019 referred 15,662 people for a speed awareness course and issued 8665 fixed penalty notices and reported 3187 to court' (Cambridgeshire Constabulary, 2021) this shows that the Police are disrupting the criminals and are identifying criminal activity and are then taking positive action. If positive action is not taken this could then lead to fatalities on the roads and people driving dangerously. If vehicles fail to stop or are involved in criminality and need to be stopped it is

important that we consider fast tracking actions in an investigation and other departments within the Police force to assist such as traffic and firearms.

The College of Policing defines fast-track actions 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. Fast-track actions can be applied to reactive or proactive investigations, irrespective of when the crime was committed” (College of Policing, 2021) this suggests that by applying fast track actions it can lead to the arrest of a suspect however a delay in putting the fast track actions in place could result in lost or contaminated evidence.

It is important that we act on the information and intelligence that is available to us at the time and take immediate action if necessary. We can add markers and reports to vehicles which can lead to the suspect vehicle being stopped if it was to come into contact with an ANPR camera or a Roads Policing Unit patrol vehicle. “An action (ACT) report may include the requirement to ‘STOP’ the vehicle or ASSESS where the action should be determined, based on the information within the report and the circumstances relevant at the time. A reaction (REACT) report is used to cancel an ACT report after the required action has been completed. If it is apparent that the ACT report is of ongoing relevance to an investigation or an enquiry, a REACT report should not be created. If an officer is considering whether to stop a vehicle but does not have live-link access to the PNC, they should verify any information in the ACT report before taking any action (College of Policing, 2021). An example of this would be attending a Domestic Incident where the suspect has assaulted the victim and has then made off in a vehicle prior to Police arrival, it would be necessary and proportionate in these circumstances to place an ‘ACT’ marker on the subject’s vehicle so that it could be stopped if it was to come into contact with an ANPR camera and the subject then be arrested.

Kent Police suggest that fast track actions are the “investigators role and they are expected to undertake ‘Fast Track Actions’ (FTA) within the ‘Golden Hour’ to secure evidence which otherwise might be lost such as;

- Arresting the suspect(s)
- Obtaining witnesses details & initial accounts/evidential statements
- CCTV
- Forensic evidence
- House to House enquiries” (Kent Police, 2021)

This suggests that by carrying out the fast track actions we are securing evidence and maximising our opportunities to identifying the offender and tracking them down.

In conclusion, there are many ways criminal activity facilitated by the road network can be disrupted. However, due to the high demand of calls and the lack of resources this has been harder than ever to tackle and as a result leads to a delay in action being taken against the offender. It is important that we are proactive when we can in order to take positive action against offenders to prevent them from re-offending.

As part of my day to day role as a response Police Officer I attend several 999 calls many of which require me using fast track actions and utilising the Golden Hour principles where evidence is available and in high volumes. It is therefore important that I take positive action so that I can secure all the evidence available to me. On one occasion I observed a vehicle

driving inconsiderably for other users and the subject was driving in an anti-social manner. Due to the information and intelligence at the time I have conducted a moving vehicle check and pulled the vehicle over. Under Section 59 Police Reform Act I then have issued the subject a warning and following this have taking a fast track action in circulating the subject's vehicle on the Police National Computer (PNC) as having a s.59 warning issued.

Using Gibbs's reflective cycle which is a "framework for examining experiences, and given its cyclic nature lends itself particularly well to repeated experiences, allowing you to learn and plan from things that either went well or didn't go well" (The University of Edinburgh, 2021). Using this framework and considering the six stages to reflect on the effectiveness of my decision I believe that my decision making was professional and more importantly was proportionate and necessary. Had I not issued the subject a Section 59 warning he may have continued to drive inconsiderably and would have put other road users at risk. By me making the decision to circulate his vehicle would have meant should the driver continued to drive in the same manner his vehicle would have been seized under Section 59 of Police Reform Act. Throughout this incident I ensured that I risk assessed the situation when making my decision to ensure that my decision was most importantly safe but also lawful, justified, proportionate and necessary.

In conclusion to this I have learnt that it is important to take fast track action when dealing with offenders and victims of crime and by doing this can reduce the level of threat, harm and risk to the victim and prevent the subject from re-offending. By making an effective decision early shows that we as a police force are acting on the information and intelligence that is available to us and that we are acting in the public interest.

Risk assessing is vitally important when making a decision as it allows us to consider what could go wrong, if there are any threats that we need to be made aware of and also what the information and intelligence is prior to us making that decision. Police decision making as stated by the College of Policing is "often complex and decisions are required in difficult circumstances and are often made based on incomplete or contradictory information. In addition, police officers and police staff are sometimes required to make decisions in circumstances where those involved deliberately mislead or try to mislead them" (College of Policing, 2014). This suggests sometimes the decisions we make are not always the best decisions in the circumstances and do not achieve the best outcome however the decision is made for a reason and has been thought through by the Police Officer using the National Decision Model.

The national decision model is a framework that the College of Policing state "encourages officers and staff to act in accordance with the Code and use their discretion where appropriate. It also reduces risk aversion and weighs the balance of resourcing against demand, threat and risk" (College of Policing, 2014). This suggests that the framework encourages officers to fully consider the risk and threats and that all people involved in the decision have consciously agreed with the proposal.

The national decision model has six key elements and are all governed by the code of ethics. It is important that when we are considering making a decision that we consider the nine policing principles and also the ten standards of professional behaviour. The policing principles "originate from the principles of public life developed by the Committee on Standards in Public Life in 1995. The Code of Ethics includes the principles of 'fairness' and

'respect' as research has shown these to be crucial to maintaining and enhancing public confidence in policing" (College of Policing, 2014) this demonstrates the importance of risk assessing the decisions we are going to make as it can help maintain public confidence in the police and it shows the public that we are transparent and are making the decision in the public interest.

By considering the national decision model to risk assess our decision making it allows us to gather the information and intelligence that we have, assess any threat, develop a working strategy, consider our powers and policies, identify our options and then take action and review what happened. Risk assessing our decisions is important as the role of a police officer because when it is done correctly it allows us to develop a working strategy going forward.

As an operational police constable, we deal with a variety of investigations some of which are more complex and require more resources and different interviewing techniques. Having recently been on a proactive team I dealt with a complex investigation of possession with intent to supply class A drugs. This investigation was complex due to the points to prove for the offence and the different techniques I needed to apply to the interview. "Police interviews are used to obtain evidence by questioning. The evidence comes from the answers you give, and anything said may be given in evidence. The summary of an interview always forms part of the prosecution's case not the defence" (Copeland, 2021)

There are many interviewing frameworks and models and all of which can be used as part of interviewing techniques. As part of my complex investigation, I used the 'PEACE' framework which is five stages and covers the interview from planning and preparation to the closure and evaluation process. The five stages of the framework are planning and preparation, engage and explain, account and clarification, closure and evaluation. By using this process as part of my complex investigation I was able to follow a process where I had an interview plan and had prepared questions to ask the interviewee. It was important that during the initial part of the interview I built up a rapport. Lawrence Fennelly states that "the most valuable tool to develop is your own personal style and rapport, developing the ability to form a relationship. You need the person to open up to you" (Fennelly, 2021, p.217) Reflecting on this and in my opinion building a rapport often does not always make the interviewee open up and tell you what happened due to them being advised by their legal representative to say, "no comment" and as part of my interview with the subject this was the case.

One of the stages of the 'PEACE' model is account, clarification, and challenge which the College of Policing state is "obtaining an account consists of both initiating and supporting" (College of Policing, 2020) this is the part of the interview where questions are asked but in different styles such as open ended, closed, forced choice, leading and specific closed questions. Reflecting on my investigation I used a variety of different question techniques as it allowed me to challenge the subjects account and extract out of the interviewee as much detail as possible. I was aware that I had to use the correct style of question as the College of Policing state it "may actually confuse the interviewee or prevent them from giving a full and accurate account, eg, multiple questions" (College of Policing, 2020) this suggests that it is important to apply the correct technique of questioning as it could have an adverse effect.

In conclusion to the interviewing techniques, I used in my complex investigation I believe comes with experience and that the more interviews conducted, and I am part of, the more techniques I will learn and be able to apply. I have learnt applying the correct interview techniques is important as it can make the interviewee open up which in turn allows me interviewer to extract more information about the incident.

Word Count - 2749

Task 5

Personal Study programme / Individual Learning Plan

The first learning outcome identified in the accompanying module descriptor (BMPP 6001D) asks that you formulate and implement a personal study programme to further enhance the development of your professional police practice. A template has been added for an 'Individual Learning Plan' that you can use for this task.

This task differs from the PDP that you have completed in your previous workbook in that this learning plan allows you to assess what level you believe you are in key knowledge, skills and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

2500 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

It will count towards the overall equivalent word count of 5000 words equivalent total for component 2.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Giving evidence in court as the office in case (OIC).			8	3			I would like to familiarise myself with how to give evidence in court and the process around how this is done so that if and when I have to provide evidence in court, I am more confident as I am aware of the process.
2. Interviewing suspects and dealing with prisoner handovers.			9	4			Due to having a HUB (interviewing) department it is not often that I get the chance to interview suspects

						therefore I do not feel as comfortable when I am given a suspect to interview as I do not have the best knowledge. I have also not undertaken my HUB attachment yet therefore I have not had the chance of being mentored when dealing with suspects and remanding. I would like to develop in this area by interviewing more and gaining more of a knowledge around the process of dealing with a suspect and the outcomes of different investigations.
3. Scene preservation and initial first responder actions required.			9	4		I would like to develop my knowledge around preserving scenes and the initial actions required by the first attending officer. I would like to speak with CSI to find out what their expectations are and then following this read up about scene preservation and the actions that would be expected of me if I was to be the first officer attending a scene.
4. Packaging property correctly along with labelling.			8		6	Familiarise myself with the rules around packaging different exhibits and the importance of packaging exhibits correctly along with applying the correct labels.

5. Legislation and definitions			10		7		Keep on top of my legislation and ensure that I know the definitions and I am up to date with the current legislation I am enforcing as it is always changing. I will ensure that I am kept up to date by reading the current legislation and the new laws being introduced.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Stop and Search powers and performing an effective stop and search under Section 1 PACE and Section 23 Misuse Drugs Act.			10			8	Having recently been on a proactive operation it has given me the opportunity to perform more stop and searches and has allowed me to put into practice 'GOWISELY' and the importance of having the required sufficient grounds. I would like to develop by conducting more stop and searches in relation to articles for criminal damage and theft as I have carried out multiple searches in relation to drugs.
2. Method of Entry training (MOE)			10	2			I have recently carried out my suitability assessment for method of entry and I would like to develop by undertaking the method of entry course so that if I attend a call that requires forcing entry I am trained to the standard and can enforce this to safe life and limb. By undertaking this course it means I am more equipped to deal with different incidents and I do not have to rely on other departments to assist such as firearms

3. Witness / Victim statements			9		7		and the territorial support team (TST). I would like to develop obtaining witness and victim statements as I feel I have not obtained as many as I would like therefore feel not as confident as I should. In the statements I have obtained it has been difficult managing the victims emotional state along with trying to type down their version of events. I would like to develop in writing witness and victim statements and ensuring I include enough detail and cover the main points. I would like to also develop in ensuring I use ADVOKATE when necessary and that I do not rush when taking statements because I am under pressure of calls that are outstanding. I will read statements taken by experienced officers to see the level I should be looking to achieve.
EXPERIENCE 1. Investigation outcomes and disposals	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Familiarise myself with different out of court disposals and how these can be utilised when dealing with offenders in order to not criminalise them. I would like to develop with experience how incidents can be dealt with differently when the necessity to arrest is applicable and there are other options. I am currently aware of the Restorative Justice (RJ)

						approach and Voluntary Interviews (VA's) however I would like to develop in using more out of court disposals and providing the victim with an outcome to an investigation rather than words of advice.
2. Sexual offences investigations		7		4		I would like to develop my knowledge with sexual offences investigations and the procedures to how the investigation is commenced. This will only come with experience and that the more sexual offences incidents I deal with the more confident I will feel and the more knowledge I will gain. I will develop in this area by reading the College of Policing and revisiting my sexual offences notes. I will also speak with the experienced officers on my shift so they can share their knowledge with me.
3. Drug investigations and dealing with complex Possession with Intent to Supply (PWITS) cases.		7		3		Having recently been on a proactive drug and knife crime operation I dealt with a few drug investigations that were complex. I would like to develop around Possession with Intent to Supply (PWITS) cases as this is something that eventually I would like to move into and deal with if I was successful in getting onto the Organised Crime Team or Operation Sceptre. I would like to develop my knowledge in forensic submissions for drugs and completing a file of

4. Workload management			9		6	evidence to put in front of the Crown Court. With experience I would like to get better at managing my workload and prioritising different occurrences and incidents as this would allow me to work as a more effective Police Officer which would in turn take pressure off me and would possibly allow me to be more pro-active when I have some spare time. Due to the extremely low resources and high demand of calls on a day to day basis my workload has been high and often I have been unable to progress the incidents I have been put in charge of. I would like to develop ways to work more efficiently, and this could be done by completing a to do list in order of priority on a shift to shift basis.
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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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