

## **BSc (Hons) Professional Police Practice**

### **LEVEL 4 - 40 Credits**

#### **Workbook title: Competency Based Workbook 2 (PCDA)**

**(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 2 (PCDA)***

## 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.

This workbook covers the two components from your module descriptor 4001D, Policing in the Workplace 1.

There are two identified learning outcomes:

1. First learning outcome relates to component 1; is 3600 words, contributing 60% to the overall mark – ‘developing your policing practice and reflecting on your learning experience’.

**It is a portfolio focusing on the first 5 elements listed below, covered by Task 1, Task 2 and Task 3.**

**The nature of your police work will no doubt have exposed you to elements 6 to 10 so don't be afraid to touch on these in component 1.**

2. Second learning outcome relates to component 2; is 2400 words, contributing 40% of the overall mark – ‘demonstrate knowledge and understanding of a particular subject related to your professional practice and assess the actual and/or potential impact of applying what you have learned’.

**This assignment covers Task 4; whilst this focusses predominantly on elements 6 to 10, again the nature of your police work will undoubtedly see some overlap and there may well be some duplication of the first 5 elements.**

**Areas of Professional Practice covered by both components (also known as elements) :**

1. Wellbeing and Resilience
2. Vulnerability and risk
3. Understanding the police constable role
4. Communication skills
5. Conducting investigations (Interviewing suspects)
6. Decision making and discretion
7. Public protection
8. Problem solving
9. Evidence-based policing

## 10. Policing communities

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](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](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.

## 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;*

**Contents**

| <b>Workbook</b>        | <b>Area of Professional Practice</b>                                                                                                               | <b>Word count</b> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Component 1 60%</b> |                                                                                                                                                    |                   |
| <b>Task 1</b>          | <b>Wellbeing and Resilience</b>                                                                                                                    | <b>750</b>        |
| <b>Task 2</b>          | <b>Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.</b>   | <b>1250</b>       |
| <b>Task 3</b>          | <b>Conducting investigations (Interviewing suspects), communication skills, decision making and discretion.</b>                                    | <b>1250</b>       |
| <b>Component 2 40%</b> |                                                                                                                                                    |                   |
| <b>Task 4</b>          | <b>Problem solving, evidence-based policing, understanding the police constable role, policing communities and decision making and discretion.</b> | <b>1750</b>       |
| <b>Task 5</b>          | <b>Confirmation of the completion of your Occupational Competency Portfolio (OCP)</b>                                                              | <b>1000</b>       |
|                        | <b>Total</b>                                                                                                                                       | <b>6000</b>       |
|                        | <b>Bibliography</b>                                                                                                                                |                   |
|                        | <b>Confirmation of Confidentiality and Plagiarism</b>                                                                                              |                   |

## Task 1 (Component 1)

### Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

*Guidance:*

Focussing on your tutorship, reflect on the coping strategies you have applied to develop resilience and minimise stress when adapting to your role as a constable within the workplace (e.g. nature of the work, organisational culture, shift pattern, pressures of work and joining a new team).

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

### ANSWER:

As I complete this task, I come to near the end of my 12 week tutorship period within South Wales Police as a Police Constable. In this time I have fulfilled my role as a Response Officer in line with 9 Police Principles that every Police Officer swears to uphold.

These are Accountability, Fairness, Honesty, Integrity, Leadership, Objectivity, Openness, Respect and Selflessness. (College of Policing. (2014).) In these 12 weeks I have experienced violent conflict, dealt with death, supported victims and challenged myself to learn and develop beyond the person I was when I started the tutorship.

Stress is a feeling of emotional or physical tension. Stress is your body's reaction to a challenge or demand and in short bursts can be positive but when it lasts for a long time it may harm your health. (A.D.A.M. Medical Encyclopaedia. (2020).)

I would be confident in saying that I have experienced stress during these initial 12 weeks. It has however not come from where many would expect. Most of those regularly exposed to emergencies suffer some form of psychological distress which increase the risk of developing disorders such as depression, anxiety and PTSD. (Marquez, (2016).) I however feel that the vast majority of my stress has been derived from the requirement to complete workbooks in relation to the completion of the University element of the course.

According to a study by Leger, students reported high levels of stress with the convergence of course work deadlines and this is something that I can confirm has happened to myself on several occasions now. (Leger, (1996).)

Another area of the job that I have noticed difficulty with is adjusting to the shift pattern. At present, a response officer with South Wales Police would be expected to work a 6 on 4 off shift pattern which would involve two early shifts, two late shifts and two night shifts. Due to this officers, often find themselves sleeping at different times through the course of their week and are often awake primarily in the evenings and through the night which directly conflicts with normally working patterns.

According to the National Institute for Health Care and Excellence (NICE) there is a condition known as Shift Work Disorder (SWD) which occurs when a person who does shift work has difficulty adjusting to different sleep and wake schedules. This can increase general fatigue as well as reduce performance and work related errors. (Cks.nice.org.uk. 2019).)

The American Psychological Association defines resilience as “the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress”. (Southwick, (2014).) Resilience has been an important part of my development since beginning my tutorship due to the increased levels of stress in my life.

My feelings towards my tutorship are mixed. I love the job wholeheartedly and happily make the lifestyle changes to do it. If it were not for the university element I feel that my stress levels would be a lot lower then they are and I would be afforded additional time towards practical development and coping with the workload given to me through my normal duties.

To evaluate my time I would say that I have learned a lot and been afforded a lot of opportunity to learn and develop. This I would say is a positive element of my tutorship. I have met and exceeded the requirements set by my tutor.

What did not go so well however was the university requirements. I have found it difficult to motivate myself which I believe is due to my lack of skill and experience in completing these tasks. I have had to work really hard to develop new skills and complete tasks to the deadlines required. I have found that the amount of work completed increased the closer I have gotten to the deadline but there was a link to the amount of stress which increased as I moved towards that date.

To analyse the correlation between my stress levels and the assignment submission dates I have concluded that moving forward I need to dedicate a larger portion of my time in order to ensure that I am not rushing and having to complete work close to submission dates. By giving myself more time to complete this work I can hopefully cope better with these demands. The negative to that however would be that I will need to forgo efforts that I would normally be putting into developing myself as a Police Constable which goes against my nature as a person.

In conclusion, I feel that the main cause of stress in my life is the university element of the job, and if I can conquer the skills needed and manage my time efficiently, I hope to be able to build the resilience necessary to get through the course and be able to concentrate on developing myself as a Police Constable. (Gibbs' Model of Reflection, (1988).)

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## Task 2 (Component 1)

### Relevant areas of the National Policing Curriculum:

**Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.**

You must choose **a policing incident** in which you played a role with an offender/service user/victim 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.

**Review** the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

**Explain** your considerations in relation to vulnerability and your responsibilities for safeguarding individuals involved. Outline the police role in managing these factors to reduce risk. (Consider the personal vulnerabilities of the individuals involved, including situational/environmental factors that can result in risk or harm).

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

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

### ANSWER:

The incident I would like to refer to in this section would be one of a disturbance call outside a hostel. The hostel is home to over 100 people who either have come from homeless backgrounds or have fallen on hard times.

At this particular incident, I had received a report of a female outside the gates of the hostel. The call had come from staff inside the site who had stated that the female, who usually lives there and been aggressive towards staff and therefore had been refused entry.

The female had then refused to leave and was therefore creating a disturbance that was affecting the other residents.

I have attended shortly afterwards with my colleague, and it has become apparent from the start that the female was heavily intoxicated which therefore made it difficult to communicate and reason with her initially.

Short-term effects of alcohol on the human body can include, lowered inhibitions, falls and accidents, interpersonal conflict and altered behaviour which includes risky or violent behaviour. (Betterhealth.vic.gov.au. (2020).) Because of this I have needed to take this into consideration whilst dealing with the subject.

When dealing with all police incidents we adopt a model called THRIVE which stands for Threat, Harm, Risk, Investigation, Vulnerability and Engagement).

Inside this model it states that 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. (College of Policing (2021).) The fact that the subject was heavily intoxicated would put her into this category

On speaking to staff, they had told us that due to her behaviour, she would not be welcome into the hostel tonight and therefore regardless of any criminal offences, we would be required to facilitate safeguarding of the female for the evening, as it was likely she would have nowhere else to go. Staff had not made any complaints towards her and simply wanted her to leave.

I have spoken to the female who was aggressive towards officers from the start. I have created some distance, distracted her from projecting her anger towards staff, and began a dialogue with her over what was going on and what had prompted this incident. She has very emotional and has told me that she had lost her grandmother recently and this had all started over the way that one of the staff members had spoken to her. It is likely that the fact that she had been drinking all night had exacerbated her emotions on this evening.

*According to Katherine Shear a person experiencing grief over the death of a loved one “may also display difficulty accepting the death, intense anger over the loss, a diminished sense of self, a feeling that life is empty, or difficulty planning for the future or engaging in activities or relationships” (Shear (2012).).*

Given her emotional state and the presence of alcohol in her system I have made a mental note it the difficulty in engaging with her would likely be exacerbated

I have also needed to ensure that my behaviour was not one that escalated her behaviour. In doing so I have remembered back to when I learned the Betari Box Principle which highlights “How our attitudes and behaviours directly affect the attitudes and behaviours of people around us. When we’re stuck in a negative cycle, then it’s up to us to stop that cycle by changing our attitude.” (Mindtools.com (2020).)

The principle revolves around a key graphic that highlights how, how my attitude affects my behaviour which affects your attitude that affects your behaviour, which affects my attitude and thus the cycle is complete. (Mindtools.com (2020).)

It is a simple model but very accurately explains the responsibility I have to ensure that the situation is resolved given that in this scenario I am sober, of sound mind and professionally obligated to not be drawn into actions dictated by the subject who at this point in time was intoxicated and grieving and therefore unlikely to be making rational and well thought out decisions.

I have confirmed with the female that she had nowhere else to stay and it was at this point that I started to consider arresting her to prevent a breach of the peace. It was clear to me that her behaviour was unlikely to de-escalate by itself and. As I was considering this option, the female has attempted to push past me and head in the direction of the staff at the gate. She has aggressively sworn at the staff and spat at the floor in their direction.

Given the escalation, I have decided to arrest the female for being drunk and disorderly in a public place contrary to Section 91 of the Criminal Justice Act 1967. This section relates to Drunkenness in a Public Place and states that "Any person who is in any public place is guilty, while drunk, of disorderly behaviour **F1**...shall be liable on summary conviction to a fine not exceeding [**F2**level 3 on the standard scale] (6. Legislation.gov.uk. 2006.)

The female has then been handcuffed to the rear, checked for tightness and then double locked to ensure they do not tighten any further before being taken to the police vehicle. I have chosen to handcuff the female due to her aggressive manner and the risk of injury to herself or others following my decision to arrest. It is a decision that I have made knowing that I "should be able to justify the usage to supervisory officers and appropriate authorities including the courts". (npcc.police.uk (2009).) My legal powers to use reasonable force to accomplish this have been derived from the following: -

Section 3 of the Criminal Law Act 1967 which states: A person may use such force as is reasonable in the circumstances in the prevention of crime, or in effecting or assisting in the lawful arrest of offenders or suspected offenders or of persons unlawfully at large. (Legislation.gov.uk (1991).)

The female was transported to the custody suite where her detention has been authorised and she was given the opportunity to sober up in a safe environment.

I have ensured that my body worn video has been activated from the start of this encounter. An officers body worn video can be an invaluable tool. It not only provides a first hand ability to capture evidence for later review but also documents events impartially and therefore helps supervisors review actions to ensure compliance in areas of procedure and accountability. According to Bret Chapman who conducting

research into police body worn video, "Reductions in citizen complaints were noted, as were similar reductions in crime. The studies found that the use of body-worn cameras led to increases in arrests, prosecutions, and guilty pleas." Chapman (2019).)

To summarise, I have attended an incident where an aggressive female has been present and action has been required to be taken. I have felt that I have needed to remain calm and professional despite the actions and behaviour of the female and the likelihood of violence should this not have been handled swiftly and conclusively.

On evaluation I have noted that the actions taken were likely to be the correct ones given that the behaviour of the female and I can conclude that should we have not acted in the manner that we did the situation would have likely escalated. The Action taken was proportionate to the situation and I would recommend a similar course of action in the future. (Gibbs Model of Reflection (1988).)

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### Task 3 (Component 1)

#### Relevant areas of the National Policing Curriculum:

Conducting investigations (Interviewing suspects), communication skills, decision making and discretion,

You must choose **a suspect interview** that you have **been involved** and reflect on what happened.

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

Outline your considerations when planning and preparing an interview (e.g. gathering evidence, suspect vulnerability and legislation). Explain and reflect on your responsibilities when conducting the interview in accordance with the PEACE interview process. Evaluate your performance in the interview and its effectiveness in the investigative process.

**Illustrate** how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

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

#### ANSWER:

When contemplating the process of conducting investigations, communication skills, decision making and discretion I am brought back to a situation I was involved in which has resulted in a suspect being interviewed by myself.

The incident involved the arrest and interview of a 15 year old boy who had allegedly assaulted another child in an alleyway whilst also filming the assault on his mobile phone.

The incident whilst a fairly low-level assault was an important one to investigate properly as it had the capability to escalate further if left improperly managed.

Because of the suspects age, there was initially a consideration on whether there was a necessity to arrest him or whether it could be dealt with by means of a voluntary attendance for interview. Outlined in CODE C of the Police and Criminal Evidence Act 1984 it is a less invasive method of investigating an offence and allows the suspect of such an offence the ability to come into a police station at a time that is suitable and appropriate to them.

There are cost savings to be made by using voluntary interviews and benefits to suspects of avoiding the stress of being arrested and detained and questioned in custody. (Pierpoint (2020).)

Code G of the Police and Criminal Evidence Act 1984 goes on to explain the rights of a person being asked to attend such an interview. It states that “You are not under arrest, and you do not have to consent to being interviewed. You must be told about your rights, entitlements and safeguards that will apply to the interview. You are free to leave at any time unless you are arrested.” (GOV.UK (2018).)

Ordinarily, this would be the preferred option, however as part of the investigation, it would be important to be able to view the video of the assault that was suspected to be held on the mobile device of the suspect. With that in mind, by inviting the suspect to voluntarily attend for interview it would remove our ability to gain access to the phone and provide him with an opportunity to delete any evidence should it be likely to incriminate him.

Following the arrest of a suspect, under section 32 of the Police and Criminal Evidence Act 1984 a constable is afforded the ability to “search an arrested person, in any case where the person to be searched has been arrested at a place to search the arrested person for anything which might be evidence relating to an offence. (Legislation.gov.uk (2017).)

By actioning the arrest therefore, we would be afforded the ability to seize his mobile phone and action a search of that device in order to preserve evidence. It would also allow officers to quickly provide safeguarding to the victim of the assault in order to properly progress the investigation promptly. As part of a police officer's role it is important to “recognise vulnerabilities and risks of harm, to maintain an open and enquiring mind, to understand your own responsibilities and to know the most appropriate action to take.” (College of Policing (2021).)

Therefore it was decided that the suspect would be arrested in the morning and dealt with promptly through the day by means of interviewing and a decision being made following that interview. Given the suspect's age, it would be necessary for him to have an appropriate adult present during interview. The role of an appropriate adult is to safeguard the interests, rights, entitlements and welfare of children and vulnerable people who are suspected of a criminal offence. (Bath (2018).)

In this instance, the suspect's mother had agreed to act as the appropriate adult as she had had no involvement in the offence. The suspect had also opted for their solicitor to attend.

As part of the interview process, I have used the PEACE model framework. This is broken down into the following. (App.college.police.uk (2022).)

P – Planning and Preparation  
E – Engage and Explain  
A – Account Clarification & Challenge  
C – Closure  
E – Evaluation

Planning and Preparation is one of the most important phases and involves me sitting down and looking at my interview objectives and how I want to achieve them.

As part of the process I need to make sure I am familiar with the incident, the persons involved, the incident itself and all the evidence that we have. I am required to construct a solicitor disclosure document which contains an outline of the incident and the evidence regarding the suspect's arrest.

A solicitor is also entitled to a copy of the custody record. This record is created when a suspect is first brought into a custody suite and details every action that is taken in relation to their detention no matter how small. This will include meals and drinks brought to the suspect whilst detained and confirmation by the arresting officer that they have complied with the suspects protected rights under the Police and Criminal Evidence Act 1984. (Assets.publishing.service.gov.uk (2019).)

I will also take this time to gather any exhibits I want to refer to during the interview which could include video of the offence, photographs of injuries etc. I would confirm my points to prove for the offence in question and formulate interview questions that I want to ask.

Engage and Explain happens at the start of the interview when all parties are in the interview room and the tape recording has started.

The suspects rights and entitlements will be explained to him by means of a memo card which has everything applicable to the suspects situation on it to ensure that nothing is missed.

The suspects responses to questions put to him/her during interview under caution conducted in accordance with Code C may be used as evidence against him/her in any subsequent criminal proceedings. This is explained to the suspect by the caution. (HSE.gov.uk (2013).)

Once that is done the suspect will be asked questions relating to the offence. The questions will initially be geared towards allowing the suspect to tell his side of the story and will be targeted in order to keep him on track to the topics that I want to discuss. Once I have exhausted these questions, I will move onto the next phase of questioning.

The next phase of questioning is Account Clarification and challenge. This can be an ongoing process and will involve picking a topic to probe and looking at fine details and checkable facts. If there is any answers that are disputable by facts and opposite information, this is the opportunity where I would challenge the suspect on his answers and highlight why I may disagree with his version of events.

Closure comes next. This is a simple phase where the interview may be recapped and the suspect given a final opportunity to provide any information or account prior to the conclusion of the interview.

The final phase of the process is the evaluation phase. This is broken down into the investigative phase and allow for me to investigate any new leads, compile the information and chose the next course of action for the investigation which might be a charging decision, or perhaps to release pending further investigations.

The other part would be a self-evaluation on how I performed and learning points for the next situation. (App.college.police.uk (2022).)

In this situation, using the Gibbs model of reflective practise I can conclude that I have taken an appropriate method of furthering the investigation and feel that my actions have been proportionate to the offence and the suspect's age.

I can evaluate what happened as being positive with some learning opportunities and can conclude that should I encounter a similar situation again I can take my experience here and conduct myself in a similar fashion in order to achieve another positive outcome. Gibbs' Model of Reflection (1988).

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#### Task 4 (Component 2)

**Relevant areas of the National Policing Curriculum:**

**Problem solving, evidence-based policing, understanding the police constable role, policing communities and decision making and discretion.**

You must choose **an incident** that you been involved in with an offender/service user/victim and reflect on what happened.

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

**Consider** how the anti-social behaviour impacted the local community and what constitutes effective and appropriate police action.

**Outline** your responsibilities when responding to anti-social behaviour (including enforcement, prevention activity and partnership activity).

**Illustrate** how policing values were engaged particularly through an **analysis** of the potential impact of bias on the decision-making process.

Considering your experience to date, reflect on any aspect of problem solving, evidence based policing, decision making and discretion which may impact upon wider police community relations.

**For example:**

*How has your experience of policing the night time economy influenced your perception of the wider community?*

*Other examples relating to your experiences would be equally valid.*

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

#### **ANSWER:**

For this task on dealing with Problem Solving, evidence-based policing and understanding the constable role in respect to anti-social behaviour impact on the local community I have chosen to focus on the use of Off-Road Motorcycles which is an ongoing problem within my local area.

I will focus on a specific incident whereby I have been able to locate and detain one such rider and vehicle and affect a positive outcome that has led to the reporting of rider for offences and the seizure of that vehicle which has reduced the opportunity for offences to be committed, if only for a short time.

In the area that I police there is currently a documented problem regarding electric off-road bikes that are used in criminality.

The term e-bike includes a range of designs including solely throttle-controlled bikes, which do not require the rider to pedal to bikes that require the user to pedal which would have a lower motor power and maximum speed. (Bourne (2019).).

To count as an 'electrically assisted pedal cycle' or EAPC the bike needs to be operated by pedals and the motor should not be able to propel the bike when its travelling more than 15.5mph. Any electric bike that does not meet the EAPC rules is classed as a motorcycle and needs to be registered and taxed and you require a driving license to ride one. (GOV.UK (2012).)

What this means is that any one of these bikes that is being used on a public road is subject to the same rules and regulations as any car or motorcycle would be. Unfortunately, the fact that these bikes are not as well regulated as cars and motorcycles means that they can be easily acquired without the normal checks that would be required by vehicle suppliers and therefore bypass a lot of the restrictions that would make policing them easier for officers.

This specific incident has involved 3 of these bikes, and their riders being in the local area. They have been riding aggressively and trying to goad police into chasing them. The pursuit of such offenders is highly risky and is only carried out in extreme circumstances and by authorised and trained officers and because of this our normal procedure is to observe, record and report following a more intelligence lead plan.

On this example, I have remained in the area in order to provide a presence and reassurance to the local community that we were aware of the issues and were not ignoring it. Police presence or visibility is thought to contribute to collective efficacy through reassuring residents of safety and reducing fear of crime. (Yesburg (2021).)

A short time later, I have sighted one of these bikes no longer being ridden and in fact being pushed by the rider. Given the opportunity to make a positive stop I have driven my police vehicle towards to rider and instructed him to stop. The rider has in fact not stopped and made off away from officers, abandoning the vehicle.

According to section 163 of the Road Traffic Act 1988 'A person driving a mechanically propelled vehicle on a road must stop the vehicle on being required to do so by a constable in uniform. Should he not do this, he is guilty of an offence. (Legislation.gov (2006).)

Section 164 and 165 of the same act requires the driver of said vehicle to provide his drivers license and proof of insurance to a constable when requested. (Legislation.gov (2020).)

It was clear from the riders behaviour that he did not intend to provide either to officers. A short pursuit has taken place and the rider detained.

The rider was subsequently reported for driving otherwise in accordance with a license contrary to Section 87 of the Road Traffic Act 1988 which states that it is an offence to drive on a road a motor vehicle of any class otherwise than in accordance with a license authorising him to drive a motor vehicle of that class. (Legislation.gov (2020).)

The vehicle was subsequently seized by officers and destined to be destroyed as a valid insurance certificate would be required for its release, something which the rider would be unable to produce.

In August 2021, South Wales Police launched Operation Red Mana. This operation would target off-road bikes and aimed to tackle the impact that off-road bikes were having on communities across Cardiff.

It acknowledged the concerns that someone will be injured and the issues with noise affecting quality of life of residents. (South Wales Police (2021).)

The operation would also involve local partner agencies including Cardiff Council who have published on their website their involvement with South Wales Police in an effort to clamp down on off-road bikers who are breaking the law by driving dangerously, carelessly and without lawful authority on common land. They would go on to make its readers aware of a local motor cross track available to members of the public in an effort to engage with people that may be committing these offences in hope that they would take up the offer in a controlled environment. (Cardiff Council (2022).)

As a police officer, it is important to use where possible methods of policing that aren't just reactive. Whilst receiving a report of a crime and responding to it, will always be part and parcel of modern policing, we can not ignore the opportunity to learn from the past and adjust our way of working to help eliminate these problems before they begin.

Problem-Oriented Policing or POP for short was first proposed by Herman Goldstein following a critique of police practices. Goldstein argued that reactive policing only yielded short term effects and that police should instead focus on addressing clusters of related incidents.

He would go on to advocate a structured process commonly known as SARA which stands for Scanning, Analysis, Response and Assessment. (Sidebottom (2019).)

Scanning – The identifying and prioritising of potential crime and disorder problems

Analysis – The analysis of potential problems, by gathering information and intelligence to identify underlying causes of the problem.

Response – The development and implementation of tailored activities to address the causes of the problem, as identified in the analysis phase.

Assessment – The measurement of the impact of the response to test if it had the desired effect and to make changes to the response if required. (College of Policing (2017).)

To bring this model into my incident example, the scanning element is establishing the potential crime and disorder problems as being illegal off-road bikes, their use in ASB and drug related crime and how we can combat them long term.

The analysis phase would encompass a variety of aspects. Gathering information such as times of day these offences were taking place and the frequency, identifying offenders and the reasons behind it. It would involve looking into the perceived problems being caused to the community and the potential difficulties officers could come up against when trying to tackle them.

The response phase is the actual dealing with the problem and the results that come from those tactics employed and finally the assessment as to the impact of our efforts and whether it has had the desired effect, and what we could do differently to accomplish our goals.

Using this model, I would say the following: -

### Scanning

The potential crime and disorder problems are numerous and include ASB driving, risk of damage and injury. The harassment, alarm and distress of community as well as the feeling that the police were not doing enough to support those communities. There is also the increase in drug related crime associated with bikes being used to deal drugs within those communities and the difficulty in how police are able to respond to such incidents.

### Analysis

The primary focus is geared more towards identifying offenders and the locations the bikes are being kept. It is historically difficult to stop these bikes and catch the riders and officers are reliant heavily on luck and opportunity to come into contact with the offenders and be able to safely take action.

The college of policing will state that, The acceleration and manoeuvrability of these vehicles make it difficult for officers to engage with the subject vehicle for sufficient time and develop and implement tactics. Furthermore, given the lack of physical

protection provided by the vehicle, the vulnerability of the rider is a serious consideration. (App.college.police.uk (2021).)

## Response

Historically, in line with South Wales Police policy. A response officers ability to react to off-road bikes and the activities attached to their use has been very limited. A response officer would have to refer to the National Decision Making Model with every interaction and conduct a dynamic risk assessment in order to proceed with any course of action. This would be broken down into the following actions.

### Gather Information & Intelligence

Rider behaviour, time of day, weather and road conditions, number of people in the area, vehicles involved.

### Assess threat and develop a working strategy

What is the offender doing/likely to do. What are the risks associated with your actions and possible options to accomplish your goal

### Powers & Policies

Legal powers to stop a vehicle, Force policy in regards to what a constable can and cant do in the situation.

### Identify Options & Contingencies

Consider what would happen if the plan was not successful or something did not go as intended. What would be the backup plan should it be necessary.

### Take Action and Review what happened.

This would be the action stage and the review of whether it worked. If successful this would be a slower time review, but if unsuccessful the NDM would be reworked there and then to try and achieve a positive outcome. (Sullivan (2017).)

### To review using Gibbs reflective Model

I have come across an incident whereby a male who has been riding a bike illegally, contributing to Anti-Social Behaviour in the area. The male has temporarily gotten off of the bike that has allowed me to take advantage of a temporarily lowered risk level of dealing with it and actioned a response that has taken that bike off of the streets and dealt a consequence to the rider.

At the time I have considered the National Decision Making Model and deemed the action to be legal, proportionate and ethical and resulted in a positive outcome.

On evaluation the action was a positive one and has taken advantage of a situation that does not often present itself to officers. On analysis, the resulting actions is a good outcome for the police and members of the public and provides officers with an opportunity to show the public that whilst there is limited actions police can take in these situations, when the opportunity presents itself, we are in a position to do something.

In conclusion, I am feeling positive towards the action, and it is a good learning experience for the next time a similar situation presents itself. (Gibbs Model of Reflection (1988).)

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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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Signed: Daryl Hadley (Typed due to no access to wet signature) (Learner

Date: 20/04/2022

## **TASK 5**

### **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: Daryl Hadley

(Learner)

Date: 25/03/22

Signed: David Broom

(Tutor Constable)

Date: 25/03/22

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