



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

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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**Learner's University Registration Number:
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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

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.

- **Wellbeing and Resilience**
- **Decision-making and Discretion**
- **Vulnerability and Risk**
- **Public Protection**
- **Maintaining Professional Standards**
- **Leadership and Team-working**
- **Policing the roads**
- **Information and intelligence**
- **Conducting Investigations**

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;*
- *You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.*

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1250
Task 2	Decision-making and Discretion Vulnerability and Risk Public Protection	1750
Task 3	Maintaining Professional Standards Leadership and Team-working	1750
Task 4	Policing the roads Information and intelligence Conducting investigations	1750
Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
	Bibliography	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Having achieved Independent Patrol Status, **reflect** on the impact of organisation culture within policing on your wellbeing and resilience (organisation change, retaining personal values in a wider organisational culture).

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

Having achieved Independent Patrol Status, I have found that being a part of the organisation culture of South Wales Police has the potential to both positively and negatively impact my resilience and wellbeing in the workplace. Organisation culture refers to a shared way of behaving and thinking in a “collection of coordinated people”, the culture is developed over time and has the potential to adapt and change (Holyoak,2022). This essay will reflect on how the organisation culture within policing can impact wellbeing and resilience, drawing upon previous experiences within the role to illustrate the strategies used for maintaining wellbeing and resilience. I will also outline some of the risks associated with conforming to the organisational culture.

Specifically, South Wales Police, which will be the perspective in which this essay will be written, the organisational culture within it is primarily characterised by a hierarchal-based structure, as well as following framework, such as the Police and Crime Evidence Act (1984), set out to monitor and maintain positive policing culture.

This section of the essay will focus upon the positive implications an organisation culture can have on wellbeing and resilience, drawing on my own experiences to illustrate the strategies discussed.

Firstly, reflecting upon past experiences within my policing career, one aspect of the organisation culture within policing is using humour and camaraderie as a coping mechanism to deal with traumatic and stressful situations. I found that this coping strategy worked for me, after being welcomed brilliantly into the team dynamic. Sharing this way of coping, I was able to form strong friendships, which enabled me to maintain resilient, as within the first few month’s fellow team members reassured me in times where I was feeling nervous and unsure. Research suggests that this humour culture is common across emergency services, allowing individuals to distance themselves from the trauma and stress experienced within their roles, using humour (Lennon-Maslin,2022). Overall, I found that humour culture within policing has positively impacted my wellbeing in the workplace.

Furthermore, as research evokes, the policing culture is based on strong leadership, echoed in the hierarchy, from Police Constable to Chief Constable. This structure provides purpose, and direction for all individuals within the policing organisation (College of Policing, 2013). Having this clear hierarchal structure may seem rigid, but it also brings many advantages to all, myself included. For example, having well organised structure reduces ambiguity when dealing with high-stress situations, allowing officers to focus on the task at hand rather than being concerned with unrealistic expectations (College of Policing, 2013). Personally, I believe having this order in place has allowed me to effectively manage stress within my role of police constable, as I have faced many critical situations, and have found that having superiors has allowed me to maintain a positive mindset, and in many cases reduced my stress and anxiety levels, as I was able to ask for advice, and did not have to manage an excessive workload at all times. Ultimately, the organisational culture of policing, in this case, has positively impacted my wellbeing, and allowed me to remain resilient, as my stress levels were manageable.

Furthermore, policing in the UK has undergone many organisational changes in recent years, impacting policing culture, including amendments to policies, priorities and procedures. These changes may have the potential to impact the organisation culture within policing, namely, Direct Deployment (DD). Direct deployment aims to increase response times to non-emergency police calls by utilising strategies such as aiming to deploy officers in the local area as single-crewed. This essentially aims to achieve an increased number of patrolling officers to answer to a greater volume of calls. In my personal experience however, direct deployment has not achieved the desired goal as expected. This is due to the higher pressure placed on officers, which is a result of both the single-crewed and the volume of calls attended in a shift. To corroborate my personal beliefs, an article written by Shane (2019), suggests that police officers' workloads are much too intense, causing an increase in police stress, amounting in reduced police performance.

Despite the organisational culture within policing positively impacting my wellbeing, I am also aware of the risks associated with conforming to organisation culture in the police force. To begin, as a police response officer, my role requires me to attend traumatic and high-pressure situations. However, being on response for almost a year, it has become clear that excessive exposure to trauma certainly has the potential to negatively impact my wellbeing. I am aware however that the police officer role inherently involves frequent exposure to traumatic events, such as death, violent crimes and accidents. However, I feel that the organisational culture of policing can often put excessive emphasis on emotional strength and resilience when dealing with these situations, placing strain on the mental health of police officers due to the expectations of an officer to be emotionally resilient (Lennie, 2021). Specifically, I will draw on the example of domestic related incidents to illustrate this point. Research suggests that in the year ending in March 2023, 1,453,867 domestic-related incidents were reported to the police in England and Wales (Office for National Statistics, 2023). As a result of attending numerous domestic related emergency calls, I have become aware of the negative impacts repeated exposure to trauma can have, such as emotional desensitisation. (FACT)

Furthermore, another example of how conforming to organisation culture within policing can pose risks to an officer is the potential for the loss of personal values

and integrity that the cultural norms can bring. Research suggests that a loss of personal values often occurs in high-pressure situations, whereby team cohesion is valued, causing some officers to contradict their own personal values and beliefs to remain a valued member of the majority. This is often referred to in literature as 'Groupthink', a term coined to describe a social phenomenon which occurs within a group setting, whereby individuals within that group desire harmony and unity, and prioritise this over their own beliefs and values(Russell et al.,2015). From this, it is clear to suggest that over time, this can clearly erode an officer's integrity and sense of accountability, as their personal values are being pushed aside.

Task 2

Relevant areas of the National Policing Curriculum:

Decision-making and Discretion, Vulnerability and Risk, Public Protection.

You must choose an incident, for example a domestic related incident, and reflect on how you made decisions in complex and unpredictable circumstances using dynamic risk assessment.

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

Evaluate decisions made during the incident and your use (or otherwise) of the National Decision Model. Explain the rationale behind your decisions and your considerations when recording details of the incident. Consider your ethical approach to the decision. Outline the consequences of your decision making.

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

ANSWER:

Decision making and discretion plays a vital part in the policing role as the role entails unpredictable environments which require quick, dynamic judgement. Police constables in South Wales and other force areas across the UK regularly face pressures and incidents meaning that all actions must be justifiable, reasonable and legal in the circumstances. In this essay I will be reflecting on the necessity of decision-making, specifically using dynamic risk assessment, as well as officer's discretion, whilst highlighting the use of legislative contexts such as the National Decision Model (NDM), which will highlight the decision-making process alongside the upholding of the relevant Victim's codes. To accomplish this, I will be referring to a policing incident I have attended where the mentioned areas will be covered. I will also outline the consequences of my decisions, and briefly explain the outcomes of the incident.

The incident I will be referring to is to a domestic-related call to a residential address within my local patrol-sector. During the time I attended the call I was in company with a male colleague, which will stand to some importance later in the essay. Initially, my colleague and I were informed by our control room via our police issue radios that there were third-party reports of an ongoing disturbance between a male and female within the residence flat. Prior to attendance, I used my police-issue mobile to run background checks on the address and any potential residents within it, which came back inconclusive.

Before I consider the decisions made during this incident, I will be explaining my use of aspects of the National Decision Model (NDM), along with referring to relevant

legislative contexts, such as the Victim Code of Practice, in order to effectively evaluate decisions made during, and after the incident.

To begin, I will briefly explain the National Decision Model (NDM), and the aspects within it which I utilised in order to make decisions during the complex and unpredictable incident. Wholly, the National Decision Model (NDM) underpins most decision making within policing. This model is separated into six key elements can be used in the majority of policing incidents as it provides a clear-cut structure for decision making.

Upon attendance to the call, my colleague and I were met with a distressed female, who I will refer to as Stacey (False name) throughout this essay. I believed her anguished demeanour was a cause for concern. As a result, I decided to approach this situation calmly, reassuring the female that my colleague and I were there to help. Furthermore, upon arrival I became aware that the female was not fluent in English, creating a language barrier between us. Upon learning this, I knew it was vital to gather coherent evidence, as laid out in the National Decision Model (NDM), therefore I decided to use Google Translate on my police-issued mobile device, in order to communicate clearly with the individual. Also, I made this decision as at the time I was unaware of the complex situation as a whole, therefore wanted to communicate if there was anybody else in danger. This decision was also made in accordance with the considering options and contingencies aspect of the National Decision Model, as I believe I made use of options available to me in the situation and attempted to deal with the language barrier efficiently and effectively.

Furthermore, although it was visibly clear that Stacey had sustained an injury to her face, she later informed both my colleague and I that she had been assaulted by her partner following a verbal argument, who I will refer to as Joe (False name) throughout this essay. Joe was also present at the scene, whereby he further denied any allegations made by Stacey.

Despite this, my colleague and I conducted a dynamic risk assessment of this situation, which refers to a continuous process which helps to identify and evaluate risks within unpredictable situations (Kebbell,2019). From this, I was able to identify that the male suspect appeared to be displaying threatening behaviour to myself and the alleged victim, along with the physical injuries sustained by the female, as well as the risk of future injury to occur, I made the decision to arrest the male on suspicion of domestic-related common assault, under Section 39 of the Criminal Justice (1988) (College of Policing,2018. ADD IN ON THE BOTTOM.)

After conveying the suspected male to custody, I returned to the victim's home address in order to provide victim support and utilise the Golden Hour principle, which is essentially the first hour following a crime where all windows of evidence are open and can be obtained to the highest standard. Upon my arrival, I utilised the victim's right one, which is the right to understand and be understood. In these circumstances, as there was a clear language barrier between myself and Stacey, I organised for an interpreter to be present, with the overall aim of overcoming the language barrier and achieving the most detailed account possible.

Following this, I utilised my knowledge of the Domestic Abuse, Stalking and Honor Based-Abuse (DASH) questions, which have the overall aim of determining whether there is a prolonged history of more in-depth abuse such as coercive or controlling behaviour.

Vulnerability and Risk –

Public Protection –

Task 3

Relevant areas of the National Policing Curriculum: Maintaining Professional Standards, Leadership and Team-working

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).

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 (Code of Ethics, policies, procedures, protocols or legislation).

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

ANSWER:

ESSAY PLAN

Introduction

- Define a team dynamic
- Outline what the essay will contain- complete when essay is written.

P1- The Tuckman Team Model

- Outlines stages of group development
- Proposed by Bruce Tuckman (1965)
- Explain 4 stages of group development:
- Forming= where everyone is getting to know each other- time to create shared expectations etc.
- First stage- both interpersonal and professional
- Sets boundaries and expectations
- Second stage= storming (reason why some teams cannot function)
- Group conflict- boundaries become challenged
- Strengths and weaknesses
- Roles
- Learning to prevent conflict and compromise key here.
- Third stage- Norming- people working at roles- often individually
- Group cohesion= everyone on task
- Problems can arise if people aren't aware of roles and expectations.
- Fourth Stage- Performing- established group dynamic- working well.

P2- DISC model

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

Explain how information and intelligence can be used in the disruption of the more prevalent criminal activity (e.g. drug smuggling, human trafficking, child sexual exploitation, counterfeit goods, organised crime groups and 'county lines') by effective policing of the roads.

Outline how ANPR can be used as investigative resource when disrupting criminal activity.

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

ANSWER:

****NOTE FOR ASSESSOR****

- I am still in the completion stage of the final two, and touch up of 2nd essay.

I am aware of the lack of references however this will be addressed when I review the essays.

Any feedback/guidance for all essays, the 4th essay in particular, will be greatly appreciated .

Thank you.

Task 5

Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 5000D) asks that you create an individual learning plan to meet your identified needs through reflection upon your continuing practice. This shows confidence in your ability to manage your own learning in response to evolving circumstances in the workplace.

This task differs from the PDPs that you have completed in your previous workbooks 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.

1500 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

It will count towards the overall equivalent word count of 8000 words expected from this module.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED (NEED TO BE AT)			RATING (CURRENTLY AM AT)			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Familiarising myself with unique legislation			8	3			1.
2. Building an extensive case file, compiling all relevant information.			9		5		
3. Presenting evidence in court (Officer in Case)			7	1			

4. Improving the quality of retrieval of digital witness statements.			9		7		
SKILLS 1.	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	

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.

College of Policing (2013). *Command Structures*. [online] College of Policing. Available at: <https://www.college.police.uk/app/operations/command-and-control/command-structures>.

Holyoak, L. (2022). Organisational Culture: Organisational Change? *Leadership & Organization Development Journal*, 23(6), pp.354–355.

Lennie, S.-J. (2021). *A Culture of Silence and Stigma around Emotions Dominates policing, Officer Diaries Reveal*. [online] The Conversation. Available at: <https://theconversation.com/a-culture-of-silence-and-stigma-around-emotions-dominates-policing-officer-diaries-reveal-152657#:~:text=When%20you%20are%20a%20police%20officer%2C%20your%20emotions>.

Lennon-Maslin, M., 2018. Comic relief: examining the protective effects of coping humour on workplace stressors in human services.

Office for National Statistics (2023). *Domestic Abuse Prevalence and trends, England and Wales - Office for National Statistics*. [online] www.ons.gov.uk. Available at: <https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/domesticabuseprevalenceandtrendsenglandandwales/yearendingmarch2023>.

Russell, J.S., Hawthorne, J. and Buchak, L., 2015. Groupthink. *Philosophical studies*, 172, pp.1287-1309.

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Kebbell, M.R., 2019. Risk assessment for intimate partner violence: how can the police assess risk?. *Psychology, crime & law*, 25(8), pp.829-846.