

BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based
Workbook 3 (PCDA)
8000 Words**

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPP6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook was provided by university staff as part of your initial training day and further help and advice is available on Moodle.

Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given).*
- *You should use this document (electronically on Moodle) - insert your text / answer within each section of this workbook.*
- *You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them despite you being able to upload them.*

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	Total	8000

Task 1

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

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

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

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

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

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

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The College of Policing (COP) was established in 2012 as the professional body responsible for policing in England and Wales. The College of Policing's core purpose is to professionalise the police by maintaining and driving standards in performance and ethics whilst developing those employed in policing to keep communities safe and to reduce crime (College of policing, 2023).

The College of Policing was established to address several significant deficiencies within policing. Unlike other professional institutions such as medicine and education, prior to the founding of the College of Policing, there was no professional body responsible for setting standards in policing. However the COP is now considered to be the main professional body for policing, reducing the amount of direct involvement in policing by the government (Holdaway, 2017).

In the wake of increasing concerns from the public about ethics within policing, the College of policing was founded and tasked with ensuring that standards of professionalism and ethics were maintained. As well as driving standards, the College of Policing was a response to broader calls for police reform. In 2011 the Winsor report called for better training, nationally recognised policing qualifications and performance-based pay to be introduced (UK Government, 2013). As a result of these recommendations one of the foundational tasks for the College of Policing

was to establish a standardised policing education, thus resulting in the implementation of the Policing Education Qualifications Framework (PEQF). The PEQF was established in 2016 and aligned police training with higher education standards (Li & Thomas, 2021). This introduction represented a significant change in development and training in policing, placing education at the centre of all aspects of learning within policing (Wood, 2020).

Proponents of professionalisation argue that it leads to higher standards and improvements in ethical culture and evidence-based policing (Lumsden, 2017; Green & Gates 2014). However, research indicates that some police officers view the professionalisation of policing as a form of 'top down' government control which threatens to conflict with police officers established view of the profession (Lumsden, 2017).

The role of a police officer is ever evolving with the demands of society and the advancement of technology (Sharma, 2020). Research has found that changes to public and political priorities has resulted in a shift in what is expected of police officers (Donnelly, 2012). In my final year of probation, I have learned how important it is to be multi skilled and flexible in order to meet the demands of the public. After nearly two years of frontline policing, I have come to understand that policing is a very multifaceted profession in which it is imperative to have a broad understanding of a wide range of legislation, police powers and national policing strategies and frameworks. There are several national policing frameworks currently in place to support and guide officers towards meeting the demands of the public and it is imperative that officers are familiar with them to enable them to better understand what is required of a modern-day police officer.

One of the national frameworks; the Policing Vision 2025 is a decade long plan which was introduced in 2016 by The National Police Chiefs Council (NPCC) and the Association of Police and Crime Commissioners (APCC). The vision aims to utilise technology in the prevention of crime and to encourage forces to be far more integrated with social services, health and education to help resolve issues that contribute to crime and Anti-social behaviour and to assist the vulnerable (NPCC, 2016).

During my probation period I have attended many incidents whereby I have had to utilise partner agencies in order to deliver support for vulnerable people and work towards a reduction in crime and anti-social behaviour. The incident in which I am going to describe relates to an incident whereby a young female was repeatedly acting in an anti-social manner which was frequently resulting in her arrest. Anti-social behaviour (ASB) is defined as actions that violate social norms and show a disregard for the rights and wellbeing of others (Pezzoli et al., 2024; Hantoosh et al., 2021). ASB can have a very negative impact on society (Deery & Jago, 2010) and can lead to negative outcomes for youth perpetrators such as school failure, violence, increased delinquency and significantly higher public service costs over the individual's lifetime (Sprague & Walker, 2000; Scott et al, 2001).

I was dispatched to a call of anti-social behaviour from the individual who was subject to a Community Protection Notice which made it an arrestable offence for them to engage in anti-social behaviour or to attend a specifically defined area. On

attendance, I could see that the individual was present within their exclusion zone. Due to their persistent offending, the local businesses and the public were beginning to become very frustrated with the individual and they were keen to see positive action taken by the police in dealing with the issues. I recognised how important it was to meet the expectation of the public and to foster confidence in the police in line with the Policing Vision 2025 however I was also mindful of the vulnerability of the subject and the impact that police contact can have on children. Supporting vulnerable people is also a priority of the Policing Vision 2025 and getting this balance right is fundamental to ensuring that public confidence in the police is at its highest. My research in this area indicates that police contact, and arrests can have a significant negative impact on adolescents and increases the likelihood of future delinquency (Wiley & Esebensen, 2016; Wiley et al., 2013). Police contact can also lead to a disruption of the normal psychological development and can lead to decreasing responsibility and self-control in adolescents (Geller, 2017).

I assessed the options available to me and weighed up the potential positives and negatives of taking immediate action. I decided to arrest the subject before conveying them to custody where they were charged for the offence. Following the charge of the individual, it was my responsibility to complete a case file to send to the Crown Prosecution Service (CPS) prior to a court date. Due to the subject being a child, I completed a document that provided the CPS with a comprehensive history of the subject.

In order to complete this document to a high standard, I engaged with the subject's social worker and their parents to gain an understanding of the subject's mental health background, any potential additional learning needs as well as an understanding of their home life to ascertain if this was a contributing factor to their offending. My research in this area has found that there is a myriad of potential reasons that a youth may engage in anti-social behaviour such as poor parenting, exposure to domestic violence, and socio-economic factors such as economic instability and peer pressure (Li, 2023; Anyanwu, 2007, Jevtic, 2011). I was also keen to speak with the subject's education settings to ascertain how their educational environment may be playing a role in their behaviour. I was informed that the subject was removed from education settings due to poor behaviour. This was particularly revealing as schooling can play a significant role in preventing and contributing to anti-social behaviour (Mayer, 1995).

By engaging with outside services, I was able to compile a comprehensive and thorough background report for the CPS which enabled the subject to be dealt with fairly, with consideration for their vulnerabilities, whilst simultaneously meeting the public's expectation of positive action from the police. This example highlights my commitment to fulfilling the role of a modern police officer by balancing the requirement for positive action and positively influencing public confidence whilst supporting vulnerable individuals in alignment with the Policing vision 2025.

The Workplace Transformation Strategy is a strategic approach to modernising the working environment in policing (College of Policing 2020). I have evidenced this throughout my early policing career by utilising technology to work remotely and efficiently. I have used force issued laptops to take statements from victims and upload them remotely without having to return to the police station, as well as

completing force forms and admin such as PNC checks using a mobile device. This has allowed me to spend more time in the community as a visible resource rather than having to complete time consuming paperwork in a siloed work environment. My research in this area indicates that an increased visible presence positively contributes towards public confidence and trust in the police (Bradford et al., 2009).

In my final year as a probationary police officer, I have seen my role evolve both as an operational officer and as a member of a team in a working environment. As I have progressed through the early years of my career, I have developed my knowledge and confidence and have become a trusted member of my team. One of the national frameworks that I have worked towards aligning my actions with is the College of Policing's 5-year strategy, which is a national framework which outlines strategic ambitions in order to enhance the effectiveness, professionalism and public trust in policing in England and Wales (College of Policing, 2024).

Towards the beginning of my final year, I was approached by my sergeant and asked to mentor an officer who was transferring to my shift from another area within the force. I was informed by my supervisor that the officer had struggled to integrate with his previous team and had struggled with adapting to the role of a police officer. The officer in question was also struggling with elements of the role such as statement writing due to English not being the officers first language.

I was initially apprehensive about taking on additional responsibility as I felt that my capacity was already stretched due to balancing the requirement of progressing a workload whilst simultaneously fulfilling my commitments to my family and my university work. However, I was also pleased to have been considered for the task as there were several colleagues on the team with longer length of service and experience. I also relished the opportunity to help develop someone and put my own learning into practice. I decided to accept the challenge and took on a mentoring role with the officer. My research in this area has found that mentoring can positively benefit the mentor by providing a sense of achievement as well as developing their skills for their professional and personal lives (Beltman and Schaeben, 2012.).

Early on in the mentoring relationship, the officer approached me with a concern that they were struggling to accept criticism as they were very conscientious about their work, and they saw any mistake they made as a failure. I supported the officer through this concern and made sure to instil a habit of reflective practice with them. Reflective practice is defined as a process of examining one's experiences in order to learn from them and implement that learning in the future (Armulya, 2004). Whilst returning from calls, I would encourage the officer to critically reflect on the call and to find a positive aspect as well as an aspect of the call that could be better on the next occasion. By encouraging a habit of examining what went well and what could have gone better, the officer was better able to contextualise the criticism of himself more positively. This benefited the officer greatly and positively contributed to his sense of wellbeing whilst in work. This example highlights my commitment to the core strategies of the College of Policing's 5-year strategy by contributing to a learning culture by developing my own knowledge and experience whilst developing the progression of a colleague.

In conclusion, I have worked to fulfil the role of a modern police officer by aligning my actions and development with national policing strategies. I have worked with partner agencies to reduce crime and anti-social behaviour in line with the Policing vision 2025. I continue to utilise technology and implement modern agile working practices reflecting the Workplace transformation Strategy emphasis on digital capability. I have contributed to a culture of continuous learning and development by taking on a mentoring role and using reflective practice consistent with the College of Policing's 5-year strategy.

Word Count: 2024

**Relevant areas of the National Policing Curriculum:
Communication Skills, social media, Communication Strategy**

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

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

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

What social media platforms are used by policing?

What are the benefits and risks of using social media?

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The advent of social media has profoundly transformed the landscape of communication, and has revolutionised how individuals, communities and even government organisations interact with one another (Singh, 2022). Social media platforms such as Facebook, Instagram, X, YouTube and TikTok originated as a means of personal expression, however they have now become effective tools for governments and public institutions to convey important information and policies to an audience which would have previously been less accessible via traditional media (Manzoor, 2015). Social media has enabled police forces to create a direct line of communication with the public, allowing them to provide updates on ongoing incidents, request the support and co-operation of citizens and strengthening the relationship between the police and the public through increased transparency. However, its use has raised ethical and operational issues (O'Connor and Zaidi, 2021; Waddington, 2019).

The use of social media in the context of policing has evolved over time as social media has become more and more integrated with society (Ralph et al., 2024) with initial enthusiasm and early adoption, giving way to increased scepticism and reputational risk (Goldsmith, 2015). The use of social media platforms has far extended past the sharing of news, and now plays a crucial role in investigations, transparency, public engagement and recruitment campaigns (Fortin et al., 2020; Fortin et al., 2023). During my two years on response, I have effectively utilised social media in aide of crime detection, as well as a useful tool when investigating cases of missing persons.

This essay will critically evaluate the use of social media as a means of informing and engaging with the community and promoting policy initiatives. The essay will analyse the advantages and disadvantages of the use of social media as a means of conveying information to the public.

I will reflect on my own professional experiences of social media within a policing context to critically evaluate its use and effectiveness as well as drawing on academic literature and national guidance.

Over the past two decades, social media has evolved from a recreational space for individual expression into a vital communication tool for governments, Police and other public sector agencies (Ayanso and Moyers, 2015). As time has progressed and the advantages and disadvantages of social media has become clearer, it has become necessary for more structured strategies regarding its use to be implemented.

The College of Policing (COP) understand that there is an increasing need to utilise social media as a method of engaging with members of the public; with traditional methods of communication between the police and the public having less impact and reaching fewer people in the modern age. The COP's principles of online engagement emphasise that the use of social media should be ethical, inclusive, credible, consistent and responsive with the underlying responsibility that officers act as ambassadors for their respective police forces and policing as a whole, and should exercise sound judgement when utilising these tools (College of Policing 2020).

The National Police Chiefs Council has also provided guidance on the use of social media when investigating incidents such as missing persons, which aims to enable officers to use the digital tools effectively and ethically whilst being aware of the risks involved with its use (NPCC, 2024). Police forces in England and Wales also have corporate communications departments (CCD) who offer specialist professional advice and support to officers looking to utilise social media as an engagement or investigative tool (College of policing, 2022).

During my probationary period as a frontline police officer, I have utilised the benefits of social media in order to progress investigations into public protection incidents such as missing persons, volume crime offences such as shoplifting and to inform the public about ongoing incidents of public concern. I have found social media to be an effective tool for reaching a large audience quickly and effectively. Research suggest that feeling informed about policing activities can have a positive impact on public confidence in policing (Bradford et al., 2009a; Bradford et al., 2009b) and I have seen firsthand how promotion of force initiatives such as drink drive operations and the promotion of successfully executed drug warrants can result in significant positive engagement from the public.

The incident that I am going to discuss is an investigation I conducted into a shoplifting offence whereby the use of a social media appeal resulted in the identification of the offender and a subsequent positive outcome. I was investigating an offence whereby a female had entered a large department store and had stolen goods to the value of approximately £60. The store in question was a large commercial branded store, and although the stolen amount may have seemed trivial

to such a large business, the store in question had been subjected to daily thefts and attempt thefts which had resulted in a loss of thousands of pounds for the store on a monthly basis. Retail theft has a significant impact on businesses with shoplifting estimated to result in a loss of approximately 2-3% in sales which translates to a 25% decrease in net profit (Nelson & Perrone, 2000).

I attended the store and viewed the CCTV footage which had captured a very clear image of the offender's face and the act of them stealing items from within the store before leaving without making payment. However, despite the clear image of the offender, I was not able to positively identify them.

I was determined to use all investigative opportunities available to me to identify the offender as the store had been repeatedly targeted for shoplifting in weeks prior, therefore I felt that it was important to provide the staff at the store with reassurance, and to build confidence with them that their reports were being taken seriously and the offences were being investigated fully. My initial action after taking a witness statement and retrieving CCTV was to run the image of the offender through retrospective facial recognition (RFR) and to circulate the image to other shifts within my station who work in the area, in the hope that they had been involved in previous dealings with the offender and were able to identify them. I decided to use RFR in the first instance as it enabled me to cross reference the CCTV image with images of previous offenders on police systems. When the image was run through the database, it returned with no matches, and no other officers were able to identify the offender.

My last option to identify the offender was to issue a media appeal. Although I was aware that the use of social media can be an extremely effective tool to identify offenders, I was also very conscious of the negative aspects of utilising social media as a tool in this situation and the impact it could have on the offender. I was aware that utilising social media could lead to breaches of GDPR and the Data protection act 2018, both being legislation that police must strictly adhere to in order to protect individuals' data and privacy (College of policing, 2014). There was also the possibility that the use of social media could provoke members of the public into engaging in the investigation negatively. Research in this area suggests that social media use by police forces can unnecessarily increase fear of crime and inadvertently support vigilantism (Kersten et al., 2019). As well as the aforementioned risks involved in utilising social media, I was also very weary that by using the offender's photo on social media, I was accepting that there was a risk of misidentification. Kleider-Offutt et al., (2021) found that viewing of suspect photos on social media can result in misidentification, which could have unintended consequences for innocent parties. Social media use as evidence can be problematic in legal proceedings. In the case of *R V Phillips* (2020), witnesses had viewed an image of the defendant on social media prior to the formal identification process which led to concerns regarding the reliability of the identification of the defendant (JMW solicitors, 2021).

I engaged with my force CCD to ensure that I was able to mitigate these risks as much as possible and to ensure that the use of the appeal was ethical and proportionate. After the CCD completed their review of the proposed social media appeal, it was authorised and published on Facebook and X. Within a couple of

hours of the appeal going live, I received a message from a force control room call handler who told me that the offender had called in of their own accord having seen the appeal; and requested that the post be taken down in exchange for their details being provided and their co-operation in dealing with the offence. The offender stated that they were embarrassed that their photograph had been used on social media and wanted to hand themselves in. I was pleased to have received such a quick response, and from the offender themselves. This further negated the risk of misidentification and allowed me to quickly and effectively deal with the offender. I issued a community resolution to the offender, which required them to pay back the value of the items taken and to refrain from returning to the store in future.

I instructed the force CCD to remove the post, as the appeal had achieved its desired outcome, and I did not want to impose any further embarrassment to the offender. Although on this occasion the unintended consequence of the offender feeling embarrassed that their face had been posted on social media in relation to a criminal incident, had resulted in their apprehension and the detection of the crime for the store; the consequence of shame can have a negative long-term impact. Research on social media shaming and its impact on criminality is mixed. While some studies suggest that online naming and shaming may increase community awareness (Dunsby & Howes, 2018), other research indicates that shaming can potentially increase a subject's criminality (Tittle et al., 2003).

The use of social media in this incident was effective, however it both highlighted the benefits, and the risks associated with the use of social media in a policing context. I found that social media was an incredibly efficient and effective way of identifying the offender as I was able to reach a considerably large audience quickly and I was able to engage with the public in a way that promoted confidence and good relations with the public, resulting in the detection of a crime. However, there were many potential risks and unintended consequences that had to be managed and considered prior to its use. Misidentification and adherence to data protection legislation were challenges and risks that I had to be aware of throughout the investigation. I believe, that if used proportionately, ethically and with consideration for the risks involved with the use of social media, it can be an invaluable tool for public engagement, promotion of force initiatives and policies as well as used in effectively in the identification of offenders and the detection of crime.

WORD COUNT: 1833

Task 3

Relevant areas of the National Policing Curriculum: Leadership and Teamworking

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

Critically evaluate and **evidence** your flexibility in leadership style.

Critically analyse leadership strategies that you have developed to manage a range of different operational situations.

Consider leadership models commonly used in policing.

How were you able to apply a change in leadership style/strategy to reflect changing circumstances?

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Task 4

Relevant areas of the National Policing Curriculum: Coaching, Mentoring, Assessment

Critically reflect upon your three-year probation:

How have you benefited from mentoring and coaching?

How has it helped you to meet personal, professional and organisational goals?

How has it aided you to learn, develop and perform in the workplace?

Consider relevant coaching and mentoring definitions along with current coaching and mentoring theories used in policing.

How do you provide and receive feedback?

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Bibliography

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

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