



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

## **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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**Learner's University Registration Number:**

**1920597**

## **FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME**

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

## **Workbook Guidance**

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

### **What is the workbook for?**

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

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

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

### **How should the workbook be presented?**

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

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

([https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter\\_07\\_Assessment-Taught\\_Programmes\\_Pages\\_72-79-UPDATED-05-11-2019.pdf](https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf))

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

[https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf)

### **How is the workbook assessed?**

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

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

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

Once submitted your workbook will be assessed and marked independently.

## Confidentiality

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

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

## NOTE

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

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

**G**

## Dyslexia and other special circumstances

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

## Competency Based Workbook 2 - Learner Workbook

### Guidance:

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

### Contents

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

## Task 1

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

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

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

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

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

### ANSWER:

This essay will discuss and examine the key themes of team dynamics and team cohesion within a policing context. Firstly, I will critically evaluate theories of team dynamics and how these dynamics are shaped by wider organisational cultural norms. Secondly, I will consider why inter-personal conflict can occur within teams and what strategies can be introduced to enhance individual and team performance. Thirdly and lastly, I will consider how team dynamics within the police service can result in failing to comply with professional standards requirements.

“Team dynamics are the unconscious, psychological forces that influence the direction of a team’s behaviour and performance. Team dynamics are created by the nature of the team’s work, the personalities within the team, their working relationships with other people, and the environment in which the team works.”

(Myers, 2013, para. 1-2)

There has been substantive research and academic publications examining the importance of team dynamics and cohesion (Beal et al, 2003; Salas et al, 2015; College of Police, 2017). The pooling together of individuals who have a rich diversity of skills, knowledge and experience can provide the foundations for a successful, productive, and efficient team. Salas et al (2015) highlights how “teams are advantageous to individuals in many ways” due to the sharing of knowledge and the “increased morale” (p. 365). Furthermore, it is critical to note that individuals are crucial to the team itself, due to the rich and diverse

experiences of each member, who bring unique skillsets and experiences to the group dynamic and functioning (Haas and Mortensen, 2016).

Tuckman (1965) introduced a model to which illustrates the dynamic and the stages in which a team grows and develops. Tuckman's model is significant as it demonstrates the importance of leadership, group maturity and the establishment of relationships in developing team cohesion and success.

Figure 1: Tuckman's Model of Group Development



*ECampus Ontario (2018)*

The five stages illustrated in Tuckman's model, provide an insight into the understanding of how teams develop. Whilst the role of a constable is deemed a secure vocation, its critical to note that the role will encompass working with different individuals, departments, and teams throughout the career role.

During the 'forming' stage of Tuckman's model, there is a dependence on the leader to provide guidance and direction for members of that team during the initiation phase. This leader could be seen as a Sergeant of a standard Response Team. Secondly, the 'storming' stage involves the team gaining confidence, although individuals generate conflict due to interpersonal issues. There is confrontation regarding individuals and ideas and as a result, cliques, factions, and disagreements can form. Thirdly, during the 'Norming' stage, there is an increase in motivation and shift into agreement and consensus among the team. Roles and responsibilities are clear and accepted amongst team members. Fourthly, the 'performing' stage of the model illustrates the team being a functional competent unit with a share vision and reduced leader interference. Lastly, the 'adjourning' stage of Tuckman's model encompasses the completion of the task in hand and the dissembling of the team. This can result in a loss of motivation and uncertainty surrounding the future of those individuals whom were part of the team.

Tuckman's model illustrates the teamwork and cohesion needed to complete a task. In a policing sense, constables are required to problem solve and make well-informed decisions daily. Bergner (1997) states how teamwork can "increase safety, improve effectiveness, strengthen communication, boost morale, and make a police department more successful" (p. 10). It's critical to note how teamwork does not just portray multiple members pooling ideas together and problem solving. Individual police officers can tackle complex investigations and incidents with the skills and experiences learnt from past incidents and from experiencing the actions of another police officer.

Salas et al (2015) defines team cohesion as the "shared bond/attraction that drives team members to stay together and to want to work together" (p. 365). In a policing sense, this 'shared bond' can be portrayed as the passion to protect and serve members of the public. Response teams within the police consist of a team of individuals who work together daily. Due to this familiarity and understanding of one another, relationships and cohesion within the team of officers can grow and develop. Schuster (2020) defines this team cohesion as "closeness and unity" (p. 6). Gleeson (2008) outlines how cohesiveness leads to "increased productivity, lower levels of stress, lower rates of absenteeism, greater job satisfaction and consistent individual productivity" (in Schuster, 2020, p. 9).

Critically, studies have also portrayed some negatives of team cohesion, with the basis of their argument highlighting how "too much cohesion can sometimes lead to difficulty and can make some groups impermeable and difficult to deal with" (Zarola, 2014, . np). Macdonald (2011) explores how cohesive teams can succumb to 'group norms'. These 'norms' are the "explicit and implicit rules that govern the values, actions and behaviour of group members" (para. 3). In a policing context, if dominant members of that cohesive team have no urgency or ambition to serve with the highest level of service, this will have a negative impact upon others in regards to their productivity and service quality. Experienced Police Officers may be embedded within the workplace organisational culture. Armacost (2016) defines this culture as the "set of informal, cultural norms that are unique to the occupation of law enforcement" (para. 8). Armacost (2016) and Ingram et al (2018) explore how these cultural norms are embedded within the organisational structure, and thus as a result, the organisation must be scrutinised as opposed to the single officer's actions.

Cultural norms of the Police contain the personality, character and the history associated with the organisation. CMI (2015) describes these norms as the "unwritten rules that influence individual and group behaviour and attitudes" (para. 5). There is an abundance of research and publications on how organisational culture within the police connotes a 'negative' culture, where actions of officers and the organisation are considered wrong, unethical and an abuse of power (Dean, 1995; Greene, 2005). Paoline (2003) critically notes how the positives of police culture should not be understated as "the collectiveness of culture helps to buffer the strains that officers face on a daily basis". Paoline (2003) further argues that "the prescriptions of police culture are said to teach new (and continuing) occupational members about the day-to-day components of police work, by experienced officers, in learning the craft of policing" (p. 200).

*“Conflict is a part of everyone's life”*

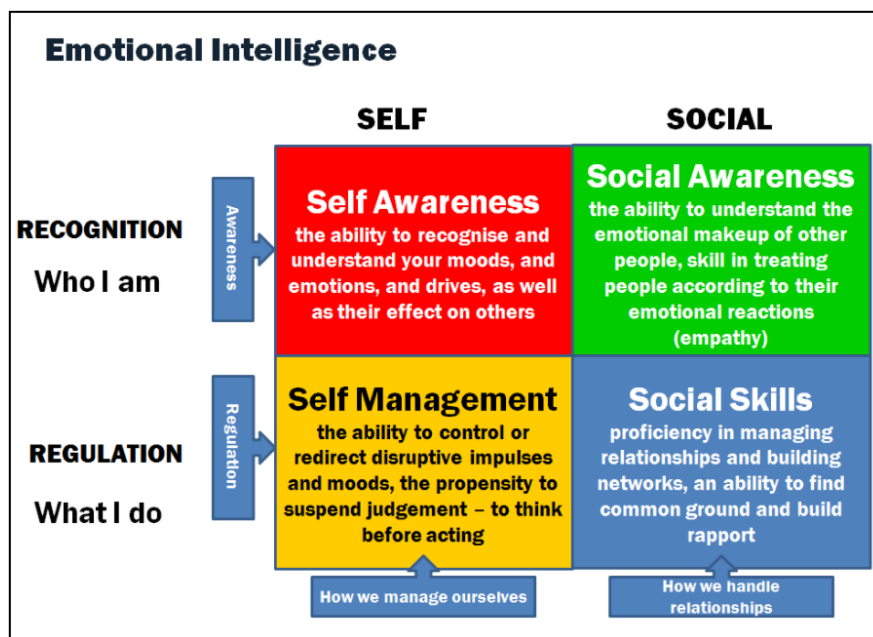
*(Donohue and Kolt, 1992, p. 2)*

Donohue and Kolt (1992) define conflict as a “situation in which interdependent people express differences in satisfying their individual needs and interests, and they experience interference from each other in accomplishing these goals” (p. 3). Interpersonal conflict refers to the “representation of incompatibility, disagreement, or difference between two or more interacting individuals” (Bao et al, 2016, p. 542). This conflict can take the form of alternative opinions and viewpoints which lead to friction within a team. Longer term, interpersonal conflict can jeopardise team objectives and impair team performance. Critically, conflict within the police can have a profound impact on the functioning and execution of the service given to members of the community.

Chastain (2013) outlines that conflict in the workplace is avoidable, preventable but also necessary. Cherry (2020) explores the concept of Emotional Intelligence, and states that it “refers to the ability to perceive, control, and evaluate emotions. The ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others” (para. 1). Goleman (1995; 2013) has studied Emotional Intelligence in depth and outlines how individuals have ‘two minds’ – an ‘emotional’ mind and a ‘rational’ mind. The rational mind is the “mode of comprehension we are typically conscious of: more prominent in awareness, thoughtful, able to ponder and reflect. But alongside that there is another system of knowing: impulsive and powerful, if sometimes illogical – the emotional mind” (Goleman, 1995, Chapt. 1).

Goleman initially introduced a model based on performance to assess the levels of employee emotional intelligence. This model consisted of the following five components – 1. Self-Awareness, 2. Self-Regulation, 3. Internal Motivation, 4. Empathy and 5. Social Skill. In 2000, Goleman developed the stated five components further by highlighting four key categories which contained sub-categories within them. The model below presents the four key categories.

Figure 2: Goleman's Model Of Emotional Intelligence



Source: DIA.com

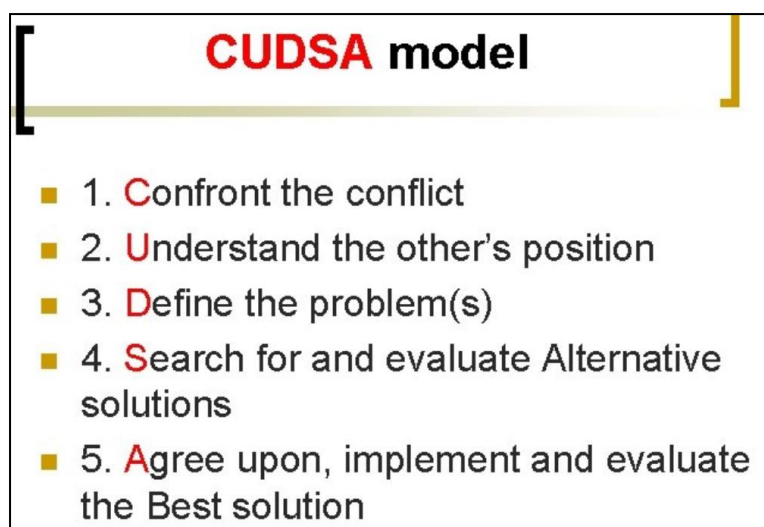
Self-Awareness and Self-Management equate to how individuals manage themselves, whilst social awareness and social skills contain the handling of relationships and team cohesion. Individuals with higher emotional intelligence, and with qualities outlined in the figure above will become better “communicators, improve job performance, leadership, and emotional and physical health” (Humphrey, 2013, p. 288). Furthermore, Grewal and Salovey (2006) state “the ability to decode and use emotional information accurately may help one to choose a meaningful line of work and succeed within that field, enjoy good physical health, and develop satisfying relationships with friends and loved ones” (p. 104). Oppositely, those individuals with low emotional intelligence can cause inter-personal conflict between team members as they can demonstrate a lack of empathy and understanding. It is critical to note that having a very high emotional intelligence is not always a positive thing, as a person might “run the risk of becoming overwhelmed or even paralyzed by negative emotion or unnecessarily bogged down with emotional information from the external world” (Grewal and Salovey, 2006, p. 114). Inter-personal conflict can occur within a team for a whole range of reasons, and its critical officers confer with one another with a high degree of open-mindedness and understanding.

Due to the sheer number of departments and individuals employed by the police, clear communication is crucial for efficient team working. In reference to the individual police officer level, there must be clear and coherent communication between that officer and their supervisor. Team morale within the police may be impacted due to low staffing levels and unrealistic and unclear job expectations. Bakker and Costa (2014) outline the concept of chronic job burnout in their article and state that “burnout is a combination of chronic

exhaustion and negative attitudes toward work with damaging consequences for employee health and productivity” (p. 117).

As per Tuckman’s model illustrated earlier in this essay, unresolved conflict between individuals may result in an inability for the team to function. This may result in that team remaining in the ‘storming’ stage of the model. It’s vital that team members and supervisors acknowledge the inter-personal conflict which can be generated and input early intervention measures to tackle the issues or disagreements. Supervisors and team members must manage the conflict responsibly, and this can be done by acknowledging the CUDSA model.

Figure 3 – CUDSA Model

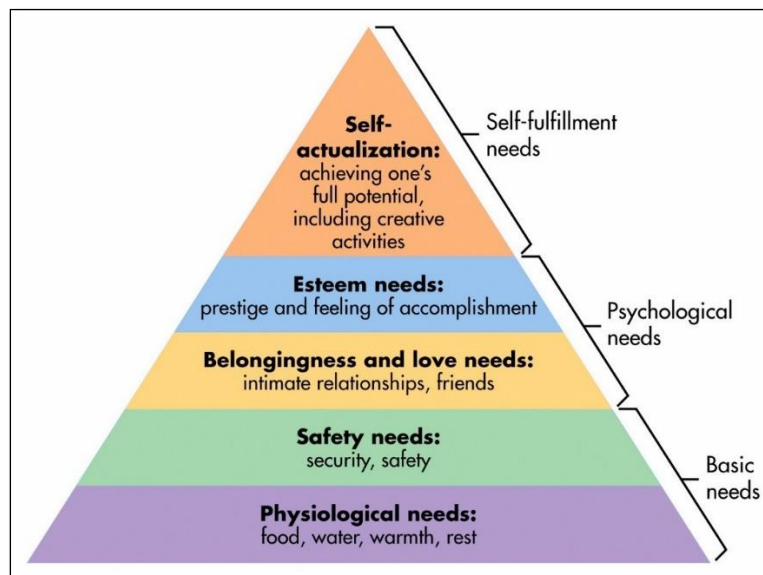


Source: Dr Fadel Naim (n.d)

In a policing context, it’s vital that performance is managed so that interventions can be implemented if individuals or a team require intervention. Performance management is about “having the energy to make things better, taking timely action to address problems and making best use of resources to address agreed priorities. Performance management is not about ‘chasing targets’, nor is it simply about reviewing performance and holding people to account” (Smith, 2008, p 3).

Maslow (1943) introduced a theory regarding ‘hierarchy of needs’ to portray and document human motivation. Maslow argues that humans are motivated by achieving goals. Hopper (2020) outlines that Maslow “proposed that human needs can be organized into a hierarchy. This hierarchy ranges from more concrete needs such as food and water to abstract concepts such as self-fulfilment. According to Maslow, when a lower need is met, the next need on the hierarchy becomes our focus of attention” (para. 2).

Figure 4 – Maslow’s Hierarchy of Needs

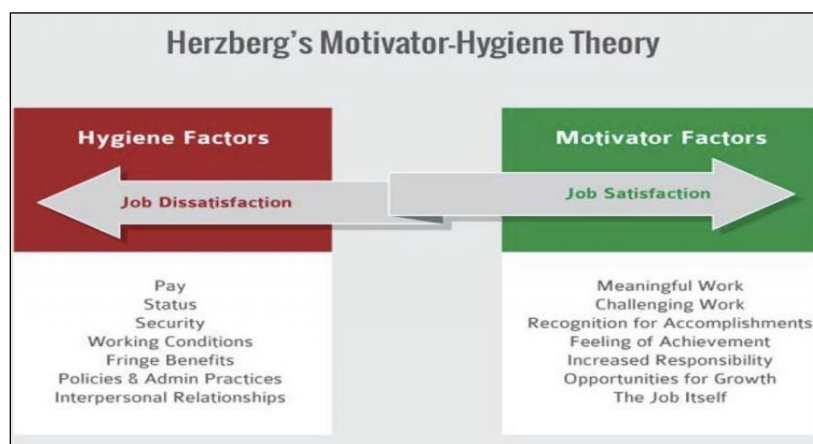


Source: Wunderkind (2015)

The hierarchy of needs provides a perspective into human nature, highlighting the progression from basic needs to self-fulfilment needs. The model also allows individuals to think more strategically and creatively regarding what energises them to develop and prosper.

A further theory of individual motivation was introduced by Herzberg in 1959. Herzberg outlines how individuals are motivated by two things, hygiene factors and motivator factors. The two-factor theory states that “there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction” (Psyngo, 2018, para. 1).

Figure 5 - Herzberg’s Motivator-Hygiene Theory



Source: Kurt (2021)

Motivation factors coincide with workplace satisfaction and demonstrate the importance of recognition and individual feelings of accomplishment. In comparison, hygiene factors “do not give positive satisfaction, though dissatisfaction results from their absence” (Psynso, 2018, para. 7).

Police officers and their teams are governed by Professional Standards which must be adhered to. The police officer role is a professional vocation whereby individuals serve members of the public adhering to codes of conduct and ethical standards. Professional standards are a “set of practices, ethics, and behaviours that members of a particular professional group must adhere to” (CFI, 2021, para. 1).

The College of Policing introduced a Code of Ethics in 2014 which defines the “exemplary standards of behaviour for everyone who works in policing” (para. 1). The Code of Ethics sits at the heart of every decision made in policing, and reinforces the values, cultures and standards that policing is proud of.

**Figure 6 – Police Standards of Professional Behaviour and Policing Principles**

| Standards of professional behaviour                                                                                                                                                                                                                                                       |                                                                                                                                                                                                      | Policing principles                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>1. Honesty and integrity</b><br>I will be honest and act with integrity at all times, and will not compromise or abuse my position.                                                                                                                                                    | I will give reasonable instructions only, and will follow all reasonable instructions.                                                                                                               | <b>Accountability</b><br>You are answerable for your decisions, actions and omissions.   |
| <b>2. Authority, respect and courtesy</b><br>I will act with self-control and tolerance, treating members of the public and colleagues with respect and courtesy.<br><br>I will use my powers and authority lawfully and proportionately, and will respect the rights of all individuals. | <b>6. Duties and responsibilities</b><br>I will be diligent in the exercise of my duties and responsibilities.                                                                                       | <b>Fairness</b><br>You treat people fairly.                                              |
| <b>3. Equality and diversity</b><br>I will act with fairness and impartiality.<br>I will not discriminate unlawfully or unfairly.                                                                                                                                                         | <b>7. Confidentiality</b><br>I will treat information with respect, and access or disclose it only in the proper course of my duties.                                                                | <b>Honesty</b><br>You are truthful and trustworthy.                                      |
| <b>4. Use of force</b><br>I will only use force as part of my role and responsibilities, and only to the extent that it is necessary, proportionate and reasonable in all the circumstances.                                                                                              | <b>8. Fitness for work</b><br>I will ensure, when on duty or at work, that I am fit to carry out my responsibilities.                                                                                | <b>Integrity</b><br>You always do the right thing.                                       |
| <b>5. Orders and instructions</b><br>I will, as a police officer, give and carry out lawful orders only, and will abide by Police Regulations.                                                                                                                                            | <b>9. Conduct</b><br>I will behave in a manner, whether on or off duty, which does not bring discredit on the police service or undermine public confidence in policing.                             | <b>Leadership</b><br>You lead by good example.                                           |
|                                                                                                                                                                                                                                                                                           | <b>10. Challenging and reporting improper behaviour</b><br>I will report, challenge or take action against the conduct of colleagues which has fallen below the standards of professional behaviour. | <b>Objectivity</b><br>You make choices on evidence and your best professional judgement. |
|                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                      | <b>Openness</b><br>You are open and transparent in your actions and decisions.           |
|                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                      | <b>Respect</b><br>You treat everyone with respect.                                       |
|                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                      | <b>Selflessness</b><br>You act in the public interest.                                   |

Source: College of Police (2014)

The aim of the above is to “support each member of the policing profession to deliver the highest professional standards in their service to the public” (College of Police, 2014, p. iv). Conduct or behaviour which does not meet the required standards will be dealt with accordingly.

Team dynamics and culture could result in breaches of professional standards when individuals do not challenge or report improper behaviour of their colleagues. Police Officers must say and do the right thing even when nobody’s watching. Officers must ensure that all decisions are justified, proportionate, legal, accountable, necessary, and ethical.

Baldwin (2006) defines organisational justice as “the extent to which employees perceive workplace procedures, interactions and outcomes to be fair in nature. These perceptions can influence attitudes and behaviour for good or ill, in turn having a positive or negative impact on employee performance and the organisation’s success” (p. 1). Wolfe and Piquero (2011) conducted research into organisational justice and police officers and found that “officers who had positive justice perceptions attracted fewer citizen complaints, fewer investigations by the internal affairs department, and had fewer disciplinary charges brought against them” (p. 342). Lawshe (2018) conducted fascinating research into the use of Body Worn Video Cameras and examined how organisational justice impacts upon the use of these cameras. The article centralises around police legitimacy and finds that those officers who perceive the organisation as treating them fairly, will use Body Worn Cameras in an efficient manner.

It can be said that the police have moved from being a ‘force’ to a ‘service’ (Vitale, 2017; HMICFRS, 2018). This shift has encompassed a transformation into a process-based policing system, where the concentration is on fair and respectful treatment of members of the public and an expectation on the police to attend calls which may be better suited to other professionals. Myhill and Bradford (2012) found that “some officers believe some people are beyond or simply not deserving of help, let alone suitable partners in policing activity” (p. 338). The shift to safeguarding and ensuring positive action when dealing with the most vulnerable in our societies may be difficult for those officers who have experienced policing a few decades ago. There is a range of literature and publications concerning the police ‘canteen culture’, whereby the ‘close-knit’ powerful occupational culture of officers results in “racism, social prejudice, religious bigotry, and discrimination” (Kingshott and Prinsloo, 2004, p. 1). Myhill and Bradford (2013) assess the extreme manifestation of this in-group mentality and states this “might cause officers to question one of the fundamental principles underpinning UK policing: that the police are the public and the public are the police” (p. 343).

In conclusion, police officers and their organisations must continue to work together to protect and serve members of the community. This essay has firstly discussed and explored the key theories of team dynamics and team cohesion within a policing context. Secondly, the essay has highlighted key themes of team cohesion, conflict, and motivation, and how these impact upon performance. Lastly, this essay has discussed organisational justice and how team and individual dynamics can result in a failing to comply with professional standards requirements.

**Word Count: 2743**

## Task 2

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

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

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

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

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

1500 words (+/- 10%: *include your actual word count at the end of each section*)

### ANSWER:

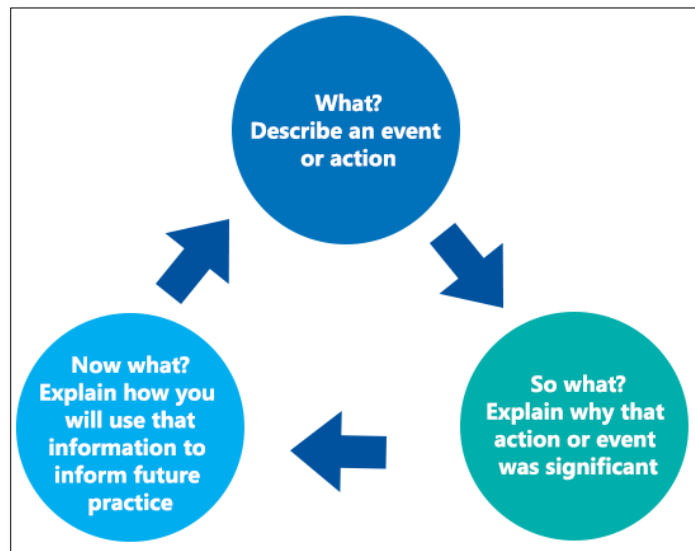
This essay will explore the key themes surrounding vulnerability, risk, and evidence-based policing. Firstly, I will reflect on an incident to which I attended whereby I played a significant role with a victim of crime. Secondly, I will critically evaluate the appropriateness of approaches in supporting vulnerable persons. Thirdly and lastly, I will explore what works in relation to tackling repeat victimisation and offending, and I will do this by encompassing evidence-based policing.

“Without reflection, we go blindly on our own way, creating more unintended consequences, and failing to achieve anything useful.”

(Wheatley, 2002, para. 13)

Learning for adults “takes place through a process of experience and reflection” (Copely, 2011, p. 8). Reflective practice is essential for a professional occupation such as a police officer, as individuals can make sense of an experience and continue to learn in regard to what worked well and what could be done better next time. There has been considerable publications and theories surrounding models of reflective practice. To reflect on the incident to which I played a significant role with a victim, I will use The Driscoll Model of Reflection (2007).

Figure 1: The Driscoll Model of Reflection



Source: NursingAnswers.net (2018)

I have selected to use this model due to its simplicity to analyse and learn from the incident. Put simply, a victim can be defined as:

“Persons who, individually or collectively, have suffered harm, including physical or mental injury, emotional suffering, or economic loss or substantial impairment of their fundamental rights through acts or omissions that are in violation of criminal laws, including those proscribing abuses of power.”

(World Society of Victimology in Fohring, 2008, p. 151)

### What?

A female called the police reporting a domestic assault. On arrival at the address, parties were separated, and I spoke to the emotional female victim whilst my colleague spoke to the alleged male perpetrator. Furthermore, there were distressed teenage children present at the address. The victim disclosed to me that she was physically assaulted by her husband prior to police attendance. Due to this disclosure, I made the decision that he would be getting arrested. The victim spoke in depth to me regarding controlling and coercive behaviour, physical abuse, emotional and psychological abuse, and sexual abuse to which she had been a victim of for over two decades. These disclosures were both very concerning and disturbing and was something I had not dealt with yet in my career.

I arrested the perpetrator and conveyed him to custody. Following this, I returned to the home address of the victim and attempted to complete a statement of complaint and to input further safeguarding measures. The victim spoke for hours about the abuse she had

been receiving for years. Due to the difficulty of the situation and the inability for me to promise the perpetrator will be incarcerated, the victim was unwilling to support police in providing a statement.

### **So What?**

Police officers are the first point of contact when dealing with vulnerable victims of crime. Bryant and Bryant (2020) outline how the “key responsibility of the first officer at the scene is to protect the victim from further harm, to preserve evidence, and identify any criminal offences” (p. 296). I immediately made the decision to arrest the subject, as my priority would be safeguarding the victim and to address her immediate safeguarding needs.

Social Context is used to “describe the types of settings in which people are engaged, including the groups with whom they interact and the culture in how they live” (Staff Writer, 2020, para. 1). Van der Giessen et al (2017) states this is the “immediate setting which people live” (p. 36). Whilst speaking to the victim, I was aware that we were in her home whereby her children were present. Although her children were still inside the home, the victim spoke openly and freely with officers.

Throughout the discussion with the victim, I remained open and honest and did not make any promises. The victim repeatedly declined to provide a statement, so I organised for her to be visited in the morning by a specialist Independent Domestic Violence officer. I discussed with supervisory and acknowledged that an officer from this department is best suited to liaise and support the victim during this traumatic period. I ensured I completed all my safeguarding documents and referrals prior to leaving the address.

### **Now What?**

On reflection, this incident has taught me the importance of safeguarding the victim and protecting them from further risk of harm. The situation was exceptionally difficult as the victim was reluctant to support in providing a statement. For me, the most meaningful experience was supporting that victim and providing guidance and reassurance on how best to move on with the situation. At the time, I realised I was the person to whom the victim was disclosing these incidents to, and she was doing this as a way of seeking immediate support, protection, and reassurance. Crucially, I have learnt to inform specialist professional departments within the organisation as soon as reasonably possible.

“There can be no easy and objective measure of the amount of harm caused to an individual by a particular crime”

(Green, 2007, p. 93)

The police have a crucial role in responding to and safeguarding those in need. Police officers are now increasingly dealing with vulnerable individuals within the community. The College of Police outline how police officers should treat victims of crime with respect, sensitivity, compassion, and courtesy. Furthermore, victims should have services provided or signposted to them as the police have a professional duty to conduct positive action. Police officers must ensure that they sufficiently support and manage those vulnerable so that they ensure the situation does not get any worse. Wedlock and Tapley (2016) state that “there is a strong evidence base to suggest that the key things that support victims are timely and accurate information; effective methods of communication with victims, both in delivering information and listening to victims’ needs; multi-agency partnerships across the statutory and voluntary sectors and providing a range of services that are accessible and flexible which victims can access when they need them” (p. 25). Alarming, Robinson and Hudson (2011) found that the police have previously failed to provide a victim-centred approach and their handling of incidents, often “re-victimises victims and has this been referred to as ‘the second assault’” (p. 517).

Currently, Police Officers can make referrals on behalf of vulnerable individuals and victims to Victim Support. This service provides victims with immediate help and support following a crime. Similarly, police officers can share details with local community support services such as Housing and Social services. It’s critical to highlight that without the victim’s permission, a referral to Victim Support cannot be completed. Furthermore, many public protection notification forms submitted by the police do not get shared due to the victim unwilling to consent.

As per the incident discussed, “multi-agency approaches are very important in preventing and addressing domestic abuse incidents” (Bryant and Bryant, 2020, p. 289; Paterson and Best, 2016). For high-risk victims, they should be referred to Multi-Agency Risk Assessment Conferences (MARAC), whereby a multi-agency risk plan can be developed.

It must be questioned whether the approaches in supporting and managing victims and the vulnerable people in our communities are simply ineffective, as the police focus on treating the symptoms rather than preventing the causes.

Evidence-Based Policing (EBP) can be a method of tackling repeat victimisation and offending. The “notion that police decisions combine professional judgement with the best available research evidence is now widely accepted by both researchers and practitioners” (Sidebottom and Tilley, 2020, p. 72). EBP focusses on what works best with continuing research and assessment on ongoing outcomes. It’s a practice which measures the ongoing effectiveness of policing strategies.

Repeat Victimisation “occurs when the same person or place suffers from more than one incident over a specified period of time” (Bridgeman and Hobbs, 1997, p. 1). There are numerous approaches and measures which can be implemented, but the work of the initial attending police officers is vital. Attending officers must immediately safeguard that victim and enforce early intervention and referrals to external support agencies. Bryant and Bryant (2020) critically note that “if there has been no previous contact with the

police, this does not mean there has been no prior abuse” (p. 285). Police officers need to ask the relevant questions so that they can address the incident in its wider context. Intervention strategies must be monitored and kept updated using “available intelligence and data to inform proactive policing strategies” (Paterson and Williams, 2018, p. 10).

A focus needs to shift on tackling the offenders rather than solely concentrating on the victim and supporting them. There are numerous approaches in tackling repeat offending but it’s vital that these are closely monitored and suited to longer-term objectives. Farrell (2017) highlights that the “same offenders are more likely to commit repeat victimisation” (p. 145).

Stansfield et al (2020) emphasises the importance of a ‘Whole Systems Approach’ to tackling reoffending. This is defined as “‘responding to complexity’ through a ‘dynamic way of working’, bringing stakeholders, including communities, together to develop ‘a shared understanding of the challenge’ and integrate action to bring about sustainable, long term systems change” (p. 2). Regarding youth re-offending, a whole system approach will aim to tackle offending in the medium and longer terms (Figure 2).

Figure 2: A whole system approach



Source: Public Health England (2019)

The figure outlined above, shows the multiple ingredients needed to enforce longer-term solutions.

This essay has discussed the key themes of vulnerability and victims. Firstly, I reflected on an incident where I played a significant role with a victim of crime using The Driscoll model of reflection. Secondly, I have critically evaluated different approaches in supporting the vulnerable and victims of crime. Lastly, I have discussed the importance of evidence-based policing in relation to tackling repeat victimisation and repeat offending.

**Word Count - 1650**

### **Task 3**

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

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

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

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

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

Signed: H.Conway \_ (Learner – electronic signature accepted.)

Date: 28/09/2021

#### Task 4

**Relevant areas of the National Policing Curriculum:  
Policing the roads, decision making and conducting investigations.**

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

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

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

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

#### ANSWER:

This essay will explore the key themes of Roads Policing, decision making and conducting investigations. Firstly, I will critically explore how criminal activity facilitated by the road network can be disrupted. Secondly, I will consider the fast-track actions that I have applied during an investigation and I will evaluate the effectiveness of my decision making. Thirdly and lastly, I will analyse how I have applied and understood appropriate interviewing techniques whilst investigating a complex investigation.

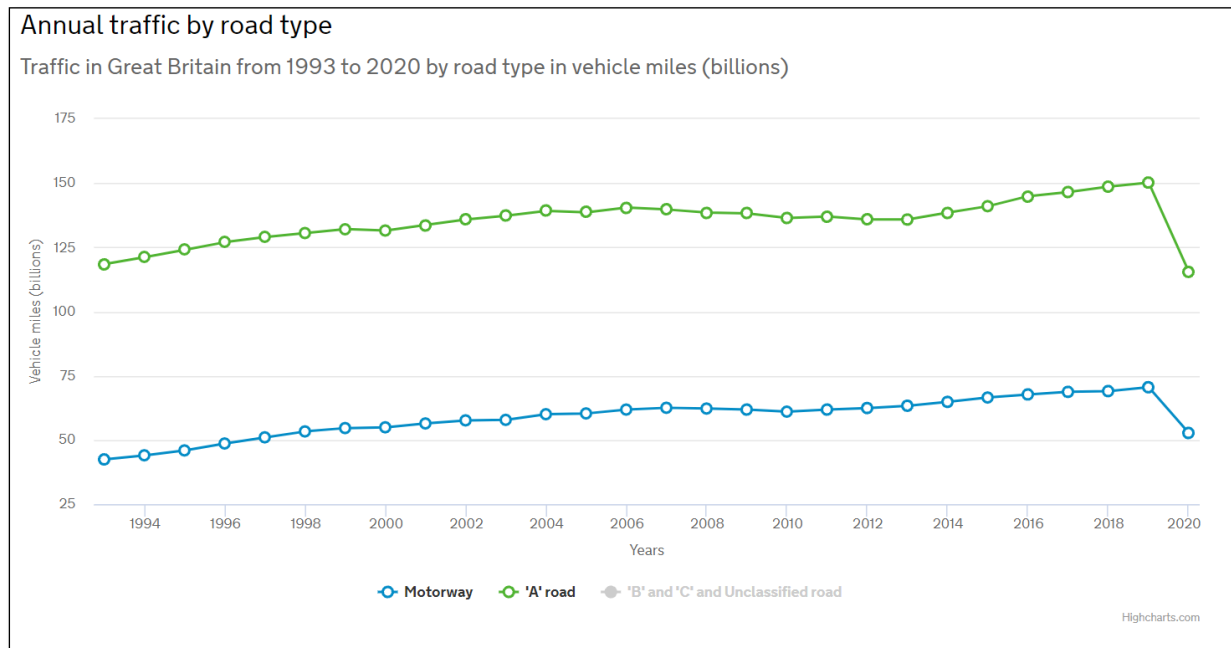
“Roads make a crucial contribution to economic development and growth and bring important social benefits. They are of vital importance to make a nation grow and develop. In addition, providing access to employment, social, health and education services makes a road network crucial in fighting against poverty. Roads open up more areas and stimulate economic and social development.”

(Malkoc, 2015, para. 1)

The Strategic Road Network encompasses Motorways and A roads, and they are arguably the most importance piece of infrastructure across Britain. Motorways and trunk roads are vital for economic development and growth as well as allowing a higher volume of traffic to travel at greater speeds.

It is estimated that at the end of March 2021, there were “38.6 million licenced vehicles in Great Britain” (Gov.Uk, 2021).

**Figure 1: Annual Traffic by Road Type**



Department for Transport (2021)

From 2010-2019, both Motorways and A Roads have seen year on year growth. In 2010, 61 billion vehicle road miles were recorded on Motorways and then in 2019, this has increased to 70.5 billion vehicle road miles. Similarly, A roads have also experienced growth in usage, with 136.4 billion vehicle road miles recorded in 2010 to 150.2 billion vehicle road miles in 2019.

“Unfortunately, what works for commerce also works for criminals.”

(Department for Transport, 2020, p. 11)

A high-quality efficient road network can be exploited by criminals to facilitate criminal activity. This activity can range from minor motoring offences to vehicle theft, “drug smuggling, human trafficking, child exploitation, counterfeit goods and organised crime groups” (Bryant and Bryant, 2020, p. 423). With the sheer number of honest members of the public using the roads, it is critical to note that “most drivers are not criminals, but most criminals are drivers” (Rose in Brace et al, 2009, p. 1).

Disrupting crime is at the core of policing, and every police officer must have the determination to disrupt and prevent criminal behaviour. Roach (2009) has studied the notion of self-selection policing; whereby serious offenders have alerted police due to them committing minor offences. Roach highlights that the “most serious offenders are often apprehended because they are detected in the commission of a lesser offence” (p. 14). In

addition, Rose (2000) has noted the link between offending on the roads and other forms of criminality, with “79% of disqualified drivers” having a criminal record (Rose in Bryant and Bryant, 2020, p. 422).

Police Officers have powers to stop vehicles and to conduct enquiries with that driver of that vehicle. Section 163 of the Road Traffic Act 1988 instructs a driver to stop the vehicle on being required to do so by a constable in uniform and allow police the power to check driver and vehicle documentation. Proactive enforcement and patrols may result in vehicles involved in criminality being stopped and minor traffic offences could uncover more serious criminal activity. As opposed to response officers, traffic officers have an acquired skillset and expertise, and this questions “How well are police officers trained to deal with road policing matters?” (HMICFRS, 2020). The HMICFRS found that there is no accredited national training programme for traffic officers, and this generates inconsistencies in the execution of duties. The inconsistencies may also be a result of discretionary power, with some officers adhering to ‘words of advice’ as opposed to reporting.

A vital asset in disrupting criminal activity facilitated by the road network is intelligence. Intelligence is “information that has been analysed to assess its relevance and reliability” (NCA, n.d, para. 1). Intelligence can amalgamate pieces of a jigsaw in enhancing the picture of organised crime groups using the roads to facilitate their criminal behaviour. Intelligence and Statistics can result and promote campaigns with partner agencies to disrupt, target, deter and detect criminal behaviour on the roads (THINK, 2021; Gladstone, 2011). College of Policing has published a document which outlines ‘What Works’ when it comes to disrupting criminality. This document follows a ‘pursue, prevent, protect and prepare’ format, which helps identify disruption powers and tactics (College of Police, 2020). ‘What Works’ encourages greater transparency and collaboration with forces across Britain, as well as with external agencies who share the universal aim of reducing crime.

Technology and its advancements will be crucial for disrupting criminal activity facilitated by the road. The “development and implementation of new enforcement technology continues to present opportunities to improve both roads policing and road safety” (Norbury, 2020, p. 107). Automatic Number Plate Recognition (ANPR) cameras are now used to “detect, deter and disrupt criminal activity at a local, force, regional and national level” (Police.UK, 2021, para. 1). When a vehicle passes an ANPR camera, its details are checked against a database. This database can then provide the police with vital information regarding its direction of travel and time of travel. Police traffic vehicles are equipped with ANPR cameras thus can assist officers in proactively disrupt criminality. In addition, unmarked police vehicles can be used to disrupt and detect unsuspecting criminals using the road network. Every police force in England and Wales have access to ANPR cameras and thus their scope and capability is great. Although technology such as ANPR is an invaluable tool used by all police forces, it is critical to note that technology must be used to strengthen police enforcement as opposed to replacing police officers. Technology is only beneficial if it is acted upon immediately by physical police action (HOCTC, 2006).

This essay will now examine the theme of ‘Conducting Investigations’ and will consider how I have applied fast track actions in an investigation.

On responding to multiple reports of a violent robbery at a local convenience store, I had to ensure my actions would not have a detrimental effect on the progress of the investigation. As one of the first officers on scene, I had to liaise with distressed members of the public to find out what had happened and if any persons needed immediate medical attention.

The College of Police (2019) define the initial fast track actions as “any investigative actions which, if pursued immediately, are likely to establish important facts, preserve evidence or lead to the early resolution of the investigation” (para. 4). Upon my arrival, the victim of the robbery was still inside the store. I entered the store wearing sufficient personal protection equipment paying careful consideration to the now crime scene. Schiro (2019) outlines that “the most important aspect of evidence collection and preservation is protecting the crime scene. This is to keep the pertinent evidence uncontaminated until it can be recorded and collected” (para. 1). I was aware that the hour following the offence is deemed the ‘golden hour’, and it is this period where evidential material is readily available.

Figure 2: The Golden Hour Considerations

|                                |                                                                                |
|--------------------------------|--------------------------------------------------------------------------------|
| <b>Victims</b>                 | identify, support and sensitively preserve evidence                            |
| <b>Scenes</b>                  | identify, preserve, assess and commence log                                    |
| <b>Suspects</b>                | identify, arrest and preserve                                                  |
| <b>Witnesses</b>               | identify, support and sensitively preserve evidence                            |
| <b>Log</b>                     | decisions and rationale, circumstances, resources and conditions               |
| <b>Family/community</b>        | identify, inform, primary support (needs, concerns, expectations, sensitivity) |
| <b>Physical evidence</b>       | preservation (CCTV, public transport, escape routes, ambulances, hospitals)    |
| <b>Intelligence</b>            | identify, prioritise, maximise, exploit, consider, community and open source   |
| <b>Prevent contamination</b>   | victims, scenes, witnesses, suspects                                           |
| <b>Lines of responsibility</b> | identify, inform, brief, coordinate and review                                 |

Source: College of Police (2019)

I instructed members of the public to remain outside, and I then entered the store by taking a ‘non-obvious’ route. I did this so that I would not disrupt any evidence, specifically in the form of fingerprints or shoeprints. My Body Worn Video camera was activated so that I could capture the scene in situ. Once inside, I reassured the victim and obtained their personal details. The victim then provided me with descriptions of attackers and weapons used.

UNODC (2009) state that a “scene not properly secured and preserved will lead to unnecessary activity at the scene, which may irreversibly modify, contaminate and compromise the scene and its evidence” (p.11). Once paramedics arrived, I communicated to them clearly on how to enter the store so that they did not contaminate evidence.

On reflection, my fast-track actions resulted in reassurance to both the victim and members of the public who were present. I entered the store with the ambition of safeguarding those inside and took into consideration the Golden Hour principles so that I did not contaminate evidence. I relayed detailed information regarding the individuals involved and the circumstances back to officers outside and this resulted in the successful seizing of both an axe and a till.

### Figure 3: The National Decision Model

Source: College of Police (2013)

Police officers must make decisions in conditions of uncertainty and thus risk taking is paramount to protect individuals and communities. There are numerous definitions of risk, but it can be generally defined as an exposure to uncertainty as a result from a decision. Police officers execute their duty in the public eye and decisions can be subject to both scrutiny and risk. Risk is an inspectable part of any police decision and thus actions or even inactions could result in significant implications.

Figure 4: Ten risk principles

## College of Police Risk Principles

1. The willingness to make decisions in conditions of uncertainty (ie, risk taking) is a core professional requirement of all members of the police service.
2. Maintaining or achieving the safety, security and wellbeing of individuals and communities is a primary consideration in risk decision making.
3. Risk taking involves judgement and balance. Decision makers are required to consider the value and likelihood of the possible benefits of a particular decision against the seriousness and likelihood of the possible harms.
4. Harm can never be totally prevented. Risk decisions should, therefore, be judged by the quality of the decision making, not by the outcome.
5. Making risk decisions, and reviewing others' risk decision making, is difficult. This needs to take into account whether they involved dilemmas or emergencies, were part of a sequence of decisions or might appropriately be taken by other agencies.
6. The standard expected and required of members of the police service is that their risk decisions should be consistent with those a body of officers of similar rank, specialism or experience would have taken in the same circumstances.
7. Whether to record a decision is a risk decision in itself which should be left to professional judgement. The decision whether or not to make a record, and the extent of that record, should be made after considering the likelihood of harm occurring and its seriousness.
8. To reduce risk aversion and improve decision making, policing needs a culture that learns from successes as well as failures. Good risk taking should be identified, recognised and shared.
9. Since good risk taking depends on quality information, the police service will work with partner agencies and others to share relevant information about those who pose risk or those who are vulnerable to the risk of harm.
10. Members of the police service who make decisions consistent with these principles should receive the encouragement, approval and support of their organisation.

Source: College of Police (2019)

Officers must be aware of and understand the nature and consequences associated with risk. By undertaking a risk assessment prior to making decisions, officers will have a more “flexible policing environment where they are better equipped and supported in exercising professional judgement” (College of Police, 2019). Risk taking and making complex decisions is part of being a police officer. By encompassing the ten risk principles outlined above, officers can approach risks positively, knowing that the quality of their decision making is justified and consistent.

This essay will now analyse appropriate interview techniques which I have applied during an investigation.

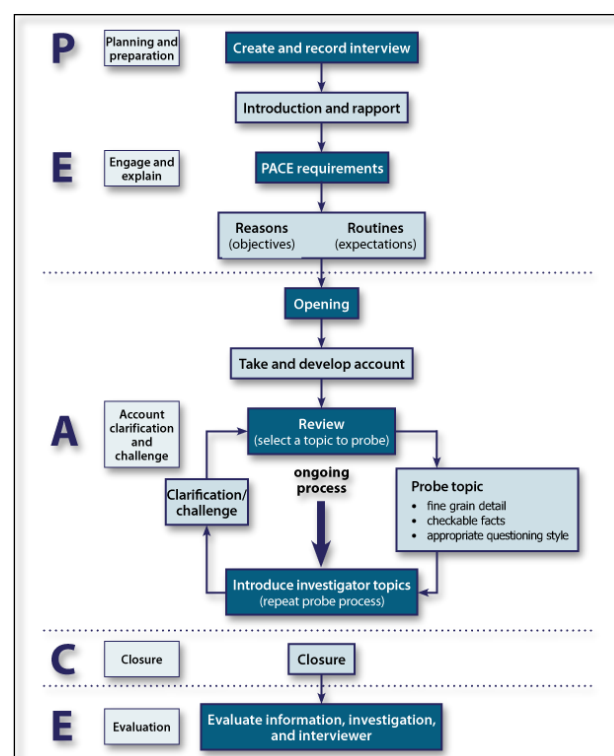
Bryant and Bryant (2020) define an interview as a “professional conversation (‘conversation with a purpose’)”, whereby “investigators manage the ‘conversation’ in accordance with predefined investigative objectives and overall aims, which are the ‘purpose’ of the conversation” (p. 561). The authors highlight the importance of investigative interviewing and state “the interview is a central part of an investigation and can significantly affect the outcomes” (p. 559). Interviews consist of interviewees providing an “explanation of their involvement in an event and investigators are tasked with

gathering information to assist criminal justice systems to decide whether an interviewee's account is veridical" (Dando and Bull, 2011, p. 189).

Baldwin (1992) states that pre the introduction of the PACE Act 1984, interview quality was weak, and this was due to a "lack of preparation, poor technique, an assumption of guilt and laboured questioning." (p. 34). The advent of PACE results in benefits both ethically and legally with interviews now being recorded, providing the police with a rich source of data to be examined and scrutinised.

Police Forces in England and Wales use the 'PEACE' approach to interviewing. This model takes a "conversational, non-confrontational approach to getting information from an investigation interview subject" (iSight, 2021, para. 1). Investigators using the PEACE model will allow the subject of the interview to tell his or her story without interruption.

Figure 5 – PEACE Model



Source: College of Policing (2013)

Walsh and Bull's (2010) study found that "adherence to the PEACE model, undertaken skilfully, does have a significant influence on the more desirable interview outcome" (p. 320). Alternatively, Bull and Cherryman (1996) and Griffiths (2008) raised concerns of the model, outlining concerns and frailties in the performance of the interviewer when engaging with the subject and in planning the interviews sufficiently.

I will now analyse how I have applied the PEACE Model during a complex investigation.

### Brief Circumstances of the Investigation

I was the investigating officer and officer responsible for interviewing a defendant who was in custody. The defendant had been arrested for Affray, having threatened a member of the public with a Stanley Blade. What made this investigation complex is that due to the mental health and learning difficulties of the defendant, he had to be interviewed in presence with an Appropriate Adult.

### Planning and Preparation

During the initial planning and preparation phase, I firstly needed to understand the whole circumstances of the investigation. I had the opportunity to review, assess and analyse the investigation and then identify the key issues and objectives required. I focussed and prepared my questions and exhibits from examining statements and visual footage.

A key in preparing and planning for the interview was organising an appropriate adult to attend the police station. Under PACE 1984 Code C, I had to ensure an appropriate adult was present to safeguard the rights, entitlements and welfare of the defendant who was vulnerable. I had to take in to account the physical and mental health of the defendant and his behaviour and deem what considerations will need to be implemented. I liaised custody and ensured the individual was seen by an Approved Mental Health Practitioner prior to the interview going ahead.

### Engage and Explain

This phase was vital in creating an environment whereby the defendant and other persons were made to feel comfortable. Bryant and Bryant (2020) state that this phase “seeks to establish a productive social and conversational dynamic for the encounter” (p. 566).

Engaging with the defendant was incredibly difficult as he kept interrupting and ignoring instructions. I had to remain calm, simplify language and repeat myself multiple times so that he understood. I attempted to build rapport with the defendant, specifically by asking him questions such as “What would you like me to call you during this interview? And Can I get you a drink before we begin?”.

I attempted to find a common ground between myself and the defendant whereby mutual respect was portrayed. During this stage of the interview, I had to explain the reasons for the interview, set out the route map, explain the routines, explain their rights, and state the expectations.

### Account Clarification and Challenge

I used open questions and asked the defendant to “Tell me what has happened?” so that I could gain an explanation and an account from him. Obtaining an account consists of both “initiating and supporting” (College of Police, 2013, para 21). I demonstrated active listening whilst the defendant was outlining his account. Active listening is a police officer’s best tool (Neal, 2018), as the behaviour portrayed can reassure the defendant that I was

engaged and listening to what he had to say. I ensured I provided verbal and non-verbal feedback to demonstrate my interest.

Once the account was given, I then proceeded to question and probe using both open and specific-closed questions, moving systematically through my interview objectives. When I highlighted discrepancies, I ensured I challenged appropriately taking careful consideration not to criticise or accuse the defendant and to not cause him further stress.

### Closure

During this phase of the interview, I attempted to accurately summarise what the defendant had told me. I then gave and offered the defendant time to clarify anything that has been discussed. The interview was then terminated, and I allowed the defendant sufficient time to de-brief with their solicitor and appropriate adult.

### Evaluation

During this stage, I determined if there were any further reasonable lines of enquiry and if all points to prove had been covered. This stage was also vital in assessing and evaluating my performance from dealing with a complex interview. I acknowledged that when dealing with a vulnerable defendant next time, I will offer a chance and opportunity for them to have a break during the process.

This essay has explored the key themes of Roads Policing, decision making and conducting investigations. Firstly, I assessed how criminal activity facilitated by the road network can be disrupted. Secondly, I considered the fast-track actions that I have applied during an investigation and evaluated the effectiveness of my decision making. Thirdly and lastly, I analysed how I have applied and understood appropriate interviewing techniques whilst investigating a complex investigation.

**Word Count: 2742**

## Task 5

### Personal Study programme / Individual Learning Plan

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

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

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

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

### ANSWER:

#### Knowledge, Skills and Experience Assessment

|                                                          | REQUIRED   |            |              | RATING     |            |              | DEVELOPMENT NEED                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------|------------|------------|--------------|------------|------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KNOWLEDGE                                                | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 |                                                                                                                                                                                                                                                                                                         |
| 1) Positive approaches and Alternative Means of Disposal |            |            | 9            |            | 5          |              | When taking positive action, <b>I would like to consider alternatives to making an arrest and to be confident in disposing of suspects using alternative means.</b> Police officers have a range of alternative means of disposal. Examples include: Restorative Justice, Community Resolution, Penalty |

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|  |  |  |  |  |  | <p>Notices for Disorder and Traffic Offence Reports. During my time being a police officer, I have only had to use alternative methods of disposal on a handful of occasions. Having the knowledge of the alternative means is vital for a response officer.</p> <p>On determining my progress of reaching my goal of using alternative means of disposal I will seek to use the most appropriate method of dealing with suspects. I will ensure my goal is reached by reflecting upon each incident and taking time prior to making my decision. I will continue to use dynamic risk assessments and assessing all options and contingencies available to me. My indicator of progress will be future incidents being disposed of alternatively as opposed to arresting.</p> <p>I currently have all the relevant and sufficient documents to complete a Penalty Notice for Disorder, Restorative Justice and a Traffic Offence Report. Colleagues to whom I work with have used these alternative means during incidents and I must learn and ask</p> |
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|  |  |  |  |  |  | <p>questions to clarify my understanding. The goal of using alternative means of disposal is realistic as dealing with suspects and investigating offences is the duty of a police officer and thus, I must commit to learning and using these alternative means of disposal. I will ensure to complete NCALTs and read guidance on BOB (SWP Informative Website) to further my understanding of these disposal methods. Further to this, I will endeavour to read and make notes from the Blackstone's Handbook for Police Students as well as from information portrayed on the College of Police website.</p> <p>This goal is vitally important to me in being an operational police officer. Although I have numerous tools in my toolbox regarding disposal methods, I need the knowledge and confidence to use these appropriately. Every working day I am attending incidents where alternative means of disposal can be used and thus now is the time to research, learn and understand. In achieving this goal, I can provide and share my knowledge with those younger in service or who may not be</p> |
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|                                           |  |   |  |  |   | <p>understanding of a certain process. Being open and honest with my Sergeant is vital for my learning and development. My supervisor has the sufficient knowledge and experience and thus I must confer and liaise with them prior to making any decisions.</p> <p>Although it's difficult to put a deadline on achieving this goal, I am looking to use and consider alternative means of disposal as soon as possible. Due to the nature of policing, I cannot forecast what type of incident I will be dealing with. As a result, I must be capable and ready to use these alternative means of disposal when required.</p> |
| 2) Knowledge of External Support Agencies |  | 7 |  |  | 5 | <p>I want to have extensive knowledge on the roles and capabilities of external support agencies that could support vulnerable members of the public. As opposed to only submitting the minimum safeguarding for victims and vulnerable persons, I would like to go above and beyond and explain to those persons what help, and support is available.</p>                                                                                                                                                                                                                                                                      |

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|  |  |  |  |  |  | <p>Determining and measuring my progress will be from the advice and guidance I provide to vulnerable members of the public when dealing with incidents. I would like to be able to answer and provide sufficient guidance and information so that I can reassure those vulnerable in communities. When referring persons to support agencies, I would like to provide alternative agencies and contact details. I will aim to learn about and research an alternative support agency weekly so that I can refer and explain to persons their use.</p> <p>Achieving this goal will rely on me researching different external support agencies within the community. I will endeavour to visit online resources associated with that specific agency and seek to keep updated on what South Wales Police recommend e.g. Live Fear Free Helpline for Domestic Abuse Victims. To achieve this goal, I will endeavour to make a note of phone numbers and addresses so that I can share details with members of the public. Further to this, I</p> |
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|  |  |  |  |  |  | <p>can discuss and signpost individuals by using applications on phones and handing out cards containing details.</p> <p>The police have an obligation to safeguard those vulnerable persons in society. Thus, I must do all that I can in helping those members of the public who require help and support. This goal is applicable in the current social environment as there is now an increased awareness on Mental Health conditions and other vulnerabilities. On being the first responder to a person in crisis or victim of crime, I must have the relevant knowledge, skills and expertise to support and protect that individual.</p> <p>Prior to the new year, I would like to have sound knowledge of multiple local support agencies in Swansea. I would then like to continue building on my knowledge, by reaching out and discussing with colleagues what help is available to persons. Once I am on my Neighbourhood Policing attachment, I would like to reach out and discuss with local agencies and experience and understand their objectives.</p> |
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| 3) Local Policing and problem-solving activities |  |  | 8 | 3 |  | <p>I would like to gain experience and understand the methods of problem-solving within local communities to where I work. I would also like to experience how communities can help set local policing priorities.</p> <p>To measure this goal, I will gain an understanding into what activities are currently in place in my locality. Further to this, I will seek to test my own knowledge by completing online learning packages and research.</p> <p>I am yet to have completed my Neighbourhood Policing Team Attachment. When I finally have this opportunity to work with neighbourhood teams, I will endeavour to ask questions to both police officers and PCSOs. I will arrange a meeting with the Neighbourhood Beat manager to ascertain what methods of problem solving are currently in place in their locality. Community Policing is a vital focus for 21<sup>st</sup> century policing, and there is an abundant of information online from the College of Police, National Police Chiefs Council and the HMIC. Accomplishing this goal will require me researching and</p> |
|--------------------------------------------------|--|--|---|---|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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|               |            |            |              |            |            |              | <p>understanding 'What works' and highlighting 'evidence gaps' in my knowledge. Further to this, I will seek to understand and find out what OSARA models are currently in place and critically question and evaluate their appropriateness.</p> <p>The relevancy of Neighbourhood Policing cannot be overlooked and as such dealing with matters at a neighbourhood level will reduce demand for response officers and reduce crime. Having knowledge on problem solving activities within communities will further help me as a police officer. In addition to this, the police must work hand in hand with communities considering and portraying the Peelian Principles.</p> <p>I aim to reach this target by the end of my Neighbourhood Policing Attachment. By reaching this target, it will give me the experience and skills to potentially seek a role as a Neighbourhood Police Officer.</p> |
| <b>SKILLS</b> | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| 4) Interpersonal Communication and Assertiveness |  |  | 8 | 6 | <p>I want to gain the confidence and skills to communicate effectively with members of the public and my colleagues. I would like to build upon my assertiveness skills when dealing with persons who may be hostile and unwilling to listen to commands.</p> <p>In order to track my development in relation to communicating effectively, I will reflect upon my performance by viewing Body Worn Video Footage. Similarly, this footage could also highlight areas where assertive communication/behaviour could have been used. Post incident, I could also discuss my actions with colleagues and reflect upon what worked and what could have been improved.</p> <p>Accomplishing this goal is dependant upon my confidence and motivation to improve my skillset. Having a sufficient understanding of the importance of interpersonal communication will help me understand how my actions can impact upon others. I will seek to research, learn and make</p> |
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|  |  |  |  |  |  | <p>notes on the importance of non-verbal communication, listening skills, teamwork and conflict situations. I will then use my knowledge and understanding and use it when dealing with members of the public and colleagues. In terms of developing my assertiveness, I will endeavour to continue abiding by the Code of Ethics and Standards of Professional Behaviour. I will practice and specifically focussing on my confidence, clarity and controlling of my emotions. Accomplishing this goal will include thinking critically and assessing situations and doing the right thing when dealing with complicated individuals or situations.</p> <p>Achieving this goal is crucial to ensuring I am effective at my job in dealing with members of the public. Making key decisions and instructing individuals is one of the main roles of being a police officer. Further to this, I must be respectful when challenging individuals when I believe something is not right. Having outstanding communication skills is crucial to my role and thus I must ensure I commit to improving and bettering my skillset.</p> |
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| 5. Reasonable Force and ground restraint |  |  | 9 |  | 7 | <p>Within the next four months, I'd like to see an improvement in my communication skills and assertiveness. Although I feel as if I do communicate effectively now, there is considerable space and room for improvement. I can continue to develop my communication skills daily, by getting in the habit of rationally thinking before communicating.</p> <p>I would like to further develop my skillset in ground restraints during my use of reasonable force. Having sufficient expertise and knowledge on certain manoeuvres and positions will improve safety for both myself and the individual I am dealing with.</p> <p>After using force, I will monitor what force was used via a use of force form. Further to this, if the individual required to be physically restrained, I will reflect upon and view my body worn video camera. This improvement will require gradual monitoring of my actions and technique. Communicating with colleagues and discussing</p> |
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|  |  |  |  |  |  | <p>what things went well/not so well.</p> <p>This goal will be accomplished by me practising and acquiring a skill set in restraint. I am seeking to attend out-of-work classes whereby advice and techniques will be taught and discussed. Certain martial arts are helpful and beneficial in teaching safe working practices and execution of my duties.</p> <p>The use of force within the police is a hotly discussed and relevant topic. I work within the public eye and my powers must be used reasonably and responsibly. All force used must be justified and necessary. Individuals may detest the police officers and thus I must have the skill set to manage these individuals if they decide to physically resist arrest. A key stage in the National Decision Model is to "TAKE ACTION". Having expertise in an avenue of applying reasonable force will be further beneficial to me when making split second decisions.</p> <p>Achieving confidence and expertise in certain techniques will take time. Rarely, incidents lead to hands on physical confrontation. If I am to attend training and</p> |
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| 6. Computer Literacy |  |  | 9 |  |  | <p>classes, these will be developmental, and I will continue to learn and develop my skill set. To further best develop strength and technique, I will continue to attend the gym and ensure my body is capable of experiencing physical exertion.</p> <p>Computer literacy in the police is not vital. All updates, referrals, communications, and documents are all accessed via computers and technological devices. I would like to continue learning and develop my skillset using computers so that my work efficiency improves. I would like to gain sound understanding of police systems and software, so that when needed, I have the skills to use platforms accordingly.</p> <p>Progress of this goal can be measured by efficiency. I would like to complete detailed updates efficiently and use different software's with confidence. This goal will be accomplished by completing relevant online learning packages, experiencing different software's and attending courses.</p> <p>Computer literacy can be improved by asking</p> |
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|  |  |  |  |  |  | <p>colleagues, IT Staff and other police staff for advice and guidance on how to complete things expeditiously. There are numerous shortcuts, tips and advice surrounding certain police systems – but I must access this advice and ask questions to the relevant staff members. Achieving this goal will rely upon courses being available. For example, there is a course to access the Police National Computer database. Achieving a place on this course is difficult, however showing willing and a determination in getting a place on the course will enable me to understand the booking on process.</p> <p>Apart from speaking to individuals in person, a great deal of policing work involves using computers and other technology. It is a requirement and key skill of a present police officer to be able to use technology efficiently. Being efficient will improve productivity. There is no scope to how much I could develop this skill. I will continue to strive to improve my computer literacy.</p> <p>Although this goal will be a daily focus, I aim and project that within the next 6 months, I will have</p> |
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|                            |            |            |              |            |            |              | relevant access and training to certain police software systems. I will seek and query availability of courses and ensure I get booked on as soon as possible. When I learn a new tool or shortcut, I ensure I write this down so that I can apply when needed.                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>EXPERIENCE</b>          | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 7. Reflecting on Incidents |            |            | 10           |            | 6          |              | <p>I would like to ensure I allocate and spend sufficient time reflecting on incidents. I need to ensure I reflect on incidents at the end of the working day. Reflection gives the brain the opportunity to sort through observations and experiences. Through reflection, I can assess meaning and use this to further learn and develop.</p> <p>Measuring this target and goal will require me to behave and act differently following a period of reflection. This behaviour change would be because of learning from experience and assessing what went well and what didn't go so well.</p> <p>I will ensure to use reflective models such as Driscoll's WHAT model, KOLB's Experiential</p> |

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|  |  |  |  |  |  |  | <p>learning cycle and Gibb's Reflective Cycle. These models and cycles will result in me improving my personal and situational analysis. Reflection will improve my knowledge and highlight the importance of learning from experience. Further to this, I could reflect upon incidents with supervisors and colleagues. By simply discussing what worked well and what could have been improved will further improve my own individual performance.</p> <p>It is exceptionally important to reflect on my performance. By reflecting, I will make sense of an incident and delve deeper into what actions work / didn't work. Further to this, I could make slight changes to my behaviour that could result in a far better and positive outcome.</p> <p>I will seek to reflect at the end of each working day. I will ensure that I allocate myself 15 minutes a day to monitor and interpret each incident that I had attended during that shift. I hope that within a few months, I will have a self-reflection routine in place.</p> |
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| 8. Managing case files through the criminal justice system |  |  | 10 | 6 | <p>The police have a key role in the prosecution process and to advise CPS prosecutors of all current evidence in an occurrence. I would like to gain further confidence in completing files expeditiously and to a high standard.</p> <p>Progress in achieving competency will be from completing files of evidence to the CPS. Previously, files of evidence have bounced back suggesting the file was not fit for purpose. If I can submit files efficiently and without error this will display improvements in my skills and experience.</p> <p>Achieving this goal will depend on me further researching and using the relevant helpful documents located on the BOB app. I currently have a folder to which I use when conducting files and this contains invaluable tips and advice. I will also look to spend a few further attachments within the Hub, whereby knowledge can be gained and time can be spent developing my skills when working on files. I must learn from experience and</p> |
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|  |  |  |  |  |  | <p>continue to develop my knowledge and skillsets.</p> <p>Having a sound knowledge of Case Files will help both myself, colleagues, and the CPS. On having knowledge of Case Files, I will use the experience to further shape future occurrences.</p> <p>Within 6 months, I want to be confident in completing files ranging from Postal Charge Requisition files, Magistrate Files to Crown Court Files. By 6 months, I would also like to have created an extensive booklet with advice to help support me with future occurrences.</p> |
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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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