

1921008

by Alice Elizabeth Johnson

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BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

**Workbook title: Competency Based
Workbook 4 (PCDA)**

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

Learner name: _____

Learner's University Registration Number:

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook 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:

Organisational justice refers to employee perceptions of fairness within the workplace (Rupp & Thornton-Lugo, 2015). Decisions, whether small or large, made daily by employers are judged as fair and unfair. If the employee deems any actions as unfair and have a personal effect on this employee this can lead to workplace deviance, so ensuring organisational justice should be a priority for an organisation as this then will reduce disengagement from employees, absence, deviance and counterproductive workplace behaviours thus encouraging communication and trust (HR Zone, no date).

Bhasin (2021) explains that there are 4 types of organisational justice mentioned and these are distributive organisational justice – when the employee believes that they are paid and treated equally and that their efforts in the job are met with rewards (pay rise, promotion opportunities) and these rewards are fair (training, education, experience) to the input that they have given. When employees believe that they are being treated fairly within the organisation (work or pay) then it will result in distributive organisational justice, the biggest reason for friction between employees and their organisation is the feeling of things being done unfairly and unjust. Equal

distributive organisational justice is achieved by enacting fair employment practices within the company.

Procedural organisation justice – is it proven that having a voice and feeling as though you are heard within and by the organisation can fill the basic needs of an employee and make them feel valued and as part of the organisation, procedural justice is having this voice and being able to communicate and engage this voice to constructively improve the organisation within their decision-making progress and abilities. Procedural justice is just that, when the procedures lack bias and are consistent, ethical and accurate. Quinton, et al., (2015) states that procedural justice can outweigh distributive justice if the employee believes that the outcome (even if they are unwelcome or unwanted) will be accepted and received better by the individual if the process that was undertaken to come to this decision(s) was one that was fair and just, and follows all company policies regarding this.

Bhasin (2021) goes on to explain interactional organisational justice – the employee feels this is in place when they have been provided with adequate explanations for any decisions that have been made, the information was handled sensitively, and the employee was treated fairly with dignity and respect. Interactional justice can be split into two further parts, interpersonal justice – which focuses more on courtesy and respect and informational justice which emphasises truth, specificity and timeliness.

As a Police Officer, we take an oath to uphold the standards and behaviours that is required of us, but every member of the police service (whether an officer of any rank or police staff) must abide by the Code of Ethics. Gwent Police (no date) describe the Code of Ethics as the code of practice which sets out the principles and standards of professional behaviour for Policing. Each person within the service will

make judgements, it is how those judgements are guided and the knowledge, attitude, value and beliefs behind why the judgements were made, there are nine policing principles which are followed to shape each person and underpin any decision and action made across policing.

These nine policing principles are: accountability, integrity, openness, fairness, leadership, respect, honesty, objectivity and selflessness (Gwent Police, no date).

There are high standards within the police service to comply with, and if something went wrong, to ensure standards are kept high and individuals can be kept accountable for their actions there are steps that the police service have in place, these are having a code of ethics to start with – when joining the service, we were presented with the nine policing principles that we were expected to abide by and guide us in how we work together and engage with other persons (including the public). Integrity is a main part of policing, being trusted to work within the values of the police force when you aren't being watched constantly and knowing you are implementing the Code of Ethics repeatedly and upholding the appropriate standards of behaviour that is required.

It is also seen in the force that, even those senior officers are held accountable should they not follow the code of ethics, and I believe this is important for setting an example to the rest of the force and to show the members of the public that if standards are breached then they are investigated and subsequently dealt with, it cannot be one rule for each person in management or senior roles and another for the rest of the workplace (which also then falls back to organisational culture where decisions made are unjustified and unfair to others). There is also training provided to ensure ethical standards and abided by, which also then relate to the investigative

side of what can happen to yourself and your position within the organisation if you fail to adhere to these standards of behaviour – I have been involved directly with a Professional Standards input and found these informative. Ethical behaviour is normally raised when it isn't adhered to, and normally this is where individuals understand what they have done wrong and how to rectify those mistakes – but also learning from the mistakes of others is also precedent in not making these mistakes ourselves. The final step my workplace takes to raise ethical standards is by allowing anonymous and private ways to report any unethical behaviour. By not allowing these routes would be seen as encouraging or overlooking unethical behaviour within the organisation, but by allowing individuals to report behaviour and show that their reports are being investigated and treated appropriately and sensitively, this reporting is also known as whistle-blowing and the organisation also has a policy on this available to any person within the organisation to wish to read this. Safe call (2020) explains that their service has helped to promote a safe and confidential helpline since 1999 which has allowed employees and employers control the wrongdoings within the workplace ensuring high ethical standards are remaining.

Word Count: 1006

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:

I this task I will identify an incident in which I was in attendance by providing a brief description of the incident, I will also include how it involved a partnership approach and how I played a significant role with these other agencies.

A call was received by the Force Control Room from a female. The female was stating that she had just got home after the Christmas Period with her 'new' partner and that her 'ex' partner had followed them there. Her ex-partner was attempting to break through the communal door of the flat that she lives in and was making threats outside of the windows, threatening to kill her and slit her throat. The female was erratic on the phone, talking very quickly at the operator but also shouting at someone in the background every now and again. There was panic in her voice and you could hear genuine fear from her that she was scared of what

was going to happen. The caller stated the male did not appear to have any weapons on him to carry out any of these threats, that she could see.

¹ The address given by the female on the phone was linked to a critical marker, although it was unknown at that time that the female had just moved into the property within the last two weeks. ¹ A critical marker means that the address requires an emergency response by police, or that there is vital information which needs to be passed to officers regarding the residents of the property - this critical marker linked to previous Domestic Violence history (but other critical markers can link to firearms at the address or children being at risk of abuse or on the Child Protection Register). The persons' name given by the caller did not match the critical marker on the address, thus meaning the system had to be checked for the person(s) involved in the call and any intel gathered from this (using the NDM by gathering information and intelligence before making an informed decision and passing on data).

Domestic Abuse Services (2022) define a MARAC as ¹ A Multi Agency Risk Assessment Conference. It is a multi-agency meeting where information is shared against domestic abuse cases that have been deemed high risk of further or increased harm. ¹ Police, Health, Housing, Independent Domestic Violence Advisors (IDVA's), child protection and other specialists may attend this meeting to give their input and information regarding the ongoing domestic situation. With the aim of the MARAC to share information to increase the safety and health and wellbeing of the victims, with the primary focus to safeguard the victim.

Gwent Police (amongst other agencies) have a risk assessment which

What is a marac – what does it entail

POBL – safety concerns (moving, cctv, window alarms)

PNC – marker on address

Options did I consider when adopting a multi-agency approach

How did I come to decide on the most appropriate action?

Justify intervention and highlight potential consequences

Word Count: 449

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 task I will provide a brief description of an incident and define what is meant by antisocial behaviour. I will also evaluate the approaches made by police and any other involved agencies and the effectiveness of them within this incident.

Legislation.Gov.UK (2018) provides the legislation for the Antisocial Behaviour Act 2003 which defines antisocial behaviour as 'behaviour by a person which causes, or is likely to cause harassment, alarm or distress to persons not of the same household as the person'.

There is a well-known incident, in Leicestershire, which shows how important it is to identify a vulnerable, repeat victim – this incident being one of Fiona Pilkington and her severely disabled daughter, Francecca, in 2007. Hampshire Safeguarding Adults Board (no date) describes the incident where Fiona was tormented by a number of youths in her street over a 10-year period, to which she reported 33 incidents – none of which were linked together or investigated appropriately. Fiona then killed herself and her daughter to end the 10-year torment to them both.

This highlights how important it is to identify a repeat victim before any harm comes to them, to ensure they have the correct support in place and how we can deter antisocial behaviour and allow them to live a happy and free life by identifying incidents as linked and repeated rather than treating each incident as individual. Nicholas & Farrell (2011) define repeat victimisation as the repeated criminal victimisation of a person, household, place, business, vehicle or other target however defined. They state that they can either be the same or different criminal offences and that they have occurred more than once.

A call was received by the Force Control Room, a male was reporting that "they are back, and they are doing it again". The male reporting that children had passed his property again and had thrown objects at his house. He stated that the children were no longer outside the property and had 'probably' gone on to terrorise someone else. I conducted some background checks on the property and the male and also checked any recent calls and recent occurrences at the address as the male stated they were doing it 'again'. There were multiple previous calls at the property, some fell under the category of antisocial behaviour whereas others were identified as criminal damage.

Whilst conducting my background checks, it was evident that this male was having problems with children in the area, this area is local to a number of schools and community halls. The street in which the family live on is also a through road this creates a lot of foot traffic passing the address in question. I also checked the other houses in the immediate area to identify if these were also receiving antisocial behaviour from youths in the area, they weren't.

I created a document which had all previous occurrences on, what happened, their outcomes and youths involved in each one – thus helping me identify any

patterns in criminal activity and behaviour and also conduct background checks on any involved persons. On occasions it transpired that although youths had used the path outside of the property, they hadn't engaged or displayed any antisocial behaviour.

The family consisted of mum, dad and daughter – the daughter diagnosed with autism and presenting with learning difficulties, I wanted to be able to address the entire family and had to change my approach in how I did this as I did not want to appear as though I was excluding the daughter. National Autistic Society (2021) states that communication should be slow and to the point, avoiding jargon and phrases that they may not know or understand and also allowing them time to process the information before proceeding. Possibly before attending calls in the future I would attempt to identify any communication difficulties so that I can prepare myself before attending an incident in order to be able to effectively communicate with each victim there myself.

The family had CCTV cameras at the property, upon watching the footage, I noted 6/7 youths walk by the property, one of the young males' foot touched the boundary of the driveway, however that appeared to be due to the number of youths attempting to walk on a very narrow footpath, but none of the youths look at the property, or throw any objects towards the house or onto the house boundary. There was no antisocial behaviour present on this occasion.

The caller is presenting as paranoid and in fear, he is evidently scared that each and anytime a number of youths walk past his property he believes he is a victim of antisocial behaviour and is being terrorised. This may be due to having been a victim on previous occasions.

Caerphilly County Borough Council (2021) state that they have a Community Safety Team in situ to deal with antisocial behaviour and that they take a tough stance on ASB and deal with it by using civil injunctions, Community Protection Notices, Public Space Protection Orders and Closure Orders. CCBC (2021) also state that they have Community Safety Wardens as part of their Safety Team who deal with anti-social behaviour including verbal abuse and groups in the street, the hold the power to obtain names of person(s) who they believe are engaging in anti-social behaviour, these can then be used to build intelligence on certain individuals and if necessary, use CPN's to prevent individuals from being in certain places, this would be an effective approach if it was the same individual who was causing the antisocial behaviour and may be a warning to others involved that action will be taken in regards to antisocial behaviour, this however can only be used on over 16's. CCTV in the CCBC area is monitored 24/7 and acts as a key tool in detecting and preventing antisocial behaviour (Caerphilly County Borough Council, 2021), arrangements have been made that persons at CCBC to contact for any large groups of youths in the area which coincide with reports from the family for possible identification purposes.

Neighbourhood Teams consist of Community Support Officers, Police Officers and Sergeants who can help in identifying the ongoing risk and pattern in behaviour and utilising their community engagement for identification and intelligence purposes. This team can work with the Youth Offending Team and refer children under 16 that have partaken in antisocial behaviour, especially repeated behaviour that is causing repeated harassment, alarm or distress. YOT will provide support to families and work with the youth who has been referred, if this doesn't prove successful then a Parenting Order can be implemented in which the

programme will help the parent to deal with the child's ongoing behaviour, it could include imposing a curfew on the child if the antisocial behaviour is repeated at certain times and ensuring the child prevents being in any further trouble from local authorities. Failure to comply with the order could see fines imposed (up to 1000) and further orders be put into place (Family Lives, 2021).

Gwent Police have support links on their website also if reporting to the police isn't required. One support in particular links Victim Support (no date) they help a victim understand antisocial behaviour, about how to report antisocial behaviour, such as contacting the correct department of the correct Council Borough, continuation of recording the incidents in a diary with dates and times. This is a good approach to helping repeat victims as some do not know how to proceed in the first place – being able to access links which are providing great lengths of detail about what to do next and how to do it will help victims of antisocial behaviour, this approach however would not be as effective with elderly victims who do not have access / technology for the internet or without family to provide that support also.

Word Count: 1308

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 task I will identify a policing incident in which I attended that is of a serious and complex nature.

Harassment / stalking with Fear of Violence

Submitting / collecting intelligence for warrant

Warrant to seize data / electronical devices from house

Co-ordinating search of property

Wife (ex) now single mother, safeguarded

Previous history between parties

Additional sources of intelligence – workplace

Dating apps

Friends

Family

Colleagues

Ex-partners

Wife (ex)

Neighbours? – to gather characteristics of male. What is he normally like?

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 task I will identify a policing incident in which I provided an initial response to.

This incident will specifically involve digital technologies and I will explain the immediate actions that I took to reduce any risk of harm coming from this incident.

- Neighbour dispute
- Facebook posts
- Arrest – Mal COMMS / misuse of 999 emergency services
- Called 999 on neighbour (AMB)
- Sent letters to neighbours also
- Male and wife in fear of life
- XRY Analysis of phone
- HTC analysis of any other data / electronic devices
- Identification of Facebook pages / Facebook posts

- Who is more vulnerable to these types of crimes (Victims)?

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: A Johnson
(Learner – electronic signature accepted.)

Date: 29/11/2021

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FINAL GRADE

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GENERAL COMMENTS

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