

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

There are two identified learning outcomes:

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

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

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

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

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

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

Task 1 (Component 1)

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

In this essay I will be talking where I have identified and encountered stress within my tutorship phase of policing. I will be talking about what coping strategies that I have identified as effective and have implemented in order to minimise stress. Finally I will talk about what resilience is and how I have developed it throughout the tutorship phase and how being more resilient has helped me.

To be able to combat stress I first needed to understand what stress is and the most applicable definition that I found online was by very well mind who specialise in mental health and they state that stress is “any type of change that causes physical, emotional, or psychological strain. Stress is your body's response to anything that requires attention or action” (Verywellmind, 2020). I found this definition applicable as the new challenges that I was facing were due to change and to solve them I was required to take action and pay attention to them.

A way in which I also dealt with the challenges and problems associated with my new role as a constable is by developing resilience. The definition of resilience that I found most fitting to my circumstances was by BUPA and they state that resilience is “the idea that you can build your tolerance level to pressure before it turns into stress.” (BUPA, 2017). I believed this definition was most fitting to the circumstances that I was facing, in order to prevent the challenges that I was facing from becoming stresses, I was able to be resilient and combat them before they became an issue. I have built resilience throughout my tutorship by remaining positive and organised and not letting setbacks dishearten me and this resilience has in turn minimised my stress levels.

Areas where I have identified and encountered stress during my initial tutorship phase, were adjusting to the new shift pattern where I would work a mixture of shift patterns which initially meant I was struggling to have sufficient amounts of sleep. Another area that I encountered stress arising was due to the new workload that I had been allocated, this was especially stressful as I had tasks allocated as well as responding to emergency calls when in work and on my rest days I would find myself managing my university workload. The two areas mentioned previously were the main cause of stress for me through my initial tutorship phase.

To effectively minimise the stresses faced through the tutorship phase I needed to identify and implement coping strategies that would help deal with the stresses. One of the coping strategies that I implemented in relation to the stress of adjusting to new shift patterns was being strict in relation to my sleeping times to ensure that I had enough sleep but not having so much that I was losing time that could be used more efficiently. I achieved this by using time management skills and creating a strict routine of sleeping patterns and calculating how much sleep I was having and conducting research of how much I needed and this showed that between 7 and 9 hours was sufficient according to Health line (HealthLine, 2020) From this data I was able to gauge how much sleep I needed compared to what I was having and use the time off more effectively.

Another coping strategy that I implemented was being more organised and critical with my time when I was in work in order to deal with the new found workload. I achieved this by in-between responding to emergency calls I would be working on slow time enquires and updating victims of outcomes and progression of incidents. Finally for this stress I was able to manage stress by keeping a list of my incidents and any outstanding actions relating to them. The organisational skills that I demonstrated here are proven to be effective as well as minimise stress this is backed up by an online article written by Elizabeth Scott, PhD of Very well mind that states “Getting organized. Putting in the effort of getting organized, especially if this organization extends to multiple areas of your life, can help reduce stress levels long term” (Elizabeth Scott, 2019).

By implementing these coping strategies and developing this new found resilience I have been able to manage my stresses more effectively and by being organised I have been able to find a better work life balance and using the time more effectively has allowed me to achieve more in a shorter amount of time subsequently reducing my stress levels.

760 Words

Task 2 (Component 1)

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

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

ANSWER:

In this essay I will be talking about an incident involving a service user, that I have played a role in and reviewing the incident considering my use of communication techniques, throughout the incident focusing specifically on the style of questions being asked and to explain my considerations of the subjects vulnerability and any safeguarding measures that I considered and implemented.

I will also explain my situational awareness and considerations of ensuring that all involved parties do not come to risk or harm. Finally I will reflect on my use, understanding and

considerations of the code of ethics, equality diversity and human rights that played a part in my decision making process throughout the incident.

The incident that I will be reviewing is where my colleague and I attended an address following an emergency call from a concerned family member that the subject was experiencing a mental health episode and that he feared for his and his families' safety. My colleague and I attended the property and within the property were the subject and three other family members. My colleague liaised with the family members to understand what had happened and if there was any previous history of such episode, while I talked with the subject and built rapport in an attempt to understand what had happened and assess the severity and risk level that the male posed to all parties within the property.

After speaking with police mental health triage teams it was decided that the subject required a mental health assessment. This was explained to the male but his behaviour was erratic and it was thought that he did not have the capacity or understanding. The male initially left the property and was going to be conveyed to hospital for assessment by family members but upon leaving the property the subject became aggressive and more erratic so the decision was made to detain the male under section 136 of the mental health act. The subject was handcuffed and placed in the police van where we conveyed the male to hospital, where a section 136 mental health assessment was performed by a mental health professional (AMHP). After completion of the assessment a decision was made by AMHPs that the male would be detained for a period of 28 days to receive help and treatment.

Throughout the incident I was maintaining communication with the subject in order to build a positive rapport, this was particularly important as due to the subject suffering from the episode he was highly unpredictable and by building this rapport and trust the male remained compliant to my requests. I was also using nonverbal communication techniques with the subject by displaying understanding by showing empathy and sympathy for his situation. It is proven that building a positive rapport through verbal and nonverbal communication can lead to compliance and trust of the subject and is often used in police interviewing (Jacqueline R. Evans, 2015).

Another fundamental element of effective communication that I used during this incident was active listening, I did by asking an open question on what had happened prior to our arrival and by actively listening I was able to understand what had happened as well as this it further built my rapport with the subject. “Active listening can build strong relationships and can enhance trust between two parties” (Vaghela, 2021). This quote is especially applicable to my situation in this incident as my main aim was to build a positive relationship with the subject in order to keep all parties safe by ensuring compliance.

When dealing with the subject I used a variety of open and closed questions, when I wanted the subject to give me a lengthy explanation with detail I would ask an open question which gave the subject the opportunity to provide me with a detailed answer and allowed me to actively listen to decipher the important information. When asking questions that required no explanation but a straight answer I would ask closed questions. I used numerous closed questions in this incident in order to gauge the subjects understanding and judge whether he had the capacity to answer simple closed questions.

The decision was made that the subject needed to be assessed by mental health professionals, we explained this to the male and he declined explaining that he did not want to go and it was at this point I used my negotiation and reasoning skills to explain to the subject that it was in his best interests and I played on the rapport and trust that I had built with the male to get him to leave the property and be conveyed to the hospital but upon leaving the property he declined once again and after attempting to negotiate with the male again unsuccessfully myself and my colleague detained the male under section 136 of the mental health act.

When dealing with the subject I had numerous considerations with the main being the vulnerability of the subject and ways in which I could effectively safeguard the male and all parties involved. I considered the males vulnerabilities with the main vulnerability being that he does not have capacity and suffers from a long history of drug abuse. After considering these factors I looked at what safeguarding measures that I could implement, the first and main safeguarding measure that I considered was situational awareness within the property ensuring the subject was not able to access any object or items that could harm himself or anyone else and ensuring that I kept the male in a safe comfortable environment to ensure everyone’s safety.

Another safeguarding measure that I implemented following the subject being admitted to hospital was a public protection notification that is shared with other agencies and services who can provide help, support and safeguarding for the male.

My role as a police officer in this situation was primarily to ensure the safety and protection of the male and to safeguard the male and all other involved parties, it is also to ensure that the correct help is sought for the male and the situation to be resolved with the least amount of disruption and escalation.

When dealing with this incident I was conscious of my use of core policing ethics and the importance of them, one of my main considerations in relation to core ethics was accountability and how I would be held accountable for any decisions or actions that I may take when dealing with the incident and ensuring that they are justified, proportionate and legal (Privileges, 2019).

I also considered other relevant ethics that may have come into play when dealing with the incident such as integrity and openness with all parties by being transparent in all of the actions and decisions that I make.

My final considerations when dealing with this incident is the human rights aspect surrounding the subject's detention. Every person under article 5 of the human rights act has the freedom to liberty and security (Equality and Human Rights Commission , 2021) and by detaining the male under the mental health act I was depriving the male of a fundamental human right however this was justified as the male did not have mental capacity and the legislation allows. This decision was not made lightly and I considered all available options but detention under the mental health act seemed the only viable option given the circumstances.

On reflection I do not believe that there is anything that I would do differently next time and all of my actions were justified and accountable and lead to the best possible outcome given the circumstances faced.

1267 words

Task 3 (Component 1)

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

In this essay I will be discussing, reflecting and evaluating an incident where I have implemented the PEACE interviewing model as well as my considerations throughout the interviewing process specifically outlining my responsibilities in line with the PEACE model and The Police and criminal Evidence Act 1984. I will also explain my considerations throughout the planning phase and illustrating how policing values were engaged throughout.

The incident that I will be discussing is a suspect interview that I conducted with a male. The male had been located in another person's car highly intoxicated and unconscious and numerous items from the car had been removed from the vehicle with the cars stereo also being missing and unable to be located. The male in question had been arrested for Theft under the theft act 1968 and for vehicle interference under the criminal attempts Act 1981. The male was subsequently arrested for said offences and any items deemed to be evidential

at the scene were also seized. The male was conveyed to custody where once made sober he would be interviewed regarding the offences.

Prior to interview there were numerous things that I would need to consider and establish with the first being what offences are being investigated and from this I could prepare better suited questions to establish whether the points to prove for each offence had been committed. Another thing that I needed to consider was what exhibits and evidence was available in relation to the offence such as body worn video from arresting officers and any exhibits that were seized during the arrest.

The exhibits that I used in this particular case were photographs of items that had been removed from the car, photograph of the inside of the vehicle that showed where the radio had been removed and set of keys from the vehicle glovebox that were located in the pocket of the male upon arrest.

Other considerations prior to interview were the suspect's vulnerability and whether they have previous offences of a similar nature, also whether they required an appropriate adult due to age or due to lack of understanding and a solicitor of their choice needed to be organised to attend for interview. Other things that I considered but were not applicable for this particular incident were the gender of the interviewer as there is research that shows that the gender of the interviewer can influence how much information the interviewee voluntarily contributes (Procter, 1996).

The PEACE interviewing framework was introduced in the early 90s in England and Wales by law enforcement and psychologists to replace the previous interrogative style of interviewing which would often lead to false confessions and the PEACE model would act as an industry standard for investigative interviewing nationwide (Lomer, 2013).

The model consists of five main stages with each letter of PEACE representing each stage.

When conducting my interview I systematically worked through the PEACE model.

The first stage in the model is planning and preparation and in this stage I created an interview plan and set out clear aims and objectives that I hoped to achieve by the conclusion of the interview. In this stage I also considered factors such as whether there is further evidence outstanding that needs to be obtained prior to interview and whether it is an

appropriate time to interview. In this stage I also considered whether there was a necessity to visit the scene or search any premises but I did not deem this necessary (College Of Policing, 2013).

The second stage in the model is the engage and explain stage and in this stage I used a memo card that covers all of the necessary formalities prior to interview as it includes the caution and an explanation of the caution and ensures that the suspect understands they're entitlements to legal aid, breaks and to stop the interview at any time to seek legal advice. In this stage I also explained the reasoning as to why I am interviewing the male and my objectives throughout the interview as well as explaining my expectations during the interview and I finished this stage by explaining the offence and asking the broad question of "What can you tell me about this?" and then moving onto questioning, based on his answer to this question and any further questions that I wish to ask. This stage of the process is particularly important as to ensure compliance with the Police and Criminal Evidence Act 1984 all of formalities and information within the Memo card must be read and understanding checked with the male prior to interview (College Of Policing, 2013). In this stage I would ask the male a very open question to develop an account of what happened prior to, during and after the event, based on the response the male provided me with, I created a material time frame which is timeline of what happened in chronological order. After developing the material time frame I chose small topics within his account and reviewed these by asking further questions on these topics, probed the answers in fine grain detail and compared these against any checkable evidence that I had available to ascertain whether the answers the male was giving me was a true account.

My choice of questioning style varied as for topics that need no explanation and only required a yes or no answer I would ask closed question and where further detail was needed I would ask open questions that required explanation and expansion, while choosing my questioning style I had to ensure that I did not ask any leading questions. The final part of this stage that I followed was by comparing the responses and answers from the male with any evidence or checkable facts I had available and challenging the male on these and seeking clarification on these discrepancies where necessary. It is within this stage where I presented the exhibits to the male and questioned and challenged the male on them (College Of Policing, 2013).

The next stage is the closure stage, once I had asked all of the questions that I wished to and exhausted all avenues of questioning, I notified that I intended to conclude the interview and asked the male if he wished to add anything further and I explained that the tapes of the interview could be obtained if he requested them and I then concluded the interview (College Of Policing, 2013).

The final stage that I followed within the PEACE investigative interviewing model is the evaluation stage. In this stage I considered whether I had achieved the objectives that I set out in the planning preparation stage and also evaluating my performance within the interview and look for areas for improvement. This stage is also where I considered what further action is necessary which in this case is to progress the investigation for the male to be charged (College Of Policing, 2013).

In reflection I believe that my performance in interview was good and I ensured that I remained in line with the structure of the PEACE model, however, I do believe that I could have probed certain topics for longer asking more open and detailed questions but I do not believe that this hindered the investigation progression and I am satisfied that I achieved my future objectives but will take this evaluation and it to ensure continuous professional development.

Throughout the interview I had considerations for my use of language preference and engaged policing values throughout the interviewing process, The main Policing value that I believe that was engaged throughout the interview process was impartiality as despite having a substantial amount of evidence suggesting that the male committed the offence I remained impartial throughout and allowed the male to provide me with his account of what had happened. As well as this value, I also engaged other key policing values such as integrity which links in with the code of ethics which I followed strictly throughout. Also public service by ensuring that I regardless of circumstances I treat all parties respectfully while ensuring that I consider how others want to be treated when I interact with them (College of Policing , 2017).

1364 Words

Task 4 (Component 2)

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

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

For example:

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

Other examples relating to your experiences would be equally valid.

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

ANSWER:

In this essay I will be talking about the overall effect that anti-social behaviour (ASB) has on the wider community and how the police can effectively deal with it as well as working collaboratively with other partner agencies. I will use an incident of anti-social behaviour that I have been involved in to illustrate and demonstrate the impact that ASB can have on the local community and how I dealt with the incident appropriately. I will talk about what

actions I have taken to deal with the incident of ASB and how effective the actions were and outline the role and responsibilities of police in dealing with ASB and how partner agencies, projects and campaigns can deter, prevent and combat ASB. I will illustrate how and where policing values were engaged in the incident that I will be analysing. I will reflect on the decisions that I made and any discretion that I may have used through the Gibbs reflective model (University Of Edinburgh, 2020). Finally I will consider how my decisions and actions impacted the wider police community relations.

The incident that I will be discussing occurred when working a Swansea after dark patrol policing the night time economy on the city's main bar and club hotspot. A male had been refused entry to numerous clubs and bars due to his intoxication and began to cause trouble by bothering other revellers and knocking signs and barriers near the bars. The male was warned by myself that should his behaviour continue I would be issuing a section 35 dispersal order that would prevent him being on or near the street in question, or arrest for being drunk and disorderly in a public place under section 91 of the criminal justice act 1967. Following my warning the male's behaviour did improve until later in the evening where the behaviour that I had previously warned him about was replicated, after giving the male a final warning and no change in the male's behaviour I arrested him for being drunk and disorderly in a public place. Once I had completed a check of the male's criminal history and checked his eligibility for disposal methods I referred the male to the 18-25 Diversion scheme which focuses on the root causes of offending and attempts to combat reoffending (Centre for Justice Innovation , 2018).

"The real victim of anti-social behaviour is the wider community" is a quote from the 2019 victims commissioners report (Victims Commissioner , 2019). I will now look at the effects of the anti-social behaviour demonstrated in my incident and whether the actions that I took are sufficient and constitute effective police action. In my particular incident the effect of the Anti-social behaviour demonstrated by the male caused disruption to the local economy as the male was causing issues within clubs and pubs, which made other revellers uneasy and some even avoided the clubs and areas that the male was causing issues so the main effect was on the revellers and nightlife and the subsequent effect of this was that the clubs and pubs were financially effected due to loss of trade. In order to combat ASB within the premises along the street more door staff and security measures have been implemented by

clubs in order to deter ASB but this has come at a cost to the venues and the local night time economy.

The Action that police take in such scenarios needs to be effective and be an active deterrent for others to see that such behaviour is unacceptable, I initially gave the male a firm verbal warning but due to this being ineffective, I needed to take more rigorous action and after considering my options available I made the decision to arrest the male for being drunk and disorderly in a public place. I made this decision due to the male being a repeat offender that evening and my thoughts and feelings during this decision were that due to the males intoxicated state, that a dispersal order would be ineffective and that if the male is not dealt with further offences against revellers may take place and my decision was to safeguard other members of the public and combat the anti-social behaviour at the cause.

The police have a clear responsibility when dealing with ASB and this is too be prevent, deter and combat ASB, this can be dealing with the issues by establishing the cause of the ASB at the root and using problem solving models such as OSARA and problem orientated policing or in the case of my incident by implementing campaigns and initiatives such as the “Drink less enjoy more Campaign” which is South Wales Police initiative which focuses on the issues surrounding excessive drinking in the night time economy and the Anti-social behaviour that follows (South Wales Police and Crime Commissioner , 2015). There are also other similar joint partnerships between police and councils to combat ASB such as the safer Swansea Partnership which is a campaign set up in order to combat crime and ASB (Swansea Council, 2019). As well as the campaigns and partnerships that are in place to combat ASB there are also teams of neighbourhood officers and Police Community Support Officers within the police that focus their efforts on reduction of ASB and understanding and implementing prevention solutions to the Issues.

Despite the prevention methods in place often ASB still takes place and in these situations similar to the incident that I have described robust action such as arrest needed to be taken but even after arrest this is not the final step in solving the issues surrounding ASB. Due to the males age I was able to make a referral to the 18-25 diversion scheme which focuses on the reduction of reoffending and this was used as an out of court disposal method and the

results from this scheme are very positive and as well as dealing with the offence it is combating the problem long term (Centre for Justice Innovation , 2018).

Throughout this incident numerous policing values were engaged and demonstrated, the first value that is engaged in every aspect of policing the night time economy is public service. This particular interest was demonstrated by ensuring that all of my actions were in the interests of the public and seeking to understand the needs of others and best understand their needs and expectations. Another policing value that was engaged during the incident was integrity, this was demonstrated by ensuring that I adhere strictly to the policing code of ethics and values when dealing with a situation and ensuring that I make the correct decisions and actions when dealing with difficult situations.

A policing value that was engaged during this incident which due to the environment can be subject to an element of bias is impartiality, this particular value was positively demonstrated during the incident by giving all involved parties the opportunity to express their views and opinions on the matter however there is an element of bias involved in my decision. The bias that I demonstrated when making the decision to arrest was due to the male being involved in numerous incidents earlier in the evening, and the behaviour that he was demonstrating during the final incident due to his intoxication I was more inclined to receive accounts of what had happened from other members of the public who were not as highly intoxicated and could provide a more accurate account of what happened.

A problem solving, decision making and discretion play a large part in policing the night time economy but whenever a decision or action is considered or taken I will consider the effect that it may have on the wider community. A consideration that I would have when attempting to solve an anti-social behaviour related problem would be should I make the decision to take action what effect would it have on the wider community and what would be they're perception on it. In my incident I attempted to solve the problem of the anti-social behaviour being demonstrated by the male by making the decision to arrest, my considerations of the effect on the wider community played a part in this decision making process as I knew that the effect on the wider community would be positive as I would be removing the issue of ASB from wind street, also it would give other members of the public the message that ASB is not tolerated by police in the night time economy.

Discretion is an excellent tool that can be used by police and carries many advantages such as allowing officers to make a decision where a clear solution may not exist (green garage Blog , 2020), however the use of discretion should only be used where officers see fit. In my incident that male had acted in an anti-social manner but I had used my discretion by verbally warning the male to stop, the male carried on later in the evening and there was no longer room for officer discretion and I made the decision to arrest. When I used discretion on the first occasion I considered what impact it may have on the wider community and what their perception may be on the situation. I believed that this was the correct action to take due to the circumstances, but I also understand that this may have been viewed by the wider public as police not dealing with the problem and I was conscious of this, but I believed the use of discretion was most fitting on the first encounter with this male.

When I evaluate my response to the incident I need to consider all factors, decisions, actions and discretion that I had used and consider whether they were the right choice and whether I provided the appropriate response to the situation, I also need to consider whether the wider community's perception of how I managed these situation was positive. In reflection I believe that my use of discretion was necessary and also the final stage where I arrested the male however in conclusion I do believe that I provided the male with far too many opportunities and this may look like police are not dealing with the issue of ASB quickly or effectively but overall I believe that I performed well and the incident was resolved effectively. Finally my action plan for continuous professional development would be to deal with the male more firmly and give him less opportunities to act in an anti-social manner before arrest.

1755 words

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.

Bibliography

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

Signed: HARRI MORGAN FORD (Learner)

Date: 16/10/2021

TASK 5

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

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



Recoverable Signature

X 

Harri Morgan Ford

Signed: Signed by: harri.ford@south-wales.police.uk (Learner)

Date: 17/10/2021

Signed: PC 5701 ALEC JONES (Tutor Constable)

Date: 16/10/2021

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