

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/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

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.

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.

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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
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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:

I will be critically evaluating theories of team dynamics as a means of developing team cohesion. I will discuss and evaluate models and theories that relate to team dynamics. I will also explore the reasoning behind why some teams are unable to function effectively and look at the ways in which team cohesion can be improved. I will critically evaluate organisational cultural norms and discuss the extent to which these norms shape group dynamics within the police service.

I will be considering the reasons why inter-personal conflict can occur within teams. I will also consider and discuss the strategies that could be utilised to enhance individual and team performance.

Consideration will also be given to how team dynamics within the police service can result in a failure to comply with professional standards. Whilst considering this, I will discuss organisational justice in the context of policing.

The first theory of team dynamics that I will critically evaluate is the Tuckman Model. The 'Forming, Storming, Norming and Performing' model was published by Dr Bruce Tuckman in 1965. Tuckman added a fifth stage shortly afterwards, the 'Adjourning' stage. (Tuckman: Forming, Storming, Norming, Performing model (businessballs.com, 2022)).

Businessballs outlines why Tuckman's model is useful:

Tuckman's model explains that as a team develops maturity and ability, relationships establish, and the leader changes leadership style. Beginning with

a directing style, moving through coaching, then participating and finishing with delegation, at which point they are almost detached. At this point, the team may produce a successor leader and the previous leader can move on to develop a new team. This simple overview of the Tuckman 'Forming, Storming, Norming, Performing' model offers a simple way to understand how groups develop. Tuckman's model is especially helpful in training people on group work, thus enabling groups to fulfil their full potential.

Tuckman: Forming, Storming, Norming, Performing model
(businessballs.com, 2022)

During the 'forming' stage team members are heavily dependent on the leader. During this stage there is a lack of clarity surrounding each team member's role and the purpose and intended outcomes of the team's project. (Tuckman: Forming, Storming, Norming, Performing model (businessballs.com, 2022)).

During the 'storming' stage the team's goals and objectives become clearer however, the team will likely encounter difficulties and challenges in making decisions as a team. During this stage, it is also likely that the group may become divided as relationships between group members are formed and strengthened. (Tuckman: Forming, Storming, Norming, Performing model (businessballs.com, 2022)).

The 'norming' stage shows that team members are committed and engaged in making decisions together. There is clarity around each team member's role and each person's responsibilities are outlined and understood. (Tuckman: Forming, Storming, Norming, Performing model (businessballs.com, 2022)).

During the 'performing' stage the team requires little or no input from its leader; team members no longer require instruction as there is clarity in respect of the team's objectives and goals. Team members have an awareness of and look out for each other. (Tuckman: Forming, Storming, Norming, Performing model (businessballs.com, 2022)).

The fifth stage, which was added to the model later, 'adjourning' relates to the disbanding of the group following completion of its goals or objectives. During this stage members of the group may feel threatened or insecure as a result of the group being disbanded. This is likely due to group members having formed a close bond during their working relationship. (Tuckman: Forming, Storming, Norming, Performing model (businessballs.com, 2022)).

The second theory relating to team dynamics I will discuss is the Tannenbaum-Schmidt Leadership Continuum. Seven styles of leadership have been identified by Robert Tannenbaum and Warren Schmidt. Tannenbaum and Schmidt's seven styles of leadership operate in a continuum from fixed and stringent at one end to allowing the team members to operate autonomously at the other. (The Tannenbaum-Schmidt Leadership Continuum Video (mindtools.com)).

The seven styles of leadership identified by Tannenbaum and Schmidt are; the leader 'tells' the team how they want them to complete a task and expects the team to follow instruction; the leader makes a decision and 'sells' it to the team by outlining their

reasons behind the decision; the leader states their decision and outlines the reasoning behind it and 'suggests' their decision to the team, allowing them to participate in the decision; the leader 'consults' the team and involves the team in the decision making process; the leader 'joins' the team members by involving them in the resolution of any problems that arise; the leader 'delegates' any problems to the team and allows them to find solutions to resolve the problems, though the leader retains accountability for the final outcome; and the leader 'abdicates' any problems to the team and gives them the autonomy to find solutions to resolve the problems themselves. Again, the leader will remain responsible for the final outcome. (The Tannenbaum-Schmidt Leadership Continuum Video (mindtools.com)).

The Hersey-Blanchard Situational Leadership Model, established by Paul Hersey and Kenneth Blanchard is based on the ability, capacity, experience and willingness of each individual employee. The Hersey-Blanchard Model separates employees into four distinct groups labelled D1 to D4. D1 is a category for those deemed to be unable and unwilling. These employees are deemed to lack the required skills and motivation to complete a given task. D2 consists of employees who are unable and willing. These employees are likely to lack required skills and have little experience, although they are willing and motivated to complete a task. D3 encompasses those employees who are able but unwilling. These employees have the required skills and knowledge however, they lack the motivation to complete the set task. D4 covers the employees who are able and willing. These employees possess the required skills and knowledge, along with the motivation and confidence to successfully complete tasks. (Hersey-Blanchard Model – Leadership model that focuses on the ability and willingness of individual employees (corporatefinanceinstitute.com)).

There are a number of reasons why some teams cannot function. Dr Eunice Parisi-Carew has identified eight reasons that cause a team to fail as; lack of clear purpose and goals, lack of clarity of what requires a team effort, lack of accountability, lack of effective or shared leadership, lack of trust among team members, inability to deal with conflict, ineffective problem solving skills and lack of focus on creativity and excellence. (8 Reasons Why Teams Fail (Lead Change Group, 2015)).

By evaluating the models described above and applying them to different team scenarios, it is possible to ascertain the dynamics of a team and utilise the most appropriate model to adapt the leadership style that is most likely to result in a team working together to successfully complete any task that is set to them.

Seven key characteristics of a high performing team have been identified by David Witt in Blanchard LeaderChat as below, following the acronym 'Perform':

Purpose and Values. Does the new team have a compelling vision, strong sense of purpose, and a common set of values?

Empowerment. Does the team have the authority to act and make decisions? Have clear boundaries been set?

Relationships and communication. Do team members feel they can take risks and share their thoughts, opinions and feelings without fear?

Flexibility. Are team members adaptable to changing conditions – including both the outside environment and within the team itself?

Optimal productivity. Is there a commitment to high standards and quality? Do team members hold each other accountable and strive for continual improvement?

Recognition and appreciation. Do team members give and receive positive feedback and recognition that reinforces behaviour, builds esteem, and enhances a feeling of value and accomplishment?

Morale. Are team members enthusiastic about their work, proud of their results, and feel pride in belonging to the team?

Why Teams Fail: 10 Causes and Cures (leaderchat.org, 2010).

Failure to encompass the characteristics outlined above will affect the ability of a team and its members to function and successfully complete tasks together. When a team does encompass the characteristics outlined above, specifically sharing a sense of common purpose and values, they will work better as a team. It is evident from research that teams who share a common sense of purpose are engaged and take accountability for completing their tasks. (Teamworking under Lean in UK Public Services: Lean Teams and Team Targets in HM Revenue & Customs (HMRC) (The International Journal of Human Resource Management, 2014, p.25)).

In order for a team to work together successfully it is imperative that a sense of cohesion is established by the team members. The Centre for Management & Organization Effectiveness suggests three practices to improve team cohesion. The first is to ensure transparency in respect of goals and objectives and each team member's role in achieving these. The second is to create a pyramid which outlines the goals of the company, the team and the individual. This will also aid with the transparency element. The third is to engage the team members in team-building activities. (3 Best Practices to Improve Team Cohesion in the Workplace (Centre for Management & Organization Effectiveness)).

Considering why inter-personal conflict can occur within a team is essential in establishing a strategy to resolve any conflict that arises. To give the police service as an example, officers and their colleagues will often be required to work together for extended periods of time throughout a shift or set of shifts. As previously discussed, not all members of a team will share the same values and views and this may give rise to disagreements which lead to conflict, thus causing tension within the team.

Development of active listening, communication, emotional intelligence and stress management skills would assist in reducing the opportunity for inter-personal conflict to occur. However, where inter-personal conflict does occur there are a number of strategies that could be used to resolve the conflict which would in turn enhance individual and team performance. The strategies can be applied to inter-personal conflicts in any situation, not just within the workplace. First, impartiality is important if assisting colleagues to diffuse tension. It would also be wise to avoid placing blame on any one team member. Composure and professionalism is important, dealing with any conflict in a calm manner is likely to achieve resolution of the conflict. As with any relationship, it is important to recognise the need for compromise, this may assist in resolving conflict in the workplace. Finally, forgiveness is required in order to resolve the conflict and continue working with colleagues as a successful team. (Overcoming Interpersonal Conflict at Work (Glassdoor.com, 2021)).

Taking into consideration the standards of professional behaviour that must be maintained by police officers, there are a number of standards that could fail to be maintained should team dynamics result in inter-personal conflict. Namely, authority, respect and courtesy, equality and diversity, orders and instructions, duties and responsibilities, conduct and challenging and reporting improper conduct. (Bryant *et al.* 2019 p. 76).

Inter-personal conflict within a team could see team members fall short of maintaining the standard of authority respect and courtesy on the basis that they would not be acting with self-control and tolerance or treating other team members with respect and courtesy. A team member would also be failing to maintain the standard of equality and diversity in a situation of inter-personal conflict as it is unlikely that they would be conducting themselves in a fair and impartial manner. Inter-personal conflict may also give rise to a team member failing carry out a lawful order or instruction, this in turn would result in them failing to complete their duties and responsibilities. Inter-personal conflict within a team could also evidence its members conducting themselves in a manner which would not be adhering to that expected of them by the standards of professional behaviour. Finally, team dynamics may result in team members failing to challenge and report conduct and behaviour which would be deemed to fall below the standards of professional behaviour. (Bryant *et al.* 2019 p. 76).

Organisational justice within a policing context can deliver positive effects. Research conducted by the College of Policing states:

The research also showed that fairness and respect – particularly that shown by supervisors – had a crucial role, alongside the perceived risk of organisational sanctions, in encouraging officers and staff to follow instructions and policies. (Fair Cop 2: Organisational justice, behaviour and ethical policing An interpretive evidence commentary (College of Policing, 2015, p.12)).

To conclude, research shows that adapting the methods of leadership to suit different types of team dynamics can aid in establishing a team that will successfully meet goals and intended outcomes. There are several different types of leadership outlined in the models evaluated above. Research also outlines methods of ensuring that teams will function well. When employed, these methods can be used for the avoidance or resolution of instances where a team cannot function, such as where inter-personal conflict arises within a team. It is also noted, that in a policing context, there are wider issues relating to the non-functioning of a team for reasons surrounding inter-personal conflict. Namely, that it is likely members of such a team would be falling below the standards of professional behaviour that is required to be maintained by police officers.

Word Count: 2,181

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:

I will give a brief description of an incident in which I played a significant role with a victim of crime and reflect on what happened. I will describe the social and legislative contexts that had to be taken into account along with the cultural, ethnicity and language issues that were encountered whilst dealing with this incident.

I will critically evaluate the appropriateness of the differing approaches adopted by the police and other professionals in supporting and managing vulnerable people and people who are at risk of harm.

I will explore successful methods of tackling repeat victimisation and repeat offending and in doing so I will consider the use of evidence-based policing.

I was asked to attend at an address where it was alleged that a child had been assaulted by her mother. The allegation had been made by the child's father, who was married to the child's mother and was also living at the address. On attendance at the address, I was greeted by the child's father, he informed me that his wife and his child were also present and that neither of them could speak English.

My priority was ensuring that the child was safe and well. The child was three years old and was wearing only a small pair of shorts. The child did not have any visible injuries and was happily chatting and playing with her mother when I entered the room. The child's father then began to explain his allegation that his wife had assaulted their daughter. He explained that a few weeks prior, his daughter had been jumping around in her bedroom whilst his wife was attempting to tidy up. He explained that his daughter had jumped off her bed and into his wife and at this point, his wife lost her temper and

hit their daughter on the top of the thigh whilst holding a scissors. The child's father advised me that this caused a small cut and a small amount of blood. Whilst explaining this to me, the child's father was pointing at his daughter and at his wife and making hand gestures to describe what had happened. During his explanation, his wife began to cry and got up and left the room.

I left my colleague in the lounge with the child and her father and went into the kitchen to speak to the child's mother. She was crying inconsolably but was unable to speak or understand English. I initially used Google translate on my mobile phone until I was able to contact an Arabic interpreter via Language Line. I did my best to reassure her and calm her down using Google translate and hand gestures. Whilst speaking to the child's mother via an interpreter, she explained to me what had happened during the incident that her husband had spoken to me about. She then went on to allege that her husband had assaulted her numerous times throughout their marriage and that he was controlling her movements and finances. Whilst trying to explain to me how her husband had assaulted her, she placed her hands on my throat and gestured squeezing and shaking. The female then explained that her husband had been restricting her movements, only allowing her to work two days per week and other than for work, she was only permitted to leave the home address if he was in company with her. She also stated that her husband had been demanding that she transfer the money that she earned to his bank account.

I had identified that I was now dealing with two vulnerable victims, the wife and the child and two suspects, the wife and the husband. South Wales Police defines vulnerability as someone who is unable to take care of themselves due to their circumstances. There are also contributing factors to establish vulnerability, one of which is age and another is whether or not the person has been subjected to domestic abuse. Both victims in this incident were therefore deemed to be vulnerable.

I made a referral on behalf of the wife to Victim Focus, which is a victim support agency. I sought her consent for this via the interpreter. I also completed a Public Protection Notification (PPN) Report and Domestic Abuse, Stalking and Honour-based violence (DASH) tool with the wife, with the assistance of the interpreter. I completed a separate PPN for the child.

Safeguarding the victims was paramount however, difficulty arose when the wife made allegations against her husband as this now meant that both the husband and the wife were suspects for offences. I sought the advice of Social Services in relation to the safeguarding of the wife and child.

The Care Act statutory guidance defines adult safeguarding as:

Protecting an adult's right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action. This must recognise that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances.

The Children Act 1989 was developed to safeguard the welfare of children. The Children Act 1989 places the primacy on children and encourages a multi-agency approach to supporting children and their families. (Bryant *et al.* 2019 p. 273).

I contacted Social Services and discussed the circumstances and issues surrounding safeguarding the victims with the duty social worker. I was advised by the social worker that the most appropriate course of action would be to allow the child to be cared for by her father until the allegations against her mother had been investigated. Although this meant that the husband could not be arrested on suspicion of assaulting the wife, based on her allegations; it did ensure that the child would be cared for by her father whilst the allegation that her mother had assaulted her could be investigated.

I then contacted the force's public protection unit to discuss the circumstances of the incident. I was advised that they would take primacy of the investigation in respect of the alleged assault on the child. Due to the allegations made against the husband, it was deemed appropriate to arrange accommodation at a refuge for the wife.

I arranged for the wife to be accommodated at a refuge that provides specialist services for black and minority ethnic communities (BAWSO). This would prevent any further harm to her from her husband. Removing her from the family home also ensured that the child was safeguarded.

Repeat victimisation is defined by Bedfordshire Police as:

A person is to be treated as a repeat victim if they perceive themselves to be so or who have been a victim of more than one recorded crime or ASB incident within 12 months.

Repeat victims (Bedfordshire Police UK)

The Ministry of Justice defines repeat offending as:

Following the Ministry of Justice consultation on Improvements to Ministry of Justice Statistics (2010), a proven re-offence is defined as any offence committed in a one year follow-up period and receiving a court conviction, caution, reprimand or warning in the one year follow-up or a further six month waiting period. The data source is the extract of the Police National Computer (PNC) held by the Ministry of Justice.

Proven re-offending statistics: definitions and measurement (Ministry of Justice, 2012, p.4)

I considered the use of evidence-based policing in order to prevent repeat victimisation and repeat offending. Evidence-based policing involves altering or amending existing policies and practices and monitoring any changes for comparison with previous data. The purpose of evidence-based policing is to assist police and other professionals with decision and policy making. (Bryant *et al.* 2019 p. 51).

The College of Policing has produced a Crime Reduction Toolkit as a summary of evidence on methods to reduce crime. The College of Policing states:

The Toolkit can be used by crime reduction practitioners and decision-makers to help them understand what works well (and what doesn't work) according to the best available evidence. It allows them to assess different interventions in terms of their impact on reducing crime and the strength of the evidence. Toolkit users can also clearly see if there is any information on how and where interventions work best and whether research includes any information on implementation and economic cost.

About the Crime Reduction Toolkit (College of Policing, 2020)

Taking this incident as an example in respect of the domestic violence, there are a number of methods that could be employed to prevent the victim becoming a repeat victim and to prevent the suspect re-offending. Completion of the PPN and DASH tool would be held on police systems as a record. The victim had also provided her consent for these to be completed and so they would be shared with other relevant bodies such as social services and the child's school. Social service involvement would also likely involve a referral for a MARAC meeting, thus bringing together all the relevant bodies. As previously mentioned, I made a referral to Victim Focus on behalf of the victim, they will have contacted her to provide support and guidance. I also advised the victim to contact the Live Fear Free helpline who would also be available to support her.

With regard to the possibility of the suspect re-offending, measures such as imposing bail conditions and restraining orders should be considered. It is also worth considering whether a Claire's Law disclosure should be made to the victim, so that they are aware of the subjects offending history in respect of domestic violence.

Using Gibbs' Reflective Cycle, I will now consider and reflect upon how I dealt with this incident. Gibbs' Reflective Cycle has five stages, they are: description, feelings, evaluation, conclusions and action. (Gibbs Reflective cycle (Crowe Associates Ltd)).

On reflection, I feel that I was professional and took positive action whilst dealing with this incident. I ensured the safety and wellbeing of all parties involved and sought advice in respect of safeguarding due to the fact that both of the child's guardians were suspect to offences. Had circumstances allowed, I would have arrested each party on suspicion of the allegations made against them. This would be an action plan that I would consider in future. However, in this situation, the wellbeing of the child and safeguarding the wife were of paramount importance.

I feel that I was able to calm and reassure the parties involved in spite of the difficulties that arose surrounding the language barrier and cultural differences. I overcame these communication difficulties by using non-verbal communication and utilising an interpreter.

I ensured that all necessary referrals were made to safeguard the victims and updated relevant parties, such as the Public Protection Unit and social services to ensure that a prompt and effective investigation could be conducted.

In order to ensure the best possible outcome for all parties involved, I will continue to ensure that vulnerable persons or those at risk of harm are supported and managed by police and relevant professional bodies. I will seek to prevent repeat victimisation and reduce the opportunities for the subject to re-offend. On reflection, I was correct to seek advice and guidance from my colleagues in the Public Protection Unit and also social services, especially in relation to the child involved in this incident. Having learned from this, I now realise that I do not have to make all decisions based on my own professional judgement and that I can call on colleagues and partnership organisations for assistance.

Word Count: 1,953

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: R. TAYLOR (Learner – electronic signature accepted.)

Date: 30/01/2022

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:

I will discuss a policing incident in which I played a significant role in providing a response. I will also critically assess the challenges associated with the incident that I attended. I will outline the strategies that have been developed for effective policing in such challenging situations.

I will critically assess the internal and external challenges faced by police officers which impact upon response policing.

I was asked to attend at an address where a disturbance could be heard following an abandoned 999 call. The location that the call had been made from could not be ascertained with accuracy and the mapping system was returning a result of a large geographical area. The caller linked to the incident had several addresses linked to him. The caller also had several warning markers for violence, weapons, mental health issues and being a domestic violence aggressor. I also noted that the caller was the subject of a restraining order from his ex-partner and that her address fell within the area that the mapping system identified the call had been made from.

Whilst response police officers can never be certain what they will be faced with when attending any incident; an incident which requires attendance following an abandoned 999 call can be particularly challenging as it leaves officers with little to no information about the situation they will be walking into.

I risk assessed the information that was available to me and decided to attend at the caller's ex-partner's address first, to ensure that she was safeguarded. The ex-partner

confirmed that the male was not at her address and allowed me to enter and confirm this myself. I then continued to search all other addresses linked to the male until I was able to locate him.

I located the caller at an address in company with his brother. Both males were extremely intoxicated and displaying aggressive behaviour towards one another. I noted that there were several knives situated around the room in which the males were located. It should also be noted that neither of the males spoke fluent English and whilst they were able to communicate with officers, they were speaking with each other in Polish. This obviously made an already challenging situation more difficult. Both males could be described as having a large and muscular build and they were both refusing to leave the property or allow officers to separate them into different rooms. This was a challenge for myself and my colleague as we were unable to diffuse the situation with the brothers in the same room. However, at this time, no other officers were available to assist. One of the males, who appeared to be more aggressive than the other, repeatedly told officers that he was going to kill himself if he was separated from his brother.

This brings me on to the internal challenges faced by response police officers. The first and possibly most challenging is the low number of officers on shifts. Low numbers of officers on shift can be exacerbated by abstractions, such as when police support unit officers are deployed. Low staff numbers not only has an impact on the demands to resource incidents; it can also affect how incidents are dealt with. As with the example above, the males would have been separated expeditiously and the situation diffused had additional officers been available to attend and assist.

Another internal challenge that is faced by response police officers is the lack of experienced officers on shifts. This can be through retirement or officers being deployed to other departments. Whilst it is possible to contact supervisors or higher ranking officers for advice and guidance, this is not always appropriate, especially whilst at the scene of an incident dealing with hostile individuals, as was the case in the example above.

The external challenges faced by response police officers encompass social issues, cultural changes, political pressures and the emergence and development of new crimes, such as cyber crimes. Another factor that is increasingly challenging for response police officers is mental health.

Response police officers are asked to attend an increasing amount of incidents where the subject is suffering with mental health issues. Often, these incidents are deemed to be medical issues however, paramedics are often unavailable to attend. The majority of the incidents that I have attended in relation to mental health have required the subject to attend hospital. This usually results in officers having to remain with the subject at the hospital until their needs are assessed and they are either admitted or discharged. This places further pressure on already low staffing numbers on shift.

The above challenges are also contributing factors that should be considered when taking into account the mental health and wellbeing of police officers. Low staff numbers and a greater demand to resource incidents can prove to be particularly stressful for police officers.

In its report Policing for the Future, the Home Affairs Committee outlines the issue that police are facing with mental health issues:

Sir Thomas Winsor said last year that these pressures were “too often making the police the service of first resort, long after the chances of effective prevention have been lost.” He declared this “a profoundly improper way to treat vulnerable people who need care and help”, and said: “Until mental health is given the same priority as physical health, in resources including funding, the police will continue to play too large a role dealing with people with mental health problems”. This year’s annual report called for public services to work together to prevent mental health problems in children, and said that there are “many people in the criminal justice system who should not be there”.

Policing for the future Tenth Report of Session 2017-2019 (House of Commons Home Affairs Committee, 2018, p.46).

Since the above report was published, one strategy that South Wales Police has developed is employing a team of mental health professionals on a triage team. The triage team is based in the force control room and can be contacted by officers dealing with mental health issues at the scenes of incidents. The triage team have access to medical history surrounding mental health and information held by partnership organisations such as crisis teams and can liaise with officers regarding this. The triage team are also trained appropriately to speak to persons who may be suffering with mental health issues or may be in crisis, this can often also involve people who are feeling suicidal. The triage team offer advice and guidance to officers at the scene as to the most appropriate course of action and most appropriate place for the individual to be taken. Unfortunately, the triage team is not a service that operates on a 24/7 basis and the incident that I attended and described above fell outside of their operating hours.

My experience in dealing with the triage team has been extremely positive, I have found them to be very helpful in assisting with deciding on a plan for vulnerable persons in need of support. A report published by the Home Office on Helping the Police to Support People with Vulnerabilities describes the benefits of the triage services:

An excellent by-product from triage has been the shared learning between police officers and their counterparts in health and social care services. Many officers involved with triage have said that their experience has improved their confidence to handle situations and make the right decisions.

Helping the police to support people with vulnerabilities
(Home Office, p.6)

As discussed above, being able to contact the triage team to assist when dealing with a person suffering with a mental health issue or crisis is very effective in assisting officers at the scene. In my experience, being able to discuss the issue with the triage team and have an insight into the subject’s mental health history through them has also contributed to reduce the number of people having to be detained under the

Mental Health Act. A National Overview of police effectiveness published in 2017 reiterates this:

Immediate access to mental health professionals means that officers can find better solutions for people with mental health problems. Sometimes this can be as simple as asking friends or relatives to look after them. On other occasions, forces have to use legal powers to detain people for their own safety. However, forces are now using detention powers less often; they are finding it more straightforward to get access to care and there are fewer occasions when people in crisis are detained in police stations.

PEEL: Police effectiveness 2017 A national overview (Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services, 2018, p. 20).

The Home Affairs Committee also goes on to state:

In too many areas, the police are the only emergency service for those in crisis, and they are being used as a gateway to healthcare for those in desperate need of help. This is an extremely poor use of public funds and one of the worse examples of cost-shunting between public services. The NHS is expected to receive £20bn funding uplift in the upcoming Budget. This should take into account the significant disparity in funding for mental health, relative to physical health, so that the NHS is better able to support those with mental health needs, rather than relying on the police.

Policing for the future Tenth Report of Session 2017-2019 (House of Commons Home Affairs Committee, 2018, p.51).

As outlined in Policing Vision 2025, two core priorities for the police service are the reduction of crime and protecting the vulnerable in society. In order to achieve this, the report goes on to state that partnerships with communities and other service providers must be increased and community-led policing must be utilised to reduce demand and protect victims. (Policing Vision 2025 (National Police Chiefs' Council, p. 4)).

Another challenge faced by response officers that is becoming increasingly prevalent is knife crime. The subject in the incident mentioned above had warning markers for weapons and as previously stated, there were several knives situated around the room in which I located the male and his brother. In situations where weapons are known to be involved, it would usually be advised that firearms officers would assist. In cases where firearms officers are not available, it would usually be advised that taser trained officers attend the incident double crewed. In this incident, due to it being an abandoned 999 call, there was very little information to assess the situation and so we attended double crewed.

A number of strategies have been developed in an attempt to tackle knife crime such as; Operation Sceptre, early intervention, restorative justice and enforcement via the courts.

Another strategy that has been developed and proved to be effective is the problem-orientated policing (POP) model. POP can be utilised in conjunction with the OSARA

model. The OSARA model involves identifying the object, scanning to identify problems, analysis of underlying causes of the problem, response and actions to tackle the causes of the problem and assessment to ascertain whether the response has been successful in resolving the problem. (Problem-orientated policing (College of Policing, 2020)).

To conclude, there are numerous challenges associated with response policing, the majority of the challenges that I have discussed are a challenge for the police on a national level. Strategies have been developed to allow officers to police effectively in light of these challenges. However, there is still a considerable way to go in order to resolve the issues that are faced by officers on a daily basis. Research evidences the need for the police and other professional bodies such as the NHS, social services and local authorities to work together to attempt to resolve the issues and challenges faced by the police; particularly in respect of issues surrounding mental health.

With regard to other challenges, such as low staffing numbers on shifts, there is hope that the pressures caused by this will be alleviated by the increasing number of newly recruited officers. That being said, this will not resolve the issue of the lack of experience that is now being seen on response shifts.

Word Count: 2,019

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:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Conducting searches of individuals			10		7		Ensuring that I have necessary grounds to search an individual and under which legislation.
2. Conducting searches of premises			10		6		Ensuring that I have the necessary grounds and authorisation to search premises and the knowledge of which legislation is required.
3. Use of special warnings during suspect interviews			9	4			3. Understanding the impact of the use of a special warning and knowing when it is appropriate to use it.

SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Detaining and maintaining control of individuals whilst conducting a search of them.			10		6		1. Using tactical communications to maintain control of an individual and also considering the use of force if necessary.
2. Identifying and protecting correct search areas of premises			10		6		2. Thinking methodically about which areas of the premises to search and in what order.
3. Response driving			10	1			3. Successful completion of the response driving course.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Explaining the reasons and grounds for a search to a detained individual			10		6		1. Having the ability to clearly explain the reasoning and grounds for conducting a search of an individual.
2. Documenting my actions and			10		6		2. Following the correct

rationales following the search of premises							procedures to document my actions and rationales following a search.
3. Using exhibits during interviews with suspects			10		6		3. Correctly using exhibits in line with approved interviewing techniques.

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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