



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

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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

Module title: Policing in the Workplace 3 (DHEP) - BMPP6001D

Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

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 Graduate Diploma in Professional Policing Practice. You are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- Wellbeing and Resilience
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

You may wish to use the same incidents as you have 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 is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

Confidentiality

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

- adhere to guidance in the Candidate Handbook about confidentiality.
- 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 Candidate 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 particularly 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 Candidate 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.***

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- 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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Component 1 50%	Area of Professional Practice	Word count
Task 1	Maintaining Professional Standards Leadership and Team-working Wellbeing and Resilience	2000
Task 2	Vulnerability and Risk Evidence-based policing	2000
Task 3	O.C.P	2000 equivalent
Task 4	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 4		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
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Task 5	Personal study/learning plan	2000
	Bibliography	

Task 1

Relevant areas of the National Policing Curriculum: Understanding the role of a constable, maintaining Professional Standards, Leadership and Team-working, Wellbeing and Resilience

Critically evaluate theories of team dynamics as a means of developing team cohesion (reasons why some teams cannot function, theories and models relating to team dynamics, ways to improve team cohesion) and to what extent group dynamics are shaped by wider organisational cultural norms.

Consider why inter-personal conflict can occur within a team and outline what strategies can be adopted to enhance individual and team performance.

Consider how team dynamics within the police service can result in failing to comply with professional standards requirements demonstrating an understanding of organisational justice in a policing context (Code of Ethics, policies, procedures, protocols, or legislation).

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

ANSWER:

Critically evaluate theories of team dynamics as a means of developing team cohesion (reasons why some teams cannot function, theories and models relating to team dynamics, ways to improve team cohesion) and to what extent group dynamics are shaped by wider organisational cultural norms

Team or Group Dynamics are the unconscious, psychological forces that influence the direction of a team's performance or behaviour (*teamtechnology.com* 2022). Team dynamics can also be described as the behaviours that happen between a group which impacts on how they work and interact with each other.

Having effective team dynamics can improve performance in a group, be this in a social or workplace environment as well as increasing positivity. On the other hand, having poor group or team dynamics can have a negative impact leading to poor results i.e. poor performances in work related tasks or a sports team being on a losing run of matches.

Groups or teams will be made up of a number of individuals, all varying in personality types and styles, introverts or extroverts, having different opinions and numerous other variables which can impact on the cohesion of the group.

The American Psychological Association dictionary of Psychology regards Group Cohesion as "Group cohesion is indicated by the strength of the bonds that link members to the group as a whole, the sense of belongingness and community within the group, the feelings of attraction for specific group members and the group itself as experienced by individuals, and the degree to which members coordinate their efforts to achieve goals" (*American Psychological Association* 2022).

Similar to team dynamics, group cohesion can impact the effectiveness of a team/group's ability to work and productivity in positive and negative ways.

One of the more famous theories in regards to Team Dynamics is Tuckman's Theory (*Tuckman B, W, 1965*).

Tuckman's Theory focuses on the way in which a team or group take on tasks from the initial stage of forming a team through to the finish and completion of the task in hand. This is based around five areas or phases: Forming (initial stage covering the team being put together), Storming (process of interpersonal conflict as leadership roles and structural issues appear), Norming (team members create new ways of doing and being together/solo leadership becomes shared), Performing (Highly productive stage as team is flexible and members adapt to needs of others) and Adjourning (Team structure/purpose changes i.e. end of task) (*West Chester University 2020*).

A team or group can pass through these phases as the dynamics amongst them grow and Tuckman believed the dynamics would last until the project the group were working on ended. As a group passes through the stages the leadership style becomes more shared and the team will learn from each other to effectively pass a task or develop amongst themselves to improve performance. Although Tuckman's Theory mainly relates to teams progressing through these stages, a team can also regress. Examples of this could be a team member leaving or failing to hit targets.

Even though Tuckman's Theory was established in 1965, it is still in prominent use today and is used by businesses, organisations and other groups to help the development of team dynamics. A downside of Tuckman's Theory is that as it is set out as transitioning through the stages directly in a positive fashion, in practice this may not happen with teams may becoming stuck or regressing in phases which will in turn affect the team dynamics negatively. Teams may then have to be split up or disciplinary action taken against them as the targets that have been set out are not being achieved.

Another theory used in team dynamics is Belbin's team role theory (*Belbin, RW 1981*).

Belbin's theory centres around each individual in a team having a different role, essentially being that each individual role mixes in the team environment to combine for maximum effectiveness in performance.

Belbin's theory consists of 9 individual roles within the team. These are Resource Investigator, Team Worker and Co-ordinator (the Social roles); Plant, Monitor Evaluator and Specialist (the Thinking roles), and Shaper, Implementer and Completer Finisher (the Action or Task roles). Each role has strengths and weaknesses which help the individual to engage with the other individuals to strengthen the group dynamic.

Belbin's theory works well to implicate a balanced team as individuals who are stronger in areas will compliment the other team members who are weaker in the same area and vice versa for other roles in the team according to this theory. On the other hand, individuals who have similar roles and are weaker in the same area may lead to the team being weaker overall whereas individuals who are stronger in same areas may have a competitiveness towards each other to outperform, again compromising the team dynamic.

A criticism of Belbin's model is that due to there being 9 individual roles in the theory, smaller teams may struggle to implicate all of these roles. Smaller teams may have to have members who cover multiple roles meaning they're not utilised in the best way two individuals covering two specific

roles in a separate team. This may impact the team as there is an imbalance which ultimately may cause a drop-in performance and not being able to reach an end goal.

Group dynamics can be changed by wider organisational norms in several ways. Cultural norms are the standards that we live by and can be placed into categories of folkways, mores, taboos and laws. Some examples of cultural norms can be queuing in an orderly manner in a shop or saying bless you to someone who has sneezed.

Cultural norms in a group environment may come across in different areas. In a work environment a cultural norm in a group could be in terms of appearance where the group has a set way that they dress e.g. Police officers all wearing the same style and standard of uniform. Another example could be performance standards and that a norm has been set in the group that they must work to a specific standard which the group will not drop below. Ultimately the norms that are set in group dynamics are implemented to improve performance and discourage behaviours which will cause the group dynamics to be affected in a negative manner.

By one member of a team having a different viewpoint on a norm i.e. uniform standards/performance expectations, this can cause the group dynamic to change by other members feeling they are being let down. By the group not feeling the same, performance will be affected meaning the group is not working as efficiently as it could be.

Word Count – 1058

Consider why inter-personal conflict can occur within a team and outline what strategies can be adopted to enhance individual and team performance.

Interpersonal conflict refers to conflict between two or more people. This is different from an intrapersonal conflict which is an issue of internal conflict with the self (*Healthline.com February 2020*).

Interpersonal conflict can occur in various situations including friendship groups, work environments and other cohesive units such as sports teams.

In these environments interpersonal conflict can have positive and negative impacts. The way a team deals with the interpersonal conflict can also strengthen or weaken the bonds within that team, showing whether they can work together or not in the situations that they find themselves in.

Interpersonal conflict can occur through one team members individual behaviour(s) towards others whilst also emitting from disagreements about how the team works and how tasks are being dealt with and completed. This conflict between one person can then go on to affect the whole team and their productivity. On the other hand, if the team are able to combat the interpersonal conflict and find ways to move past this conflict and work together, they may become a stronger team through this.

To have an understanding into interpersonal conflicts, the area can be broken down into four different types. Pseudo-conflicts relate to two parties wanting different things and cannot come to an agreement. Policy-related interpersonal conflict relates to a situation or decision that involves both parties. Value-related interpersonal conflicts happen where 2 or more people have different underlying values. Lastly, ego-related interpersonal conflicts occur where pride is put in place and

there is a risk a person may damage their pride through decisions that are made (*Indeed.com February 2021*).

In a workplace environment, interpersonal conflict can occur in a variety of ways. Members of a team may have conflicting ideas on how to resolve a task, what the best way to take a team or organisation forward is for progression purposes or even down to who they feel is better for a certain task or job.

Interpersonal conflict can help strengthen a team through discussion in these circumstances by members playing to their strengths for the purpose of helping the team or their expertise enhancing the experience of weaker team members in that certain area. On the other hand, conflict may also arise where a stronger team member does not want to share their experience with a lesser-experienced team member, ultimately bringing the performance of the team down and conflict arises through this aspect as well.

Strategies that can be used to manage interpersonal conflict will vary on the style of conflict and the personalities/characteristics of the persons involved. There will also have to be some form of acceptance from the persons involved otherwise the matter may not be resolved without this.

The main strategy will centre around communication. Communication is key to be able to find out what the issue is between the persons involved and how the matter can be resolved. If the persons involved have not spoken about the issues to each other, a team member(s) or management, how is the other person or persons supposed to know what the issue is? Communication strategies can involve talking the issue through with other involved persons, be this face to face or through another person (mediation). As highlighted previously, a person may not know there is an issue so by making them aware this can cause a change in their behaviour which facilitates positive action and negates the interpersonal conflict.

Thomas and Kilmann (1974) developed five strategies for coping with conflict and found that they alter on a scale of assertiveness to unassertiveness and cooperative to uncooperative. The strategies include Avoiding where a person ignores or withdraws from conflict and nothing is really resolved; Competing where people go into the conflict planning to win and is not an effective strategy as the person competing to win will be prioritising the others involvement to lose; Accommodating where one party gives in to the others wishes or demands; Collaborating where a shared solution can be created and finally, Compromising where each individual gives up a bit of what they want and nobody gets everything that they were looking for (*The Participation Company*).

If these strategies are utilised effectively then interpersonal conflict can be removed, team dynamics will be better and performance can improve.

Word Count – 706

Consider how team dynamics within the police service can result in failing to comply with professional standards requirements demonstrating an understanding of organisational justice in a policing context (Code of Ethics, policies, procedures, protocols, or legislation)

Teams are abundant within the police and can be colleagues on shift, the cohort that you have joined with, the department you are a member of and so on. The dynamics of these teams will often affect morale, how the team works together and ultimately how the members communicate with each other.

Humour is one thing that is often used between team and in the police service, it can be described as dark humour due to the nature of incidents that police officers and staff will see. These individuals will go to a high percentage of incidents during their career which a large majority of the public would never have to go through or see in their lifetime.

Vivona (2014) found that humour was used by Crime Scene Investigator's (CSI's) and that humour functioned within their group dynamics. The use of humour served to reduce stress and was also used as a barometer of CSI's negotiation of the emotional burdens of the high stress work environment.

Although in this example humour has been shown to be positive within a team, using humour in the right context must be taken into account due to the sensitive nature of what Police deal with. If a member of a team feels that another member has been using humour or talking about something in the wrong way, this may affect the team dynamic.

In line with the Code of Ethics (*Gov.uk 2014*), a member of the team could use the principle of Selflessness to challenge and report this improper conduct. This may affect the team dynamic if a member is removed due to their behaviour however this could later be a positive as the team may be able to function better without this individual present.

Some teams are influenced by dynamics in terms of decision making and influences. A senior team member may have more influence over younger/less experienced members leading decisions being made which will have a negative impact. An example of this could be being told what to write in a pocket notebook entry or statement which will affect a person later down the line if they were to go to court. This then impacts on the principle of accountability and bringing the officers honesty and integrity into doubt.

If the dynamic of the team is brought into disrepute this can have a long-lasting effect on its members as well as their reputation throughout their policing career.

Word Count 405 – Total Word Count - 2169

Task 2

Relevant areas of the National Policing Curriculum: Vulnerability and Risk, Evidence-based policing

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.

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

Explore what works in relation to tackling repeat victimisation and repeat offending. Consider the use of evidence-based policing.

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

ANSWER:

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

I attended a domestic incident where the male offender was alleged to have had an argument with the victim, his wife after a party at a friends and had gone on to bend her fingers back when they were in the car together on the way home. The victim has managed to get the offender out of the car before driving to her home address where she awaited police attendance.

On my arrival I ensured the victim was ok and did not need any first aid. The female was evidently upset so I made sure that she was in a position to speak freely and reassured her that she was ok.

The victim was of Lithuanian origin but spoke a good level of English so I have made sure I spoke in a manner so that they could understand what I was saying and the context of the situation in regard to Police action.

I have taken an initial account off the victim where she explained she had been at a party but had then had the argument with her husband where the injury had taken place in her vehicle before fleeing back to her home address with her children who were also present at the time. Due to the female being upset and stating she did not know how she wanted to progress the matter at the time, I have allowed her time to make a decision on how to progress the matter and informed her officers would attend in the morning.

I asked consent to take photographs of her injury and obtained photographs of her hand which had now started to bruise and swell. A DASH was completed as well as children's details taken for

submission of a Public Protection Notification (PPN). I then provided relevant safeguarding advice to the victim.

In line with Force Positive action policy, I have then gone to complete arrest enquiries for the offender.

The victim has only been able to provide limited information for the property, providing the road name and a brief description of the property and vehicles outside. I completed PNC checks and due to the offender's Lithuanian surname, was able to locate the property.

The male has exited the property where I have arrested them on suspicion of Section 47 assault. I have completed a Section 32 search under PACE prior to the male entering the police vehicle, where the male did not have any items. I have then transported them to custody where their detention was authorised.

Total Word Count - 419

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

There are various vulnerabilities that place people at risk and affect how they live day to day. This also affects how they are supported and how their needs are managed. Unfortunately, there is no "one stop shop" for vulnerable persons and those that need support as well as each person having individual needs which need to be tailored to.

Different agencies and organisations can all provide support in different ways. Usually, the Police will be first point of contact in these instances as they have been informed of an incident and will come into contact with the individual. As first point of contact, Police will be given information by the individual which will be relayed to partner agencies or organisations. By way of referrals, the best support can be put into place for the individual which can then lead to the management of the individual in the best way possible.

The general initial support that Police will implement is via a Public Protection Notification (PPN). A PPN contains information and observations regarding the incident. This will be sent to relevant agencies e.g., Social Services who will decide if action needs to be taken and who to go about this.

A positive of the PPN is that the information is being supplied directly by the attending officers who have spoken to the person and the information is first-hand information. This allows partner agencies to have the best possible information to be able to support or manage the individual involved.

Strategy meetings can be held which allow different agencies to discuss individuals and what is needed to best support their needs. A positive of strategy meetings is that by having all of the relevant agencies available, support and responsibilities can be put in place there and then. Although all the efforts are made for every possible agency to be present, some may not be able to make it which may lead to the best support not being put in place.

Another difficulty is that although a multi-agency approach is important, there are challenges as differing professional's may not understand each other's roles and responsibilities as found by Stevens (2013) when exploring challenges to best practice across multi-agency settings.

Other approaches which are used to manage and safeguard the vulnerable and those at risk are “Welfare checks” or “Safe and Well checks”. The majority of these checks are carried out by the Police after requests from other partner agencies however the check should be completed by the agency deemed most appropriate for the persons needs or requirements.

On one hand, a positive of this approach is that if enough time is allocated or available then more than one agency can attend to see what the needs of the individual, family or persons may be so that the right support and management can be put in place. On the other hand, the most likely scenario is that Police will attend on behalf of partner agencies with either signposting or referrals are put in place for the best available support to be found for the person.

Most Police forces have a policy in place in regard to Welfare Checks as to whether or not they will attend to complete the check. Although the Police attend a variety of different incidents and have the skillsets to manage these, if they are not the most appropriate organisation then help will look to be found from those who are.

A negative of Welfare checks in regard to the Police is that the Police can be overused to complete these checks when they are not the most appropriate agency to be dealing. A Home Office report found that in January 2014 the Metropolitan Police attended to 3,100 welfare checks. Of these checks, only 3% were judged to have required Police attention. When this is put into resourcing and demand, arguments could be made that Police attendance could have been utilised or directed to areas where their attendance was required.

Ultimately the information that is obtained and shared between the Police and partner agencies will enable these organisations to support and manage persons who are vulnerable and at risk in the right way.

The sharing of said information has to be completed in viable and manageable ways. Information Sharing Agreements (ISA's) will often be in place for information and data to be passed between agencies and organisations.

Information sharing enables early intervention and preventative work to safeguard and promote welfare, as well as for wider public protection. The public needs to be confident that their personal information is kept safe and secure. All members of the police service are responsible for ensuring that we share information appropriately as part of our day-to-day practice and do so confidently, proportionately and lawfully (*College of Policing 2020*).

When sharing information which may relate to individuals there should be a proportionate and relevant need for this information to be shared. If the need is not present, then the sharing of information may breach Data Protection laws or the subject's Human Rights.

By utilising different approaches and not sticking to one approach, this allows Police and partner agencies to differ support for those who need it and to tailor the approach to them to provide support and manage them in the best possible way. Having one set approach may not work for different people so the availability of other approaches via different skillsets of an individual or an organisation as well as the ability to share information allows best practice to be implemented and the best support available to be provided.

927 Words

Explore what works in relation to tackling repeat victimisation and repeat offending. Consider the use of evidence-based policing.

Repeat victimisation refers to the repeated criminal victimisation of a person, household, place, business, vehicle or other target however defined (*Oxford Bibliographies 2011*).

In 2019/20 The Crime Survey for England and Wales showed that 34% of domestic violence victims, 27% of acquaintance violence victims and 14% of stranger violence victims were repeat victims (*College of Policing, June 2021*).

A repeat offender is someone who commits the same sort of crime more than once. (*Collins Dictionary, 2022*).

Statistics regarding repeat offending are collated yearly and broken down into quarterly periods of statistics. A re-offender's statistics would be measured if they were released from custody, received a non-custodial conviction at court or received a caution in said three-month period. A proven reoffence is defined as any offence committed in a one-year follow-up period that leads to a court conviction or caution in the one-year follow-up or within a further six-month waiting period to allow the offence to be proven in court (*Proven reoffending statistics quarterly bulletin, July to September 2020; Ministry of Justice 2022*).

Repeat incidents can relate to victims, offenders, locations and items. Clarke (1999) brought in the term "hot products" for items which became attractive to criminals or burglars. This can be broken down into "hot spots" where there are repeat locations with a high demand for Police attendance or crime reports i.e. shops/areas of high public footfall. "Hot victims" are repeat victims, where it has been found that once a person is a victim of a certain type of crime e.g. domestic burglary, on one occasion, they are more likely than another people to be a victim again.

All of these "hot" areas are often linked when it comes to repeat incidents. A "hot spot" will usually have "hot victims" living there or nearby who own "hot items" which attract "hot offenders" (*Blackstones 2020*).

Analysis of these high crime areas can be completed via intelligence led/evidence-based policing. Evidence-based policing (EBP) means that the best available evidence is used to inform and challenge policing policies, practices and decisions (*College of Policing 2022*).

Research methods and analysis of crime patterns, previous work in specific areas and other methods can be developed to implement how best to use Police resources in response to increased incidents of repeat victimisation or offending. By using this evidence resources can be placed in "hot spots" at specific days or times providing a reassuring presence for "hot victims". Officers and preventative measures being in place can also reduce the opportunities for crime by Police being present with potential for apprehending or deterring "hot offenders" due to an increased chance of the offender being caught.

Another approach is "Problem-oriented Policing" (POP). POP is an approach to tackling crime and disorder that involves identifying a problem, analysis to understand the problem, developing a tailored response and assessment of the effects of the response. A POP approach can be applied to any crime or ASB problem. (*College of Policing 2017*).

POP uses the OSARA model which breaks down into Objective, Scanning, Analysis, Response and Assessment. These areas can all be personalised to specific problems or areas meaning that a custom approach to a problem can be completed. If successful, these approaches can be adjusted for similar issues that may come about and again tailored to suit the specific issues thus reducing crime and ASB.

Eck (1987) found that by using a POP approach in regard to issues at Newport News Police Department, there were significant reductions in burglaries in an apartment complex (35%), robberies in Central Business District (40%) and thefts from vehicles in car park (55%) with findings indicating that POP can be successful.

By identifying issues, utilising different resources that are obtained via research and analysis and the use of different approaches listed, these can all be used by Police to detect and prevent crime and Anti-Social Behaviour to assist communities and areas.

Total Words – 645 – Overall Word Count - 1991

Task 3

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 6001D; Policing in the Workplace 3 and in signing it will be equivalent to 2000 words.

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: James ROSSER (Learner – electronic signature accepted.)

Date: 09/06/2022

Task 4

This is a reminder that this TASK 4 section is an opportunity for you to answer one question which should be relevant to the “advanced learning” area that you have chosen. The advanced learning lecture that you choose to attend will assist you in answering this task.

Choose 1 of these 5 options to answer

(Note for officers who have an interest in becoming a detective and wish to specialise in this role, you MUST choose option 5)

1. Response Policing.
2. Policing Communities.
3. Road Policing.
4. Information and Intelligence.
5. Conducting Investigations.

Task 4 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

You should choose **a policing incident** that was of a complex nature, in which you played a significant role in providing a response.

Critically assess the challenges associated with a response incident that you have attended, and the strategies developed for effective policing in such challenging situations.

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

ANSWER:

Task 4 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

You should choose **a policing problem** relating to **policing communities** that **was of a complex nature**, in which you played a significant role in providing a response.

Critically evaluate a range of interventions that you have employed to promote community engagement, focusing upon a community issue that you have dealt with.

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

Answer:

TASK 4 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

You should choose a serious collision that you have been involved in that **was of a complex nature**, in which you played a significant role in providing a response.

Task 4 Option 3:

Critically evaluate the evidence base for dealing with serious roads incidents and strategies that could be implemented to reduce the likelihood of it reoccurring.

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

Answer:

I was the first Emergency Services Response at a Road Traffic Collision (RTC) between a male on a pedal cycle and a van. The location and scene of the incident was on a busy section of B-road at a T-junction. The B-road was leading to a main arterial road so was busy with vehicles coming towards the scene. Due to the busy nature of the road, I have placed my Police vehicle in a position to block the road in one direction.

The male using the pedal cycle was an elderly male whilst the driver of the van was also an elderly male. There were several other pedestrians at the roadside, so I was aware that there were potential witnesses to the incident.

My initial actions were in relation to the male who had been using the pedal cycle. This was due to the male's position as he was located lying on the roadside next to the van. The male was conscious and breathing but was experiencing chest pains and having difficulty breathing. Due to age of the male and colliding with the van, I was aware that there was a risk of his condition deteriorating if medical assistance was not available.

I tried to gain details of the male whilst also completing a first aid primary survey to ascertain if there were any injuries I could see or any signs of bleeding which I could relate back for updates on the male's condition. Due to the male's breathing difficulties, it was difficult to gather his full details however I was able to get his name and date of birth which was provided to Force Control Room for them to do relevant checks and to see if any more information was available.

I have requested that other response officers place a road closure at the other end of the collision so that no traffic was going through the location. This also allowed the scene to be controlled and kept sterile with no outside figures or vehicles causing contamination.

I constantly monitored the male's condition as his breathing was becoming more laboured and he was becoming less responsive. I continued to provide updates on his condition throughout to be passed to Ambulance.

Paramedics arrived and took over attending to the cyclist, so I then spoke to the driver of the van, took his details and an account of what had happened. I have passed details of the driver and his van to Control Room for relevant checks to be completed.

The driver provided an account that the cyclist had crossed across the van's path colliding with its side. The cyclist had done this without indicating a direction or looking over their shoulder for visual observations.

The male cyclist was taken to hospital by Ambulance due to the nature of his injuries and breathing complications. An initial prognosis was that the male had injuries to his chest and ribs which had likely affected his lung leading to his breathing difficulties.

I spoke to pedestrians for any potential witness accounts whilst also taking their details. I took photographs of the vehicle and cycle where they were placed on the road. Another officer had found CCTV from a nearby property which corroborated the van driver's account. This was obtained for evidential purposes.

Once all the enquiries were completed, the road has been re-opened and I have returned to my station to complete the Stats19 booklet due to this incident being an injury RTC. I was able to obtain a contact number for a relative of the cyclist and was in contact with them to monitor the male's condition over the next weeks before he was discharged from hospital.

Almost every member of society uses or makes use of the road network, be this as a motorist, a passenger in or on a vehicle or as a pedestrian. Each individual is at risk when using the road network and road traffic collisions can occur to anybody or anything.

Serious Road Traffic Collision's unfortunately occur on a daily basis. On the year ending June 2020, there were an estimated 131,220 casualties of all severities (16% decrease on previous year) whilst in the same time period there were an estimated 1,580 road deaths (14% decrease on previous year) (*Department for Transport 2021*). Although these figures are showing as decreases, it has to be taken into account that there was a national lockdown in place due to the Covid-19 Pandemic so less traffic was travelling on the road network. In light of the decrease percentage, these figures still show a high number of collisions which have resulted in injury and collisions which have led to fatal injuries.

When dealing with serious road traffic collisions, Police will liaise with several other agencies and organisations during and after a serious collision to aid an investigation into the collision. Although Police will often lead the investigation, added experience and availability of extra resources from other organisations can help the investigation as well as furthering and implementing road safety measures going forward.

A partnership approach is key in combatting serious road traffic collisions. By the Police forming partnerships with agencies such as Ambulance Service, Fire Service, DVLA, DVSA, VOSA, The Department for Transport, Motor Insurance Bureau and many others, information can be communicated and shared to develop working partnerships and have a best working practice.

An example of partnership working would be a multi-agency operation between the Police and DVLA/DVSA/VOSA to monitor road worthiness of vehicles. Ensuring that a vehicle is of a road worthy

condition is imperative to prevent serious collisions. If vehicles are checked and faults or defects are identified, these put the driver in a position to be aware of faults or in a direct position where they have to rectify the issue.

Rechnitzer, Haworth and Kowadlo (2000) found that there was significant variation in study findings regarding the role of vehicle defects in crash causation and the effectiveness of Periodic Motor Vehicle Inspections (PMVI) programs in reducing defects and crashes. Overall, it would appear that vehicle defects are a contributing factor in over 6% of crashes.

Statistics can be used after collisions to further road safety management and look to reduce collisions on the road network further. When recording these statistics, Police will use a Stats19 Booklet. A Stats19 form is used when there has been injury caused during a Road Traffic Collision. Details included on the Stats19 will include persons/vehicles involved, locations, severity of injuries and factors which may have influenced the collision. This in turn can add statistics to the Stats20 manual which can provide more detailed information and data.

When completed and submitted, the statistics gained from Stats19 are used by Police and local government to analyse if measures need to be put in place. An example of this could be multiple RTC's at one location so extra signage or traffic calming measures may be put in at the location. Likewise, if RTC's are owing to excessive speed, a mobile camera van or Roads Policing Units may be used to concentrate on speeding issues.

By compiling all the available statistical data available, further measures can be put in place in regard to "future-proofing" roads to avoid RTC's occurring in similar locations. This can be implemented via measures such as the addition of street furniture in problem locations/areas (extra signage, road marking advising road users of upcoming hazards etc) as well as improved road design or architecture.

As well as statistics, strategies can be put in place to reduce the amount of serious Road Traffic Collisions. Focusing on campaigns such as the "Fatal 5" can lead to targeted Roads Policing activity to enforcement on the number of drink drive or mobile phone offences as well as educating road users.

Through research, it has been suggested that there is a social acceptance of traffic offences due to a large number of road users who break traffic legislation on a daily and yearly basis. These could be offences such as using a mobile phone, not wearing a seat belt or speeding. Although these offences may seem minor to some, the total effect of lack of concentration by using a mobile phone when driving whilst also travelling at excessive speed can have monumental consequences. Research found that there were over 93,000 road traffic collisions. Of these 5% were caused by exceeding the speed limit (*CompareTheMarket.com*).

Education courses such as Speed Awareness courses are available to road users. According to statistics released by the National Driver Offender Retraining Scheme (NDORS), of the 1.49m road users who took one of its courses in 2019, around 86% (1.28m) were drivers who had been enrolled on a national speed awareness course. Despite the vast and seemingly accelerating numbers of drivers taking speed awareness courses year on year, it is claimed the sessions are succeeding in reducing the numbers of drivers re-offending. According to research carried out by the Department for Transport in May 2018, of the 1.4m first time speeding offenders who took an awareness course between April 2012 and April 2017, only 5% had been convicted of another speeding offence within six months of attending the course (*Driving.co.uk 2020*).

Education in relation to traffic offences, the consequences of not following traffic law and viable outcomes is pivotal in combatting and reducing serious collisions.

The *National Police Chief's Council's National Roads Policing Strategy 2022-2025* focuses on four main pillars of activity to make roads safer and limit the amount of serious collisions on the road. The four pillars of activity are Preventing harm and saving lives; Tackling crime; Driving technology and innovation and Changing minds.

By implementing this strategy on a national scale, all of the Police forces in the United Kingdom can work to the same principles and pillars. Although some forces may use different campaigns, the overall strategy will be in line with the same overall principles. By updating the strategy over a certain number of years, measures can be put in place to adapt to new challenges. In the case of the most recent strategy, an area such as driving innovation and technology can combat issues with electric vehicles and improved in car entertainment/technology issues. By updating the strategy and amending it to ever updating issues, this can have a positive impact on road users and policing, again looking to lower the number of serious collisions that take place on the road network each year.

Ultimately, road traffic collisions are likely to never really go away due to a multitude of different factors and variables that are present when using the road network. Through the work that the Police, partner agencies, local and national Government and primarily the general public can do however can lower the number of collisions that take place. By introducing and applying measures as well as other strategies to improve the safety of users of the road network, the number of serious road traffic collisions can be lowered. Education, enforcement and awareness still appear to be the main strategies which are having the biggest impact on lowering numbers however new technology and updated strategies can also have a positive effect in this matter.

Total Word Count – 1857 words

TASK 4 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically analyse the effectiveness of the National Intelligence Model and the importance of the role played by cross border cooperation in relation to information and intelligence. Consider the how effective information and intelligence is utilised within policing operations.

Evaluate how you used specialist intelligence roles to support complex investigations.

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

Answer:

TASK 4 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically evaluate the processes employed in a complex investigation you have been involved in, and the fast-track actions that you have utilised.

Evaluate the support you have provided to victims, witnesses, and offenders (where appropriate) during a complex investigation and review the interviewing techniques employed during this investigation.

Demonstrate your understanding of both volume and priority crime and serious and complex investigations.

Consider the strategies that you have used to deal with the impact of personal attitudes and values throughout this investigation process.

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

Answer:

Task 5

Personal Study programme / Individual Learning Plan

The first learning outcome identified in the accompanying module descriptor (BMPP 6001D) asks that you formulate and implement a personal study programme to further enhance the development of your professional police practice. A template has been added for an 'Individual Learning Plan' that you can use for this task.

This task differs from the PDP that you have completed in your previous workbook in that this learning plan allows you to assess what level you believe you are in key knowledge, skills, and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

2000 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	- I believe that due to a modern-day Police officer dealing with so many different scenarios, their knowledge needs to be high. At present, I still believe my knowledge can develop and I am still at a stage where I will be looking to do this. - To develop knowledge further in terms of legislation and different Acts/Sections for more complex and protracted investigations. - Be confident in using my own knowledge that I already have and not to doubt my knowledge when using it for decision making - Utilise available literature and resources to further develop and

							maintain knowledge as well as seeking out other literature and material not so readily available.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	- I have provided a medium grading as I believe I have a good level of skills already which have been provided through work training as well as skills I have worked on myself. I still believe I can further these skills as well as pick up new skills to develop. - Maintain the skill levels that I already have and develop on areas that are weaker via training. - Utilise the opportunity of courses and attachments to expand my skill base as well as maintaining skills that I already have. - Be confident in the skillset that I already have and make efforts to keep these standards at a high level.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	- Although I am seen as a “senior probationer” on my shift, I still feel that I am continuing to learn and progress in my career hence the medium grading. - Use my own experiences from my previous role as a PCSO and use the “transfer of skills”. By using my own experience, I can reflect on previous incidents which may have similar circumstances to develop and provide a better level of service. - Use feedback from interactions/scenarios/interviews etc to develop experience and learn from what could have been done better - As a “senior probationer” on shift, use my expertise to assist less experienced colleagues in any way I can - Utilise experienced officers expertise to learn, develop and further my own understanding

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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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