



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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Learner's University Registration Number: 2235561

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

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**
- **Decision-making and Discretion**
- **Vulnerability and Risk**
- **Public Protection**
- **Maintaining Professional Standards**
- **Leadership and Team-working**
- **Policing the roads**
- **Information and intelligence**
- **Conducting Investigations**

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/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 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. Therefore, you must:

- adhere to guidance in the Student Handbook about unfair practice and plagiarism.
- 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 Student 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.

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 Student 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.***

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*
- *You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.*

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1250
Task 2	Decision-making and Discretion Vulnerability and Risk Public Protection	1750
Task 3	Maintaining Professional Standards Leadership and Team-working	1750
Task 4	Policing the roads Information and intelligence Conducting investigations	1750
Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
	Bibliography	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Having achieved Independent Patrol Status, **reflect** on the impact of organisation culture within policing on your wellbeing and resilience (organisation change, retaining personal values in a wider organisational culture).

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Achieving Independent Patrol Status marked a significant milestone in my career as a police officer. It also exposed me to the full extent of organisational culture within the police, which has positively impacted my wellbeing and resilience. In this essay, I will reflect on this experience, particularly in relation to how my team uses coping mechanisms like humour and camaraderie. I will also consider the risks of these strategies and how the public could easily misinterpret them. I will use academic research to support my experience and complete my reflection using Gibbs' Reflective Cycle (Mind Tools, 2022).

Organisational culture in policing refers to the shared values, beliefs, and behaviours that define the working environment (Charman, 2017). Although I was introduced to the organisational culture of policing during my initial training and tutorship, it was not until I achieved Independent Patrol Status and was embedded within my team that I fully understood how the organisation's culture would impact my wellbeing and resilience.

In this essay, wellbeing refers to maintaining good physical and mental health (World Health Organization, 2022), and resilience refers to recovering from and managing stress in response to traumatic events (Bonanno, 2004). Emergency workers often face unique stressors, including high job demands, exposure to traumatic events, and the need to adhere to strict protocols and procedures (Cartwright and Roach, 2020; Mind, 2020; Tehrani, 2011). My research found that high levels of stress can trigger psychological conditions like PTSD, depression, anxiety and even suicide (Clements et al., 2020; Foley and Massey, 2018; Mona et al., 2019). Consequently, I have developed a robust understanding of the importance of resilience and wellbeing, particularly as a police officer.

Achieving Independent Patrol Status allowed me to apply the knowledge and skills acquired during my training and tutorship. It required me to take full responsibility for my decision-making and actions while responding to calls and managing my resilience and wellbeing afterwards. Initially, I felt quietly confident, knowing I had been thoroughly trained and prepared for the role. However, the job's unpredictable and often traumatic nature soon tempered this feeling. During my tutorship, I had not encountered incidents involving traumatic injury or death, which were situations I was particularly concerned about. The gravity of these incidents and my uncertainty about handling their aftermath heightened my anxiety.

Reflecting on my experience several months after achieving Independent Patrol Status, I believe that organisational culture in the police has many benefits, particularly when managing stress and resilience in high-pressure situations. Although my first shifts on independent patrol were challenging, I quickly learned from my colleagues the various coping mechanisms used within the organisation to manage high-pressure situations and emotional outcomes. Within my team, humour

and upbeat attitudes were often employed as coping strategies to alleviate stress and build resilience after traumatic incidents.

Initially, I was cautious about participating in this camaraderie, mindful of the serious nature of the situations we were dealing with. However, I soon learned that humour is a common coping mechanism among emergency workers. Research indicates that humour is a form of tension release (Koestler, 1964) and is a valuable coping strategy for those who deal with traumatic events regularly, contributing to overall resilience (Charman, 2017; Rowe and Regehr, 2010).

Over time, I came to deeply appreciate and align with this coping strategy. After one particularly difficult shift, the gentle banter and camaraderie of my colleagues were instrumental in helping me cope. I realised that humour and jovial attitudes are not indicative of a lack of seriousness about our work, but rather a crucial support system for both colleagues and our own mental wellbeing. This understanding reinforced the importance of humour as a means to manage stress and maintain resilience in the face of adversity.

While humour and camaraderie are generally accepted as coping strategies, they carry risks. Recently, the mother of one of the Nottingham attack victims publicly criticised the "callous, degrading and desensitised" way officers discussed the graphic details of her son's injuries following the attack (The Guardian, 2024). This highlights how the public can misinterpret something accepted as culture among officers, leading to misunderstandings and eroding trust. It is crucial to recognise that while police officers regularly encounter traumatic events, the public does not. Therefore, it is highly inappropriate and easily misinterpreted if officers appear to take serious situations lightly. Maintaining trust requires balancing personal wellbeing

with acknowledging the seriousness of the situations we handle, and it is essential to ensure these coping mechanisms do not undermine the public's trust in the police.

Despite its positives, the culture of camaraderie and confidence can pose challenges to wellbeing and resilience. Organisational culture is not universal, and some officers may feel pressure to conform to established norms, leading to conflicts between personal values and professional expectations. Studies suggest that an ingrained culture of "toughness" still exists within the police, discouraging officers from seeking mental health support and creating a significant barrier to wellbeing (Cohen et al., 2019; Demou et al., 2020). For some officers, adopting a "tough" demeanour can be challenging, and there is a risk of losing one's identity and personal values in the pursuit of fitting in with organisational culture.

For me, retaining personal values, such as empathy and compassion, in an environment that prioritises efficiency and results has been particularly challenging. The high-stress nature of policing often demands quick decision-making and a no-nonsense attitude, which clashes with my instinct to approach situations with understanding and patience. Balancing these personal values with organisational expectations has been a continuous learning process. It is a situation I am mindful of, as studies show this dissonance can cause stress and impact overall wellbeing (Skolnick, 2008).

Although I have found the policing culture's camaraderie and humour to have positively impacted my wellbeing and resilience overall, I have also adopted personal strategies that have further supported me in managing the advancement to Independent Patrol Status.

Physical exercise is a well-documented method for enhancing wellbeing, with research recognising that it can alleviate stress by releasing endorphins (Jackson, 2013). Maintaining physical fitness has been instrumental in keeping my body and mind healthy, especially after stressful or traumatic shifts. Initially, motivating myself to go to the gym after a busy shift was challenging when my instinct was to rest. However, I soon discovered that physical exercise increased my energy levels and motivation, leading me to prioritise it after work. Using an Apple Watch to track my progress and heart rate has also helped maintain my motivation.

Another crucial strategy has been to build strong relationships with my colleagues. This has proven invaluable, as they understand and relate to the unique struggles and stresses of the job. I regularly debrief with trusted colleagues after difficult shifts, providing emotional support and practical advice. This peer support system fosters a culture of camaraderie and resilience while respecting personal boundaries and allowing me to raise concerns comfortably. This openness has enabled me to discuss and evaluate the appropriateness of humour and camaraderie, helping me feel more comfortable and confident in my work environment.

Reflecting on the impact of organisational culture on wellbeing and resilience is crucial for personal and professional growth. The culture within policing presents both benefits and challenges, making it essential to adopt effective strategies to maintain personal values and manage stress. My experience with humour, camaraderie, and a no-nonsense attitude among colleagues has shown these can be valuable coping mechanisms. However, I have also learned the importance of practising empathy and patience to uphold my values. In reflection, I could have spoken up sooner about feeling pressured to adopt a no-nonsense attitude and focused more on my values from the outset. This would have enabled me to balance

professional expectations and personal integrity better, ultimately enhancing my wellbeing and resilience.

By focusing on physical health, open communication and peer support, I can navigate the complexities of organisational culture and enhance my resilience as a police officer. Going forward, I will continue prioritising my wellbeing by setting personal goals, such as completing a marathon in the summer of 2025. Additionally, I will remain vigilant about my communication and the use of humour as a coping mechanism, ensuring my actions align with the high standards expected by the public and contribute positively to the team dynamic.

Word count: 1,372

Feedback please!

-Do I need to be clearer about each aspect of the reflection model?

-Do I need to specifically speak to the "organisation change" element of the question (running out of word count)?

Task 2

Relevant areas of the National Policing Curriculum:

Decision-making and Discretion, Vulnerability and Risk, Public Protection.

You must choose **an incident, for example a domestic related incident**, and reflect on how you made decisions in complex and unpredictable circumstances using dynamic risk assessment.

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

Evaluate decisions made during the incident and your use (or otherwise) of the National Decision Model. Explain the rationale behind your decisions and your considerations when recording details of the incident. Consider your ethical approach to the decision. Outline the consequences of your decision making.

1750 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

As a police officer, it is critical to be able to identify and manage vulnerability and risk, particularly in complex and unpredictable situations. Effective decision-making and discretion are essential when the safety and wellbeing of vulnerable individuals are at risk. In this essay, I will recount an incident I attended involving a vulnerable woman suspected of being "cuckooed." I will reflect on the methods I used to make decisions in this challenging and unfamiliar situation. My reflection will highlight how dynamic risk assessment was applied, how decisions were made using the National Decision Model, and the ethical considerations that influenced my subsequent actions. The reflection will be structured using Gibbs' Reflective Cycle (MindTools, 2016) to provide a comprehensive analysis of the incident and the lessons learned.

The concept of vulnerability is complex and multifaceted, manifesting in various ways. According to the College of Policing (2021), a vulnerable person is someone unable to protect themselves from harm or exploitation due to their circumstances. Vulnerable individuals may include children or older people, those with learning difficulties, people from minority groups, or people living in poverty (Mechanic and Tanner, 2007). Any combination of these factors can increase an individual's

vulnerability and, therefore, their risk of exploitation (Chakraborti and Garland, 2012). Often, these individuals are marginalised and exist on the fringes of society, making them less likely to seek help and compounding their vulnerability even further (Villacampa and Torres, 2017).

As a police constable, I have encountered many vulnerable individuals and witnessed firsthand the multifaceted nature of vulnerability. In some cases, identifying someone at risk, such as a young child or a victim of domestic abuse, is straightforward. However, in more complex situations, the line between victim and perpetrator can be blurred (Spicer et al., 2019). Police officers must identify vulnerability and potential risks accurately and act accordingly, even if the individual does not fit the traditional profile of a "perfect victim" (Jordan, 2008).

This understanding of vulnerability became particularly clear to me when I was called to an address where a vulnerable woman was believed to be being "cuckooed" by two suspected drug dealers. Neighbours had reported two men regularly arriving at the property and promptly leaving, which they had reported as suspicious as the female homeowner was vulnerable. The men were believed to be using the woman's address as a base to take and sell drugs, which was particularly concerning as the woman was a dependent drug user, had previously been a victim of domestic abuse, and was from a minority background and spoke limited English.

The practice of "cuckooing" involves gangs taking over the homes of vulnerable individuals to establish a base for drug dealing (Butera, 2013; Coomber and Moyle, 2018). Victims of cuckooing are often drug users who are chosen for their isolation and reluctance to report crimes to the police or seek help (Spicer et al., 2019). Before attending the scene, my colleague and I discussed the importance of implementing safeguarding measures if vulnerability was identified. However, we acknowledged that the situation could be complex as the dual role of victim and perpetrator often complicates the dynamic between vulnerable people and the police, particularly when building trust (Macdonald et al., 2022).

Upon arriving at the property, I felt concerned for the woman's safety. Her limited proficiency in English raised potential communication barriers, which I knew could

exacerbate her existing vulnerabilities (Bowling et al., 2010). I was also aware of her past experiences with domestic violence, which might make her uncomfortable with my presence as a male officer. Although I initially felt relieved to find her alone, her distress quickly heightened the situation's urgency. She expressed fear for her safety if it became known that the police were at her address, emphasising the significance of my role in providing immediate support and safeguarding.

I also felt nervous as this type of situation was new to me. While I had encountered many vulnerable individuals as a police constable and had studied "cuckooing" during my training, I had not dealt with it in a real-life situation before. I reviewed the legislation on the Pocket Sergeant mobile app to ensure I understood how to handle this potentially complex situation. I was also tense as I knew that the circumstances could escalate if the suspected drug dealers returned to the address.

The National Decision Model (NDM) — the process of information gathering, assessing threat and risk, considering powers and policy, identifying options and contingencies, taking action, and reviewing the outcome (College of Policing, 2013) — was a critical framework guiding my actions and decisions throughout the incident. This model provided a structured approach, ensuring my decisions were legally sound and ethically justified.

Upon arriving at the scene, my main focus was gathering accurate information about the situation. This included assessing the woman's immediate physical and emotional state, understanding her relationship with the suspected drug dealers, and identifying any immediate risks. The information I gathered was critical in shaping subsequent actions and ensuring that all decisions were based on a comprehensive understanding of the situation.

Despite her initial distress and scepticism towards the police, my calm and empathetic approach enabled me to gain her trust, assess her safety, and complete the necessary safeguarding referrals. To build this trust, I was mindful of my body language and tone of voice, ensuring I conveyed empathy and non-judgment. Aware of the slight language barrier, especially since she had declined a translator, I spoke slowly and clearly. I used simple sentence structures to prevent misunderstandings

and avoid adding to her distress. By asking open questions and practising active listening, I facilitated a natural flow of conversation, allowing her to share her situation openly and without interruption. This approach is recognised for its effectiveness in gathering accurate information (College of Policing, 2020). Thoughtfully framed questions such as "Do you feel safe living in this area?" reassured her that she was not in trouble and that our presence was solely to provide support, helping her to feel more comfortable.

Using the information gathered, we assessed the threat and risk. Given her initial distress, vulnerability, and the involvement of suspected drug dealers, we believed she may be in a moderate-risk situation. The NDM emphasises the importance of dynamic risk assessment, which we conducted continuously. This involved evaluating the immediate threat posed by the potential return of the men, which we took action to prevent by locking all of the windows and doors before speaking with the woman, as well as the longer-term risks to the woman's safety and wellbeing.

Several legal frameworks informed our decisions. At the time of the incident, "cuckooing" was not a recognised criminal offence in the U.K., although individuals involved in "cuckooing" are often later prosecuted for related offences (Justice and Care, 2024). Despite this, other laws provided the basis for identifying related criminal activities and potential safeguarding measures.

Section 2 of the Modern Slavery Act 2015 addresses human trafficking, which includes coercing someone into facilitating drug-related activities. This law was relevant given the suspected coercion and exploitation in this case. Additionally, Sections 2 and 4 of the Protection from Harassment Act 1997 pertain to harassment and causing fear of violence, covering actions that cause the victim to fear that violence will be used against them on at least two occasions or significantly negatively impact their daily activities. Given the victim's vulnerability and the common use of threats and coercion in "cuckooing" cases, these offences were also pertinent. Furthermore, Section 4 of the Misuse of Drugs Act 1971 was relevant, as the victim was a drug user, and the suspects were believed to be drug dealers. Recognising and addressing risks associated with these offences was crucial to provide effective support.

Cuckooing and related offences can pose significant risks to the victim, including severe impacts on mental health and wellbeing, increased vulnerability to abuse, and social isolation. Victims may also become entangled in criminal activities, potentially leading to arrest or the loss of their homes (O'Regan, 2022). Ethically, the decision to focus on safeguarding rather than immediate enforcement was driven by the woman's expressed wishes and the need to build trust. While she was a vulnerable person who needed support, we were mindful that rash action could put her in danger, especially since the suspected drug dealers knew her home address.

Balancing immediate safety with potential long-term consequences was complex. The victim expressed that she did not want police action, and we wanted to respect her autonomy. Additionally, there was no evidence of "cuckooing" related offences at the property, and the woman did not indicate any crimes during our conversation. Despite the smell of cannabis and a small grinder on the table, which she claimed as her own, my colleague and I chose to exercise discretion and not question her about it. Our goal was to build trust and ensure she felt supported rather than judged, enhancing her likelihood of trusting the police in the future. After conducting a risk analysis, we prioritised her safety and wellbeing, leading us to focus on safeguarding over enforcement.

The immediate consequence of our decision-making was providing support via safeguarding advice. Immediate actions included advising her to keep windows closed and doors locked, reminding her to call 101 or 999 if she felt unsafe, and providing information about local support groups and charities for additional assistance. Despite her initial refusal of a translator, I used an online translation service to ensure she fully understood the safeguarding advice.

We also implemented long-term measures, like submitting an Adult at Risk Public Protection Notice and attaching a critical marker to the address to alert future responders to her vulnerability. By prioritising the woman's immediate safety needs and respecting her reluctance to involve the police directly, we created an environment where she felt supported and protected.

Reflecting on the incident, the outcome revealed both successes and areas for improvement. A key success was that the woman received support and safeguarding advice, and we established a foundation for a positive future relationship. The ethical considerations and discretionary decisions were crucial in ensuring her wellbeing without exacerbating her distress or risking her future safety. This approach allowed for the effective completion of safeguarding referrals.

The incident underscored the importance of using the National Decision Model (NDM) to guide decision-making in complex situations involving vulnerable individuals. While the immediate actions provided necessary support, the incident highlighted the need for improvement in building trust and encouraging cooperation. Specifically, better communication strategies and developing more effective ways to engage with vulnerable individuals could lead to better outcomes in future incidents.

A continued focus on empathetic communication, ethical decision-making, and dynamic risk assessment will be essential to manage similar incidents effectively in the future. I plan to enhance my understanding of "cuckooing" cases so that I can support victims better in the future, aiming to encourage them to make formal statements and seek more comprehensive support from the police.

To achieve this, I will seek advanced training in communication techniques, particularly in overcoming language barriers and using translators effectively. Over the next three months, I will also regularly review and reflect on ethical decisions made during incidents and engage in discussions with peers and supervisors to improve my decision-making processes. Seeking feedback from colleagues and supervisors will provide new perspectives and improve my handling of similar incidents, ensuring vulnerable individuals receive the support and protection they need while maintaining ethical and professional standards.

Word count: 1,899

Task 3

Relevant areas of the National Policing Curriculum: Maintaining Professional Standards, Leadership and Team-working

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).

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 (Code of Ethics, policies, procedures, protocols or legislation).

1750 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Unfinished so far.

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

Explain how information and intelligence can be used in the disruption of the more prevalent criminal activity (e.g. drug smuggling, human trafficking, child sexual exploitation, counterfeit goods, organised crime groups and 'county lines') by effective policing of the roads.

Outline how ANPR can be used as investigative resource when disrupting criminal activity.

1750 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Unfinished so far.

Task 5

Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 5000D) asks that you create an individual learning plan to meet your identified needs through reflection upon your continuing practice. This shows confidence in your ability to manage your own learning in response to evolving circumstances in the workplace.

This task differs from the PDPs that you have completed in your previous workbooks 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.

1500 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 8000 words expected from this module.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED (I should be at)	RATING (I currently am at)	DEVELOPMENT NEED

KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Knowledge, understanding and application of legislation			8		5		I would like to enhance my knowledge, understanding, and application of various legislative measures, particularly those related to more unusual offences. While I had a comprehensive grasp of legislation during my training period, remembering the specifics of offences I rarely deal with has become challenging. I regularly deal with offences related to domestic disputes and drugs, which I understand well. However, I recognise the need to improve my knowledge of less familiar offences to make sure I am fully prepared and able to provide the best possible service to any victims. To achieve this, I will improve my understanding and ability to identify a broader range of offences, including those I rarely encounter. I plan to dedicate two hours per week to reviewing and revising legislative materials, focusing on less common offences in particular. Moreover, I will seek support from experienced colleagues and mentorship from senior officers to gain insights and practical knowledge about offences that are less familiar to me, with the goal of broadening my understanding and awareness.

SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Time management and managing workload	3				7		I aim to improve my time management and ability to manage my workload effectively. Since becoming fully operational and independent, I have struggled with balancing my time between answering new calls, attending emergencies, and keeping up with my growing investigation workload. As a response officer, I am committed to attending calls and emergencies while on shift. However, I need to ensure that I also find time to manage my ongoing cases, contact victims, and ensure that investigations are progressing as they should be. To achieve this, I will adopt a more structured approach to my daily tasks. I plan to allocate specific time blocks for different activities, ensuring that I have dedicated periods for administrative work, case reviews, and victim contact. I will also use tools like task lists and prioritisation techniques to keep tabs on urgent and important tasks. Seeking advice from colleagues who excel in time management and balancing their workload will also be beneficial.

EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Submitting intelligence using the 3 x 5 x 2 method							I aim to start regularly submitting intelligence using the 3 x 5 x 2 method and become more comfortable and knowledgeable with it. I want to gain a better understanding of what constitutes useful intelligence, when to submit it, and how to apply the 3 x 5 x 2 method accurately and appropriately. Improving my skills in this area will improve my ability to contribute valuable intelligence. To do this, I will familiarise myself with the 3 x 5 x 2 method by reviewing relevant training materials and guidelines, including re-reading the relevant sections of Blackstone's Handbook for Policing Students. I will put aside 2-3 hours weekly throughout July to focus on the criteria for useful intelligence and how and when to submit it. Additionally, I will seek guidance and feedback from experienced colleagues who regularly submit intelligence using the 3 x 5 x 2 method.

Feedback please!

- *I know that this section is unfinished but please can you confirm if this layout is correct? (I am aware the example says to do x5 for each one, but I wanted to check I was doing this correctly before doing*
- *Please can you confirm if I have chosen the correct type of things for the knowledge/skills/experience sections? I was unsure what constitutes as skills vs knowledge vs experience. Thanks!*

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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