

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

There are two identified learning outcomes:

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

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

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

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

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*

Contents

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

Task 1 (Component 1)

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

In this essay I will discuss the coping strategies I adopted to manage my levels of stress in my ten-week tutorship period and reflect on how I had to adapt and change these strategies from my classroom-based training. I will explain how these techniques helped me increase my personal resilience while I acclimatised to my new role as a response police officer.

Stress has been described as ‘the feeling of being overwhelmed or being unable to cope with mental or emotional pressure’ (Mental Health Foundation, 2022).

Starting any new job presents psychological challenges, and stresses can arise from multiple sources including external, organisational, personal and operational pressures (UK Essays, 2018). However, I believe these challenges to be intensified while starting out in the role of a response police officer. Due to the reality of the job, stress is almost unavoidable which only increases the importance for me to find effective strategies of managing it day to day. I found that the nature of the calls and the expectation and responsibility placed upon me took its toll mentally in my tutorship period. This, coupled with the adaptation to a new shift pattern and pressures of joining a new team, alongside completing my university work, presented me with one of the most intense and challenging periods of my life so far. I found that the methods I have used previously to control my levels of stress were no longer effective in these new circumstances and I have had to adapt and find new ways to cope with the strain of the highly charged nature of response.

Previously, I have used physical exercise to reduce my levels of stress. This worked for me while I was classroom based as being out in the fresh air and partaking in sport several times a week was enough to reduce my levels of stress and anxiety and readied me to go back into the classroom the following day. However, when an emergency call comes in and the blue lights are on, my levels of adrenaline and stress increase significantly so the thought of playing football in the evening is not an effective way of coping in that situation. I had to find something that was going to have a more immediate impact on reducing my stress levels in the moment in order to allow me to perform to the best of my ability in whatever situation was about to present itself.

In these moments I began practising the technique of mindfulness. Mindfulness is ‘the basic human ability to be fully present, aware of where we are and what we’re doing, and not overly reactive or overwhelmed by what’s going on around us’ (Mindful Staff 2020). It can be practised anywhere, at any time and is used to manage the effects of stress using techniques including managing breathing, placing feet firmly on the floor and being aware of surroundings and the situation around you. I found these techniques useful and implemented them in the car while on the way to emergency calls. Being fully present in the moment and really concentrating on the task in hand enabled me to fully focus on my responsibilities when attending an emergency and allowed me to perform my role to the best of my ability. Doing this minimised the impact of the negative thoughts and other potential factors that my mind would begin to worry about while on the way to a call.

Due to the positive impact these techniques have had, there are areas of mindfulness that I am keen to explore in more detail and experiment with further. The adaptation to the mixture of day and night shifts is something I have found difficult. This coupled with my mind still being on high alert when returning home from a shift has affected the quality and amount of sleep that I have been getting when returning home from work.

More formal areas of mindfulness include the practice of meditation, which is something I am keen to implement to try and improve the quality of my sleep. Research by Basso et al (2018) states that ‘mediation is an ancient practice that cultivates a calm yet focused mind’ and shows that even short durations of mediation before sleep ‘can

have similar behavioural effects as longer duration [...] mediation practices.’ Therefore, even if I am only able to try short moments of mediation before bed, I may be successful in calming my mind to have a more restful sleep.

Overall, I have found mindfulness to be an effective method of managing my stress levels while in my new role, and it is something I will continue to use, explore and implement in the future.

(Word Count: 781)

Task 2 (Component 1)

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

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

ANSWER:

During this essay I will reflect upon an incident in which I used the fundamental elements of communication and how I implemented them to help me manage the situation. I will explain how I considered the vulnerability of the individual involved and the responsibilities I had in line with the policing codes of practice relating to safeguarding them from further risk. I will also consider the factors that may have led to the individual being in this situation in the first place and what measures I took to help the individual.

Whilst on duty, I attended a call to a residence where a mother was reporting that her son was threatening to end his own life. The boy in question had recently been suffering mental health issues and had resorted to taking drugs in an attempt to relieve his depression. Like in every policing incident I attend, I utilised the National Decision Model (NDM) whilst on route to assess the information and intelligence I had regarding the individual, what the risk to him was and what options and contingencies I had at my disposal to be able to help him. As it was apparent that this incident was as a result of the individual's mental health, on arrival at the scene I adjusted my approach accordingly by communicating with him and listening to him in order to establish the best course of action for this individual.

Immediately I could see the person was extremely distressed. He was crying and shouting at his mother for calling the police. I was met with verbal resistance as he started shouting at me saying that he did not want any help from me and he just wanted to die. At this time, the boy was sat on the side of his bed and had begun to ignore me so I asked him a simple closed question, 'Can I have a seat on the bed?'. I did this for several reasons; firstly, I wanted to try and get him to engage in verbal communication with me and secondly, I wanted to be on his level physically, rather than towering over him, to give him the impression that I was on his level. Body language factors into communication immensely and it is said that it is most effective in 'its ability to precede verbal communication and lay the groundwork for an interaction' (Better Help, 2022). Once sat next to him, I proceeded with further closed questions such as, 'Are you having a rough time?' and 'Feeling quite down?' to which he started responding. These closed questions paved the way for me to be able to ask some more open questions in an attempt to establish what had caused him to be feeling this way. I asked him, 'What's led you to feeling like this?' to which he started to open up about how he had lost his Grandad a few years previous who was the only male role

model in his life as his father had committed suicide when he was young. I used active listening skills to allow him to talk uninterrupted and freely about his experience while nodding my head and trying to keep eye contact with him so he understood that I was listening to what he was saying. I tried my best to empathise with his situation in order to gauge how he was truly feeling. It was clear to me that what he was describing was an ‘Adverse Childhood Experience’ (ACEs). ‘ACEs are potentially traumatic experiences, such as neglect, experiencing or witnessing violence, and having a family member attempt or die by suicide, that occur in childhood (birth to 17) that can affect children for years and impact their life’ (CDC, 2021). The suicide of his father and death of his grandad had obviously had an impact on this individual. It was potentially the reason that he had turned to drugs and was suffering with mental health issues of his own which had caused him to feel suicidal himself. This is not uncommon and is supported by Qin, Agerbo and Mortenson who suggest that a ‘family history of completed suicide and psychiatric illness significantly and independently increased suicide risk’ (2002). The factors placed this individual at considerable risk so I assessed what would be the best options to give him the help that he needed as well as safeguarding him in the present moment.

I explained to him that I could contact an ‘Approved Mental Health Practitioner’ (AMHP) who may be better placed than me to advise what measures could be put in place for him providing he was willing to engage with them. The person agreed and after explaining the circumstances to the AMHP it was agreed that he would benefit from a crisis meeting at the mental health unit. On this occasion, he agreed to attend the meeting of his own accord, however, had that not been the case due to the male disclosing that he wanted to take his own life, I would have considered detaining him using Section 136 of the Mental Health Act 1983 in order to protect his safety and give him access to the help that I felt that he needed. To further safeguard the individual, I informed him that I would be submitting a Public Protection Notification to refer him for additional support should he wish to receive it so he consented for his information to be shared with partner agencies. It is now believed that a multi-agency approach to mental health issues is the most effective method of helping people who are suffering with the National Institute for Health and Care Excellence stating ‘By bringing together different agencies from health, social care, housing, education, employment, and benefits, people with mental health problems are more likely to be able to access the services they need to lead a normal life.’ (NICE, no date).

Reflecting on this incident, I believe it was managed well. My communication skills initially laid a foundation for me to be able to establish the best course of action to assist the person involved. I believe the rapport that I built with the individual by listening to him and empathising with him was key to him being willing to engage with me and accept the help that I was able to put in place. Something I had underestimated was the support of his mother who was clearly concerned for her son and wanted the best for him. A study showed ‘support and reciprocity with family members are important dimensions of a personal support network that relates to the recovery process’ (Pernice-Duca, 2010). Family networks of support can be a crucial part of a person’s recovery from mental health issues and going forward in this situation the person’s mother was going to be a key part of safeguarding him from future risk. She would be able to notice if he was going into a negative spiral again which is an asset that in the future I would certainly utilise more. I have seen and further understand the benefits of a multi-agency approach to helping individuals in situations like these and as police officers we need to understand that at times we are not best placed and do not have the skill set to be able to help these individuals to the extent that they need. Our power lies in the ability to have the first contact with these people, assess their situation and the risk associated with it, and signpost individuals to the help and support that is out there for them.

(Word Count: 1261)

Task 3 (Component 1)

Relevant areas of the National Policing Curriculum:

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

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

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

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

PEACE interview process. Evaluate your performance in the interview and its effectiveness in the investigative process.

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

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

ANSWER:

In this essay, I will discuss an interview I conducted with a suspect and how I used the PEACE model to plan this interview in line with best practice. I will explore how suspect vulnerabilities can have an impact on the reliability of information obtained during questioning and how the implementation of different interviewing techniques can improve an interviewer's chances of gaining useful evidence for the investigative process.

The suspect in the interview I am going to discuss was arrested on suspicion of making threats to kill his brother. Whilst in a mental health assessment, the male had disclosed to the practitioner that he would stab and kill his brother without giving it a second thought. Due to the concern of the mental health practitioner, he used his discretion and breached the confidentiality agreement he had with his patient. He informed police of the threat made due to what he deemed as serious risk to another person. The male was subsequently arrested by police for the offence contrary to Section 16 of the Offences Against the Person Act 1861. I was tasked with conducting an interview with him to establish the facts around the matter which would be used as part of the investigative process.

While planning the interview, I established what evidence I had to prove the offence. I obtained a statement from the mental health practitioner who reported the offence containing what was said by the suspect and in what context. I also spoke with the suspect's brother whom the threats were made towards and he disclosed that he had previously received text messages from his brother threatening to kill him. I took screenshots of these so that I could exhibit them as evidence during the interview with the suspect.

I planned the interview in line with the PEACE model. 'The PEACE Model of investigative interviewing was developed [...] as a collaborative effort between law

enforcement and psychologists in England and Wales. This model takes a conversational, non-confrontational approach to getting information from an investigation interview subject. It was designed to reduce the number of false confessions that were being recorded due to overly aggressive interviewing tactics' (i-Sight, 2021). It sets out a structure for interview using five steps to form the pneumatic PEACE including planning and preparation, engage and explain, account and challenge, closure and evaluation. Based on the first step of this model, I created a line of questioning using open and closed questions that I felt gave me the best chance of obtaining the information I needed to prove the offence. I also took into account legislative framework in the form of PACE 1984, specifically code C which provides guidance regarding the detention, treatment, and questioning of vulnerable suspects.

Once in interview, I began by using the second step of the PEACE model, explaining to the suspect his rights and entitlements in the form of an aide memoir. These entitlements included his right to remain silent and not answer my questions in line with the caution given on his arrest dictated by PACE 1984. I also explained his right to free and independent legal advice which he had chosen to exercise in the form of a solicitor being present. I made clear that the purpose of the interview was to try and establish the facts around the offence that he had been accused of committing and that this was his opportunity to provide an explanation as to what had happened in the lead up to his arrest. In this phase, I used communication skills to build a rapport with the suspect as I believed, this would improve my chances of interaction.

I wanted to avoid being overly aggressive in my questioning approach as I feared that the suspect may close off and refuse to answer any of my questions if he felt like I was there to work against him. In order to do this, I used open questions such as, 'tell me what happened in the meeting with your mental health practitioner' as I felt this was a fair way of giving him the opportunity to explain the situation from his point of view. I believed this to be a softer approach as opposed to closed questions such as, 'Are you guilty of threatening to kill your brother?' Although to counter this line of thought, I have since explored a study completed by Paton et al (2018) that found an overly friendly approach to interview questions can lead to false confessions and may have implications on best practice for investigative interviewing. False confessions raise issues during the legal process in England and Wales. 'Their elicitation poses a major problem for the Criminal Justice System, the function of which is to deliver justice, punish the guilty and protect the innocent' (Gov.UK,

2017 in Paton et al 2018). Therefore, I will be conscientious of this in future and focus on balancing my approach to ensure that it is neither too stern nor overly friendly.

After giving the suspect his opportunity to provide his account of the incident, he explained that he believed as it was a confidential mental health assessment, he would not be judged or held accountable for anything he said during the session as it was a meeting where he should have been able to freely discuss his thoughts without consequence. This was almost an admission of guilt which I have since learned through research may have been as a result of this individual's mental health issues. A study by Farruiga and Gabbert (2019) showed that mentally disordered suspects 'demonstrated higher levels of vulnerability (suggestibility and compliance) when compared with their nonvulnerable counterparts.' This admission may have led from a willingness to comply from the suspect.

Here I began the challenge phase of the interview in line with the PEACE model. Having questioned the suspect about the threats made in his mental health assessment, I referred further to the evidence I had gathered before entering the interview in the planning stage. I showed the suspect screen shots of the messages that he had sent to his brother prior to the assessment and challenged his intentions relating to these messages. At this point, the suspect began to deny sending them. This was almost certainly a lie and was potentially told due to the suspects vulnerability in relation to his mental health. In a criminal justice context, vulnerability has been defined as 'psychological characteristics or mental state which renders an [individual] prone, in certain circumstances, to providing information which is inaccurate, unreliable or misleading' (Gudjonsson, 2006). This vulnerability is something I failed to consider during the planning stage of the interview and had I done this I may have been able to anticipate this happening and set out a strategy accordingly. Although I attempted to probe further into these messages, asking about his frame of mind while sending them and what he intended his brother to feel while reading them, he then refused to engage with me.

I proceeded to conclude the interview by putting it to the suspect that the messages sent to his brother prior to his mental health assessment were intended to provoke fear and that due to his mental state, it was feasible that his brother would have believed that he would have acted upon these threats. The interview was concluded, and I presented the outcome to the custody sergeant along with the evidence I had collected, and he was inclined to agree that the threats were sincere. Subsequently, he charged the suspect with the offence.

Evaluating this interview, I believe I failed to consider the vulnerability of the suspect in this case while planning my interview. This is something I must consider in future interviews. In this interview, the suspect provided me with unreliable information which hindered the process of the investigation. His vulnerabilities may have led him to try and be more compliant with me, making him more suggestable and therefore out of line with best interviewing practice. Vulnerable suspects involvement with the police is disproportionately high so it is almost certain that I will encounter a similar situation in the future whereby I can consider further what I have learned from this research.

(Word Count: 1364)

Task 4 (Component 2)

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

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

For example:

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

Other examples relating to your experiences would be equally valid.

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

ANSWER:

In this essay, I am going to discuss an incident of antisocial behaviour which presents ongoing issues in the area which I police. I will consider the impact that this behaviour is having on the local community and analyse how effective the current police response to this behaviour is. I will explore how different problem-solving approaches could have a more significant impact on dealing with the behaviour to minimise its effect on the community. I will also consider how this behaviour has impacted my perception of the wider community.

Antisocial behaviour (ASB) is defined as 'behaviour by a person which causes, or is likely to cause, harassment, alarm or distress to persons not of the same household as the person' (Antisocial Behaviour Act, 2003).

'The public clearly identifies ASB as a policing issue and overall it can be estimated that about 45% of all calls made by the public to the police relate to ASB. Equally importantly, the research finds that the public do not draw clear distinctions between crime and anti-social behaviour.' (Innes and Weston, 2010)

There are many types of behaviour that fall under the umbrella of ASB, however the Metropolitan Police have set out three main categories to separate the types of ASB depending on what impact it is having. These categories include personal, nuisance and environmental ASB. Personal being targeted towards an individual or group, nuisance causing suffering to a community and environmental having a wider impact on public space. (Metropolitan Police, no date).

The incident I am going to discuss falls into the categories of both nuisance and environmental. This alone shows how broad the effects of ASB can be, and how difficult it is to fully categorise its impact. We received several calls stating that a group of youths were hanging around the main bus station, playing loud music, littering and drinking. The bus station in the area I police is located next to a new shopping area, containing shops, restaurants and entertainment facilities. Due to the number of reports, it was clear that this behaviour was causing annoyance to the community. As police officers, we have a responsibility to act upon such reports to alleviate this community suffering in order to maintain the trust and community relationships with the police. A study shows that the police response to antisocial behaviour has a direct link to community trust in the police. 'Members of the public who have encountered four or more incidents of ASB have significantly lower community cohesion and confidence in the police, compared with people who have no direct experience of ASB' (Innes and Weston 2010). This outlines the importance of the police response to ASB in order to maintain confidence of the public.

The first step in the police response usually comes in the form of enforcement. In this incident, myself and a colleague attended the area to identify the issues being reported. On arrival at the bus station, there was a group of approximately thirty youths hanging around, playing music and talking with each other. There was litter on the floor and evidence

that some of the youths had been drinking although it was unclear who was responsible for the littering and who had been drinking. This made any enforcement options such as on the spot fines or youth offender referrals difficult to impose. Based on the information we were provided from the callers, it would have been easy for bias to have affected our decision making in this incident, assuming that all the youths present were responsible for the litter and noise would have been unfair and could have led to us taking unlawful action on those who were not responsible. It was important we remain impartial and maintained an evidence-based approach to the situation in line with policing values. Due to the amount of youths present and lack of evidence as to which of them had committed any offences, myself and my colleague decided that our only real option in the short term was to speak with as many of the youths as possible about their behaviour and ask them to move out of the area and return home. At the time, we were fully aware that this was not going to be the most effective approach to solving this issue in the long term, however our options were limited. By using our discretion to not impose any sanctions on the individuals involved we risked causing a breakdown in confidence from the members of the public reporting the issues. Our lack of legal enforcement may have deterred them from reporting any incidents that may arise in future as all we had achieved was to simply disperse the problem. By giving the impression that the police will tolerate this type of low-level crime it has the potential to cause communities to withdraw, meaning they do not attend these public areas to go to the shops, restaurants and entertainment venues due to fear of potential disorder. This line of thought is supported by the 'Broken Windows Theory' designed by social scientists James Wilson and George Kelling, drawing on earlier research by Stanford University psychologist Philip Zimbardo. The theory states 'One unrepaired broken window is a signal that no one cares, and so breaking more windows costs nothing.' Disorder increases levels of fear among citizens, which leads them to withdraw from the community.' (Wilson and Kelling, 1982)

Due to the nature of response policing, moving the issue along was all we managed to achieve before being called to another emergency. From speaking with members of the public who reported the incidents to police this was not the first time this approach had been taken, and it was not an effective way of addressing the problem. They stated that the youths were regularly there on Friday and Saturday nights engaging in the same activity and causing the same disturbance. They described how that behaviour was putting members of the community off the area, and they had noticed a reduction in customer footfall to the restaurants on Friday and Saturday nights since the behaviour had started. They were

frustrated by the ongoing issues and what they perceived as a lack of action by police to address them.

In an ideal world the response to these ASB issues would be significantly more proactive, organised and robust. I believe stopping these types of incidents before they happen is the most effective way of reducing ASB and is an approach that needs to be taken in this area to fully address the issues. This can be done via several methods which have been proven to reduce ASB, one of which being a Problem-Oriented Policing (POP) approach. POP is an approach to tackling crime and disorder that involves identifying the problems, analysing them to understand them, tailoring a response to these problems and assessing the effects of that response over time. (College of Policing, 2017). This method of tackling ASB was shown in a study completed by Joshua C. et al (2020) to have an impact on criminal activity. 'POP is associated with a statistically significant overall reduction in crime and disorder of 34%.'

In the incident I am discussing, the problem has already been identified in the forms of youths hanging around the bus station causing disorder. However, analysing why it is that the youths are hanging around the bus station at these times seems to have been overlooked. This is where I believe the tailored response stage of POP could be implemented in my force area. From speaking with several of them when dispersing the crowd, the general message seemed to be 'where else is there to go?' and 'what else is there to do?'. This could include engaging with communities and schools to find potential alternative places for these youths to go on a Friday and Saturday night, perhaps in the form of sports clubs and youth clubs or entertainment venues. The youths would be in a safer environment than being exposed to the potential risks of a city centre on a weekend night. The parents of these children would be happier knowing their children are less vulnerable and engaging in organised activity. Leaving the business owners and paying customers to feel like they have their facilities back, creating a greater sense of community welfare. Sounds great doesn't it? The impacts of intervention via these methods would need to be analysed over a period of time, but even if it were only 34% effective, the influence an approach such as this could have on public confidence in the police to act upon ASB would be enough to make it worthwhile. For this reason, I would consider using a POP approach in the future.

Assessing the success or failure of intervention methods such as POP in crime and disorder is key to understanding if the approach is successful in each specific incident. It is possible for methods to be hugely successful in certain areas but fail when implemented in the same way in a different scenario. Analysing the evidence available relating to the effectiveness of police policy case by case and constantly challenging police action is important to ensure that resources are being used effectively and the results of these interventions are as impactful as they are expected to be. This is known as an Evidence Based Policing (EPB) approach. EPB 'encourages officers and staff to ask questions, challenge accepted practices and innovate in the public interest' (College of Policing, no date) This is something I failed to apply in relation to the incident I discussed, and it is a method I will certainly try to implement going forward in my policing career.

Overall, reflecting on this incident I think I could have had a much wider ranging response. The action I took to move the individuals involved on was minimal, which in turn meant so was the impact on the ongoing problem. I have since seen youths hanging around the same bus stop on several occasions suggesting the issue has not been resolved, however, it is important for me not to let that incident affect my perception of that demographic. By assuming all youths who are out in these areas are causing disorder I would not be remaining impartial, so I will continue to judge each incident on its own merit. In future if I were to be called to a similar incident I would hope to have a more lasting impact by using the methods I have discussed in this essay.

(Word Count: 1748)

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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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All information provided in this workbook complies with the guidance on confidentiality. I confirm that all work is my original work and has not been copied. Plagiarism is taken very seriously by the University and the programme.

Signed: H. J. Wilson (Learner)

Date: 18/04/2022

TASK 5

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

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

Signed: .H J well (Learner)

Date: 18/04/2022

(Please print this page, sign it, and scan it and add it back into the document)