

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

Contents

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

Task 5	Personal study/learning plan	2000
	Bibliography	

Task 1

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

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

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

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

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

ANSWER:

In this task I will be looking at team dynamics and how it can develop team cohesion. I think this task is relevant to my working situation as I moved to a new team after my tutorship. The team has 7 officers, 5 of which have only joined the force in the last 18 months, which means in policing terms a very young team.

With it being a young team, it means team cohesion will be low as officers won't be used to other individuals' strengths and weaknesses and conflict could easily occur. Frustrations over development may also occur if one officer is seen to be getting developed faster than others, this may cause resentment in the group.

Another thing to consider is new officers joining a team will want to try to prove themselves. This may lead to an upset in the dynamics of the group. A new officer completing a university degree at the same time has practical OCP objectives to complete during the first and second years of their course. It could be easy for that officer to fall into the trap of being focused on their outstanding OCP objectives, which again could cause friction in the group.

To help with my research, I looked at multiple peer reviewed journals which had already looked into team dynamics and cohesion and its effect on performance.

The first journal I looked at was published in 2020 and was written by Braun, Kozlowski, Brown and DeShon. I picked this journal as I felt it closely related to my situation as it looked into team cohesion and coordination performance, relative to newly formed teams. One of the main findings from this study revealed the importance of cohesion compared with coordination, which is strengthened with increased team interactions.

This journal starts off by looking at how 'a persons and organisations' success and or failings hinge on the functioning and performance of the teams at the helm. In some cases, team performance doesn't just influence profit margins, but also has serious implications for societal well-being.' I think this relates to South Wales Police (SWP) as it is a not for profit organisation, it relies on budgets and grants being allocated by the government. Serious implications for societal well-being would be when SWP becomes under-budgeted and becomes unable to provide an effective service. This means it would be unable to look after the residents who live within the force area. This means the individuals at the helm of SWP are under immense pressure to ensure that targets are met in order to retain the funding needed to keep SWP an effective force and therefore keep residents safe. This pressure is filtered down from the top to the front line response officers as increased demand with no increase in budget means that response teams need to become more efficient in how they deal with emergency calls. The difficulty with this is, as you see with my team, most of the team are new officers. When you first join SWP after the initial two years on response you can look and apply for jobs in other departments such as traffic, the hub and CID. This means response have a big turnover of officers, which means effective team cohesion is hard to come by due to the turnover of officers.

The journal also states as an important finding; 'cohesion positively relates to team effectiveness outcomes, including satisfaction, performance, and viability.' Being a response officer, you have to attend a wide variety of calls ranging from domestic assault to sudden deaths. Even though not many calls are 'nice' for officers to attend, there are calls which affect officers in different ways. This is why team cohesion is vitally important.

A second journal I looked at by Daspit, Tillman, Boyd and Mckee (2013) shows the influences of cohesion and internal team environment and cross-functional team effectiveness (CFTs). I was interested in this study as it was looking at the viewpoint of CFTs. I would class South Wales Police (SWP) as a CFT as due to the rapid change in circumstances and demand from the public. The police have different departments ranging from response, CID and HUB & custody. Each department will have its own structure and chain of command but sometimes they overlap. In response the structure is, response officers are lined managed by sergeants who are lined managed by inspectors with the tour of duty being led by a bronze inspector. However, a response officer could still interact and take orders from a custody sergeant, in the case of bringing a person to custody and making arrangements for interview and solicitors.

The study found 'the finding suggests that in CFTs, the internal environment influences team effectiveness directly through shared leadership and cohesion. The internal team environment is not directly related to effectiveness in CFTs nor in cohesion influenced by shared leadership: findings that diverge from traditional team structures. CFTs have the potential to perform successfully when the internal team environment supports member participation (shared leadership) and interaction (cohesion), thereby enhancing the exchange of diverse cognitive resources and influencing team effectiveness.'

After reading this study my view is that CFT looks to be the most effective way to manage team effectiveness and dynamics in SWP. I believe this because the variety of demands from the public on SWP is vast and in order to get enough 'experienced heads of departments' the workloads, especially in higher management, need to be spread out effectively. This is in order to have the knowledge to best help members of the public and officers when dealing with these members of the public. This means team members need to be dynamic. It also means that frontline/response officers would only deal with a portion of what the public demands from SWP and therefore, in a way, 'specialise' in these calls when gaining experience.

In order to stop any confusion, SWP has strict policies and procedures in place to protect the safety of everyone involved in the process. This includes SWP employees, victims and suspects. Protocols are followed at all times as well as following the code of ethics. This is a document shown to every employee on initial enrolment into the force and is offered to all suspects when arrested and brought into custody. This details how a person will be treated whilst in custody and explains their rights and entitlements. This ensures that everybody knows the situation and everyone is treated fairly and the same. Rights and entitlement can include:

- Speaking to a solicitor before and during interview
- Getting medical attention if presenting to custody with injuries
- Someone to be informed they are in custody i.e. family member or employer

The Independent Officer for Police Conduct (IOPC) manages public complaints, and investigates internal conduct and open disciplinary cases towards SWP staff if deemed appropriate. They will also find learning/improvement opportunities so other officers can learn from the mistakes of other officers. The IOPC has set out a new updated code of ethics in 2014 which has 9 policing principles and 10 standards of professional behaviour. The code of ethics is designed to guide officers on making correct decisions day to day, which could affect their job role or the community they interact with, either directly or indirectly. Most decisions can be easily judged to be right or wrong, for example, using police computer systems not for policing purposes and purely for the officer's personal gain is clearly a breach in the code of ethics. However some decisions may be harder to judge as some officers may be faced with a situation which has many different factors and results in a number of different outcomes. Officers would need to consider, does the outcome mitigate the risk (if any) evolved in the decision made by that officer. Should the action of that officer have a negative impact on SWP or the member of public they were trying to protect with this action, it would be the job of the IOPC to investigate and determine if a breach has been made and how severe and if an obvious, safer option was at the officer's disposal.

When considering inter-personal conflict, it is important that the team has coping strategies and procedures in place to reduce the likelihood and, if necessary, reduce the negative impact they may have on team dynamics and team performance when it occurs.

Interpersonal conflict can occur for many different reasons and could be as a result and not limited to:

- Issues with communication from one or more officers
- Poor work performances by yourself or colleague
- Lack of role clarification
- Poor processes or systems of work that are not fit for purpose
- Time constraints being unreasonable

Strategies that could be adopted to enhance individual and team performance include and are not limited to:

INDIVIDUAL	TEAM
➤ Work with different colleagues as they might perceive a situation differently to you ➤ Performance reviews with line managers to identify areas to work on and what they are doing well.	➤ Team briefings at the start of shift clearly outlining team goals and objectives for the shift. ➤ Working with different colleagues as they will get to learn from each other, each person has different strengths and weaknesses

➤ Upskilling by sending on courses to enable officers to perform role more effectively ➤ Working time management skills and speaking to colleagues/ line managers when issues arise	
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A peer reviewed study I looked at was completed by Tekleab, Quigley & Tesluk (2009) which looked at team conflict, management, cohesion and team effectiveness. In their results they stated 'We found that high levels of conflict management mitigated the negative effects of relationship conflict on team cohesion; at the same time, however, high levels of conflict management seemed to decrease ant positive influence task conflict might have had on team cohesion.' Later in the conclusion it also states 'However, the use of effective conflict management, at least in this study, may have had a detrimental effect on team cohesion in cases where there were task-related conflicts. Hence, teams who have relationship conflict should be given guidance on using conflict management processes. Teams with low relationship conflict and more task conflict should be given guidance on using conflict management processes. Teams with low relationship conflict and more task conflict should try to overly manage their disagreements over the task and rather let them work themselves out through expression.'

To me this suggests that team dynamics and cohesions differ for the task that has been issued. It is also important to figure out if any disagreements/ conflicts that occur in the group have stemmed from the task that has been set and the group disagree on how to proceed or are they personal, meaning the group have personal issues with one another, maybe about one person's ability to perform the task. Either one will have a negative effect on team dynamics and cohesion. This means that sergeants, who are the supervisors for the response officers, should have the guidance and training to firstly identify potential conflict in the workplace before it escalates and then have the correct 'tools' (training) to effectively deal with the situation. This means sergeants should be proactive rather than reactive when dealing with conflict management processes.

SWP service is a massive organisation with a lot of different teams and could be easily considered a well-oiled machine when all different teams are working well together. This enables the police service to act smoothly and efficiently. However, should one team underperform then the whole dynamics of the service could be compromised then the 'well-oiled machine' starts to fail and mistakes/ failings can occur.

The study by Tekleab et al.. also states that when a group is first formed it goes through a stage of 'counterdependency'. This is when members within the newly formed team will try to establish their role and assert their independence from a team leader or colleague. In this process, they aim to build bonds with other team members with similar values and ideas and therefore, form coalitions. In a group with many like minded individuals with multiple similar values and ideas, this could be great as only one coalition group will be formed. However if the team is made of multiple individuals with vastly different opinions on the direction of the groups, then smaller coalition groups would be formed and the direction of the team could be conflicted. To me this suggests that if this was to occur in SWP, where there are too many different opinions in a group, this will destabilise the group dynamics and the group won't function correctly. This in turn will affect the service the public gets from the officers.

Total word count 2112

Task 2

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

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

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

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

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

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

ANSWER:

In this assignment I will be looking at an incident involving an elderly lady who had fallen in her home and police were requested to attend. Even though crime or anti-social behaviour was not a factor in this occurrence, the person in question could be classed as highly vulnerable and a lot of resources were contacted to ensure the lady in question got the most/ best help possible.

The circumstances of the call were as follows. Police were called to an address after it was reported an elderly female (99 years old) had fallen from her chair in the living room and had pressed her life activation medallion which is placed around her neck. She had pressed it 3 times in a very short space of time. When I arrived, I found the lady on the floor next to her chair with no clothes on from the waist down. With the help of my colleague, after determining that there were no injuries or causes for concern, we helped the lady back into her chair. The lady was vocal and could be communicated with, however due to her age I had to speak to her loudly and clearly. I had to keep the lady on topic as she would often drift off topic and start talking.

Also on scene when officers arrived was the complex warden, who was made aware of the situation. From speaking to the warden, I learnt the lady in question was living fully independently up until June 2021 when she suffered two falls in a short period of time. This has now left her chair bound and fully reliant on carers who come to her house three times a day 09:30hrs, 13:00hrs & 21:30hrs. For this reason, the lady would normally wear adult nappies as she would be unable to move to the toilet if needed. The lady hadn't moved from her chair since June and would sleep in the chair due to mobility issues. The lady would often spend her days sitting in silence and told officers she didn't like the sound of the radio or TV and preferred to be left in silence. The lady wouldn't get any visitors from friends or family and it was believed to be eighteen months since a family member last came to visit. This is the total opposite to June 2021, when the lady was the life of the complex, always down stairs interacting with other residents and taking part in social events such as bingo.

As the police, we were there to assist and ensure the welfare of the lady. Once it had been established, it was important to review the procedures and risk assessments in place in order to look after the lady. It was found that what was in place now was established back in June before the falls. It was currently not fit for purpose and didn't support the lady in question effectively enough which meant the lady was at risk. This was not the first time police have been called to assist this lady with two previous calls happening within a two week window prior to today's events.

As the police, we could submit a high risk public protection notice (PPN) form. This form would be sent to relevant agencies such as social services, the lady's doctors and other external agencies which could assist. When I submit a PPN, I like to use a set template which will enable me to get the most information across to the agencies. As they wouldn't have access to police computer systems, as much detail as possible needs to be put in. I use the following 7 headings when submitting a PPN.

1. Outline circumstances- what's happened, why have police been asked to attend, who is at risk, why and from whom.
2. Strengths- what is or has the victim done well to try and stop the risk happening or escalating
3. Risk and past/present harm- why aren't the strengths working. What is the individual doing which could cause further harm or risk? Also include guidance to mitigate where appropriate.
4. Impact on the family- is there only one victim, are family affected directly or indirectly as a result of the risk/ harm involved in this occurrence.
5. Victims voice- what does the victim have to say abouts what is happening, how does it make them feel? What would they like to be done to help them? Do they even want the help?
6. Consent- does the victim consent to their information being shared to outside agencies. If they say no this affects what if any information is shared.
7. Officers thoughts and action- what I see/ hear when I am at scene. My views and how I think the victim could benefit from help

When submitting this form, I get to assess what risk I feel the lady is in and, depending on the suggestion I make, it depends on where in the queue the referral from goes and therefore, how quickly it is processed.

In this case, I deemed the risk high to ensure it was passed on in a timely fashion. In this task I will now use SWOT analysis on the occurrence and how it was dealt with by all parties from when the call came through to police to the PPN.

STRENGTHS ➤ Response was quick by officers who came to assist ➤ Staff warden on site was able to get to female straight away and update ➤ Have a set process in place (PPN) which will help the lady get the care she needs due to her change in circumstance. ➤ Even though the lady could communicate, it was hard to understand and keep her on topic so having a warden on site who knows the lady to pass on information, such as doctors surgery and current medication.	WEAKNESSES ➤ Staff warden with no first aid qualifications was first on scene. Speaking to the warden, she is often called and overworked as a result which might compromise her thought process. ➤ Not having that family support network in place due to the distance they lived away. Last since family 18 months ago ➤ Being a male officer, it restricted the help I could give the lady whilst trying to maintain her modesty. Luckily I was in company with a female officer and the warden was female.
OPPORTUNITIES ➤ It was an opportunity to get current care plans for the lady revisited and improved to provide better care for the lady ➤ It allowed all agencies to start communicating to each other about this individual	THREATS ➤ Even though high risk PPN was submitted, there was no time frame on when it would be passed on to relevant agencies ➤ Officers deemed there to be no injuries so assisting in lifting the lady off the floor could have caused injury unknowingly ➤ The lady had a social worker but it was deemed unnecessary back in June before her fall. Since the fall, she was still struggling to get referred again despite the change in circumstances and recorded falls.

Looking back at the incident, the alternative option we could have considered was to leave the lady on the floor and call an ambulance to assist her. The positive and negatives of this decision is in the table below:

POSITIVES	NEGATIVES
➤ The lady would have had expert medical attention	➤ Could have been on the floor for some time waiting for assistance to arrive which would be demeaning to her ➤ Police officers would be on scene and unable to respond to other calls as and when they came in. ➤ Other medical conditions could have occurred as a result of her being left on the floor

Due to the circumstances that were presented to officers on scene, it was decided the best cause of action was to assist the lady back into her chair. There have been cases where it was reported that an elderly person had been on the floor for extended periods of time waiting for emergency services to arrive. Even though this was in my mind when making the decision to move the lady or not, it was not the deciding factor as her health and wellbeing was more important. The lady was talkative, had no pain in any areas of her body and no bruising or bleeding could be seen.

When having to manage vulnerable people or people who are at risk of harm it's important to use these outside agencies as they will have more resources than the police would be able to offer them alone. In this situation, this was the best way to reduce 'reoffending' or the lady from falling again in the future.

It was deemed by all persons present in the room and a family member of the lady in question, which were kept in contact via phone calls, that the accommodation and care structure in place was no longer fit for purpose and that the lady would need to be moved to more suitable accommodation where she could get 24 hour care. It was also suggested that she be moved from the arm chair to a bed to lower the risk of her falling again and to make the lady more comfortable. Being visited only 3 times a day puts the lady at risk, especially if she were to have a fall(which she is now prone to) but not have her life activation medallion within reach. If carers attended alone it would also mean, if they found her on the floor, that they would be unable to assist the lady safely and effectively by themselves. This would put both the lady and carer at risk.

I looked at a journal completed by A Millie (2008) which looked into reducing vulnerability risk in burglary victims. Even though the topic is different to what I have been discussing, I was intrigued by the arguments made about un-evidenced assumptions of vulnerability and risks that need to be avoided.

The journal findings also suggest the best course of action when dealing with vulnerability is to look at the emotional, physical and financial vulnerability of the person. The journal suggests that services need to 'accurately identify those most vulnerable (and ways of measuring impact). An assessment is required of whether the proposed solution is appropriate.' This is done via the PPN format but what is important to consider is the stress this service might be under. If I was to look into this matter further, I would investigate the pressure the department that receives these referrals was under and the turnover time from receiving the referral to agencies being contacted. Judging by the log on police systems for this call, a PPN was submitted at 06:32hrs and was recorded. That referral was viewed and passed on to relevant agencies at 10:27hrs the same day, which equates to a turnaround time of less than 4 hours. What this doesn't tell us is how long it took the relevant agencies to react, or if they even reacted at all.

To summarise in this situation there were two main options officers could have taken when they arrived on scene:

1. Move the lady and help her back into her chair
2. Call a paramedic and wait on scene for their attendance.

As discussed above, there are positives and negatives which come with each decision. I believe that making the correct decision can be made easier by officers on the scene as they can assess the situation first hand. It had to be considered that, with the lack of mobility the lady presented with and having two falls recently after a long period (6 months) of no issues, was the lady looking for social

interaction and putting herself in this position. This is especially relevant since her family haven't been to visit in over a year and half.

Being on scene also allowed officers to assess the person's injuries and their demeanour which would aid in the decision making process. The lady's safety and wellbeing was always paramount and at the forefront of officers' mind in the decision making process.

Total word count 2009

Task 3

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

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

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

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

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

Signed: __ J.Davies__ (Learner – electronic signature accepted.)

Date: __30.04.2022__

Task 4

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

Choose 1 of these 5 options to answer

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

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

Task 4 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

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

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

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

ANSWER:

During this task I will look at an investigation I completed recently involving a victim of an assault by two youths. This investigation was complicated as there were five youths at the scene but only two that actively took part in the assault. During the investigation, seven youths were named as involved despite only five being at the scene. Counter allegations were made including self-defence and that the victim attacked the group first and that one of the youths involved was assaulted by family members of the victim on a nearby street after they had left the area.

During the investigation, as well as speaking to and supporting the victim, there were multiple witnesses who needed support for different reasons.

As the youths involved in this incident were under the age of 16, one being 13 and with South Wales Policy not to criminalise children, I decided to conduct my investigation via a voluntary interview (VA) rather than arresting the youths. This would slow the process down as I would need to organise an interview room, appropriate adults and solicitors, if required, for the youths involved.

Taking a statement from the victim, victim's partner and neighbour, I was able to get two names of youths that were believed to be involved in the physical aspect of the assault against the victim.

During the interview process, the first youth made a prepared statement via a solicitor and made no further comment to any questions put to them. The second youth claimed he wasn't at the scene and, with the help of CCTV footage, was able to prove that they were not involved. Youth two was able to identify who was there as they were part of a social media 'whats app' group with this individual involved. They provided screenshots to the police of the youths admitting their part in the assault and it confirmed that the second youth was not involved.

This was where I was able to cross off two suspected youths and introduce another two. A third youth was introduced for a VA. This delayed proceedings further as, like before, the interview room needed to be booked, an appropriate adult found although no solicitor was requested by the third youth. As I was aware that the youths had been talking about the assault, I was concerned that the third youth would not necessarily tell the truth. As they had spoken to the first youth, who had already been interviewed, they might have gotten an alibi together. This is especially relevant as the first youth made a prepared statement which didn't go into too much detail, they could have told the third youth what evidence I had and what to expect.

With this in mind, I decided to change tactics and withhold the screen shots initially from the third youth. This evidence was not available at the time so the third youth would not be aware of its existence. This would allow me to catch out any lies or fake stories which might have been put together. However, I was surprised that this wasn't the case and the third youth openly admitted to the assault but in self-defence. They also named Youth One as the main youth involved, confirmed that they had no defence to the assault and was the cause of the victim's injuries.

As the 3 youths named were at the scene but not involved in the assault, I couldn't justify inviting them for an interview as it would be too intrusive. They were contacted to give witness statements to which one gave an account and the other two declined.

In this investigation I also looked into the youth's character. It is said that this is not very reliable evidence as a person's past doesn't necessarily reflect the current situation. However, looking at the form/ history of the two youths involved in the assault, they had a lot of previous for this type of offence.

Below is a SWOT analysis tool to evaluate the decisions I made during this investigation, which have been named above:

STRENGTHS-

- Communication with the victim was good as the process was slowed down by VA. It was important to keep them up to date as often as possible and explain each step and decision made.
- Fast track actions such as CCTV enquiries were completed in a timely fashion. This helped to rule out suspects and allow the investigation to progress.
- Holding back new evidence during third VA would enable me to determine facts from lies from the first two VA's however, this was not necessary

WEAKNESSES-

➤ Going down a VA route would slow the investigation down but I believe this was the right action due to youths being involved. Time was taken to enable the youths to get sound legal advice if needed. ➤ Demands of shift i.e emergency calls and other workloads meant more delays in the case progressing occurred. Prioritising workloads and time management skills reduced this as much as possible. ➤ Not knowing Youth One would have a prepared statement. Looking back I would have stopped the interview to read through, rather than continue on the spot. This meant some questions I could have asked may have been missed.
OPPORTUNITIES- ➤ More intrusive actions such as arresting the youths would have sped up the investigation. ➤ VA the other three youths. They could have more information and viewpoints of the incident but would have delayed the investigation more than necessary. It was decided that not much, if any, new information would be sought from this so the delay VA's would have caused was disproportionate to the potential outcome.
THREATS- ➤ The longer time it took to interview allowed the youths to talk to each other and potentially fabricate a story. ➤ Victim could have gotten frustrated with the speed of the investigation

I will now complete a second SWOT analysis (see below) which will look at the support I gave victims, witnesses and offenders.

STRENGTHS- ➤ Victim was contacted on a regular basis via their preferred contact method ➤ Updating the victim on a regular basis was important due to the slow time the investigation took due to VA's having to be conducted.
WEAKNESSES- ➤ Getting a witness statement from a neighbour. They no longer wanted to be spoken to via police meaning they weren't updated as much as other involved parties. ➤ Neighbour who wanted no more contact was told.
OPPORTUNITIES- ➤ This was a good experience dealing with many parties, from the victim and family to multiple witnesses and suspects. I learnt to manage time effectively and update everyone in a timely fashion.
THREATS- ➤ One youth lived with an uncle rather than a parent and there was no clear line of communication with either. This led to delays in the offender and parents being updated with progress. There was no obvious legal guardian either which potentially allowed information to be passed to someone who didn't need to know.

In regards to the seriousness of the crime, it was very personal to the victim but from a serious perspective, it was lower down on the list of priorities for South Wales Police compared to other crimes, such as domestic assault and hate crimes. This is because this is a chance encounter and the victim and suspects are not known to each other. This compares to a domestic incident where the victim and suspects are not only known to each other but most likely live in the same property. This was a complex case as it had many different voices with many common topics but each one had something different and unique. With the victim being slightly narrow minded/ focused in their

approach to finding justice for being assaulted, it led to them naming a suspect as involved purely on their reputation. It was only after interviewing the youth and checking CCTV that confirmed they weren't involved, did the victim come forward and say he only named the individual based on advice from family. They based this on the victims description of one of the youths and the suspect incorrectly named.

When we look at crime we use the golden hour principle. This principle states that a period immediately (not restricted to an hour) following a crime is when evidence is most abundant and readily available for police to investigate. Positive action is needed to capture as much evidence as possible before it is directly or indirectly destroyed.

A priority crime might mean attending a scene more urgently due to the nature of the crime and the amount of time evidence/ leads are available before they are destroyed. Evidence could be destroyed by weather conditions, be tampered with by suspect or victim or an innocent person walking past an area of interest unknowing that a crime had taken place there. A priority crime could also be a crime, like this one, could also be classed as a serious crime. A crime is classed as serious if it ticks one of the following boxes:

- There is use of force/ violence
- Substantial gain for one or multiple persons
- Crime is conducted by multiple persons who share a common goal or interest

This crime 'ticks' box one and three as the victim was assaulted and the act was completed by two youths physically, however five youths were at the scene.

During this investigation, I had to consider the impact this crime had or would have on the community. A single assault by itself could be classed as a lone or one off incident. Multiple cases of assault in a small area or on a certain street could be interpreted as volume crime and affect the confidence in the community for basic things like walking to the shops via that certain street. As the suspects and other youths had been involved in multiple assaults and anti-social behaviour in close proximity to the assault location within the last 6 months, it was important for police to take positive action. This was done via tasking Neighbourhood policing teams to have a visible presence in the area especially in the early evening (17:00-19:00hrs) as this was when a majority of the crimes were happening and being reported.

This strategy was widely accepted and was appreciated by the general public as it was seen as positive action from the police. Additionally, this was beneficial due to the age of the victim being rather elderly, he had personal opinions about 'the youths of today being unruly and needed discipline and stricter rules.' With this view and with them being assaulted by youths, it led the victim to try and investigate and identify suspects by himself by asking on social media outlets. As a result, this led to a suspect being wrongly identified and unrest in the community as it wasn't the first time. It was important to keep the victim grounded and well informed about what direction the case was heading in. Reassuring them was also key. Keeping the victim up to date constantly led to the investigation running more smoothly and stopped the victim getting frustrated as they knew what was happening at all times and the reason behind the decisions being made.

With this information it questions whether a VA interview was the correct way to proceed, even though it was correctly justified as being a less intrusive measure on the suspects, especially with them being youths. As they are repeat suspects for multiple assaults and anti-social behaviour, it is beginning to become clear that the youths have no respect for law or authority and current disposal methods being used by the police are having no impact on deterring the youths from reoffending again in the future. All parties were talked to and dealt with via police practices with appropriate adults provided and arranged whenever necessary.

The role of the police is to be impartial and gather all evidence possible and this was my job as the investigating officer. Free independent legal advice was offered to all parties throughout the process to make sure they knew it was a fair process. If any victim, witness or suspect came forward with potential evidence, such as CCTV, it was my role to ensure that all theories were looked into to both prove and disprove the information that had been given to me.

Total word count 2045

Task 4 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

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

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

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

Answer:

TASK 4 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

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

Task 4 Option 3:

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

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

Answer:

TASK 4 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

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

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

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

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

Answer:

TASK 4 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

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

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

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

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

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

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

Answer:

Task 5

Personal Study programme / Individual Learning Plan

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

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

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

ANSWER:

In this task I have looked at the individual learning plan to enable me to become a better officer. When looking at the table below, it's important to look at skills required subjectively as progression routes require different knowledge, skills and experience compared to other pathways. An example of this is if I wanted to join traffic, I would look to gain traffic based knowledge, skills and experiences compared to if I wanted to move to the HUB, where I would want to improve my interview skills and learn more about psychology and how people think.

I think it is also important to consider, when using the table below, that the knowledge, skills and experience points 'required' to be an 'adequate police officer' are different to the knowledge, skills and experience points 'required for an excellent officer'. To me this means the 'required' section would be purely subjective and how professional a person wants to be seen in their role.

An example of this would be knowledge – A person may feel that to be a good officer they wouldn't need to know too much due to the amount they need to learn on training and knowing where to look should the occurrence appear i.e. police computer systems and asking other colleagues. However other officers may strive to achieve more and want to have that knowledge as it will make them look more professional in their role, especially dealing with members of the public.

Another example of experience could be one officer who may be fully focused on moving to a certain section i.e. traffic. They would only look to gain experience in their chosen field and don't really attend other calls or practise the skills needed for these calls effectively. However, another officer with the same goal could see the advantage of gaining experience in other sections; they would see how they operate and what resources could be used to assist and vice versa. For example, having the knowledge and experience to gather certain evidence when putting together files may make it more likely for a hub officer to take over for the interviewing process. This is because you have gone above and beyond and made it easier for them to complete their job. This allows you to stay on response and answer calls. This can be compared to another officer who does the bare minimum, does inadequate statements and evidence gathering; the HUB officer will be less likely to take on the case. This would leave the officer stuck to a computer, preparing and interviewing a suspect and not doing the part of the job you enjoy.

This is why in the table below, in the 'required section' I will, in red writing, indicate the number required to be an 'adequate officer' but I will also highlight in yellow and write in purple the required

standard I would set myself which I believe I would be an excellent officer. When I put my rating in, I refer to where I believe I am in my development, currently based on the last 12 months of employment I have had with South Wales Police. In the rating section, I will indicate in red writing the level I perceive myself to be in.

Knowledge, Skills and Experience Assessment

	Required			Rating			Development need
Knowledge	Low 1-4	Med 5-7 5	High 8-10 8	Low 1-4	Med 5-7 6	High 8-10	I give myself a score of 6 for this section. This is because I have passed my exams enabling me to be public facing. The experience and calls I have been to have enabled me to retain more information and knowledge related to those calls. To get a higher score in this section I believe I would need to recap and revise work from training but also constantly look for progression opportunities that will help further my knowledge. Attending guest lectures such as 'let's talk race' has let me gain knowledge.
Skills	Low 1-4	Med 5-7 6	High 8-10 9	Low 1-4	Med 5-7 6	High 8-10	I have given myself a score of 6 which I believe is the minimum standard to be an 'adequate' police officer for South Wales Police. In order to improve my skills, it is important to upskill and go on courses to gain more skills. Skills I could look to gain would be ; ➤ Emergency 'blue light' driver ➤ Taser ➤ Method of entry ➤ Advanced interview tactics The reason these haven't been completed so far is due to demands of the shift and also having to wait my turn. The intake of officers before my course would have priority when it comes to booking courses.
Experience	Low 1-4 4	Med 5-7	High 8-10 9	Low 1-4	Med 5-7 5	High 8-10	As a response officer, experience is paramount to the role. No two calls are the same and one tiny change in detail for a similar call could mean the difference between one person going to custody and no further action. I have given myself a score of 5 for experience as, even though I have been to a variety of different calls, a bigger score than 5 at this point would be unrealistic since I have only been in the job public facing for 6 months. To help with my development I will be looking at crewing up with different officers as they have their own way of dealing with situations and different experiences I could learn from. To enhance this further, I will look at doing

							over time on different shifts at different stations so I get to work with as many different people as possible.
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From completing this table, I have found that all three topics work hand in hand and develop together, even if it is at different rates. For example, when you go to a call, you gain experience of dealing with that call. You then get to use the knowledge you have learnt and it is recapped so it becomes memory. It also allows you to improve as you learn others' views and pick up on things which could be better than your current ideas. This means you get to improve on the skills you have learnt and put them into practice, therefore gaining more experience.

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

Daspit, J., Justice Tillman, C., Boyd, N.G. and Mckee, V. (2013). Cross-functional team effectiveness. *Team Performance Management: An International Journal*, 19(1/2), pp.34–56.

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