

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

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Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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

During this task, I will be looking to critically evaluate theories of team dynamics as a means of developing team cohesion. I will be researching into some of the reasons as to why some teams cannot function properly, theories and models relating to team dynamics and also ways in which team cohesion can be improved. Following that, I will be looking into the extent that group dynamics are shaped by wider organisational cultural norms. Throughout this task, I will consider why inter-personal conflict can occur within a team and look to outline what strategies can be adopted to enhance individual and team performance. Finally, I will consider how team dynamics within the police service can sometimes result in failing to comply with the policing professional standards requirements.

Working as a team in the police is vitally important for several different reasons. Police officers often attend particularly challenging incidents which requires them to work effectively as a team for them to be able to provide the most effective response and deliver the best possible service to the communities they serve. This often relies on solid, trusting relationships between colleagues, however bad team dynamics can often lead to distrust, conflict, and poor performance.

Team dynamics play a pivotal role in how successful a team will perform. A key element that contributes to good team dynamics is open communication. If members of a team can be transparent with one another and communicate openly and effectively, this can help build trust

amongst the team and lead to team success. When a team is dynamically well balanced, the team will often work well together with the aim of successfully achieving the same shared team goal. Osborne (2020) similarly states that “positive team dynamics help teams stay cohesive and work more effectively as a unit.”

There are several contributors that can create negative team dynamics which can lead to poor performance, one of those being poor leadership. In a policing context, a team is often led and supervised by a sergeant, who's role is to lead, guide, delegate tasks and provide support to their team members. New and young in-service officers in particular will often rely on the guidance and support from their supervisor as policing can be quite a daunting and overwhelming environment. A sergeant can demonstrate good, effective leadership by knowing their officers well, gaining their trust and trusting their officers to carry out their work effectively and efficiently. A good leader would also set out clear goals for their team and ensure that every officer is fully aware of what their role is in any given task, providing clear direction at all times. Osborne (2020) highlights this by stating that “clearly defining every team member's role should be the first priority of leaders interested in fostering positive team dynamics”. Mind Tools (2019) similarly states that “when a team is performing at its best, you'll usually find that each team member has clear responsibilities”.

However, contrary to this, when a team is led by someone with poor leadership qualities, this can have a detrimental outcome on the group, as teams without clear direction, transparency and a clear sense of who is responsible for what, can often lead to unwanted conflict, tension and dejection within the group. Osborne (2020) corroborates this by stating that “a weak, absent or disinterested leader weakens the team and makes it vulnerable to takeover by a dominant team member and that this can exacerbate some of the core contributors to negative team dynamics like lack of direction and unproductive conflict”.

There are several theories and models which relate to team dynamics and team cohesion, one of which is Tuckman's Theory. In 1965, a psychologist named Bruce Tuckman developed a four-phase group development model which outlines the path to high-performance. Tuckman believes that the four phases, which are ‘Forming’, ‘Storming’, ‘Norming’ and ‘Performing’ are essential stages in which a group must navigate through in order for them to grow and develop as a team. In the 1970's, Tuckman added a fifth phase called ‘Adjourning’. The ‘Forming’ stage is where team members meet and come together for the first time. In this particular stage, this is where team members are eager to make a good first impression, are kind, positive and polite with the focus of avoiding any sort of conflict. The initial stage of Tuckman's model can sometimes be a relatively short one and it's a time where everyone is trying to gather information about each other and also figure out what the team concept is. However, for some groups this stage may take some time as they try to figure out one another's way of working.

The ‘Storming’ stage is where everyone is becoming more comfortable with each other and people's true personalities and characters begin to show. This is also a phase where conflict may arise due to some members of the group clashing with the way other members work. Good leadership is vital in this stage, as lack of direction at this stage can cause face to face conflict amongst group members and performance levels will ultimately decrease. It is critical that the conflict is quickly dealt with in order for the team to be able to progress to the next phase of development.

Mind Tools (2019) explains that during the ‘Norming’ phase of development, team members will begin to resolve their differences and start to respect each other's strengths whilst also trusting and respecting the leader, which in a policing context would be the team's sergeant. During this phase, as trust and confidence grows within the group, team members will feel much more confident in

voicing their views and opinions, respecting one another's views, offering constructive feedback and also feel confident enough to ask one another for help.

The fourth phase of Tuckman's development model is called 'Performing' and this is where the team should now be in full flow, working effectively and efficiently together achieving high performance levels. In this particular phase, team members are fully aware of what their role within the team is and what is expected of them. They are also supportive to one another, all working together striving to achieve their agreed team goal.

The fifth phase of Tuckman's model is called the 'Adjourning' phase and this is simply where many teams reach naturally through their project coming to an end. Mind Tools (2019) explains that for those members who thrive on having routine and for those who have formed close, trusting working relationships with people, they may find this phase particularly difficult.

Another model which relates to team dynamics and team performance is 'The Belbin Theory' which was developed by Dr Meredith Belbin in the 1970's. Belbin suggested that a high-performing team contained people fulfilling 9 particular roles which are 'Sharper', 'Implementor', 'Complete Finisher', 'Coordinator', 'Resource Investigator', 'Team Worker', 'Plant', 'Monitor Evaluator' and 'Specialist'. The 9 roles highlighted within Belbin's theory are all based on an individual's behaviour and interpersonal style within a team setting. Belbin (2021) states that "The types of behaviour in which people engage are infinite. But the range of useful behaviours, which make an effective contribution to team performance, is finite. These behaviours are grouped into a set number of related clusters. to which the term 'Team Role' is applied." The research indicated that the most successful teams were made up of a diverse mix of behaviours. Each team needs access to each of the nine Belbin team role behaviours to become a high-performing team. (Belbin, 2021). Belbin's theory suggests that by having a clear understanding of your role within your team, it enables you to be able to develop your strengths and manage your weaknesses and when doing this successfully, it will improve how you contribute towards your team. Mind Tool (2019) further explains that by having knowledge of Belbin's team roles model, it can help you identify potential strengths and weaknesses within your team, overcome conflict between your co-workers and understand and appreciate everyone's contributions. The Belbin theory is essentially a behavioural test which looks at how individuals interact with one another within a team setting, however the issue with this is that people's behaviours can change over time meaning that individual team roles may need to be re-evaluated and changed in order to maintain or improve team efficiency. The idea behind this theory is that in order for a team to be successful, the team needs to fulfil all 9 of Belbin's team roles because if this is not achieved, the team will become unbalanced and under perform.

The Belbin Inventory test can be used to identify the strengths and weaknesses of individuals within the team which can be quite important, because if several of the team share similar weaknesses, then it's likely that the whole team will have that weakness. Similarly, if several of the team members share the same team-work strengths, it's likely that them members will then begin to compete for particular team tasks that best suit their preferred styles rather than working collaboratively as a team. In a policing context, sergeants could use Belbin's model with their team to make sure that all the team roles are covered and any potential behavioural tensions or weaknesses among the team are adequately addressed or resolved.

In summary, the Tuckman theory can be used for any type of team, understanding the stages they go through will help them create a more integrated, productive and performing team. Kobiruzzaman (2019) highlights the importance of reducing tension within a team as it becomes an obstacle when trying to achieve a group goal and that the Tuckman theory recommends ways on how to reduce

these tensions in order to activate the group. The Tuckman theory encourages a group of individuals who maybe strangers to one another to navigate themselves naturally through the different phases of the development model with the focus of strengthening their bonds and increasing trust amongst each other. This in turn increases motivation amongst individuals to strive to do well both as individuals and as a team. However, Kobiruzzaman (2019) quite rightly highlights the fact that the five phases of the Tuckman model are difficult to maintain one by one and that the model fails to mention what happens if the 'storming' stage does not end. The 'Belbin Theory' is quite good at highlighting the preferred ways in which individuals like to work and what their desired ways of working are. However, it is important to note that the Belbin Theory is essentially a 'behavioural' test which highlights an individual's behavioural traits within a team setting, looking at how they interact with other team members. The fault with this theory is that peoples behavioural tendencies often change and are not fixed for life, therefore in order for a team to become successful and reach high performance levels, the behavioural traits of the team members would have to be regularly monitored and assessed.

Why can Inter-personal conflict occur within a team?

Kellermann (1996) in Boa et al (2016) believed that interpersonal conflict can be simply described as a clash between two individuals who are unwillingly or unable to fulfil expectations of each other. Conflict can occur within teams for many different reasons and the effect it can have on team cohesion and team performance can be both negative and positive. Working as a police officer often entails working in a high pressured and unpredictable environment which can often lead to conflict amongst team members. It is vital to resolve disagreements diplomatically in order to avoid undermining police responses, as this might otherwise result in poor performance. Unless conflicts are resolved, a sense of distrust is likely to develop between team members and supervisors and they will no longer be able to work together effectively (Bryant and Bryant 2020, p. 103). Team members are not always going to see eye to eye with one another, they're not always going to agree with each other's, however as mentioned previously, some types of conflict can prove to be healthy as highlighted by Boa et al (2016) who states that "conflict can be a positive creative force, when it increases communication, releases stored feelings, leads to the solution of problems, results in the growth of the relationship between parties in conflict, or improves performance".

The CUDSA model is well known as being a model or a framework that can be used to resolve conflict between team members. The CUDSA model consists of 5 different stages which are 'Confront the behaviour', 'Understand each other's position', 'Define the problem', 'Search for a solution' and 'Agree upon the best solution and put into place'. It is important that when using CUDSA, each stage is completed thoroughly so that both parties obtain a clear understanding on what the core issues are and how the problem will be resolved moving forward. The 'Confront' phase concentrates on the behaviour, as opposed to the person. The 'Understand' phase is where both individuals take the time to listen to one another and understand the other's position. Once this phase of the model is complete, the 'Define' phase will focus on getting into the detail of the issue. The important thing to note in this phase that it's important for both persons to refrain from becoming defensive or display any negative behaviour. It's simply about understanding each other's point of view and taking it on board. The 'Search for a solution' phase is all about both individuals cooperating with one another in the search for an agreed solution that suits both parties. Simons (1996, p. 34) echoes this by stating that "conflicts should be resolved by collaboration because since both the conflicting parties will be participating, they will follow the result as they have contributed

to get the result''. The final phase of the model is the 'Agree upon the best solution and put into practice' phase. This is where both individuals reach an agreement.

Certain team dynamics in the police could potentially result in officers failing to comply with professional standards requirements. Bryant and Bryant (2020) state, "the standards of professional behaviour are the minimum standards that both trainee and confirmed police officers must maintain". One of the professional standards is for officers to act with self-control and tolerance, treating everyone they come in to contact with, with the utmost respect and courtesy. It's imperative that officers don't abuse their powers of authority whilst always respecting the rights of all the individuals. An example of failing to comply with these standards would be when a new recruit joins an already established team. This is something I have unfortunately experienced personally throughout my probation period, feeling excluded and not particularly welcome by the group. The atmosphere became noticeably different and it was evident conflict between me, and certain members of the group had arisen. I made my supervisor aware of what was happening and thankfully the situation was quickly resolved via the CUDSAR framework which I previously discussed during this report. Another example would be poor leadership from supervisors which could potentially lead to team members not respecting or carrying out tasks that they are assigned by their supervisor. Conflict between team members and their supervisor would have a huge negative impact on the team's overall performance levels.

In conclusion, both the Tuckman and Belbin theories can help to improve a team's performance and develop team cohesion, however they are both focussed more on the leader rather than the team itself. Both models would be a useful tool for a sergeant to utilise when supervising their team of officers to ensure they get the best out of each officer both individually and collectively as a team. Team dynamics plays a pivotal role in how successful a team will perform, however it is quite common for conflict to arise within teams. The important factor is how that conflict is dealt with and how then the team moves on afterwards. The Tuckman model in particular highlights certain phases where conflict may arise and suggests that a quick and effective resolution to conflict allows the team to progress to the next phase of development where eventually their bonds with each other become much closer, teamwork becomes much more efficient and performance levels increase. In policing terms, it is critical that officers always adhere to the policing professional standards regardless of possible conflict or team dynamic issues that may arise and strive to reach optimum performance levels every day.

Word Count - 2,736

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:

During this task, I will be reflecting on an incident in which I played a significant role with a victim of crime. I aim to describe the incident and evaluate the appropriateness of different approaches in supporting vulnerable people or people at risk of harm. Finally, I will look to explore different methods that can be utilised to prevent repeat victimisation and repeat offending.

I was involved in a domestic related incident whereby a female who lives on her own with no local family nearby, phoned 999 requesting immediate help from police. The female whispered to the call handler that she had been assaulted by her partner and he was still present at her property. The victim had particular warning markers which suggested to me that I was dealing with a vulnerable person here. South Yorkshire police define a vulnerable adult as "an adult who has needs for care and support and is experiencing, or is at risk of, abuse or neglect and are unable to protect him or herself" (southyorkshirepolice.police.uk, 2019). The perpetrator was clearly intoxicated and became verbally aggressive on our arrival. Due to the disclosure made by the victim on the 999 call, I detained the male and arrested him on suspicion of Common Assault Section 39 of the Criminal Justice Act 1988 (Legislation.gov.uk, 2018). Once the perpetrator was removed, the victim made further disclosures stating the male had allegedly broken some of her furniture and made threats to kill her. I then further arrested the male for Criminal Damage and Threats to Kill.

According to HMICFRS (2021), during the lockdown periods of COVID-19 when the public were instructed by the government to stay at home, victims of domestic abuse couldn't distance themselves from their abuser, safely contact the police for help or get support from family and friends. Research has identified that domestic abuse related crimes have risen significantly highlighting that in the 12 months to March 2020, the police service in England and Wales received approximately 1,150,000 domestic abuse calls which is an average of 130 calls an hour (HMICFRS,

2021). These alarming statistics were recognised by The Home Office who awarded £11.3 million in August 2021, to 25 Police and Crime Commissioners (PCCs) in England and Wales, to go towards domestic abuse intervention programmes (GOV.UK, 2021).

College of Policing (2015) highlight that "at domestic abuse incidents, it is particularly important that officers take positive action to make the victim and any children safe. South Wales Police echo this and have a positive action approach when dealing with domestic related crimes. In this case, positive action was taken immediately as I arrested the perpetrator and removed him from the property. This immediately safeguarded the victim, providing her with the breathing space to make her own decisions on how she moves forward with her life.

To further safeguard her and with her consent, I submitted a Public Protection Notice (PPN) which was then sent to our public protection unit for them to assess. These forms are later shared with partner agencies so that they can then implement appropriate interventions if needed and provide the relevant support to the victim. PPN's are also used as a risk assessment tool for victims of domestic abuse and harassment (DASH), which helps the officer then assess and grade the level of risk, whether that be low, medium, or high. Often when dealing with vulnerable victims, a partnership approach can often prove to be very effective.

Multi-Agency Risk Assessment Conferences (MARAC) is positive example of partnership working to counter domestic violence. This is a multi-agency approach that is often co-ordinated by police, whereby professionals from various agencies such as Health, Education, Housing and Social Services get together, share relevant information, and then work together to develop a multi-agency risk management plan that is tailored for each particular case in line with the victims needs. The aim of the risk management plan is to provide professional support to all those at risk, reducing the risk of harm and repeat victimisation (College of Policing, 2019).

With the partnership approach in mind, I submitted a South Wales Victim Focus Referral to expose the victim to further sources of support. South Wales Victim Focus is a local service separate to the police which provides free help and support to anyone affected by crime in South Wales. The female expressed particular concerns she had about staying at her property that evening due to the threats the perpetrator had made towards her. To support her with this, I contacted a local women's refuge who later provided her with short-term accommodation.

I provided the victim with contact numbers for both Women's Aid and Live Fear Free Helpline. In Wales, the national Live Fear Free Helpline is run by Welsh Women's Aid and since it launched its new 'live chat' service on 5 May 2020, 3,397 live chats have taken place (HMICFRS, 2021). Women's Aid is the national charity working to end domestic abuse against women and children (Women's Aid, 2019). Women's Aid (2020) state that "the period from 23 March to 31 May 2020 saw a 40.6% reduction in the number of refuge vacancies in England, compared to the same period in 2019. Providing safe, alternative accommodation for those who have suffered or are suffering from domestic abuse is a fantastic approach, however the financial impact of Covid-19 has been catastrophic leaving many victims without that option of safety due to low levels of vacancies.

To combat some of these issues, forces nationwide began adopting various approaches to provide support to victims in other ways. Examples of these include poster, radio, and billboard campaigns, all offering reassurance to victims and promoting the national Silent Solution 55 system for emergency contact. Under the 'Silent Solution 55 system', a 999 caller who is too scared to speak or make a noise can press 55 on their mobile phone when prompted which informs the police that the call is a genuine emergency (HMICFRS, 2021).

Other positive approaches used by both the police and professionals in supporting and managing vulnerable people are things like 'THRIVE', 'Cocoon Watch', 'Police Watch Schemes' and 'Sanctuary Schemes'. The THRIVE risk assessment is a structured way for call handlers to assess the threat, harm and risk to a caller and helps call handlers to determine the vulnerability of the victim, the type of response needed, and any action officers should take at the scene to help the investigation (HMICFRS, 2021). What's particularly good about The THRIVE model is that it allows police forces to tailor their service to the individual needs of each caller.

When tackling repeat victimisation and offending, there are many different strategies and approaches used by the various forces across the United Kingdom. For example, Domestic Victim Protection Notices (DVPN) and Domestic Victim Protection Orders (DVPO) are effective ways in which to safeguard a victim and prevent further incidents occurring.

I considered implementing 'Cocoon Watch' when dealing with my victim. The idea behind 'Cocoon watch schemes' is that neighbours, family and relevant agencies help in protecting the victim by contacting the police immediately if further incidents occur. I explained the process to the victim but she didn't like the idea of anyone knowing. Evidence suggests that this can be a successful intervention to safeguard victims and prevent further incidents occurring because according to the College of Policing (2021), a study conducted in Manchester found that creating a 400m buffer around homes reporting domestic burglary, and subjecting these areas to enhanced police reassurance patrols for three weeks, resulted in a 26.6% reduction in burglary compared with the 12 months prior to the intervention.

South Wales Police and the perpetrator-focused 'Drive' programme work with probation services, targeting those who had previously been convicted and released for domestic abuse offences and who were on licence (HMICFRS, 2021). This strategy specifically targets those high-risk and high-harm perpetrators and looks to challenge and support perpetrators to change and work with partner agencies like the police and social services with the aim of disrupting their offending behaviour (driveproject.org.uk, 2021). According to South Wales Police (2021) this intervention has already produced significant benefits to communities with victims reporting increased feelings of safety coupled with a reduction in repeat offending by perpetrators. An evaluation has shown that over three years, this intervention has reduced physical abuse by 82%, sexual abuse by 88%, harassment and stalking behaviours by 75% and jealous and controlling behaviours by 73%.

Greater Manchester Police and local probation services gave the offender management teams a list of domestic abuse perpetrators who they considered to be of concern. The list, which was outside of the usual group, triggered home visits. The police conducted visits to assess likely re-offending and also served as a safeguarding check on vulnerable victims and children. Similarly, some forces have domestic abuse perpetrator specialists who act as a single point of contact for the perpetrator. Their role is to then work with that perpetrator with the aim of diverting and disrupting their behaviour by assisting them in finding a job or new housing (College of Policing, 2019).

In conclusion, I feel I provided a positive and supportive experience to the victim, leaving her with a positive image of the police. I provided her with several safeguarding measures ensuring that she was safe. There are a number of different approaches we can use when dealing with vulnerable victims of crime, however I feel the partnership approach methods are the most impactful in developing and achieving positive resolutions for the victim. I incorporated this approach by linking in with various professionals and partner agencies. The police service are working hard to support victims and also support perpetrators to change their offending behaviour with the aim of reducing

repeat victimisation and evidence shows this is having a positive impact as shown by the 'DRIVE' initiative used by South Wales Police.

Word Count – 1,641

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:  (Learner – electronic signature accepted.)

Date: 31/10/2021

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, decision making and conducting investigations.

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

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

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

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

ANSWER:

During this task, I will look to critically explore how criminal activity facilitated by the road network can be disrupted. I will be looking at crimes relating to things like County Lines, Human Trafficking and Organised Crime Groups and explore the various methods and approaches that are currently being used to try and reduce these types of crimes from taking place. I will then consider how I have applied fast track actions in an investigation and evaluate the effectiveness of my decision making. Following that, I will look to review the importance of risk assessment in decision making. Finally, I will analyse how I have applied and understood appropriate interviewing techniques during a complex investigation.

College of Policing (2019) state that "Criminals use of roads ranges from minor motoring offences to international organised crime". They suggest that "forces should use intelligence and enforcement to disrupt criminality". The Department for transport (2020) states nearly 80% of domestic freight in the UK is transported by road. Whether it is the illegal trafficking of people, drugs or other contraband, the road network will be used by criminals in the furtherance of their socially damaging enterprises. Offenders will use the road network to facilitate the commission of crimes including smuggling, cargo theft, county lines exploitation, facilitating burglary and crimes of violence.

Organised Crime Groups or otherwise known as OCG's, are well organised groups of people working together with the intent to commit serious crime regularly, often causing harm to people and businesses that contribute positively to their communities (Humberside Police, 2020). They often use the UK road structure as a means of transporting drugs to various locations and to commit various other crimes too such as County Lines. According to CPS (2019), it is estimated that between 18-23 tonnes of heroin and 25-30 tonnes of cocaine are imported annually into the UK by organised crime groups and are then distributed using our road networks. Due to the impact of OCG's, the

Home Office have recently recognised them as affecting more people and more often than any other national security threat that UK citizens are currently facing (Humberside Police, 2020).

Technology plays a huge part in helping disrupt criminality on the roads, one being Automatic Number Plate Recognition (ANPR). ANPR uses high-speed image capture to identify number plates as they pass by an infra-red camera (Total Parking Solutions, 2021). The registration plates are then cross-referenced against a large database, checking for inconsistencies, information and usage. ANPR readers can be utilised in many ways, including mobile and fixed units, tunnels, toll roads, ports and commercial companies. The ANPR cameras gather intelligence as it can identify frequently used routes of travel used by the OCG's and store vital information such as the makes and models of the vehicles being used. Information can then be logged accordingly on police digital systems, i.e., PNC. This is beneficial to traffic officers conducting pro-active patrols as the ANPR system will then act as an alarm when targeted vehicles pass by and stop checks can be conducted.

ANPR can act as a deterrent because the OCG members will constantly be wary of their number plate being recorded and checked, running the risk of being pulled over and checked. Another advantage of using ANPR is that registration plates can be checked instantaneously which allows for an immediate response by police. Any vehicle that passes by the ANPR camera that isn't insured or has been identified as vehicle involved in a crime, the alarm will sound, immediately notifying the officer driving. The cameras used are of the highest quality and can operate 24/7, providing a dependable service. However, there are some issues in relation to the use of ANPR. Total Parking Solutions (2021) highlights the privacy concerns that some of the public have, who are not in favour of their data being stored for months. There is the concern that storing information could lead to data leaks and theft, or misuse of their personal information and knowledge of their whereabouts. Organised Crime Groups often try and outsmart the police by using hire cars, covering their faces when passing cameras and using cloned plates. As the ANPR system relies on the image of the front of the vehicle this can sometimes mean that motorbike users are not routinely checked, and covered registration plates are not checked.

Another effective form of disrupting criminality on the roads is through the use of 'Mobile traffic speed enforcement locations. These are usually located at accident hotspots or places which have reported large amounts of complaints in relation to speeding motorists. An effective use of this method would be to set up a speed check site near locations that are linked to OCG's, so police could then gather reliable intelligence in relation to the OCG's movements and activity.

White, N. (2021) stated that a planned 'stop-check- operation was recently carried out in Dartford by the Kent Special Constabulary's Roads Policing Unit. Their aim was to stop check vehicles in a bid to disrupt any criminal activities that may have been planned from taking place. White, N. (2021) reported that "Fifteen traffic offence reports, and seven fines were issued for a variety of motoring offences while two vehicles were seized for being uninsured or untaxed. Rose (2020) in Bryant and Bryant (2020), suggests that there is a link between offending on the roads and other forms of criminality (p. 422). Junger et al (2001) in Bryant and Bryant (2020) echoes this by also stating that there are links between 'risky' traffic behaviours and more general violent crime. What this means is that when police observe 'risky' traffic behaviour whilst out conducting pro-active patrols, they can consider that behaviour as potential indicators of potentially more serious criminal tendencies.

College of Policing (2021) define '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. I took the lead in investigating a commercial burglary at a nearby church whereby an electric sofa chair was stolen. I was met at the church by the pastor who took me to the

back of the church and showed me a broken glass window which he suspected was the point of entry for the offenders. Prior to entering the building, I applied my first fast-track action by activating my body worn camera so that I would catch the entire scene as evidence. He then walked me around the church pointing out that the knobs on the church organ were not in their usual resting positions and there was a broken bottle of vodka at the front entrance along with a few cigarette ends. He also pointed out light bulbs on the church floor that weren't there previously and that there was also a distinctive footprint mark near the front entrance. College of Policing (2021) state that "the quality of the investigation, whether carried out in person or over the telephone, is a significant factor in gathering material that leads to the detection of a crime. There may be limited opportunities to locate and gather material and it is vital that those who conduct the initial investigation ensure that material is not lost".

I reverted to the National Decision Model (NDM) and considered the '10 principles of Risk Assessment' to structure my approach and risk assess what was in front of me. The NDM puts the Code of Ethics at the heart of all police decision making and enables officers to make good, ethical decisions. College of Policing (2021) state, "when police officers and staff use the national decision model (NDM) and the principles, they have a more flexible policing environment where they are better equipped and supported in exercising professional judgement.

I had already gathered as much information as I could by talking to the pastor as he was showing me around. I had established where the point of entry was, specific items and furniture that were touched by the offenders, potential sources of DNA evidence and that they had stolen a chair. I assessed the threat and risk by conducting a search of the property both inside and out and established that there were no offenders present. I used what knowledge I had at that point and developed my working strategy which was to preserve as much evidence as I could, preserve the scene and reassure and safeguard the victim. I collected all the broken glass near the point of entry and bagged it into an evidence bag as I thought specialist officers might be able to lift DNA fingerprints from the shards. I wore gloves prior to doing this to prevent any cross-contamination from taking place. I used an old bin lid to cover the footprint to prevent anyone from stepping on it and bagged up the broken vodka bottle in a clear evidence bag. I then contacted Crime Scene Investigation (CSI) officers whilst at scene requesting their attendance.

I adopted a positive approach to decision making when dealing with this incident. I referred to the NDM throughout the investigation which enabled me to make good, ethical and positive decisions. I am pleased with how I risk assessed the situation and I'm happy with the fast-track actions I applied which provided fantastic results. Samples were taken from the broken vodka bottle, the shard of glass from the window and the organ knobs and photographs were captured of the footprint. The results were run through the police database and came back with a hit, therefore identifying a possible suspect. Had I not have covered the footprint, or wore gloves when bagging up the broken glass, vital evidence may have been lost. The investigation concluded with a male ending up being arrested and charged with burglary.

"Interviewing victims, witnesses and suspects is central to the success of an investigation and the highest standards need to be upheld" (College of Policing, 2021). I played a significant investigative role in what proved to be quite a complex case. My case involved two males that were in a romantic relationship and living together. The victim phoned police alleging that his partner had assaulted

him, threatened to kill him and had smashed up his flat. Whilst in custody, the suspect was subjected to a medical assessment due to him having learning difficulties and mental health issues. It was deemed by the custody sergeant that he would need an appropriate adult to be interviewed so I arranged for a close family member to attend to fulfil this role. There is a legal requirement for vulnerable adults to have an appropriate adult which is highlighted under Code C of The Police and Criminal Evidence Act 1984. I was interviewing for multiple offences which I had to incorporate into my planning phase prior to interview. The suspect requested legal representation, so I provided his solicitor with a written and verbal disclosure. At this point of the investigation, I was already in possession of quite substantial evidence such as CCTV footage of the male smashing the flat window, photographs of the damage caused which were obtained by the initial attending officers, positive witness and victim statements and the body worn video footage of the first responding officers.

According to College of Policing (2021), the chances of obtaining a high-quality account are increased by the application of good investigative interviewing techniques, underpinned by seven key principles. I like to be very well prepared prior to interviewing suspects and will often invest a lot of time in planning and preparing for my interview. My planning always entails developing a structured approach to the interview, preparing my interview questions, making sure I have all the relevant exhibits I need and establishing what my aims and objectives are for the interview.

When interviewing is called the 'PEACE' model. This model is based around building a positive rapport with the interviewee as it's suggested that a relaxed subject with whom the interviewer has rapport is more likely to cooperate (Lomar, D. 2013).

Here is a breakdown of the PEACE model and a brief description of what I do in each phase:

- **P - Preparation and Planning** – I would plan and structure my interview, establish what my aims and objectives are, prepare all my questions and decide on what questioning style I'm going to use, gather all of the evidence and exhibits that I need and type up disclosure for the solicitor
- **E - Engage and Explain** – I begin building a rapport with the interviewee, I use my active listening skills by summarising and paraphrasing, I display positive body language throughout, I explain the interview process to the interviewee and check for understanding
- **A - Account, Clarify and Challenge** – I use open-ended questions, demonstrate active listening skills by summarising and paraphrasing, encourage the suspect to continue talking until their account is complete, I probe my topics by using open-ended questions mixed with some specific closed-questions
- **C – Closure** – I summarise everything the suspect has told me to clarify the full account, answer any questions the suspect may have, I follow the interview memo-card to end the interview, I explain what the next steps are
- **E – Evaluation** – I will reflect on how the interview went, evaluate what was said in interview and identify any other investigative actions need completing

Lomar, D. (2013) describes the PEACE model as a non-accusatory, information gathering approach to investigative interviewing and that it is considered to be best practice as it's suitable for any type of interviewee, victim, witness or suspect. Walsh and Milne (2008) in Bryant and Bryant (2020) evaluated the PEACE model which highlighted particular concerns within the PEACE stages of rapport building and the lack of summarizing during interview (Pg 563, p. 4). I disagree with their view on rapport building as this should be a skill all police officers should possess and is something that should come natural to them.

I built up a rapport with my interviewee which allowed him to feel comfortable in providing me with a full, detailed account. Due to his learning difficulties and mental health issues, I had to be aware of how I communicated with him throughout my interview. I ensured that everyone in the room identified themselves, outlining each of their role for the purpose of the interview. I ensured that the suspect was clear on why his family member was present as an appropriate adult and explained her role of simply to facilitate with any communication issues that may arise. However, to prevent this from happening I adapted my method of communication, so instead of using language I would normally use, I tailored it specifically to match the suspects needs so that he understood everything I was asking him. I simplified my questions, making sure I asked short, open-ended questions to begin with. According to Ministry of Justice (2011) an open-ended question is the best kind of question from the point of view of information gathering. I structured my interview so that I concentrated on one offence at a time and once I was satisfied that I had obtained all the information I needed, I would then move on to the next offence. I personally feel this works well as it prevents topic hopping and creates less confusion for the interviewee. In my opinion the interview went well, and I believe this was because I put the time and effort in to the planning and preparation phase. I made sure I met all the suspects needs which ultimately enabled him to provide a full account what had happened.

In conclusion, I feel there are many successful, proven methods out there that aim to disrupt criminal activity that is facilitated by the road networks. As discussed previously, ANPR is a great way of identifying potential criminals and its use can certainly play a big part in disrupting the current levels of criminality still happening out there today. If you pair that with planned operations and stop-check operations, I believe collaboratively they can have a huge positive impact on disrupting criminality on our roads. This report has also highlighted the critical role in which applying fast-track actions can have such a positive and pivotal impact on an investigation. Finally, the PEACE model provides interviewers with a good, clear structure that can be applied when interviewing suspects, witnesses and victims. Questioning style plays a huge part in the interviewing process and the needs of the interviewee should always be addressed to enable you to achieve a successful and productive interview.

Wordcount – 2,748

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. Knowledge on Case Files			8		5		1. I have completed my HUB attachment however I felt I would of benefited from having a tutor to sit with me and go through how to compile a case file from start to finish. Having said that, I have completed a few case files independently since my attachment and I found it a fantastic learning experience. I take pride in my work and always strive to produce work to a high standard, however I acknowledge that this can often cause me to

						take far longer to compile a file than it would for other officers. My aim going forward is to continue to familiarise myself with the various case file documents and get a proper understanding of what documents are needed for different types of files. I will do this by liaising with my supervisor, explaining to him that I need more exposure and practice with case file building. I will also look to seek help and guidance from more experienced officers on my team to increase my knowledge. I will also be looking to do some further reading around case files during my own free time out of work hours as this is something I feel strongly about improving. Throughout my attachments, I managed to make some useful contacts in various departments so I will also look at drawing on their knowledge and experience.
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2. Attending Court to give evidence/Court proceedings		5/6		2/3		2. I have been called to court once so far, but unfortunately, I was told I wasn't needed 5 minutes prior to the trial starting. Even though I can't physically practice this, I still aim to do some reading in my own time on the various court processes and would be open to the idea of attending court (if possible) to witness what goes on in order to familiarise myself with the environment and proceedings.
3. Police powers and legislation			8		5	3. I have found my probation period so far quite overwhelming on times with how much there is to learn especially when it comes to knowing police powers and legislation. Over the next 6-12 months, I plan to focus on improving my knowledge on police powers and legislation by conducting further reading in my own time. I feel that this will help dramatically with my overall confidence, being able to answer calls with the confidence of knowing my powers. I will also look at asking my fellow colleagues to test me now and then on legislation to try and make it stick.

SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1.Submitting Intelligence			8		6		1.I would really like to develop my skills in getting more efficient at submitting intelligence. Up to now I haven't submitted many intelligence reports and this is something I will be looking to improve on. I will do this by developing relationships with those in the community and work in partnership with my local NPT team and PCSO's. I really enjoyed my NPT attachment, in particular doing plain clothes pro-active policing. I would be open to volunteer doing this in my own time to further develop my skills in this particular area, getting more comfortable with submitting regular intel reports and further understanding the processes behind it.
2.Complete the driving blue light response course			8	N/A			2.I will be looking to book a place on the blue light response course in the near future. This will add to my skill set, allowing me to then take the lead in driving to a Grade 1 call. I think the course will be great for learning both practically and also in relation to the theory side of the course.

3. Become more efficient at booking property in and out of the property store via Niche.			8		6		3.I would to become more efficient at using NICHE to book property in and out. I will be booking a place on the property course in the near future to learn how to use the new property app.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1.Gain further experience in dealing with traffic incidents.			8	4			1.I have completed my traffic attachment and thoroughly enjoyed it, however since being on shift, I have had very little exposure to traffic related incident. I will explain this to my supervisor on shift so that he is aware and can expose to me to future incidents that arise. I will also be looking to increase my knowledge on the traffic related legislation so I will be conducting further reading in my own time and look to complete any relevant traffic related NCALTS. I am also aware that there are specific members of my team who are passionate about traffic and I have already arranged to pair up with them on occasions where we will be doing some pro-active policing in relation to traffic.

2.Further exposure to sudden death incidents		6			5	2.I have only attended a couple of sudden deaths up to this point in my service. I have however compiled a full Coroners file in relation to one of those incidents which proved to be a great learning experience. It has been a while since I did that and I haven't had much exposure to sudden deaths since so I would like to attend more going forward to build my confidence in dealing with them. I believe by exposing myself to more sudden death calls, it will enhance my knowledge and I will feel a lot more comfortable and confident in dealing with them in the appropriate way.
3.Policing the nightlife economy			8	4		3.Due to the Covid-19 pandemic, various attachments and the way my shift pattern lies, I have not yet had much exposure to policing the nightlife economy. I am looking forward to being exposed to this so that I can become confident in dealing with public order related offences and dealing with drunken members of the public. I will look to draw on the experience of the longer serving officers on my shift on effective ways in policing nightlife.

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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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