

workbook 5

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BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based
Workbook 5 (PCDA)
12 elements 10000 Words - BMPF 6000D**

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

Learner name: _____

Learner's University Registration Number:

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPF 6000D

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.

- Understanding the Police Officer role
- Modern Professional Police Officer
- Strategic Role of the College of Policing
- Communication Skills
- Social Media
- Leadership and Team Working
- Leadership style
- Flexibility and Leadership Strategy
- Coaching
- Mentoring
- Professional and Organisational goals
- Assessment

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 was provided by university staff as part of your initial training day and further help and advice is available on Moodle.

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 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 document (electronically on Moodle) - insert your text / answer within each section of this workbook.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a 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

Workbook	Area of Professional Practice	Word count
Task 1	Understanding the Police Officer Role	2500
Task 2	Communication Skills – Social Media	2500
Task 3	Leadership and Team Working	2500
Task 4	Coaching, Mentoring, Assessment	2500
	Bibliography	
	Total	10000

Task 1

Relevant areas of the National Policing Curriculum: Understanding the Police Officer Role.

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

Critically evaluate the strategic role of the College of Police in professionalising policing in the U.K.

Evidence how you are working to fulfil the role of a modern professional police officer now that you are in your final year of probation.

Critically reflect upon how your final year of probation has seen your role as a police officer change.

Consider the strategic Policing requirement, Policing Vision 2025, the Workforce Transformation 2018 and the College of Policing's 5 Year Strategy.

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

ANSWER:

The strategic role of the College of Policing in professionalising policing in the UK.

First of all, I would like to outline the role of a Police officer to assist in the evaluation of the role College of Police play in professionalising Police.

As a police officer you'll work in partnership with the communities you serve to maintain law and order, protect members of the public and their property, prevent crime, reduce the fear of crime and improve the quality of life for all citizens. You'll use a range of technology to protect individuals, identify the perpetrators of crime and ensure successful prosecutions against those who break the law.

The police's mission is to make communities safer by:

- upholding the law and keeping the peace
- preventing crime and antisocial behaviour
- protecting and reassuring communities
- investigating crime and bringing offenders to justice. (www.prospects.ac.uk)

This give an idea as to what the role of a Police officer is. This is what the College of Police say about what they do:

- We connect everyone working in the police and law enforcement to understand their challenges.
- We use evidence-based knowledge in everything we develop.
- We help police officers and staff; researchers, academics and learning providers; the international policing community; and the public.
- We give a voice to professional policing on standards, skills and capabilities. (College of Policing 2022)

If we also look at the number of Police forces in the UK:

There are 48 civilian police forces in the UK: 43 territorial police forces in England and Wales, a national police force in both Scotland and Northern Ireland and three specialist police forces (the British Transport Police, the Civil Nuclear Constabulary and the Ministry of Defence Police). (Brown, 2020)

This equates to approximately 135,301 Police officers spread across the UK according to www.gov.uk.

It is common practice for large organisations and trades of professionals to adhere to advice and guidelines set by professional bodies to the likes of College of Police. As I have already outlined, College of Police are heavily involved in how police officers act and respond and what I mean by this, is that they will set training and relevant courses which upskill officers in their roles in order to perform their daily duties. A lot of this training can be done online via online courses which can be completed in a very short time period. Without a professional body it would leave to interpretation what best practice looks like for every Police force in the UK.

As a new Police constable, being a police officer shares similar qualities with previous jobs but as a whole it is unlike any job available so to align every officer, new and currently serving is quite the feat but a necessary task. I fully understand everyone has a different way of doing things but ultimately it is crucial that there are guidelines and standards set to ensure we fulfil our duties.

As a serving officer I am monitored as to my compliance with regards to aspects of my role. Some practical, such as Officer safety training, First aid are taken with accredited staff who teach the standards and practices which have been approved by College of Police. If these standards are not met you do not pass and are deemed out of compliance and necessary action will be taken to make sure you meet the standard. The same applies to multiple courses and training available such as method of entry, taser carrier and even PSU (Police support unit). To become a trainer/assessor they have all been trained to a level that has been agreed by the College of Police and by adhering to this standard all officers should be of the same competence in the required skill. College of Police will look at data and information as well as the experience of the staff to conclude to where the bar should be set at the level of learning for example;

Officer safety training includes restraints, take downs etc without guidelines it would be down to each force to dictate what they teach and enforce when training, College of Police sets the minimum standard to protect both officers and the public. The College of Police also dictate how often these skills will need to be revisited in the form of refresher training. This also gives the opportunity to add or take away any aspects when reviewed. The other aspect I relate to the online learning side. There are many packages available to officers which relate to their role. Without adhering to skill compliance these procedures and actions are taken from you until you have been assessed and deemed safe, fit and competent in the required skill.

I personally see a downside to the online learning aspect as I don't find it the best way of learning but due to the nature of the job it would have a huge impact if we had more classroom based studies due to the current resources on shift not really meeting the minimum numbers needed and having officers having to accommodate additional training and not being available on shift for calls would be a huge strain, so there is an obvious bias towards online 'NCALT' packages. Many factors will also assist in the decision of whether packages are classroom based or online, such as no travel needed, cost, tutors/training staff and even the demand for the training.

College of Police are not the only organisation/persons that have an impact on the standards in Policing. In July 2021 the home secretary released the strategic Policing requirement. The Strategic Policing Requirement (SPR) was issued in July 2012.¹ This document sets out the Home Secretary's view of the national threats that the police must prepare for and the appropriate national policing capabilities that are required to counter those threats. The SPR respects the operational independence of the police service, advising what, in strategic terms, it needs to achieve, but not how it should achieve it. The particular threats specified in Part A of the SPR, and referred to as the national threats in this report, are:

- terrorism.
- civil emergencies.
- organised crime.
- public order threats; and
- large-scale cyber incidents.

Part B specifies the policing response that is required nationally, in conjunction with other national agencies, to counter these threats. This policing response is described in the SPR as follows: "the combined national capacity of all police forces to respond to these threats, expressed in terms of the outcomes sought – these are drawn, wherever possible, from publicly available national government strategies. Police and crime commissioners and chief constables must have regard to this aggregate capacity when considering the respective contributions, they will make to it; the capabilities that police forces, often working collaboratively, need to maintain in order to achieve these outcomes; the requirement for consistency among forces for certain key specialist capabilities where the resources from more than one police force need to be integrated with, or work effectively alongside, each other. In some instances, this requirement for consistency may need to involve other key emergency services and agencies; and the connectivity arrangements by which resources from several police forces may effectively be co-ordinated or mobilised, together and with those of other. (Strategic Policing Requirement West Midlands Police, 2014)

The essence of the strategic Policing requirement is that it is better to prevent than to react, and this strategic requirement addresses the change in how crimes are committed and how we need to respond with upskilling, tactics, how we respond, equipment and even how Police forces will work together for large scale responses.

Twenty years ago, you wouldn't be dealing with the amount of online offences as we do currently. One of the biggest increases I have noted personally would be the impact that persons suffering mental health have in Policing and resource demands.

'Today's new data from the Office for National Statistics, which reveals that depression rates have doubled since the COVID-19 pandemic began, forewarns of a growing mental health crisis in the UK. Particularly concerning is that those in more precarious economic positions or burdened by existing inequalities – young people, women, clinically vulnerable adults, disabled people and those living in the most deprived areas of England – have been disproportionately affected. This suggests that inequalities in our society have worsened as

a result of the pandemic. Despite increasing rates of depression, diagnoses by GPs fell by almost a quarter, suggesting access to mental health care is in decline. Our COVID-19 impact inquiry has found that reduced access to care will have long-term implications on mental health and put even greater pressure on health services.

'These worrying findings show how important it is for government to rapidly address the vast consequences of the pandemic, to protect the long-term impacts on the nation's health.'
(Bibby, 2021)

The Policing vision 2025

This Policing Vision 2025 sets out our plan for policing over the next ten years. It will shape decisions around transformation and how we use our resources to help to keep people safe and provide an effective, accessible and value for money service that can be trusted. This Vision comes from the service itself. It must inspire officers, staff and volunteers, as much as police and crime commissioners and chief constables and of course the public as a whole. The communities we serve are increasingly diverse and complex, necessitating a more sophisticated response to the challenges we face now and in the future. Whether it be child sexual exploitation, domestic abuse, cybercrime or new threats from serious and organised crime like human trafficking or terrorism, the leaders of the service - police and crime commissioners and chief constables – acknowledge that if we are to meet our communities' needs, the service must continue to adapt to the modern policing environment. This Vision is about more than making savings or incremental reform; our ambition is to make transformative change across the whole of policing. The public, and improving policing for them, are at the heart of this Vision. (NPCC, 2016)

Workforce transformation

Workforce transformation is the professional approach by which the service develops and supports a workforce capability designed for the future, sufficiently agile and representative to provide the skills and capabilities we need for twenty-first century policing. It's about developing a modern, adaptable workforce that is responsive to change. (Workforce Transformation in the Police Service An introduction, 2018)

As a frontline officer I can see how Policing is ever evolving as are our communities and the way in which crimes are committed and also the volume in which they are committed as well as new offences being identified/introduced as technology evolves and becoming an area of interest. The workforce transformation process is for me vital in the ever-evolving role of a Police officer. The role consists of so many various incidents that all demand their own unique response and way of being dealt with. Tools like crime reduction toolkit can be used to address and assess if current methods are working or not in that particular scenario but I have found that every incident is unique but you need an understanding of what needs to be done and how best we achieve that. With the Police vision 2025, the Police strategic requirement it sets the standard as to how we, as frontline officers need to behave and act, how we respond and what actions we take. These visions etc cant dictate every single action we take but they highlight and pre-empt the skills we need, the processes we need, resources/staffing such as maybe a new specialist department or team would be better suited and more effective in certain circumstances and so much more can be highlighted. With issues being highlighted, solutions can be offered so whether that be an online package, a classroom study or maybe even just refresher training or an adjustment or change in process we need to be able to adapt as officers and make sure the actions we take give the best possible service to the public. Without giving best service to the public we will lose their trust and that creates issues within itself.

My personal experience is that I can see South Wales Police trying to adapt to how we work and how we give best service, but I do feel it can be very much a trial and error approach and on occasions unnecessary. One of the biggest failures currently is resources. I feel this

is the foundation of many failures and stressors effecting the performance of frontline Policing. With low numbers of officers on shifts effects the ability to attend any form of class/physical training such as taser, first aid etc it effects the ability to have leave and the obvious impact is the lack of ability to attend calls in the time frames required. I myself have used rest days to complete packages and have shown interest in upcoming courses that I feel will better me as a response officer based on my current experience. I see mental health as a huge hot topic currently and have based some of my training selections solely on helping me give best service and also a better understanding on what best service actually is. I feel the public are hugely unaware how diverse the Police service is and just how adapt we become as officers in switching between incidents to get the best positive outcome. I am fully aware that having been a response officer now for two and a half years I have a duty to be honest with new officers coming through and aid them in their awareness of our role evolving and spreading into realms we never really appreciated before being in the role. I am also fully aware that I need to stay open minded in my approach to Policing so that I don't get caught stuck in my own ways and that I continue to upskill for evert occasion that I can as every incident as I have stated before is unique and without these skills opportunities to identify and deal with situations can be lost and the required standards will not be met.

(2350 words)

**Relevant areas of the National Policing Curriculum:
Communication Skills, Social Media, Communication Strategy**

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

Critically evaluate your experience of the use of social media as a means of informing and engaging with the community and promoting policy initiatives.

Consider the force policy on using social media for professional information and engagement purposes.

What social media platforms are used by policing?

What are the benefits and risks of using social media?

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

ANSWER:

The nature of the incident I have selected is one involving a missing person.

I have chosen this incident as the incidents I deal with don't tend to have a lot of necessity nor means to use social media to engage with the public. Missing persons are the only time I have ever had an input on a social media platform to engage with the public and assist in our search.

What is social media?

Social media is a collective term for websites and applications that focus on communication, community-based input, interaction, content-sharing and collaboration.

People use social media to stay in touch and interact with friends, family and various communities. Businesses use social applications to market and promote their products and track customer concerns.

Business-to-consumer websites include social components, such as comment fields for users. Various tools help businesses track, measure and analyse the attention the company gets from social media, including brand perception and customer insight.

Social media has enormous traction globally. Mobile applications make these platforms easily accessible. Some popular examples of general social media platforms include Twitter, Facebook and LinkedIn.

What are the business applications of social media?

In business, social media is used to market products, promote brands, connect to customers and foster new business. As a communication platform, social media promotes customer feedback and makes it easy for customers to share their experiences with a company.

Businesses can respond quickly to positive and negative feedback, address customer problems and maintain or rebuild customer confidence.

Social media is also used for crowdsourcing. That's the practice of using social networking to gather knowledge, goods or services. Companies use crowdsourcing to get ideas from employees, customers and the general public for improving products or developing future products or services.

Using social media allows police forces to:

- Reach a large number of people quickly.
- Foster relationships with communities online and improve confidence in the services we provide.
- Be cost effective, allowing campaign messages to be conveyed with little or no budget.
- Assist in the prevention and detection of crime; • Promote services and policing operations.
- Respond to public concerns and provide reassurance; • Provide alternative means for the public to contact us. (South Wales police, 2018).

It is common knowledge how popular a platform social media is. (Wigmore and Lutkevich, 2019)

The use and access to social media gives Policing a whole new level of access far greater than officers going house to house conducting enquiries in person.

The Digital Technology and Health survey was undertaken in 2018 through face-to-face interviews with a national sample of 1,252 residents in Wales aged 16 years and above. (Song, Sharp and Davies, 2020)

This survey was looking to determine the potential of the use of social media in relation to the use of social media by people of Wales and how to help in the negative impacts it can cause and the uses the public have for social media.

76.9% of the Welsh population aged 16+ years used one or more social media platform. Those not using social media included 13.8% of the population who did not have internet access to use a social media platform, and 9.3% who were online but did not engage with social media. Overall, 64.7% of the population of Wales used at least one social media platform on a daily basis. The most frequently used social media platforms were Facebook, WhatsApp and YouTube (Song, Sharp and Davies, 2020)

Using social media to assist with the missing person I was looking for gave myself and other colleagues a platform to engage with members of the public who may have sighted or have further information in our search for the missing person. The area myself and colleagues cover in our sector is quite vast consisting of several valleys ranging over many miles. The reporting person didn't have a direction of travel, the only information they could give of use was the time frame in which they had left and that they had left on foot and had no access to any kind of funds. The initial interaction I myself had with the public led me to believe that the missing person was very well known in the area and with the low number of officers

available to search for the subject it became apparent to me that I needed to request the use of social media to engage with the public to assist us in our search for the person and to gather information on there whereabouts. The suggested social media platforms to use were FACEBOOK and TWITTER as these are the most widely used platforms and would give the public general awareness of the missing person and the ability to put forward any information they may have and even assist in the search of areas they feel may be of importance.

[Social media - and Twitter in particular - is becoming the mainstream way of locating missing people. I was slightly surprised when I reviewed five UK police Facebook pages recently and found that a third of the most popular posts related to missing persons. It's no surprise that police use social media for this purpose though. I've come across two successful outcomes in the last month. (webster, 2013)

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Bibliography

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

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