

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 4 (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.

- **Wellbeing and Resilience**
- **Evidence based policing**
- **Research Methods and Skills**
- **Decision-making and Discretion**
- **Vulnerability and Risk**
- **Criminal justice**
- **Conducting investigations**
- **Decision making and discretion.**
- **Digital Policing**

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.

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
Task 1	Wellbeing and Resilience	1000
Task 2	Evidence based policing Research Methods and Skills Decision-making and Discretion	1500
Task 3	Vulnerability and Risk	1250
Task 4	Conducting investigations Information and intelligence	1750
Task 5	Digital Policing, Vulnerability and Risk	1500
	Bibliography	
Task 6	OCP	1000
	Total	8000

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Consider and reflect on the impact of organisational justice on yourself as a member of the police service. (Code of Ethics)

Consider the steps that your organisation is taking to raise ethical standards.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will introduce the concept of organisational justice. Secondly, it will consider and reflect upon the impact of organisational justice on myself as a member of the police service. I will also discuss the steps the organisation takes to raise ethical standards. I will also give direct examples of how organisational justice can impact on individuals, as well as teams.

As first proposed by Greenberg in 1987, organisational justice describes an employee's perception of the organisations decisions, actions and behaviours and how these impact and reflects the employees own attitudes and behaviours (Greenberg, 1987). Organisational justice is formulated by several key elements, which can have a direct and indirect impact on an employee's attitude and behaviour (Quinton et al, 2015). Two key elements are procedural justice and distributive justice. Procedural justice has been described as how fairly and respectfully employees believe they are being treated by the organisation. Distributive justice on the other hand describes employee's perceptions of how fairly inputs (for example resources) and rewards (for example pay) are allocated across the organisation (Quinton et al, 2015). Thus, the literature highlights the significant impact an organisation can have on its employee's performance and in turn, how the employees deliver a service to the public.

Organisational justice can impact positively and negatively upon both its employees and those that they serve, depending on how the employees perceive they are being treated. The benefits of organisational justice is widely accepted within the literature. Survey data from 15,807 police officers show that a greater degree of organisational justice resulted in greater internal control to manage misconduct and reduced support for misconduct (Friedell, Maskaly and Donner, 2020). Moreover, research shows that both procedural justice and distributive justice are predictive of increased job satisfaction (Rifai, 2005). Furthermore, survey research conducted within Durham constabulary showed that fair decision-making and respectful treatment of officers by supervisors and senior leaders had a significant effect on positive work behaviours such as feeling empowered and being more likely to value the public (Quinton et al, 2015).

However, organisational justice can also negatively impact upon employees. Since joining the organisation and with less than two years of service, I have witnessed first-hand the negative impact organisational justice can have on the behaviour and attitudes of officers with a wealth of experience. For instance, I have observed the effect of a lack of procedural justice on an employee's attitude and behaviour when an officer was told that he was being moved from the Neighbourhood Policing Team (NPT) which he excelled at, to my response team without being informed on the decision. Thus, I have observed first-hand how the lack of openness and honesty displayed by the organisation when decision-making can have a detrimental effect on not only that employee, but also on myself and my colleagues who are now without a team member as they have gone off work with stress. The example above emphasises the importance of an open and inclusive relationship between supervisors, senior management and employees as it can have a knock on effect across the organisation (Wolfe and Nix, 2016).

“Organisational culture is the way that things are done in an organisation, the unwritten rules that influence individual and group behaviour and attitudes” (Chartered Management Institute (2015))

Organisational culture plays a vital part of organisational justice. The culture of the organisation consists of a number of key factors, such as, personality and character, structure and agency, shared values and beliefs, and history, function and people (Chartered Management Institute (2015)). Within an organisation such as the police service, there will likely be a number of colleagues with a varied length of service at any given time and a subculture may be formed. Police subcultures have been identified in the literature as having numerous negative characteristics such as cynicism's and prejudice (Quinton et al, 2015). Working closely with colleagues who exhibit these negative characteristics could be easy to internalise. For instance, some senior officers may be 'stuck in their way' and find it difficult to adapt to new processes which may result in conflict within the organisation (Bell, 2002). Moreover, it might be difficult for a new officer to challenge improper behaviour.

However, South Wales Police has a strong organisation culture and code of ethics and policing principles are strongly internalised by most employees, including myself. Thus, due to this strong sense of organisational justice and organisation culture, I am able to maintain the code of ethics and act with honesty and integrity at all times.

Perceptions of fairness and respect for the organisation has been found to be associated with employees being more likely to buy in to the work place culture and values such as the code of ethics (Quinton et al, 2015). The code of ethics is at the heart of the force and sets the standards that all employees to provide the highest standards of service to the public and act

with honesty and integrity at all times (College of Policing, 2014). South Wales Police continues to ensure ethical standards are maintained by taking steps such as encouraging officers to challenge and report improper behaviour which is investigated by an independent body such as the IOPC (IOPC, 2020) enabling staff to be held accountable. The organisation is also open with employees who are invited to have their say and have regular training courses (HMICFRS, 2019). Thus, in times where some employees may challenge the values of the organisation, the organisations ethical standards can be maintained by identifying with the organisations values which are internalised by recruits, particularly in training school and during tutorship.

In conclusion, organisational justice can have a significant impact on its employees which can also impact upon their service to the public. The respectful treatment of employees and fairness of decision-making can have numerous benefits including upholding the organisations ethical standards, increased job satisfaction, and a lower likelihood of improper behaviour. However, if these ethical standards are not maintained by the organisation as a whole at all levels of the rank structure, it is unlikely that employees will buy in to these ethical standards. Organisational justice has had a significant positive impact upon myself despite being relatively new to the role of a police constable. Throughout being a student constable and during tutorship, I have been treated fairly and with respect and have been involved in all decision-making. Thus, in order to ensure that improper behaviour is challenged, poor working styles are not adopted and employees provide the utmost service to the public, organisational justice should be fair and respectful.

1,089 Words

Task 2

Relevant areas of the National Policing Curriculum: Evidence based policing, Research Methods and Skills, Decision-making and Discretion

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

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

What options did you consider when adopting a multi-agency approach?

How did you decide on the most appropriate option to mitigate or resolve the problem and how did you evaluate the available evidence?

Justify your intervention and highlight potential consequences.

1500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

This essay will evidence a policing incident where the organisation adopted a partnership approach in solving a problem where the community was affected. Secondly, I will outline the options considered when adopting the multi-agency approach taken to solve the problem, and explain how the most appropriate option to resolve the problem was decided.

Furthermore, I will explain how I evaluated available evidence and justified the intervention chosen. Additionally, the essay will outline the potential consequences that were highlighted during decision-making. Finally, I will reflect on the incident by using Gibbs 'Model of Reflection (1988) on what worked well and detail any future changes if faced with a similar incident in the future.

Within the force area I am currently stationed, for a number of years, there have been significant issues with drugs being used, distributed and sold within the force area. The problem has continued to escalate over time, which has resulted in an increase of drug related

crimes, along with the loss of confidence in the police force (Williams, 2021). Furthermore, vulnerable persons are being targeted by organised crime gangs in order for them to utilise their homes to distribute drugs from, also known as cuckooing (Dyfed-Powys, 2021). By targeting vulnerable persons who are often more easily manipulated, there is a lower likelihood of them report it to the police as a result of being scared or are unsure how to contact the police (Dyfed-Powys, 2021).

Consequently, the community has seen a rise in other crimes, in particular burglaries and theft, which are carried out by drug users in order to feed their habits. Furthermore, due to a local primary school being present within the area, there was an added risk that children would be impacted by the activity taking part within the area, resulting in the community losing faith in the police force. This resulted in community tension and the media outlining that the police have lost control within the area (Williams, 2021).

As an organisation and response team that covers the area, urgent interventions were required to be taken. It is widely acknowledged within the literature and operational policing that Multi-agency approach is essential in managing complex crimes and incidents (Berry, Briggs, Erol and Van Staden, 2011). As a response team, we liaised with the local Neighbourhood Policing Team (NPT) who liaised with partner agencies, and in this case, the local council and housing department, which resulted in adapting a multi-agency approach. Each agency put forward their own options and ideas in order to tackle the problem.

Problem solving is a vital part of policing (Weisburd and Eck, 2004). Problem-orientated policing (POP) is an approach to problem solving utilised by the police and partner agencies, developed by Herman Goldstein in 1979. POP involved a proactive approach to crime and

disorder by understanding and analysing a problem to develop a tailored and targeted response. This response is usually a multi-agency response (College of Policing, 2020).

POP has been elaborated upon to produce the OSARA model to problem solving. Within this incident, the OSARA model was utilised in order to solve the on-going problems of the use and distribution of drugs within the community. The OSARA model consists of four stages, with the objective being the overall aim for all agencies to work towards. In this case, the objective was to tackle the issue revolving drugs within the community and restore public confidence in the police. The first stage is 'Scanning'. The scanning stage involves identifying and prioritising the potential crime and disorder problems (College of Policing, 2020). In this example, drugs, cuckooing and drug related crimes in the area had already been identified and will be prioritised at this stage. Moreover, consideration was made as to who has been impacted by this problem and which agencies were the most appropriate to collaborate with.

The second stage of the model is 'Analysis' (College of Policing, 2020). During this stage, analysis of the potential problems occurs through gathering and utilising information and intelligence to identify the underlying cause of the problem. In this incident the underlying problem transpired to be organised crime gangs exploiting vulnerable people in order to distribute their drugs from the location. A vast amount of information and intelligence had been submitted by officers and Police Community Support Officer's (PCSO's). This information and intelligence consisted of a number of persons entering certain premises, who are known to be from out of force area, along with vehicles regularly attending the same premises. By gathering information and intelligence, this allowed the police and partner agencies, in particular the local council and housing to identify those premises being used in criminal activity.

The next stage of the OSARA model is 'Response'. At this stage, the development and implementation of activities takes place which are prioritised to address the cause of the problem which is identified during the analysis stage (College of Policing, 2020). During this phase, the police and partner agencies formulated a plan in order to address the cause of the problem. During this incident, the Neighbourhood Policing Team worked closely together with the Priority Policing Team (PPT) to carry out warrants on subject premises where it was believed that drugs were being distributed from. This activity was set up to target those premises in attempt to identify those who are involved for the criminal activity. During this stage, as I have never carried out a warrant, I familiarised myself with the process and asked more experienced officers on their past experiences with executing warrants. Additionally, I ensured I knew my role during the warrants and if I was to be in a similar environment in the future when conducting warrants, I would be mindful of my positioning and order when entering the premises after entry has been gained through force. This would be to improve my safety awareness for not only myself but also for my colleagues. Furthermore to the warrant conducted, housing/council conducted spot checks, in order to try and deter criminal activity in targeted premises.

The final stage of the OSARA model is 'Assessment', during this stage, the impact of the response is measured to establish whether it has had the desired effect, and if not, what changes would be required if needed. As a result of the warrants executed and spot checks conducted, arrests were made on numerous individuals who were in possession of controlled substances which were seized and taken off the streets. Moreover, large sums of money was discovered. Furthermore, as a results of the arrest, the victims of the cuckooing opened up regarding others who were involved in the drug supply as they believed they would get in

trouble also. Therefore, important information and intelligence was gained. Moreover, the victims were signposted to victim support and other support agencies. The success of the targeted problem-solving approach also had a knock on effect on the wider community who were less fearful, potentially increasing their confidence and trust in the police. Whilst evaluating the response conducted, the warrants could have also had a negative outcome. For instance, the intelligence could have been incorrect and the wrong houses could have been targeted. Moreover, the victims could be in further danger from the members of the organised crime gangs for speaking and disclosing information to the police. Therefore, safeguarding the victims were key during this process. For instance, pub protection notices were submitted and they were referred to key supporting agencies.

To conclude, I believe that this intervention and applying a multi-agency approach was a success and had regained public perception that was lost as a result of the ongoing issues within the community. I am aware that drugs within the area will not have gone as a result of this multi-agency approach, and that as a force, along with partner agencies such as the council will have a continuous task ahead to ensure the problem does not reach the level as it did in the past. Throughout this process I applied myself to all meetings and I feel I contributed what I could at the time. However, after reflecting on this incident, I have gained a considerable amount of knowledge about problem solving and multi-agency approaches. Which if it is done correctly, this can reduce the demand on front line policing and in particular response policing. If I was faced with a similar incident in the future, I would ensure I conduct further research on the problem area and seek advice from more experienced neighbourhood police officers and utilise their experience.

1416 Words

Task 3

Relevant areas of the National Policing Curriculum: Vulnerability and Risk

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.

Evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm.

Evaluate what works in relation to tackling repeat victimisation and repeat offending.

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

ANSWER:

In this essay, I will describe a policing incident where I have played a significant role with a victim of anti-social behaviour (ASB). I will describe which approaches were utilised during the incident. Additionally, I will evaluate the approaches which work in to tackle repeat victimisation and repeat offending. Finally, I will utilise Gibbs 'Reflective Cycle' (Gibbs, 1988) on what worked well during the incident and if there were any changes I would make in the future.

ASB is defined as 'behaviour by a person which causes, or is likely to cause, harassment, alarm or distress (CPS, 2020) and is a growing concern for society. Some may not deem ASB as serious as other crimes, however, it can have a detrimental impact on people and in particular those who are deemed vulnerable (Victims Commissioner, 2019). An example of the impact of ASB on a vulnerable family is the case of Fiona Pilkington. Fiona took her own, and her daughter's life, after being victims of numerous incidents of ASB over a decade which involved systematic failings by the police to investigate the offences and take action

(BBC, 2011). Thus, effective approaches to managing and supporting victims of ASB are crucial.

“A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation”
(Manners, 2020).

Vulnerable victims are often recognised as being more likely to be negatively impacted by ASB due to a lack of psychological, social and economic resilience (ASB Help, 2021) Thus, the ability for the police to recognise and identify those vulnerable to risk and harm and offer them support is crucial.

The incident unfolded when an elderly male with learning difficulties reported a large group of school children throwing eggs at his house. Further information from the control room stated that this is a regular occurrence and the male often reports ASB caused by the school children. As I arrived at the location, the school children ran away, however I was able to identify their school uniform. By identifying the school they attend, this gave my colleague and me a form of possibly identifying the children responsible.

As per the victims code of conduct, the victim has a right to understand what is being said and the right to be understood (College of Policing, 2021). My colleague and I firstly established that this was the case, and adapted our communication technique by speaking clearly, concisely and avoiding any police jargon in a trauma informed approach. The victim informed us that he has been experiencing numerous problems with the school children and

felt nothing was being done. The victim further stated he has had enough of the on-going issues and that he will take it into his own hands.

It was evident that the ASB was having a detrimental effect on the gentleman's quality of life. He explained that he was feeling anxious and had disturbed sleep due to the incidents which are common side effects associated with being a victim of ASB (Victims Commissioner, 2019). Whilst my colleague spoke with him, I looked at the outcomes of previous incidents that the victim had reported. I noticed the lack of interventions to support the victim, such as submitting relevant forms to partner agencies to provide support to the victim.

I confirmed with the gentleman whether there were incidents which he might not have reported due to victims of crime often feeling too frightened to report incidents, or believing that the police will not take their crime seriously (College of Policing, 2021). Focusing on providing the best service in order to gain the trust and confidence of victims can be an effective strategy to reduce repeat victimisation by making them feel more confident in reporting incidents. I provided the victim with my collar number and extension number and assured him that I would keep him updated throughout the investigation.

A person is regarded as a repeat victim if they have been a victim of more than one ASB incident within 12 months (Bedfordshire Police, n.d.). In an effort to avoid the gentleman being a repeat victim, I completed a Public Protection Notification (PPN) where the victim's vulnerabilities are shared with partner agencies to ensure he receives appropriate support. The victim informed me that due to his vulnerability and needs, he has a designated support worker. I could see from previous incidents that nobody had made contact with the support

worker. I disagreed with this, as with the victims consent, the support worker could be vital in providing further support to the victim. The literature supports the importance of informal networks to support victims of crime, which can also encourage victims to seek professional help (McCart, Smith and Sawyer, 2010).

Once we left the victim, we conducted an area search to locate the group of school children, however, this was negative. I then liaised with the Neighbourhood Policing Team to make them aware of the ongoing issues and asked them to increase the visible patrol within the area to act as a deterrent for further instances of ASB (College of Policing, 2021). This could also provide a reassurance to the victim, help them feel safer in their home, and enable them to feel confident that the police are taking the communities problems seriously (Innes, 2014).

By identifying the school badge on their uniform, I was able to liaise with the relevant School Liaison Officer, who agreed to present an educational workshop on how ASB can impact on a community and an individual. Furthermore, I looked into the activities and clubs the local authority offers youths within the area, which were not adequate. The use of early interventions has been found to be effective in reducing instances of ASB (Scott et al, 2001) by creating more opportunities and activities to keep youths out of trouble, it could improve the well-being of those suffering as a result of the ASB and reduce the risk of those individuals from re-offending.

A repeat offender is ‘an offender who commits the same offence on more than one occasion’ (Oxford Reference, n.d.). Punitive measures such as criminal prosecution alone might not be the most effective approach. On the contrary, viewing the behaviour as minor is also not effective as it can seriously affect the victim’s quality of life. Approaches which aim to

change thoughts and behaviour is more effective (Rubin, Rabinovich, Hallsworth and Nason, 2006). For instance, restorative justice which aims to help the offender understand how their actions have affected the victim is highly effective in preventing reoffending and can help the victim understand why they might have been targeted (ASB Help, n.d.).

To conclude, ASB is becoming increasingly prevalent in our communities, and can often have a detrimental impact on a victim's quality of life. This is particularly true for vulnerable victims who often find it difficult to report incidents who are often the target of ASB incidents. PPN's are useful tools in ensuring the victims details and vulnerabilities and shared with partner agencies who can refer the individual for support in other areas of their. Moreover, the engagement and communication with vulnerable victims pre and post incident is essential in ensuring they have trust and confidence in the police and are likely to engage in the future. Furthermore, it is crucial that the police service and other professionals take a collaborative approach to solving these problems. Partnership working allows the individuals and the circumstances to be looked at from a holistic approach, where all areas of their lives can be looked at in order to determine why they might be behaving in a particular way. For instance, liaising with other agencies such as education to determine whether they are attending school, whether they have had any inputs regarding ASB etc. I utilised Gibbs' reflection model throughout the incident and once I had time to reflect on it when I got back to the station, I feel that I provided more support during this incident than the last two incidents together. However, in the future, I would explore further into the cause of the conduct and further my knowledge in activities that could be provided for the offenders and the victim.

1375 Words

Task 4

Relevant areas of the National Policing Curriculum: Conducting investigations and information and intelligence.

You must choose **a policing incident which is of serious and complex nature** in which you played a significant 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.

Consider how you have gathered, analysed and evaluated relevant information or intelligence from a range of sources as appropriate to the policing incident. Additionally, identify how you have developed the information and intelligence for the purpose of informing the tasking and co-ordination process.

Focus on how you have made use of the additional sources of intelligence obtained through this complex investigation and **explain** how you have **applied** learning from previous serious and complex investigations.

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.

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

ANSWER:

In this essay, I will state a policing incident of a serious and complex nature, where I played a significant role. During the incident, I will explain how I gathered, analysed and evaluated information and intelligence, which ranged from appropriate sources, and I will explain how I identified how the information and intelligence was developed. Furthermore, I will describe how I used further sources of intelligence and how I have applied learning from previous serious and complex investigations. Finally I will reflect on the incident by utilising Gibbs' (1988) model of reflection on what worked well and what changes I would make in the future, by also illustrating the application of Code of Ethics and Policing Principles.

The serious and complex policing incident developed when an unknown female reported a disturbance in her house to the police, where a female screaming was overheard followed by the termination of the call. The only information that was available at the time of the report, was the home address and loud screaming coming from within the address. This added a complex nature to the incident before arriving at the scene, due to very little information being available to myself and my colleague where it was evident that a dynamic risk assessment was essential due to the nature of risks being dynamic as opposed to static. This requires continued monitoring and reassessment and use of the National Decision Model (College of Policing, 2018). Before arriving at the address the control room provided further information and intelligence following conducting checks on the address, which had occupants linked. The checks provided my colleague and me with further information and intelligence on those persons, and in particular the warning markers associated those in the premises which could potentially be part of the disturbance.

The information and intelligence gathered stated that a male and a female resided at the address, however this information and intelligence was last verified in 2019, which could have changed. The warning markers of possible persons involved in the incident showed that the male was a domestic aggressor against the female linked to the address. Additionally further warning markers stated that the male uses weapons and has been violent on numerous times in the past and in particular towards police. Gathering information and intelligence in an incident of this nature is imperative for officers to approach the incident, assessing threat and risk and develop a working strategy (College of Policing, 2020). However, it was vital to keep an open mind and be flexible in my approach as it was definitive the persons linked to the address were involved in this incident.

By gathering all of the information and intelligence, which came from several different sources, such as the 999 call, address checks, person checks and warning markers, my colleague and I developed a working strategy (College of Policing, 2014). The information and intelligence gained regarding the warning markers of the suspect informs the tasking and coordination process and allows senior officers to deploy resources effectively. In this scenario, a Taser trained officer was required. As a Specialist Taser Officer (STO) and due to the information and intelligence available, it was decided that I would lead the incident to ensure the safety of my colleague, myself and any persons inside the address. Whilst gathering and managing information and intelligence, it was important to adhere to the principles of Management of Police Information (MOPI) and the Criminal Procedure and Investigations Act (CPIA) to ensure information is treated legally and fairly.

Upon arrival at the address, there were no noises or disturbances coming from the house. I approached the premises first and immediately noticed that the front door of the premises was ajar. I identified myself as a police officer and called for any person inside the premises to identify themselves. As I got to the door, I called out again and at that point I saw blood near the door step. Upon reflection, if a similar situation arises in the future, I will attempt to look for an object to put over the blood stain to preserve it for Crime Scene Investigators to preserve evidence. However, at that time, my main priority was to locate any possible victims or suspect inside the premises and preserve life.

I entered the property under section 17 of the Police and Criminal Evidence Act (PACE) (1984) which allows an officer a power of entry to protect life and limb (Legislation, n.d.). Entering an unknown and unsafe environment has its risks, however as police officers we are required to be selfless and protect and preserve life. I had my Taser drawn with and my Body

Worn Video (BWV) active, which is a vital tool in capturing evidence (College of Policing, 2021). While examining the hallway and living room, it was evident that a disturbance had occurred at the address, due to damaged objects over the floor. At that point I called out for any person inside the address again, and as a result, I heard a female calling out from upstairs. As I approached the stairs, I noticed footprints in blood on the stairs. I informed my colleague of the footprints to ensure neither of us disturbed possible evidence (Thompson, 2017).

The female was conscious and responsive, however had facial injuries and blood stained clothing. My colleague communicated with the control room in order to arrange an ambulance and I ascertained the females information, which matched the information and intelligence from checks conducted on the address. The victim confirmed that her partner, who was also linked to the address was responsible for her injuries, which occurred as a result of him consuming drugs and alcohol throughout the day. This initial disclosure was captured on BWV which is paramount to the investigation in such a serious crime (Chapman, 2018). I informed the control room that the suspect had left the scene prior to police attendance and passed them a description in order to put out observations for the suspect. Reflecting back on this, I felt that sharing all the information, including regarding the suspect consuming alcohol and drugs throughout the day was vital to ensure safety of other officers, who may come in contact with the suspect when conducting area searches.

After ensuring the victim was safe and being treated by paramedics, I began examining the scene and capturing it on my BWV to obtain evidence of the disturbance. I then liaised with scenes of crime who attended to obtain forensic opportunities on the blood stains, along with photographing the scene. I was also informed by paramedics that the victim likely sustained a broken nose and possible cheekbone, which amounted to Grievous Bodily Harm (GBH) with

intent which is section 18 of Offences Against the Person Act (1861) (Legislation, n.d.). Prior to the ambulance conveying the victim to the hospital, the victim informed me that the suspect had used a metal bar during the assault. I conducted another examination of the scene to attempt to locate the metal bar. However, this proved to be negative. I immediately shared this information with the control room and other colleagues to be cautious if approaching the suspect.

Once the scene had been examined, I aimed to gather further information by conducting house to house and speaking to those who live near the incident address. As a result of house to house, we gathered CCTV footage of the subject leaving the premises which also provided an accurate description of the suspect. This description was shared with other officers who were attempting to locate the suspect. The CCTV provided opportunities to trace the direction of travel that the suspect took after leaving the scene. From previous serious and complex investigations, I have found that the basic investigatory enquiries such as house to house and CCTV are imperative to the foundation of the investigation and emphasises of how important 'Golden Hour' is in obtaining material and evidence as soon as possible following an incident (Thompson, 20117).

By attending and examining the scene, I further developed the information and intelligence which was already known. For instance, the intelligence regarding the suspect being violent and using weapons was highlighted as remaining to be true which would inform the tasking and coordination process which in the future would ensure that appropriate resources such as Taser trained officers and the number of officers are continued to be deployed in instances involving the suspect. Moreover, through conducting the house to house enquiries allows the

force to obtain up-to-date information on who is living in the area and those who have CCTV, again informing the tasking and coordination process.

The suspect was subsequently arrested four days after the incident. The use of information and intelligence such as the CCTV footage was vital in ensuring the suspect was arrested and ensuring safeguarding of the victim was a priority.

Throughout my time as a response officer, I have continued to learn new investigative techniques and approaches and develop my skills and knowledge. I have also learnt the importance and value in information and intelligence in investigating all crimes, in particular serious and complex crimes. I have also had prior learning from previous incidents which I applied during this incident. For example, during a previous incident I conducted house to house enquiries, however a number of occupants were not home. As a result, a letter was sent out to the addresses instead of being revisited. When occupants responded to the letter, a key premises did have CCTV but due to the time after the incident, the CCTV was erased. It transpired that this could have been key evidence in the investigation but as the source of information and intelligence was not fully sought after, this was lost. As a result of this, I always ensure I conduct house to house as soon as practicably possible as I have learnt from past experience that this is an imperative source of information and intelligence, which in this case, lead to the suspect being arrested.

To conclude, I believe I applied myself well in this serious and complex investigation and also by taking a leading role in the initial attendance. I believe I utilised the information and intelligence that was available to me at the time and additionally, gathered a vast amount of further information and intelligence by ensure enquiries were conducted effectively to gather

evidence. In future, I would have possibly protected the footprint of blood that was outside the premises.

1742 Words

Task 5

Relevant areas of the National Policing Curriculum: Digital Policing, Vulnerability and Risk

You must choose **an incident** involving digital technologies and reflect on how you provided an appropriate initial police response.

Explain the immediate actions that you took to reduce the risk of harm caused by the incident. Detail who may be more vulnerable in this type of incident.

1500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

In this essay I will identify a policing incident, involving digital technologies and reflect how I provided an appropriate initial response. I will explain the immediate actions that I took, in order to reduce the risk of harm caused to the individual and their family, as a result of the incident. Furthermore, I will detail who may be more vulnerable in this type of incident. Finally, I will utilise Gibbs's model of reflection (1988) throughout the incident and identify what worked well and what I would change, if anything, when faced with a similar incident in the future.

The advancement of digital technology has seen a significant rise in cyber-related crimes, which allow criminals to commit more serious and rewarding crimes (KPMG, 2020). The policing incident unfolded when a report of fraud of over £100,000 was reported to the police by the victim's son. The fraud occurred through an online dating application. When I arrived at the victim's address, I was also greeted by her adult daughter and son, who had made the initial report. While speaking with the victim, I noticed how devastated and disengaged she was, which resulted from the impact of the incident. In response to the victim's demeanour, I considered that I would need to adapt my communication skills and show empathy to the victim. Empathy is integral to gaining the trust and confidence of the community and

increases the perceptions of the effectiveness of the police (Scholars, 2013). Gaining the trust and confidence of the victim was extremely important, more so as she was vulnerable. The victim's daughter and son explained that over two years ago, the victim lost her partner and as a result her mental health had deteriorated and the victim found herself in thousands of pounds of debt, which her daughter and son were unaware of until approximately one year ago. They further explained that as a result of their mother being in debt, she was forced to sell their family home and decided to move closer to her daughter and son and buy a smaller house in the area.

At this point, I focussed my attention on the victim as I felt that her son and daughter were talking about her as if she was not in the room. I asked the victim if she wanted to speak to me alone, as there may be some details that she may not feel comfortable in disclosing in front of her son and daughter. However, she wanted them present while she explained the incident and circumstances in detail. Throughout the interaction, I continuously reviewed and assessed the victim's behaviour where it was evident that she was in a vulnerable state. The victim was grieving over the death of her husband and as a result had become vulnerable.

“A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation.”

(College of Policing, 2018)

The victim stated that she had begun conversing with, who she believed to be a male, via an online dating application as she felt lonely and wanted to speak to someone. The victim continued to explain that everything was going well and they were speaking for a number of months. The person she was speaking to online was aware that she was selling her house and

when the sale of her house was accepted, it was at that time things changed. The person continued to ask for money for business purposes and promising to return the money when they met. This was a regular occurrence that lasted many months. The victim stated that she thought they were in a relationship and did not think it would result in this outcome.

Research conducted by Action Fraud and the National Fraud Intelligence Bureau reveals that those suffering from mental health issues, social functioning, physical disabilities or an impairment of intelligence are more open to certain frauds. In this incident, due to the victim suffering with her mental health as a result of the loss of her partner, she is particularly vulnerable. As stated by Action Fraud (n.d.);

“Those aged 60 to 69 are three times more likely to be a victim of dating fraud than the 70 to 79 age range, and women are almost twice as likely to be victims as men”

After receiving the information, I found it difficult to understand how a victim could be naive and give such a large amount of money to a stranger that she had never met. I have since reflected on this reaction and believe it's important going forward to understand other people's perspectives and take into consideration how the older generation are not as familiar with this emerging type of crime and the dangers of the internet. I also knew I had to provide the best possible service to her and ensuring I took immediate and prompt action in reducing the risk to the victim. Due to the victim informing me that the person responsible suggested she downloaded software that I was unfamiliar with to her mobile phone, I asked the victim to immediately switch the mobile phone off as this was a subject that I am unfamiliar with and I was unsure whether there could be software on the device that had the potential to wipe

all of the data on it. The victim voluntarily provided her mobile phone to me, in order for it to be digital forensically examined in order to retrieve as much information as possible.

I then obtained as much information as possible in relation to any bank accounts, mobile phone numbers, email addresses and names. I also advised the victim to contact Action Fraud and to inform her bank of the matter. Once I obtained information which was relevant to the investigation, I then focussed on the safeguarding element on reducing the risk of harm to the victim. Safeguarding vulnerable people is central to the work of the police along with placing victims, in particular vulnerable victims at the heart of their work (West Yorkshire Police, n.d.).

I firstly completed a Public Protection Notification form (PPN), which is shared with partner agencies in order to provide further support to the victim. Due to her suffering with her mental health, her GP would be made aware of the incident and would be able to provide further support. I then enquired whether the victim would be alone after I left, however she assured me that her daughter was living with her. This, along with the submitted PPN ensured that the victim would have support as the effect of losing a large amount of money could have a significant impact on any person, let alone a person suffering with their mental health. Moreover, the PPN allows the police to be proactive in preventing crime and protecting individuals. In this case, it could protect the victim from further harm or exploitation (Ford et al, 2019). Finally, I completed an 'op signature form' with the victim. This is a campaign where the force identifies and supports vulnerable victims of fraud (Sussex Police, n.d.).

The concerns with cyber-related crime, is that it makes it difficult for those responsible to be traced and identified (UNODC, n.d.) and enables crime to be committed from anywhere in

the world. Additionally, victims of crimes of this nature, may find it difficult to report as they are embarrassed or scared to report it to the police which is a common feature when there has been no personal injury or damage to property (Victim Support, n.d.). However, in this incident, it has been fortunate that the victim disclosed the fraud to her children, who instantly reported it to the police, and as a result of all the information retrieved, there are several lines of enquiries that can be investigated to identify the suspect.

Following the initial account, I spoke with the serious investigation team who took primacy over the investigation due to the seriousness of the crime. I created a detailed hand on package to ensure that the crime was investigated fully and the victim received the utmost service. Following this, I ensured I updated the victim that I would no longer be the officer in charge of the case, however if she had any concerns that I would still be contactable.

To conclude, as this is was a large scale fraud, I believe I handled the situation well and retrieved as much information as possible in order to attempt to identify or trace the suspect. I believe I took all the relevant steps in assessing the risk and attempting to reduce the harm to the victim by completing the relevant documentation and also buy educating the victim for future potential incidents. While utilising Gibbs's model of reflection, if faced with a similar incident in the future, I would ensure I asked for some advice in relation to the technology involved. Whereas after this incident, I liaised with the phone download officers and asked them for advice on whether it was the right thing to do to turn the phone off, which it was, however, there could be future incidents where the technology may need to remain on. As a result of this, I will ensure I seek advice prior to taking action.

1551 Words

Task 6

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 5003D; Policing in the workplace 2 and in signing it will be equivalent to 1000 words towards the 8000 words equivalent total.

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: Emyr Price (Learner – electronic signature accepted.)

Date: 26/11/2021

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

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