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Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

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Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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

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

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

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

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

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

ANSWER:

Team dynamics are the “unconscious, psychological forces” that influence a team’s behaviour and performance. Team dynamics are the result of the work environment, as well as the individual personalities of its members (Thompson and Choi 2006). Teams are essential for success, and the cohesive shared bond that develops between them have been at the forefront of various studies. This essay will focus on team development from the context of Policing, critically evaluating Tuckman’s stage model (1965) and concluding that it is outdated and does not strictly apply to Policing. It will argue that some teams display cohesion and resilience from the outset, with Goleman’s emotional intelligence offering an explanation as to how they do this. This essay will move on to suggest why some teams cannot work and instead, result in conflict, as well as giving an insight into the Thomas-Kilman model (TKI model) (1974) which can be utilised to manage and surpass conflict. This essay will conclude with an insight into organisation culture (OC) and argue that it is the biggest driving force behind cohesion within emergency response teams. However, caution needs to be taken surrounding OC, due to such strong cohesion leading to the ‘thin blue wall of silence’ (Kleinig 2001) with Officers putting themselves at risk of breaching the required standards in order to protect their colleagues.

A critical insight into the Tuckman model would not be of use without a brief summary of the model's main assumptions. Tuckman's model described the process of team cohesion developing from stage one to stage four (1965), with a later fifth stage added in conjunction with Jensen (1977). The initial forming stage is characterised by introductions, unclear visions, aims, and little social cohesion (Tuckman 1965). The forming stage requires a strong leader to communicate what is expected, and lead the team to the next developmental stage, which is storming. Storming sees the emergence of inter-personal conflict, described as a series of disagreements or incompatibility, or 'a clash', or an 'expressed struggle' (Bao. et al 2016). Once teams have overcome this initial conflict, they can move into the norming stage, where team cohesion is first evident (Bonebright 2010), with a level of unity beginning to form (Render 2019). At some point later, the team reaches the performing stage; this is where there is true interdependence, a fully functional team with much clearer cohesion. Just over a decade after the initial publication, Tuckman and Jensen added a fifth, adjourning stage, this is where the team will disband and could lead to a sense of mourning, if the team have grown close (1977).

Tuckman's model offers a linear explanation as to how team cohesion can develop as the team progresses through five stages, with each stage offering new challenges for the team to overcome. The model does not however give any indication as to when each stage should stop or start (Hurt and Trombley 2007). For instance, how long on average should a team be forming? Despite not giving a timeframe, Tuckman does conclude a number of facts about forming, one of which is that there is almost no cohesion during this stage (1965). Various studies have found that in some instances, this is not accurate due to the nature and dynamics of the particular team. For example, Ginnett found that airline crews are used to consistently working with new people, which has created immediate normalisation and visible cohesion from the beginning (1990). It is clear that teams within the Police service are similar to this, with tasks and inter-personal dimensions driving the focus of cohesion, which is something Tuckman noticeably neglects (Smith 1966). It is clear therefore that Tuckman's model does not explicitly accommodate for certain contextual teams. This is unsurprising when considering the fact that his work was based on a review of fifty articles, predominantly based on therapy and small group development (Tuckman 1965), therefore lacking alternative contextual narratives.

The applicability of Tuckman's model to teams such as the Police is important to explore. During my first few weeks of initial Police training, my team and I should have demonstrated forming characteristics due to meeting for the first time and bringing varied backgrounds and experiences to the job. Contradictorily, a level of unity and cohesion was already present due to OC. The trainers acted as efficient leaders and emphasised the importance of the Code of Ethics (CoE) and the standards of professional behaviour (SoPB) from the outset. This was emphasised in practice by calling the trainer's 'staff' and standing up for senior ranks when they entered the room. Tuckman notes that in the storming stage, there is sometimes conflict over leadership. The clear rank structure in the Police, emphasised by various epaulettes leaves no room for confusion over who is in charge. Thus, in this way, initial Police learning may somewhat fit the Tuckman mould due to the reliance on staff members to lead the way, with the reliance declining over time.

Some scholars have identified the storming stage as one of the biggest failures of Tuckman's model (Cassidy 2007). Conflict can vary in its location and definition, with storming instead being a consistent occurrence, rather than a formal fixed stage (Norton 2017). This ideal is prominent in the literature analysing Tuckman, with some pointing towards the definition of cohesion as an aggravating factor. During Tuckman's time of writing, 'cohesion' was not yet seen as a dynamic and multi-dimensional process (Ravi and Sumanthi 2016), failing to account for the "peaks and valleys" of cohesion, and instead arguing that it is linear in nature. Now that this definition has been developed, some suggest that Tuckman's stages should be seen as circular (Tubbs 2004). This would allow the group to continuously develop by feeding back from their mistakes and making improvements as it goes around the circular model (Tubbs 2004).

Emotional Intelligence (EI) may explain why some teams such as Police response teams work more efficiently than other teams from the outset. Goleman's (1995) adaptation of EI briefly states that there are four main components; self-awareness; that is being aware of your own emotions and how they affect others, self-management; that is adaptability, social awareness; that is empathy, and relationship management; that is teamwork and conflict management (Goleman, 1995). Understanding the core elements of EI and putting them into practice can lead to increased team cohesion, as well as better decision-making (Hamilton 2009). A crucial recent study looked at the link between EI and cohesion, specifically within an emergency response team (Buhao and Baltar 2021). The context of this study is important because Tuckman's work predominantly focused on therapy groups. The study found a strong correlation between EI and social skills, as well as a link between cohesion and EI. Importantly, they identified some of the cohesive characteristics as pride and task commitment (Buharo and Baltar 2021) which are consistent with the morals required for Policing.

High levels of personal integrity, honesty and emotional resilience (Scotland Police 2021) are all required and assessed as part of the initial recruitment process. The College of Policing also asks Officers to be emotionally aware and collaborative (2021) which is where Goleman's EI, as depicted above, can assist Officers in thriving during crisis giving them the skills to deal with unexpected situations. This can therefore help Officers work cohesively with their colleagues from their first day on the team. The research also suggests that team members work better together when there is a strong belief that their work creates a positive influence on others (Hu and Liden 2015). Thus, the understanding and knowledge of the positive work of Policing, as well as appreciation from the public, undoubtedly contributes to the cohesive shared bond that motivates Policing teams to work well together, even from the outset.

Despite the characteristics of Constables described above, there is a consensus that conflict is inevitable between groups of people that work together (Greer and Dannals 2017). It may therefore be naïve to suggest that conflict does not occur within Policing. However, the misconception of conflict as something that is 'bad' leads to some teams concluding that they do not work. It is important to understand the causes of the conflict, in order to solve it. Some reasons include varying personality traits, with the trait of 'agreeableness' being more positively

associated with motives to maintain harmonious social relationships (Graziano et al. 1996). Understandably, the more of this personality trait a person possesses the less conflict likely (Bono et al. 2009). On the contrary, highly emotional individuals with low agreeableness characteristics contribute to higher conflict levels (Greer and Dannals 2017). Other commonly cited reasons include poor communication; poor motivation or social factors, with individuals bringing in moods or feelings from outside of work, and letting it affect their attitude or behaviour with the team.

Employees vary in their conflict management approach (Gigol and Sypriewska 2019), however, a recognisable model is the TKI model, based on two contradictory tactics; assertiveness and cooperativeness (1974). The former involves competition; this is where one party attempts to win the conflict through dominance and power and may be best used by a supervisor who has to make a quick decision for the team during an emergency (Southampton University n.d.). However, the latter stage offers the 'avoidant' technique which may be one reason that some teams fail, being unable to surpass the conflict due to the root issues remaining unresolved. This emphasises the importance of a strong leader in a team who aims to resolve the issues in order for teams to continue their team cohesive development. There are a range of methods that may assist the TKI tactics, one of which is active listening, described as the highest level of communication, whereby verbal cues are given and questions are asked to show complete attention to what a person is saying (Jahromi et al. 2016). This removes any conflict caused by listening ahead and jumping to conclusions, preventing miscommunication (Bao et al 2016). Perspective taking may also assist the TKI models such as accommodation as it demands that one places themselves in the others position (Runde and Flanagan 2007). This undoubtedly allows for empathy and compassion and an increased opportunity to come to a mutual understanding. A final conflict management tool may involve the organisation as a whole due to the positive correlation between EI and a positive work – life balance (Kumarasamy et al. 2016). Therefore, a focus on helping team members let go of their stresses will mean that they do not take these emotions or feelings out on their team, which will remove this as a source of conflict.

At the start of this essay, OC was labelled the biggest driving factor towards cohesion within Policing. OC refers to the "values, behaviours, shared vision and expectations that contribute to the environment of an organisation" (Forsey 2018). OC within Policing may include formal documents such as the CoE and SoPB. The sense of solidarity between generations of Officers is commonly referred to as "the blue wall of silence" (Kleinig 2001). The term refers to the unwritten rule that Officers will not testify against one another (Kleinig 2001).

It is therefore unsurprising that such a high level of cohesion may mean that some are not held to account for their misconduct, especially when loyalty is one of the main synonyms of the Police subculture (Sunahana 2004). A recent example from Hampshire Constabulary (2021) includes allegations of offensive, homophobic and racist remarks within a team Whatsapp chat. Previously, behaviour such as that alleged of the Hampshire Constables, would have been downplayed as 'Canteen Culture' whereby it would be considered that the Officers are simply letting go of their stress (Waddington 1999). Despite this, Chan has always been sceptical of the

terminology and has labelled it a “convenient label” for the use of negative practice, values or beliefs (1996).

Westley (1970) argues that the police subculture is crucial in explaining Officer’s behaviour, with Ouellet et al. stating that this subculture is influenced by the ‘transmission of deviance (2019). Initial police learning academies is one location where organisational ideas are infiltrated upon the new recruits, with some recent news articles also suggesting tutor and mentors contribute to this process. Three Officers in Merseyside are currently subject to misconduct reviews because of an assault upon a male, of which two of the three Officers created false statements, turned off their body worn video and failed to stop their colleague (ITV 2021). One of the Officers involved in the cover up was a student Officer who was given an instruction to say that the battery of her camera had died by her tutor, who was also involved in the incident (ITV 2021). These incidents exemplify the sense of ‘brotherhood’ that sometimes emerges between Officers, with new student Officers adopting the cynical beliefs of their older more experienced colleagues (Ouellet 2019).

This is not to say that all cohesive teams that have formed due to OC will result in breaches of the COE, SOPB or any other commissions of criminal offences. For the most part, what is said in the ‘canteen’ does not necessarily transfer to other areas, such as the outside world (Waddington 1999). However, on the rare occasions, it can occur as shown by the examples. Despite this, Charman argues that the habits of Officers is changing, with a heavy focus on professional standards and individualism (2019). Positively, in her study, 0% of Officers strongly agreed with the ideal that there was a code of secrecy amongst Officers, with nearly 60% strongly disagreeing (2019). However, what is worrying is that Officers condemned the public perception of the group acting as one, stating, and “If you succeed as a team, you fail on your own” (Charman 2019). Undoubtedly this is concerning and Officers should be able to focus on professional standards, as well as regard themselves as being part of a strong cohesive team.

To conclude, this essay has examined Tuckman’s linear model as a means of creating team cohesion. Despite being renowned, this essay has analysed Tuckman’s stages, suggesting it is inapplicable to Policing and does not account for various variables such as time and space. To an extent, the essay has offered an explanation to the gaps left by Tuckman with the use of emotional intelligence. This essay then focused on conflict, concluding that conflict is inevitable and has causes such as individual personalities including personality traits of low agreeableness. However, it has advocated for the use of the TKI model as a means of surpassing the conflict and allowing teams to continue to work. This essay ended with an insight into organisation culture, which is arguably the biggest cause of cohesion within Police teams. Despite being important, this essay has concluded that it can also be deemed sinister, with strong cohesion forming the ‘blue wall of silence’. Various articles have shown how this concept has led to breaches in standards and clear misconduct as a means of protecting colleagues where cohesive bonds exist.

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:

One of the core operational duties of a Police Constable is to “protect life and property” (College of Policing 2018a). More recently, this has embodied a function of vulnerability safeguarding, due to the Police being identified as well placed to identify those at risk in the community. This essay will use Borton’s (1970) model to reflect on a stalking incident that took place against a backdrop of honour based and domestic abuse. It will consider various action taken at the scene including the use of body worn video (BWV), the sending of female Officers and referrals to multi- agencies, and evaluate the appropriateness of each method in protecting the victim. Furthermore, this essay will consider the policy of positive action and ‘mandatory arrest’, considering whether it can still be regarded as ‘what works’ in reducing further victimisation. Ultimately, despite the evidence, this essay will argue that a whole system approach, taking account of what really matters in Policing, is the best course of action in protecting vulnerable people.

What?

A vulnerable person is someone who is unable to take care of, or protect themselves from harm or exploitation (NPCC 2020). The victim in this case was vulnerable due to the stalking she suffered from her estranged husband, upon the breakdown of their marriage. The situation was exacerbated by the honour-based abuse (HBA) context that surrounded it, with the suspect allegedly ‘feeding back’ to family back home. There is no statutory definition of HBA, however a widely adopted definition involves a “crime or incident” that is committed to “protect or defend honour” (Bates 2020). The HBA setting in this case heightened the contextual difficulties, specifically the ideology of male dominance. There was

clear barriers in allowing the victim to accept that her treatment was unlawful in the country that she now resided (Bates 2020). The cultural difficulties were overcome by sending female Officers to the victim, using BWV to capture best evidence and following the domestic abuse policy of 'taking positive action' meaning that the suspect was arrested at the first opportunity.

So what?

Ensuring the immediate safety of all involved is one of the most crucial duties upon initial attendance at a domestic incident (College of Policing 2018b). Due to the HBA context, female Officers were sent to speak with the victim in order to allow a sense of empowerment. Some research has indicated a positive correlation between female Police Officers and positive outcomes in relation to domestic cases (Miller and Segal 2019). Despite this only being a subtle tactic, it was the most appropriate action to take in the circumstances and allowed the victim to feel a sense of comfort which she thanked the Officers for.

The subtle change described above allowed a strong rapport to be built between Officers and the victim, allowing a comfortable conversation to take place regarding the use of BWV. BWV is an emergent tool that can act as an impartial witness within cases (Owens et al. 2014). A risk assessment was undertaken before the activation of the BWV due to the concern that it may overwhelm the victim and cause her to retract on the initial allegations made to the Control Room operator. Consideration was given to the fact that over a third of domestic cases are discontinued due to victim withdrawal (Justice Inspectorate 2014), as well as the rise in evidence led charges because of the use of BWV (Owens et al. 2014). The conclusion was that BWV was an appropriate action to protect the victim in this case, as it captured the raw emotion of the victim and increased safeguarding opportunities.

The victim disclosed over three hours' worth of evidence, all of which was deemed alarming. The policy of positive action (PA) meant that Officers had a duty to safeguard the victim at every stage (Justice Inspectorate 2014), which generally results in an arrest where the grounds and necessity exist (College of Policing 2018c). PA has its roots in evidence based policing (EBP) with studies such as the Minneapolis Experiment (Sherman and Berk, 1982) suggesting that arrest may reduce repeat victimisation in domestic cases. It is clear that arrest would remove the immediate risk (Justice Inspectorate 2014) by providing a 'cooling off' period between the parties. The decisive factor in deciding whether to interpret PA as an arrest in this case was the victim referring to herself as the "next Sarah" [referring to Sarah Everald, who at the time, had been murdered only two weeks prior at the hands of a male]. This comment was made after being asked her opinion on the prospects of arrest.

Due to the victim insinuating death if an arrest was made, use of the Approved Police Practice (APP) principles was made; which discourage from risk aversion. Risk principle three invites the benefits and harms to be considered (College of Policing 2018d). In this case, consideration was given to the potential impact of arrest, harm that the victim was currently facing, as well as future harm if

no action is taken. The national decision making model (NDM) was used for all thoughts and legal options to be documented.

Arrest was deemed the most appropriate action to safeguard the vulnerable victim in this case, to ensure that no immediate harm could come to the victim, allowing her an opportunity to seek justice. This was in line with the evidence base that suggested that arrest was the most appropriate action in “most” domestic cases (Sherman and Berk 1984). Despite this, there is also a backdrop of EBP research that suggests that there is no systemic basis for pro – arrest strategies (Mears 2003), with there being no adequate supporting studies in the last twenty years (Transform Justice) with some research even linking mandatory arrest to increased partner homicide (Lyengar 2008).

The police are not alone in protecting vulnerable people from harm, and rely on professional multi-agencies to play their part. In this case, it was appropriate to complete a high-risk public protection notification (PPN) which is a document that is shared to external agencies and if deemed high risk, contributes to Multi-Agency Risk Assessment Conferences (MARACs). This is an information sharing forum, designed to fill loopholes and put plans in place to promote the safety of victims (Robinson 2006). In this case, despite the victim not consenting to the information being shared, due to the high-risk nature, it was shared under safeguarding grounds. Despite the PPN being of a high quality and containing all essential information, more time could have been spent providing the victim with details about the external agencies that it would be submitted to.

Now what?

This incident has increased my awareness of dealing with domestic cases in an HBA setting, increasing my sensitivity to cultural and ethical challenges of certain incidents. It emphasised how making small changes; such as sending female rather than male Officers, can have such a positive impact on the building of rapport with the victim. Since the incident, the suspect was released no further action and there have been no further calls to Police from either party. It would be interesting in future to decipher whether female empowerment had an impact on the reduction of repeat victimisation, as it is a factor missing from studies (Mills 1998).

It has however cast a doubt over mandatory arrest policies as campaigned by what works advocates. Despite following it in this case, it is something that should be continually assessed on a case-by-case basis in line with Punch’s ‘what matters’ (2015). Despite Sherman and Beck’s research, Officers are beginning to suggest, “We cannot arrest our way out of this” (Centre for Justice Innovation 2021). Despite there being no further victimisation or offending reported from either party in this case, it is unknown whether arrest was the reason behind this. Policing is “complex, multifaceted and challenging” (Punch 2015) and thus each case should be decided on its own merit. This will allow me to look at all available research, rather than allowing one form of research to supersede another (Punch 2015). Instead, I would then be able to conclude on the most appropriate course of action in the material circumstance, rather than what was suggested in past research. Finally, it has emphasised the importance of third party professional

referrals. Going forward, it will be important to stress to the victim that these are external and support can be given regardless of whether the Police investigation is supported. Importantly, the evidence suggests that these referrals lead to a reduction in further victimisation (Robinson 2006). Thus, emphasising to all victims going forward about the work of the external agencies will assist in protecting all vulnerable victims.

To conclude, this essay has given an insight into methods used by Officers to manage vulnerability, specifically in a HBA context. In this case, the use of female Officers, BWV, mandatory arrest and the submission of PPNs to external agencies were all deemed appropriate in order to protect the victim from harm and further victimisation. Despite this, the essay has also raised the question whether mandatory arrest policies, despite working in this case, are outdated, due to it going against the victim's wishes. Ultimately, this essay has concluded that a whole system approach using partnerships and multi agencies is important to safeguard victims, with what matters being the relationship between the state and the citizen (Punch 2015).

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Task 3

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

By signing the section below, you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 6001D; Policing in the Workplace 3 and in signing it will be equivalent to 1000 words towards the 5000 words equivalent total for component 1.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

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

Signed: R NOTLEY (Learner – electronic signature accepted.)

Date: 05/10/2021

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:

The road network is essential for the transportation of goods and contributes positively to the economy. However, what works commercially, also works for criminals, and thus the roads have been increasingly used to facilitate criminality (Department for Transport 2020). Criminals' use of roads ranges from minor traffic related offences to international organised crime (College of Policing 2019a) such as drug and human trafficking. This essay will critically evaluate the use of routine traffic stops under chapter 52 (*Road Traffic Act 1988*) and new emergent technology such as Automatic Number Plate Recognition (ANPR) and conclude that they are crucial in disrupting all types of criminality on the roads. This essay will then look in depth at an investigation that started as a routine traffic stop, but ended in multiple charges for offences including the supply of drugs. It will emphasise the importance of conducting fast track actions, which in this case, involved the delay of custodial station rights, as well as entry and search powers under (*PACE 1984*). These actions were scrutinised by risk assessments through the use of the national decision making model. This essay will conclude with a consideration of the 'investigative mind-set' and the professionalism of the PEACE model, showing how these methods contributed to the inevitable charging of the male in this case.

Briefly, the incident that will be used as case study in this essay involved a male that was seen driving erratically, taking a roundabout at speed. Section 163 (*Road Traffic Act 1988*) was used to stop the vehicle and subsequent checks revealed that the male was a disqualified driver, bearing no licence or insurance. Due to the male's behaviour, reasonable suspicion arose and thus the vehicle was

searched using Section 23 powers (*Misuse of Drugs Act 1971*). Within the vehicle, large sums of cash, as well as wraps of white powder were located, with the male subsequently arrested for the traffic offences as well as on suspicion of the supply of Class A drugs.

Section 163 (*Road Traffic Act 1988*) states that a person driving a mechanically propelled vehicle on a road, must stop upon being required to do by a Constable in uniform. This definition is wide and does not state that there needs to be a reason for the stop. Officers' observations undoubtedly contribute to this, with faulty brake lights, or manner of driving, as in this case, contributing to this discretion. Despite often being termed 'routine stops', each stop is inherently unique (Woods 2019), with Officers never knowing what they will find on each encounter. There does however appear to be a correlation, with Sugg suggesting that British drivers convicted of traffic offences, being more likely to have previous convictions for offences such as theft or burglary (1998). Broughton has also identified this correlation (2006) suggesting that targeting criminals on the road is an efficient way of targeting a wide range of criminal activity. For example, specialist Op Sceptre Team in Cardiff were praised for uncovering £2 million worth of drugs between sixteen properties in South Wales following the proactive stop search of one male in Cardiff (South Wales Police 2020). This shows the importance of Section 163 in disrupting criminality as without this power, the vehicle and the male would not have been stopped, with the further searching powers then utilised due to aroused suspicion.

Undoubtedly, this disruption technique is only as effective as the proactivity of the Officer. Research from the USA has suggested that routine traffic stops is undermined by racial profiling, suggesting black drivers are more likely to be stopped, searched and arrested than white drivers (Smith et al. 2004). This undoubtedly undermines public trust and the efficiency of this as a disruptive technique. The studies are based in the USA and thus it is unknown whether similar results are seen in the UK. However, traffic stops have also been condemned for being 'inherently dangerous', posing threats of physical safety to Officers due to commonly escalating into violent situations (Lichtenberg and Smith 2001). Despite this, others have argued that the narrative that traffic stops are 'fraught with longer' has little supporting evidence (Woods 2019). Thus, this essay argues that traffic stops are a cost efficient, everyday occurrence that can positively disrupt criminality.

As stated, road traffic powers were utilised to stop the male. However, the disruption of his criminality on the roads did not end there. Intelligence markers were then placed on himself, as well as the vehicle index number indicating that he regularly drives whilst disqualified and without a licence or insurance, as well as the vehicle being utilised in drug supply. This meant that in the future, patrol cars equipped with ANPR would be made aware of this information if a check was to be made.

Unsurprisingly, ANPR has been deemed a critical tool for allowing full use of modern technology (PA Consulting Group 2013). The process is simple and it works by scanning the licence plate and returning with significant details or intelligence, increasing the opportunities of criminals being identified, stopped and arrested (PA Consulting Group 2013). The effectiveness of ANPR first became known in its use

in tracking the murderers of PC Beshenivsky in 2005. Its use identified the getaway vehicle and tracked its movements through crime pattern analysis leading to six arrests (BBC 2005). Crime pattern analysis proved critical in various other aspects of the investigation, with its movements tracked and located in material places at material timeframes (Kirby and Turner 2007). ANPR may also be used during geographical profiling, where the ANPR data can be placed on a map (Kirby and Turner 2007) and its results compared to drug supply hotspots for example. Significantly, ANPR has increased arrest rates above the national average, with most of these arrests being for drugs, theft or court warrants, rather than traffic offences (PA Consulting Group 2013). It has been applauded for its transparency and value for money, allowing a non – discriminatory response and driving the way for an intelligence led Police Force (NPCC n.d.). Ultimately, this takes away from any suggestion of racial profiling that is alleged from discretion under Section 163, as Officers are purely responding to the markers. Despite this, it is not without its critics, with some condemning ANPR for turning the UK into a ‘big brother state’, arguing that it breaches their Human Right of a ‘private life’. However, Dorset Police reassure the public that ANPR actually enhances their human rights by providing additional security to them by disrupting and removing criminals from the roads (n.d.). It is therefore concluded that ANPR can turn the tables on criminals, making them fear using the road network (PA Consulting Group 2013).

As already stated, the male in this case was stopped under Section 163 and subsequently arrested on suspicion of supplying a Class A substance, disqualified driving, driving without insurance and no licence. Thus, various fast track actions needed to be completed upon the male’s arrival at Police custody. Fast Track actions may be described as any investigative action, which are likely to establish important facts, preserve evidence or lead to early resolution if pursued immediately, and can be proactive or reaction (College of Policing 2019b).

A detained person has various continuing rights whilst in Custody, such as to have someone informed of their arrest under Code C (*PACE 1984*). If it is thought that this right may interfere with evidence or lead to harm, this right can be delayed by a senior Officer under Code C Annex B (*PACE 1984*) and is commonly referred to as ‘incommunicado detention’. Delaying this right was the first fast track action required in this case due the nature of the offence involving drug supply, suggesting organised criminality. A search of the male’s home address was required in order to establish the extent of the male’s supply chain and to disrupt any potential organised criminality base. It was therefore thought that the male may be able to alert individuals to his arrest who could assist him in removing or destroying potential evidence. Undoubtedly, this was heavily risk assessed due to the impact it may have had on the suspect’s mental health and his demeanour. It also had to be justified, proportionate and reasonable in line with legislation, with some regarding it as an oppressive practice (Filler 2021) as a result of Human Rights breaches seen around the world. It was however deemed reasonable to prevent interference with evidence gathering in this case.

Entry and search powers under (*PACE 1984*) was also a fast track action undertaken, with an Inspector’s authority needing to be sought immediately. It is not uncommon for individuals who are members of organised crime groups to act as

'caretakers' remaining in addresses used as drug farms in order to oversee and protect the supply. It is also common for there to be weapons within these addresses, readily available for the members to protect themselves, or forgo their escape (Cork 2020). It was therefore important to look at the intelligence and warning markers of the address and associates linked to it in comparison to the available Police resources, to ensure the risk to Officers was minimised. The ten risk principles were considered alongside the NDM whilst risk assessing the search. They have led to a positive approach in respect of risk taking (College of Policing 2018d) and allowed the search to be deemed proportionate to seek evidence to disrupt organised criminality. After all, the first chance to obtain evidence may be the last, as it could be contaminated or lost, meaning that it is crucial to gather it as soon as reasonably possible (South Yorkshire Police 2015). Whilst noting the policies and principles with the NDM, it was pleasing to read that even if harm had resulted, for example, if the suspect harmed himself because of the incommunicado detention, or an Officer was assaulted during the Section 18 search, this does not automatically mean that the risk assessment was incorrect (College of Policing 2018d). However, positively in this case, the required evidence was obtained without harm resulting.

Once all the evidence was obtained, the male needed to be interviewed so that he had the opportunity to account for the findings. The introduction of the Police and Criminal Evidence Act (1984) itself, as well as the PEACE interviewing framework has led to better-planned and more structured interviews (Milner and Bull 2003). Undoubtedly, it has also led to a decline in forceful interviews that are less synonymous to interrogations (Ede and Shepherd 2000). The college of Policing does not define the realms of a 'complex investigation' however, 'complex' is described as "involving a lot of different but related parts" (Cambridge Dictionary 2021). This investigation can therefore be deemed complex, due to its links to organised criminality, which is planned, co-ordinated and can be difficult to investigate.

Planning and preparing is thought of as the mental process of getting ready for interview (Kim et al. 2018). This included but is not limited to having an in depth understanding of the points to prove, availability of all exhibits and evidence and consideration to any mitigation that may be raised (Walsh and Bull 2012). Prior to doing this, an investigative mind-set had to be adopted, to ensure I remained open-minded (Rossmo 2009). Topics to be discussed were identified and included; the drugs, the car, the house and the money and these are known as the 'police agenda' (Roberts 2012). Questions were then prepped under these topics and care was taken to ensure the questions were not leading (Baldwin 1992). Open questions such as "Who does the vehicle belong to?" and "Who owns the house?" were utilised and appropriate challenges were planned and written down to be used later in the interview, dependant on the male's response.

During the engage and explain stage, the focus was on establishing a rapport through context setting (Roberts 2012). Acting fairly with suspects, ensuring to avoid prejudice allows for an accurate and reliable account (College of Policing 2020). Rapport is seen as a weak area of Police interviewing (Walsh and Bull 2010) and therefore care was taken to ensure trust was built with the male, some argue this maximised the potential of the suspect opening up and offering an explanation

(Baldwin 1993). Therefore, the structure of my interview ensured that the male was treated in same manner that a witness or victim would be treated.

The male was given an opportunity to provide his account, in what is known as the 'suspect agenda' (Roberts 2012). In this case, the suspect did offer an explanation, by way of a prepared statement, admitting the traffic offences but denying any knowledge of the drugs, money and being involved in a criminal enterprise. This enabled me to challenge the male by exploring the inaccuracies and inconsistencies of his account (Roberts 2012). It allowed me to challenge the male on how he could have no knowledge of the money and drugs in a vehicle that he was driving, as well as no knowledge of drugs and money in his house, of which he was the only legal owner. During this stage, the phrase 'assume nothing, believe nobody, and challenge everything' (College of Policing 2019c) was a core aspect of my investigative mind-set and I ensured to challenge the male appropriately, taking care not to transform into an interrogation.

The last two aspects of the PEACE model are the evaluation and closure. Evaluation was made throughout, with the questions posed being altered or eliminated based on the male's prepared statement which was produced at the start of the interview. A short summary of the male's account was then given and the male was asked to clarify or confirm this. The closure stage is as important as the engagement stage, so that the suspect knows where they stand (Roberts 2012). It was made clear to the male at this stage that Officers were seeking a remand application due to the significant findings implicating the male in organised crime, thus posing a threat to wider society. Despite this not being what the male would want to hear, it ensured he and his solicitor were kept up to date and were being treated with respect and honesty. Subsequently, the male was remanded and the Crown Prosecution agreed with the evidence presented to them and authorised charges for all offences.

To conclude, this essay has shown that routine traffic stops can never be deemed as 'routine', with organised criminality and outstanding suspects being located from proactive uses of this power. The introduction of ANPR has also proved critical, for not only alerting Officers to potential intelligence or disqualified drivers on the road, but also by providing critical crime pattern analysis, placing offenders and their vehicles at the scene of incidents during the material period. This essay has shown that both traffic stops and ANPR are only the starting point at disrupting criminality as they only take offenders off the road for a short period whilst in custody. What disrupts criminality for the long term, is the fast track actions and efficient interviewing skills that lead to charging and remanding these offenders, taking them off the roads and placing them behind bars.

Task 5

Personal Study programme / Individual Learning Plan

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

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

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

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

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
KNOWLEDGE Improve my knowledge on what is expected of Officers at Road Traffic Accidents	4			2			This is required as I have not yet attended a Road Traffic Accident due to being based in the City Centre – it is therefore required so I am competent and confident for when this occurs. It is measurable as I can take the lead at a RTA in the near future and be assessed on my performance. It is attainable as I am going on an attachment with the Roads Policing Department in the middle of November

						2021 and can raise these concerns with them. They will then be able to educate me on these responsibilities and show them to me in practice by taking me to any RTA's that occur on the two-day attachment. It is relevant because Officers are sometimes asked to attend RTAs if Traffic Officers are not available and I may wish to move into the traffic department in the future. Due to finishing my probation in March 2022, I aim to be confident at RTAs by February 2022. I have placed the knowledge requirement at a '4' due to the location of my base as I have not attended a single RTA in over a year and thus it is not a regular occurrence.
Improve my knowledge on giving evidence in Court			8		7	Giving evidence is a necessity as a Police Officer and as of yet I have only been called to give evidence just once. During this process, I still felt unsure about the court process, what to expect in the courtroom, how to address the Judge/Magistrate and how best to prepare. Therefore, I wish for this to be addressed and corrected before I am next summons for Court. This is

						attainable and I will ensure to do research through NCALT's regarding the Court process, as well as speaking to colleagues who regularly attend Court due to the nature of their department, such as Hub Officers and CID.
Improve my knowledge on how to arrange SARC referrals/ appointments for sexual assault victims and learning about what occurs at the appointment			8		6	I have recently had to deal with various sexual assault / rape allegations due to Policing the city centre. I have had to speak to the victim about the SARC process and they have often asked about what this process involves, however detectives have always taken over at this point. I therefore feel it would be beneficial to learn about arranging SARC appointments, in order to be prepared in case detectives are off duty, and to be able to confidently inform victims of the next stages. It will also be relevant and beneficial if I am to consider CID in the future. I will learn about this by speaking to my sergeant who is a former detective, as well as look to take up a Sexual Offences Training Course too be a specialist in this area. Due to the limited availability of training courses, I will give myself until March 2022 for this goal. I can

						assess my competency of this goal by talking it through with my sergeant who is an expert in the field.
Improve my knowledge on the new two tier out of court disposal (OOCd) system			7		4	This is a new change that has recently been brought in and affects myself as I regularly use community disposals such as restorative Justice in everyday Policing. Thus, improving my knowledge of this new change will assist in providing me with other new alternatives to arrest and feel confident in doing so. I can make use of the published material on the Force web page, as well as speak to the Officers leading this change for help and advice. It is measurable because I have not yet used the new OOCd tiers out of fear of doing it wrong and not knowing what to do, therefore learning about it and then acting on it for the first time can be seen as a success. Due to using community disposals frequently, I wish to be competent in this goal by December 2021.
Improve my knowledge on intelligence grading			9		5	Intelligence submission is a routine activity of Officers due to members of the public disclosing information whilst engaging in conversation. I

							therefore wish to improve my knowledge on the credibility of intelligence grading as this was changed by intelligence Officers on my behalf, on my last submission. This is measurable because I can check my next few submissions and see if there is any changes or feedback from intelligence Officers. Due to my probation ending in March 2022, I wish to be competent in this by then. In order to assist me, I will ensure to speak with colleagues, as well as speaking directly to the intelligence department to develop my knowledge and understanding.
SKILLS Improve my ability to complete an NGAP Crown Court disclosure file (including all relevant documents e.g. MG6 series, SDC, redactions).	Low 1-4	Med 5-7	High 8-10 9	Low 1-4	Med 5-7 5	High 8-10	This development is required to improve my ability to complete an efficient case file and reduce the need to ask for help from colleagues and reduce the risk of the CPS refusing certain documents. This is measurable because my supervisor reviews all relevant documents of the casefile before signing it off to the CPS and therefore my Sergeant can give me appropriate feedback on this development. There is a disclosure course at the beginning of November 2021 and therefore this goal is certainly more

						attainable with the help of this course. Due to this course being in November and caseloads understandably due to pick up in December meaning more case files to complete, I would like to complete this goal by the end of January 2022.
Improving my skills of interviewing suspects during no comment/Denial interviews			10		6	Interviewing is a core duty of policing and therefore the highest of standards need to be maintained when doing so, therefore this point is relevant. I wish to improve my skills of interviewing suspects, specifically when the suspect denies the offence or answers no comment. This is attainable through practising these skills regularly, which may mean that I volunteer for the next few hand on prisoners, or volunteer to interview suspects from my team member's workload. I will familiarise myself with the PEACE framework ensuring I plan thoroughly for each interview. I wish to be competent in this field by March 2022.
Gain new personal safety skills by undertaking a taser course			8	1		A taser course would provide me with new skills of personal and public safety. This is relevant in regards to ensuring the safety of the public, my colleagues and others

						involved in any incident. It is attainable by successfully completing the initial three day course and I wish to complete this by March 2022.
Improve my skills of assessing evidential criteria in an investigation (e.g. Evaluating evidence under the full code test and Threshold Test)			10		7	The full code and threshold test assist in deciding whether there is enough evidence to pass to the CPS, this is genuinely made by a supervisor. However, improving my ability to make these assessments will assist me in my progression, especially if I am to consider supervisor roles in the future. I will speak to my senior colleagues for help and advice. This is measurable because I can draw up rationales in my cases going forward and these can then either be approved or improved by my senior Officer. Generally, this is a senior action and therefore I will give myself until March 2023 with this development.
Improve my ability to conduct efficient solicitor briefings			10		8	Solicitor briefings are necessary to the investigation process and therefore the adequacy of the briefing given to the solicitor is highly relevant. I wish to improve the briefings I give to solicitors by making them more relevant to the offence, being able to identify

							what to include and what not to include from the outset. I will do this through practice; completing more solicitor briefings, as well as watching that of my colleagues including Hub Officers who conduct these on a daily basis. I feel that I have already improved upon this after my Hub attachment, however due to the lack of interviewing on response, I wish to be a constant competent level by March 2022.
EXPERIENCE Gain more experience of attending sudden deaths	Low 1-4	Med 5-7 7	High 8-10	Low 1-4	Med 5-7 5	High 8-10	Sudden deaths are an uncomfortable but essential part of the job. Thus far, I have only attended one sudden death which was during my second week of the job. I therefore wish to improve and increase my experience of dealing with sudden deaths to ensure I am at a competent level to be taking other Officers with less experience to these calls. I wish to be at this level by March 2022 which is at the end of my probation. I will do this by completing research, using NCALT's, as well as offering to attend the next sudden death for my sector/ surrounding sectors.

Gain more experience of dealing with large disorders/ protests		8	4		Large scale disorders and protest are more prominent in recent months and therefore having experience in this field is relevant in order to act efficiently. This goal is attainable by involving myself in more protects in my sector by means of overtime. I am also looking to complete the initial Police Support Unit training Due to the limited training, as well as limited opportunities for overtime at protects/ public order events, I will give myself until July 2022 for this goal.
Gain more experience of conducting plain clothes pro-active patrol	5		3		Plain clothes pro-active patrols are an efficient ways to learn about members of the public and how their behaviour and demeanour gives clues about their actions. In the future, I would like to spend some time with a pro-active team such as Op Sceptre and therefore this goal is relevant to ensure I have relevant experience to be considered for such a post. I will complete this goal by taking time on shift to conduct this activity such as on supernoon when there is an abundant of resources, as well as trying to source an attachment with a proactive team. This

Gain more experience of dealing with youths/ child incidents and the processes that go along with this		7		4		goal could be assessed in reference to my confidence in conducting stop searches whilst in plain clothes, as well as the quality and quantity of these searches. This is a goal that will be ongoing throughout my career, however I wish for my stop searches to increase by March 2022. Dealing with children and young people are an inevitable part of the job, however this is something that I have not experienced much of. I therefore would see it as beneficial to gain more experience of dealing with incidents involving youths and learning about different ways to engage with them and try to offer help and support to prevent them from engaging in criminality. I would find this beneficial because I would need to engage differently with young people than I do with older people that are regularly involved with the Police. I would seek the help and advice of the Youth Offending Team and ask for guidance on the YOT triage processes. I would ask them for reading materials to assist in attaining this
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						goal. This would be an ongoing development point however I would like to feel confident in this by the time I finish my two years of probation in March 2022. In order to check the progress of this developmental point, I could offer to teach new students on my team about child incidents, teaching them about the 18 – 25 triage processes, as well as efficient communication skills for dealing with such incidents. Teaching others about what I have learnt from the YOT team and reading materials will consolidate my learning and act as a natural progress check.
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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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