

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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Component 1 50%	Area of Professional Practice	Word count
Task 1	Maintaining Professional Standards Leadership and Team-working Wellbeing and Resilience	2000
Task 2	Vulnerability and Risk Evidence-based policing	2000
Task 3	O.C.P	2000 equivalent
Task 4	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 4		2000
Option 1	Response Policing	
Option 2	Policing Communities	
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Task 5	Personal study/learning plan	2000
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Task 1

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

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

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

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

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

ANSWER:

This essay will explore the theories behind team dynamics and cohesion, including Tuckman's four stages of group development, Disc Model, Maslow's hierarchy of needs and Lencioni's model. I will be considering why conflict can occur within a team and why some teams are unable to function due to such conflicts. I will be considering the steps that are necessary in order to achieve team cohesion and the strategies that can be implemented in order to achieve this. Additionally I will be looking at how different team dynamics could result in failings to comply with professional standards.

In order to critically evaluate team dynamics, we first need to define what a team is, according to one study, teams are defined as two or more individuals interacting dynamically, interdependently, and adaptively toward a common goal, with each member having a specific role to fill within the boundary of the team (Salas, Dickinson, Converse, & Tannenbaum, 1992).

Teams and teamwork help to promote deep learning that occurs through interaction, problem solving, dialogue, cooperation and collaboration (Johnson & Johnson, 1995). Harris & Harris (1996) also explain that a team has a common goal or purpose where team members can develop effective, mutual relationships to achieve team goals. Teamwork relies upon individuals working together in a cooperative environment to achieve common team goals through sharing knowledge and skills. Team processes develop and unfold over time (McGrath, 1991).

Tuckman (1965) describes the four stages that teams go through, the first stage is forming, whereby everybody gets to know each other. The second stage is storming, which involves learning each team members motivations and their strengths and weaknesses. Conflict is likely to be identified in this stage, however learning how to overcome this is crucial in order to move on to the next stage. If any conflicts are resolved, norming occurs when each team member has their own roles within the team, being able to work independently, however, also having the ability to check in with each other in order to ensure everything is working efficiently. The finale stage of group development is performing, this is when the team have effectively worked together on several occasions and they now have the ability to work efficiently.

Maslow's hierarchy of needs centre's around the idea that human beings are motivated by unsatisfied needs, with lower needs needing to be satisfied before higher needs. When linking Maslow's theory with that of a team the team's fundamental needs have to be met first in order to allow team member's to communicate at a basic level. If these needs are met, the ground work is set in place to form and sustain communication between members of the team.

Once the fundamental needs of the team have been met, we can then move up the triangle to safety needs. Safety needs allow for stability and consistency, the safety needs of a team involves delivering a purpose and all team members have an awareness as to what they are working towards together. The next stage is belonging, individuals need to feel accepted as part of the team and have a sense of belonging. A team needs to have a sense of cohesion, in order for team members to feel accepted and in turn, allowing team members to achieve a high level of performance. If there is a sense of sticking together amongst the team, it is easier for individuals to approach each other when they need help. The next stage up in the hierarchy is the team's esteem needs, the team strive to be competent and efficient in order to be recognised by other's for their good work. The final stage in the hierarchy is self-actualisation, by this stage the team are recognised amongst other's as being good at what they do.

Lencioni (2013) explored the causes as to why teams are dysfunctional and solutions to overcome these issues. Like Maslow, he demonstrated the five dysfunctions of a team in a pyramid in order to represent a hierarchy of dysfunctions. At the bottom of the pyramid, where the problems begin is an absence of trust. A team that does not trust each other will inevitably hide weaknesses and conceal mistakes, team members will be hesitant to ask each other for help due to an inherent lack of trust. The next dysfunction is a fear of conflict, team members will worry about managing risks rather than solving a problem. The team will struggle to engage in conversation where conflict may be inevitable due to the avoidance of such topics. A fear of conflict then leads to a lack of commitment, which is due a fear of failure as a result of avoiding conflict. The team will find it difficult to make decisions. Avoidance of accountability is next in the hierarchy, teams that second guess themselves are unable to develop standards for high levels of performance which can develop resentment amongst members of the team. Lastly, Lencioni highlights inattention to detail. When there are no clear objectives amongst the team, team members will place a focus upon themselves rather than the team.

Deal & Kennedy (2000) simply describes organisational culture as "the way that things are done around here. According to Needle (2004) "Culture also includes the organisations vision, values, norms, systems, symbols, language, assumptions, beliefs and habits. Ravasi & Schultz (2006) state that "organisational culture is a set of shared assumptions that guide what happens in organisations by defining appropriate behaviour for various situations". Organisational culture affects the way people and groups interact with each other, with clients, and with stakeholders. Also, organisational culture may influence how much employees identify with their organisation (Schrodt, 2002).

Police officer's both as individual's and as part of a team are shaped by organisational cultural norms, within the Police there is a sense of 'helping people' or 'getting the bad guy'. Maintaining certain standards of behaviour, in keeping with the code of ethics, such as honesty and integrity. Police officer's use the phonetic alphabetic to communicate via radio handsets and use codes such as 'code 6' to communicate that they have arrived on scene. Similarly the use of gradings are used to ascertain the level of immediacy in which an incident needs to be attended, 'G1' would indicate an immediate response.

According to Inciardi (1990), police officers develop resources to deal with the isolation from the community that results from the job and the police socialisation process. These police subcultural attributes include "protective, supportive, and shared attitudes, values, understandings and views of the world," which result in a blue wall of silence.

Due to the unique nature of the job, Police officer's often have a sense of 'sticking together' as there is a perception that only your colleagues understand. The incidents that Police officer's attend day in day out become 'normalised', however, there can be a perception that if you spoke to friend's or family about what you deal with on a day to day basis, they would not understand. Inciardi (1990) 'blue wall of silence' can clearly be observed amongst teams as they are shaped by such cultural norms.

Interpersonal conflict can occur within a team due to a variety of individual differences, these include personalities, attitudes, values and perceptions. When conflict arises amongst a team, it can be beneficial as it may result in group discussions and any issues can then be 'ironed out'. However, if the conflict is not addressed, it can have repercussions for the dynamic of the group.

Thomas and Kilmann (1970) developed a conflict model, which placed people's reactions to conflict into five categories. Competing, collaborating, compromising, avoiding and accommodating. According to the model, individual's have a natural reaction to conflict. A competing response is very assertive but lacks cooperation, this person often thinks of their own needs as more important and is very goal-orientated. A collaborating response is assertive and cooperative and will express their own views as well as listen to other people's views. A compromising response is a willingness to make sacrifices in order to try to satisfy all involved parties. An avoiding response is unassertive and uncooperative, it is a withdrawal from the process of

conflict. An accommodating response is unassertive and very cooperative, with an indication that your opinions are not as valid as others.

A collaborative response would likely enhance both individual and team performance because it allows for discussion to take place and respects each team member's views.

(Marston 1928) adopted the DISC theory as it predicts behaviours based on four personality traits - dominance, inducement, submission and compliance. Team member's with 'dominance' personality traits possess characteristics of being direct, problem-solvers and a risk taker. They possess organisational and time management skills, however, they are characterised by being disrespectful to authority, argumentative, overly ambitious and aggressive. 'Inducement' is characterised by being enthusiastic, persuasive, trusting and emotional. These individuals are creative problem solvers, negotiators and peace makers. However, they may be more concerned with being popular than achieving tangible results and a lack of attention to detail. 'Submission' team members possess characteristics of being reliable, friendly, good listeners, team players and empathetic. Strengths include a respect for authority, patience, good conflict resolution skills and a willingness to compromise. However, they may display a resistance to change, sensitivity to criticism and a difficulty prioritising. Those categorised as 'compliance' have high standards and are analytical and methodical as well as possessing a respect for authority. They are good at gathering information and have the ability to define situations accurately. However, they may get bogged down in details and they have a need for clear procedures, finding it difficult to accept criticism and may avoid conflict, as well as being overly timid.

The Code of Ethics was produced by the College of Policing in 2014 in its role as the professional body for policing. It sets and defines the exemplary standards of behaviour for everyone who works in policing. The code of ethics provide a framework in order to support decision making and reinforce values and standards of behaviour. (College of Policing, 2022). The code of ethics sets out standards of behaviour that both the Police and the public expect Police officers to adhere too. The idea of an ethical Police force dates back to 1829 and the 9 Peelian Principles, 'Policing by consent' indicates the legitimacy of Policing and law and order can only be upheld with the support of the public. If the public do not trust the Police to uphold professional standards of behaviour,

Police officers would not be able to use their Police powers as they would not have the support of the public to do the right thing. According to Sir Robert Peel 'The Police are the public and the public are the Police'. Consent comes from the knowledge that your police officers are impartial and accountable for their actions. The office of constable ensures operational independence of the police service and maintains the integrity, impartiality and accountability of operational policing and must remain at the heart of British policing. (Polfed.org)

Team dynamics within the Police can result in failing to comply with professional standards, it may not be intentional or done with malice but standards of behaviour may fall below what is expected of Police officers and can result in disciplinary investigations based on the seriousness of the situation. For example, two officers attend at a sudden death and are seen to be laughing and joking around. As stated above, there may be no malice involved, it may be there way of dealing with attending at yet another death and seeing another dead body. However, the family members see the officers joking around at a time when they are deeply upset and need support and guidance from the officers. Improper behaviour needs to be challenged within the team, in order to ensure that everybody is adhering to the code of ethics and upholding the standards of behaviour that is expected of Police officers.

When standards of behaviour fall far below what is expected of a police officer, such officer may be investigated by the professional standards department and where their behaviour is noted as either misconduct or gross misconduct, they may be dismissed from the Police force and placed on the barring list.

In conclusion, team dynamics are complex and they require constant development and an inherent understanding of how each team members works and the skills that they can bring to the team. Conflict occurs within a team due to the sheer amount of differences each individual possesses and the different way in which each team member works. The way in which the team responds to conflict can either make or break the team and a more collaborative approach may appear to be favourable as everybody is listened to. Police officers are expected to adhere to the code of ethics and uphold professional standards of behaviour, if their behaviour falls below what is expected of them, they may face disciplinary proceedings. After all, Policing can only be achieved by consent and the 'Police are the public and the public are the Police'.

2179 words

Task 2

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

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

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

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

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

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

ANSWER:

This essay will look at an incident that I have attended whereby I played a significant role with a victim of anti-social behaviour. This essay will critically evaluate the appropriateness of different approaches in supporting and/or managing vulnerable people or people at risk of harm. This essay will also explore what works in relation to tackling repeat victimisation and repeat offending. Lastly, this essay will consider the use of evidence-based Policing.

The Antisocial behaviour, crime and Policing Act (2014) defines antisocial behaviour as 'behaviour by a person which causes, or is likely to cause, harassment, alarm or distress to persons not of the same household as the person'. There are three main categories for antisocial behaviour, depending on how many people are affected; personal antisocial behaviour is when a person targets a specific individual or group. Nuisance antisocial behaviour is when a person causes trouble, annoyance or suffering to a community. Lastly environmental antisocial behaviour is when a person's actions affect the wider environment, such as public spaces or buildings.

People's understanding of what constitutes anti-social behaviour is determined by a series of factors including context, location, community tolerance and quality of life expectations (Nixon et al. 2003). As a result, what may be considered anti-social behaviour to one person can be seen as acceptable behaviour to another.

I was sent a task regarding an incident of anti-social behaviour, whereby an elderly male had reported that a group of youths had thrown eggs at his window. The incident was risk assessed in the control room and it was graded as a G4, which meant that there was no immediate risk as the incident was no longer ongoing. Incidents of anti-social behaviour are more often than not graded as G4 for a scheduled response or G3 for attendance within four hours. This is because incidents of anti-social behaviour tend to be low level, however this may not always be the case and each incident needs to be assessed according to THRIVE. THRIVE will be used to assess situations where decision making and management of risk has a range of considerations and responses related to the circumstances (West Midlands Police).

As I conducted checks on the elderly male and his address, I immediately identified the male as a repeat victim of anti-social behaviour. A repeat victim is defined as “The same person suffers from more than one criminal offence or incident whether the same or linked in nature within the previous 12 months” (Essex Police, 2022). The elderly male had reported ten incidents of anti-social behaviour in the last 12 months and each incident looked at in isolation would be deemed as low-level. For example, he had reported youths smoking outside his house in the evening and shouting and swearing. Other incidents he had reported included fly-tipping, drug taking and graffiti. Upon attendance at the address, the victim was scared and frustrated and he stated that nobody was doing anything to help him and therefore he expected nothing to change after my visit. The victim stated that there was a problem with gangs of youths in the area and as he had reported multiple incidents and had Police attend at his address multiple times, he believed that he had now become a target, hence why his property had been egged. I reassured the victim that I was going to submit an anti-social behaviour referral for the area and liaise with the local neighbourhood Policing team in order to increase patrols in the area. Due to the sheer volume of incidents that has been reported, I also placed a warning marker on the address in order to highlight that the elderly male was a repeat victim and there may be incidents whereby an emergency response may be deemed as more appropriate. Due to the nature of the incidents that were being reported, I also encouraged the victim to report such incidents to Cardiff council and the local authority housing association. Cases of frequent anti-social behaviour, whether targeted at an individual or an area can be complex and will require a multi-agency approach in order to tackle the root cause of the problem. A multi-agency approach can also identify and support victims of anti-social behaviour that are most vulnerable to harm.

As well as being a repeat victim of anti-social behaviour, the elderly male was also vulnerable, he was in his 70s and he lived alone.

In order to explore vulnerable persons and Policing, we first need to define what is meant by a vulnerable person. Vulnerability is defined in the Oxford Dictionary (2015) as “exposed to the possibility of being attacked or harmed, either physically or emotionally” and as “able to be easily hurt, influenced, or attacked” by the Cambridge Dictionary (2021). The college of Policing (2020) defines a vulnerable person as a person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation.

As a result of the victim being identified as vulnerable, I submitted a public protection notice. This is a method of safeguarding utilised by South Wales Police in order to share information with partner agencies for anyone who is identified as being vulnerable. The information will be risk assessed in the first instance by the public protection department within South Wales Police and then the information will be shared with the relevant partner agencies. In this instance, information was shared with health and adult services.

As well as submitting a safeguarding referral, I also liaised with the local neighbourhood Policing team. The neighbourhood policing team are better equipped to deal with anti-social behaviour because they are a visible presence within the community and build a rapport with the members that live within the communities that they Police. It is important to make the neighbourhood policing team aware of such issues and individuals as they can then provide victims with ongoing support. In this instance, the local PCSO arranged to visit the elderly male once a month in order to discuss any concerns. In turn this provides a visible presence within the community as well as reassuring the victim. Neighbourhood Policing teams use the SARA model(Scan, Analyse, Response, Assess), this problem-solving approach to crime reduction is based on the idea that the underlying problems within an area that lead to crime and disorder should be addressed. This involves collecting and analysing data on the crime or disorder problem. Police officers working within a problem-solving framework have widely adopted the ‘SARA’ model and practitioners may find this a useful tool to use in their work to reduce anti-social behaviour (Leigh et al. 1996).

As previously discussed in this essay, anti-social behaviour is widely looked upon as low- level incidents, however, anti-social should not automatically be treated as low-level and as previously discussed, each incident needs to be risk assessed. It is important not to look at incidents of anti-social behaviour in isolation because these behaviours can quickly escalate. Cases such as Fiona Pilkington and David Askew highlight the importance of recognising the harm

caused, sharing information between agencies and how vital it is for agencies to work in partnership in order to tackle anti-social behaviour.

Broken windows theory (Wilson & Kelling, 1982) suggests that if low-level disorder was tackled, more serious crime or disorder would not occur. For example, an area with broken windows, poor street lighting, litter everywhere is likely to attract crime and disorder. However if the area is well maintained, with good street lighting and communal areas kept tidy, this theory would suggest that more serious crime or disorder would not occur.

HMIC 'Stop the Rot'(2010) found that most people relied heavily on the Police to deal with anti-social behaviour, despite other agencies also having a responsibility. It also found that there was an inadequate understanding of the serious impact that anti-social behaviour can have on people's quality of life.

Lifestyle Exposure Theory (Walters, 1990) is a theory of victimisation, which explores the idea that different lifestyles expose people to different situations and some lifestyles may bring people into more crime-prone situations in which people are exposed to higher risk of victimisation. The theory also suggests that it is a lifestyle choice to be a criminal.

In order to tackle repeat victimisation Police forces and other responsible organisations, such as local authorities need to take a holistic approach when it comes to reports of crime or anti-social behaviour. Instead of a Police officer attending at a call and dealing with it as an isolated incident, an awareness of previous reports is necessary in order to establish whether patterns of behaviour are escalating. Sadly, this was not the case for Fiona Pilkington and her family, with the IPCC findings highlighting fundamental flaws in the Police' response to incidents, whereby they tended to be dealt with in isolation.

HMIC 'stop the rot' (2010) analysis of Police processes and approaches to anti-social behaviour suggests that there are three areas which are critical if forces want to deliver a more effective service for victims. Firstly, briefings to be conducted with all staff that are likely to be dealing with anti-social behaviour. Secondly, a system in place to track what is happening in the local area, using data and intelligence. Lastly, the neighbourhood policing teams problem solving capacity.

An anti-social behaviour case review 'community trigger' was introduced in the anti-social behaviour, crime and policing act (2014). It was designed to empower repeat victims of anti-social behaviour by asking Police or other responsible agencies to review the actions that have been taken in order to resolve any issues that the victim have reported. (South Wales Police, 2022)

A report carried out by the Ministry of Justice (2013) looked at reducing reoffending. The report highlights a wide range of problems or needs that are

more likely to be observed in offenders. These include substance misuse problems, pro-criminal attitudes, difficult family backgrounds including experience of childhood abuse or time spent in care, unemployment and financial problems, homelessness and mental health problems. A series of individual or social factors are understood to be associated with an increased risk of reoffending. This would suggest that these factors need to be addressed in order to effectively rehabilitate the individual, thus decreasing the risk of reoffending. Looking at what problems are linked to offending behaviour need to be looked at holistically, as this is important in prevention and reoffending. Integrated case management and multi-agency working can play an important part in addressing the complex needs of offenders and reducing reoffending.

College of Policing (2021) looked at what stopped people from offending. In order to stop people from offending, the Police need to increase the chances of them being caught. Pratt and others (2009) found that the certainty of being caught acted as a deterrent, regardless of the punishment. Nagin (2013) also supports this theory and suggests that the certainty of being caught was a more effective deterrent rather than the severity of the consequences. However, (Friesen, 2012; Mungan, 2016) suggest that it is in fact the severity of the punishment that may act as a deterrent and suggests that it is important in tackling reoffending.

Another method of tackling reoffending is to reduce the opportunities that individuals have to commit crime. This idea is based on the theory that crime will occur in a specific situation whereby there is an offender and a suitable target. (Cohen and Felson, 1979; Clarke and Felson, 2017; Clarke, 2018).

“The concept of evidence based policing was developed by Professor Lawrence Sherman in 1998”.(College of Policing, Online, 2022)

Evidence-based policing means that the best available evidence is used to inform and challenge policing policies, practices and decisions. An evidence based Policing approach can be used by everyone in policing. It can be supported by collaboration with academics and other partners (College of Policing, 2022).

When exploring the idea of repeat victimisation and repeat offending, it would appear that a holistic multi-agency approach is what works in tackling such issues. It requires Police and other agencies to work together and share and review information in order to inform and challenge policies and decisions.

2024 words

Task 3

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

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

This is recognised by the university as work that is fully supporting this module BMPP 6001D; Policing in the Workplace 3 and in signing it will be equivalent to 2000 words.

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: Christopher Giles (Learner – electronic signature accepted.)

Date:02/05/2022

Task 4

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

Choose 1 of these 5 options to answer

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

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

Task 4 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

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

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

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

ANSWER:

This essay will critically assess a policing incident in which I attended and the challenges associated with responding to incidents as a response officer. I will also be discussing the strategies that have been developed to ensure effective policing in such challenging situations.

A critical incident is defined as “any incident where the effectiveness of the police response is likely to have a significant impact on the confidence of the victim, their family and/or the community” (College of Policing, online 21st January 2021)

The definition of a critical incident is quite broad; this is because any incident has the potential to develop into a critical incident if the correct response is not provided. For example, one would assume that for an incident to be declared as a critical incident it would need to be a singular large and significant event. However, this does not have to be the case. For example, a low-level incident such as anti-social behaviour can become a critical incident. Unfortunately, anti-social behaviour is a very common problem but a series of repeat and persistent anti-social behaviour incidents have the potential to develop into a critical incident. In turn, it is likely to have a negative impact on the confidence of victim(s) and/or community. A recent example of this is the deaths of Fiona Pilkington and her daughter Francecca in October 2007. Fiona and Francecca were victims of repeat and persistent anti-social behaviour over the course of several years. These incidents were dealt with by officers in isolation and a holistic picture was not taken into account, allowing for the constant anti-social behaviour and harassment that was targeted at two vulnerable persons to come to light. This resulted in Fiona taking her own life along with her daughter Francecca and such failings have been highlighted in the inquest carried out by the IPCC.

According to the College of policing (2021), there are three stages to managing a critical incident. The first stage is, preparing for critical incidents. During this stage, Chief Officers are required to ensure that staff are trained correctly and that the overall training reflects a competent and accountable standard of incident management. The second phase is then managing critical incidents. This phase is about identifying critical incidents early on, in order to ensure that the correct persons are informed and involved, thus ensuring that they are managed appropriately and effectively. The final stage is then restoring public confidence. This phase acknowledges that critical incidents are not always established and identified early on and is about how community engagement and public enquires can help rebuild the public's confidence in the police.

The incident that I am going to discuss is one of an unusual nature that you would not necessarily expect to attend as a response officer. I was on duty, on mobile patrol on a busy weekend, when there was a report of a large explosion that emanated from a cash point on the main high street in the centre of Cardiff. Initial reports were that a male has walked up to the cash point and placed his card into the machine. The front of the cash point blew off with such force that the windows and doors blew out of a two story building. A large fireball erupted from the cashpoint onto the street. Additionally the cash point and the shop it was connected to had burst into flames. Fire services had been called and were on route to the location and it was not known at this point, what had caused the explosion and if there were any injuries or possibly any fatalities. My colleague and I were the closest unit at the time and were requested by the Bronze inspector to divert from our current call in order to assess the situation and provide an early update.

Upon early assessment, it was clear that this incident had the potential to become a critical incident as there was a significant chance that the community could lose confidence in the police if it was not dealt with correctly. This was partly, in my opinion due to a recent television drama that had aired its first episode the night before. A report of an explosion and a shop on fire, although it can be quite serious is likely to attract the attention of passers-by whom wish to find out what is happening. However, this time there was the potential for the incident to be perceived as a more serious incident due to a TV drama. This was due to a TV drama based on a terrorist bombing in the MET Police that closely followed a bomb disposal squad airing the night before. This meant that there was a strong likelihood that community perceptions could be influenced by this. Not only could the public's perception of the incident be affected due to this but I also had to consider how this could affect my own perception along with the perception of my colleagues whom all had been talking about a TV drama based on a terrorist bombing only a couple hours prior to this incident.

Whilst on route to the incident location, as part of the information passed to me, I was briefed by Bronze of the "stay safe principles". This was a reminder that as the initial attending response officers it was vital that if necessary we withdrew from the area if something such as a secondary device is located or the incident is more serious than first perceived. The reason for this is so that information can be correctly passed back up the chain of command. This is one of the strategies that has been developed to ensure effective policing. The reason for this is to prevent information from being misinterpreted or vital information from being left out. When an incident such as this happens, information is automatically passed up the chain of command. It is then the initial attending officer's responsibility to insure that the preverbal balloon is

then either lowered or raised further. If this is done incorrectly then this can result in an incident becoming a critical incident. This can be quite a challenging situation for any officer. This is because a Police officer's first priority is the preservation of life. When attending an incident like this, with little detail in respect of persons involved and possible injuries, police officers are expected to be the ones going forward and providing that initial response at scene. However when first attending this incident I had to risk assess the situation and make a choice. On this occasion it was clear to see when I first arrived that the situation was not as bad as first reported. Despite a couple of broken windows and a small fire inside of the shop it did not appear to be as large of an explosion than first thought. However despite this I was not able to "lower the balloon" quite yet. Once I had established that there were no injuries or persons inside the store I was then able to evacuate the stores adjacent to the shop. My next priority was to create a scene so that the large number of curious members of the public were pushed back away from the fire and to get traffic flowing to allow the fire services to reach the location. However as myself and my colleague being the only officers at scene I requested additional officers to help. A cordon along with redirecting traffic was achieved with the help of local PCSO's. I was then able to provide an update to Bronze that the situation was under control and that it was not as serious as first reported.

Once the fire service arrived on scene, I was able to co-ordinate with them by following the joint emergency services interoperability programme (JESIP model). The JESIP model is built of five principles and is one strategy developed for effective policing. The five principles of JESIP are co-locate, communicate, co-ordinate, jointly understand risk and shared situational awareness.

If the principles are followed then the result should be a jointly agreed working strategy where all parties understand what is going to happen, when and by whom. (JESIP, online, 2022)

Once the fire service had the fire under control, I then had to ensure that evidence was preserved and investigate the possible cause of the explosion. At the time, I was still unable to reasonably say whether there was any suspicion of malicious intent. Once a cordon had been created and the public moved away from the incident I was then able to begin the initial investigation by speaking with the store staff and establishing a time line of events. Whilst doing this I also liaised with the fire service to establish what they had seen and gathered whilst inside the store distinguishing the fire.

Fire believed that the explosion could have been caused by gas being pumped into the cash machine on a previously occasion as this is a technique used by criminals to cause the doors to blow off the back of the machine. However, I was able to disprove this theory by interrogating the stores CCTV before this

was reported up the chain of command. Whilst speaking with the manager of the store whom could access the CCTV from his mobile phone, it was clear to see that there was in fact two explosions. The first much smaller explosion emanated from within the store close to the rear of the cash point. There was then a much larger second explosion that resulted in the fire and shattered windows. A quick inspection of the area behind the cashpoint showed an half exploded charred wall socket with a small electrical heater connected to it. The heater itself was extremely charred. I was then able to develop a working theory that the first initial explosion was caused by said heater. This has then caused a small fire that ignited the flammable products, which were stored on the shelf behind.

Once the cause of the explosion had been identified, I was then able to liaise with the fire service and arrange for a fire safety inspector to attend the premise. Once at the premises I was able to hold a joint services meeting along with the manager and owner of the premises. This allowed for issues within the premises to be raised and steps put in place to reduce the chances of an incident like this re-occurring.

By following a problem-orientated policing strategy for effective policing and implanting the five principles of JESIP I was able to quickly control the incident and develop a working theory. This allowed for the preverbal balloon to be lowered. It also allowed for members of the public to visibly see the situation being managed professionally and efficiently. This in turned help to re-assure the public's confidence in the police.

Word count: 1812

Task 4 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

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

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

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

Answer:

TASK 4 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

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

Task 4 Option 3:

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

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

Answer:

TASK 4 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

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

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

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

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

Answer:

TASK 4 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

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

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

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

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

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

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

Answer:

Task 5

Personal Study programme / Individual Learning Plan

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

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

2000 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Due to the increase in in-experienced officers on shift, those with slightly more experience are being expected to have a high level of knowledge to help the new recruits. To better develop my knowledge I need to insure that I am putting myself forward for incidents I have not had much experience dealing with so that I can build better knowledge of how to deal with these situations
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Due to the increase in in-experienced officers on shift, those with slightly more experience are being expected to

							have a high level of skill to help the new recruits. To better develop my skills I need to insure that I am putting myself forward for incidents I have not had much experience dealing with so that I can improve my skills of how to deal with these situations
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Due to the increase in in-experienced officers on shift, those with slightly more experience are being expected to be able to help the new recruits by passing on their experience. Experience is something that comes with time and is something I will only be able to improve as time goes on and I go to more incidents.

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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