

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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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/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 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	
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Task 5	Personal study/learning plan	2000
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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:

In any successful organisation, team cohesiveness is important to achieve common goals and targets, as well as ensuring the values and standards of the organisation are upheld. The cohesiveness of a team is not necessarily something that can happen organically, and a dysfunctional, wayward team shrouded in conflict distracts and diminishes their effectiveness and chance of success. This threatens organisational values. In an ideal situation, team members, new and old would work productively, effortlessly, and cohesively together, and do so immediately whilst being able to communicate effectively and achieve the common goal. It's an individual's behavioural characteristics and personality that determines their strengths and weaknesses. This shapes how they perform within a team and therefore their appropriateness for their role within it. The implementation of team development models from academics such as Dr Meredith Belbin's Nine Team Roles, and Bruce Tuckman's Four Stages of team development aid the process of building a successful, cohesive teams should it be executed by the organisation's leaders. According to Mullins and McLean:

"The form of management and style of leadership adopted are major determinants of group cohesiveness. Teams tend to be a mirror image of their leaders. Cohesiveness will be affected by the manner in which the manager and senior staff give support, guidance and encouragement to the group; provide opportunities for participation; attempt to resolve conflicts; and give attention to employee relations." (Mullins & McLean 2019 pp. 303-304)

The leader in an organisation is responsible for multiple elements which include cohesively managing the balance between the needs of the organisation and the staff. John Aider's Action Centred Leadership model illustrates three components that are vital for leaders to manage: the team, the task and the individual. In relation to the task, they're responsible for making choices to deliver the overall objective and communicating it to the team. The team requires a leader that addresses the social cohesiveness and effectiveness of its members and manages and ensures their output to make sure it's goal oriented. The individuals within the team will each have unique requirements to keep them fulfilled and motivated. An organisation norm of South Wales Police is to provide its teams with an annual team building recreational day. They recognise the importance and have made this a force priority to support and promote team cohesiveness and aid well-being.

The management of a team is the most important aspect of an organisation. A lack of awareness of staff skill-set, individual shortcomings and social conflict could lead to a dysfunctional team that fails to meet set objectives. This dysfunction in a policing context could result in not only compromising the service given to our victims and the most

vulnerable in society, but a failure to comply with the principles set out in the code of ethics (College of policing, 2021). A social conflict between individuals in a team could create a situation where an officer fails to challenge a colleague on any unprofessional behaviour, bad methods or poor attitude due to their personal desire for that individual to fail.

In doing so they are not only letting down the victim but engaging in unprofessional behaviour themselves. This scenario may set out a relatively localised problem, but potential impact is vast and could shape the way in which the police are viewed by the wider public. Especially in the age of social media and digital news where a police incident taken out of context can go viral with potential world-wide consequences. This is evidenced by the latest YouGov poll where contributors have been asked the simple question “Are police doing a good job” those that stated the police are doing “a bad job” has increased from 29% from June 2021 to 35% in June 2022 (YouGov, 2022). In this time period we saw increased scrutiny of police over the handling of the Sarah Everard vigil and the conviction of two Met police officers who shared images of murdered sisters Nicole Smallman and Bibaa Henry. Ultimately the role of the police is to serve the public by protecting vulnerable people and assisting victims whilst focusing on the policing priorities set by the chief constable and police and crime commissioner. It’s not an organisation that is putting profits and a business model in place, it is one that aspires to meet basic expectations of the public as professionally and as effectively as possible.

The team development model constructed by Dr Meredith Belbin can assist in constructing a cohesive team. This model is borne from research based around behavioural attributes. Belbin states:

“The types of behaviour in which people engage are infinite. But the range of useful behaviours, which make an effective contribution to team performance, is finite. These behaviours are grouped into a set number of related clusters, to which the term 'Team Role' is applied.” (Belbin, 2010 pp. 21)

The research conducted by Belbin, resulted in a model that identifies nine team roles, split in to three distinct categories. They are action oriented, people oriented and thought oriented. Belbin believed that if an individual understands their role within the team, they positively impact the cohesiveness by identifying and developing their strengths and recognising their weaknesses. A team with balanced behavioural attributes can cohesively and successfully achieve the common goal. If the team was skewed with only action oriented characters,

there would be failures elsewhere - for example at the planning and idea development stage resulting in failure at the first hurdle.

The UK government committed in September 2019 to recruit 20,000 additional police officers across England and Wales by March 2023 of which over 13,500 have been recruited so far (gov.uk, 2022). With an influx of such numbers, it'd be unreasonable to expect sergeants to balance the assets of their new and inexperienced recruits. Their arrival would result in a shift in team dynamics in both a skill set level and in personality. Arguably the addition of such numbers could ultimately result in the development of a well-balanced and successful team. As highlighted before, to achieve that balance there would be an initial chaotic phase before the sergeant can harness skills and shape their team.

When joining the police there's a responsibility on the individual officer as they are committing to an organisational culture and agreeing to conduct themselves with the policing principles in mind. If an officer doesn't truly buy in to being open to change, accountable, act with respect, honesty, integrity, and objectiveness, then how will they be able to reflect on their own contribution to the team and recognise their own capabilities. The Belbin theory offers opportunity to individuals with wide ranging capabilities so it's a vital tool as police forces across the UK look to diversify their workforce and promote inclusivity.

Psychologist Bruce Tuckman's team development model originally identified four stages. They consist of: forming, storming, norming and performing. As in Belbin's model, Tuckman recognises the role of the leader is key to ensure that the phases and transitions to each stage are as smooth as possible, and vital in achieving the aims and objectives.

The forming stage is the initiation phase where ground rules are established, and a working strategy is developed. Here the leader looks to bring the team together and takes on a directing approach. Once the team is formed, they can move on to the storming phase where confidence begins to grow and behavioural characteristics and personalities begin to show. As such, communication of feelings and confrontation increases as does the potential for conflict. The requirement of the leader at this stage is to coach and guide the team through this turbulent phase. Leaders ensure everyone remains focused and professional. Failure to harness the conflict and channelling it to be something constructive can result in the team stagnating and failing to transition to the norming phase. The norming phase sees members feel part of a team and realise they can achieve work if they accept other viewpoints. The development of the team means identity, roles and responsibilities are clear and accepted. The team is more cohesive, and the leaders are merely facilitating. Once the

team reaches the performing stage they share the same vision and there's no requirement for the leader to interfere. They can merely delegate due to the high level of autonomy.

Unlike Belbin's theory, this model doesn't delve into the personality types of the individual. Instead, it accepts that there will be differences in personality and the important aspect is the management until the objectives are achieved. Therefore, it's arguably a more inclusive model as it doesn't look to categories individuals based on behavioural traits and instead puts the focus on milestones that the team will reach. It recognises there will at first be the awkward yet natural, polite, and compliant introduction that will in time turn into conflict as individuals get comfortable. Again, in a policing context this is yet another tool that can assist in developing team cohesion. "Conflicts are a natural part of the organizational life, and that the context and the management of the conflict will determine whether the conflict will be beneficial or harmful." (Boas, A (ed.) 2018)

In policing, being conflict adverse isn't an option. Use of conflict and communication models are used every day such as LEAPS, which offers an approach on effective communication, and the conflict continuum (College of policing, 2021). They are regularly implemented and give officers the skills to deal with the threat of potential conflict situations. Arguably these same models could be used to address the social conflict with peers, however the CUDSA model is more team oriented and inclusive and therefore follows the same methodology and culture of inclusivity and cohesiveness that both Belbin and Tuckman's team development theories do. Hurdles are overcome through collaborative problem solving through the following stages:

- **Confront** the conflict and acknowledge there is conflict and you're willing to solve it
- **Understand** each other's position by actively listening, clarify yours and their position by making clear statements that aren't open to interpretation.
- **Define** the problem and both concede that you will need to initiate changes and welcome change
- **Seek** solutions that are mutually generated, offering alternatives and trade-offs to proceed cohesively
- **Agree** and implement the best solution

I've observed conflicts within teams during my time with South Wales Police and have seen the CUDSA model work successfully. If we apply Belbin's model, both colleagues displayed different strengths and weaknesses. They questioned each other's work and challenged

each other's approach, unable to understand the thought process or methodology behind decisions they'd make. This was beginning to impact the cohesiveness of the team, the ripple effect was damaging as other team members were picking sides or avoiding the issue. Thankfully this dispute was recognised by the sergeant and through planned mediation with both parties, the problem was solved.

Both parties were given an open platform and opportunity to air their differences and question and challenge what they believed the other was lacking. Through this frank, honest discussion with the sergeant as an independent third party, they gained a clearer understanding of the other person's opinion. They were also able to recognise how their dispute was disruptive to others and they were able to self-reflect and change their behaviour. Of course, a lack of engagement from either party would have seen this conflict resolution model fall at the first hurdle however as previously mentioned we are active members within a professional organisation that has a culture of holding itself to account. The CUDSA framework embodies a collaborative and constructive approach that encourages engagement, reflection, accountability and openness. Something that as police officers we find natural due to this attitude and approach being part of our everyday organisational culture.

Conflict is apparent every day in policing. Whether that's conflict whilst performing the role of a police constable or as Aider described, a social conflict with peers. It's a fundamental part of developing team cohesiveness and it's achieved through effective management and leadership. In an organisation like South Wales Police, micro level policing successes in team cohesion may feel 'local' but the effectiveness of your teams policing and the impressions you give add to the culture of how police are perceived by everyone who comes in to contact with that team. "Every contact leaves a trace" (Locard, as cited by Gooch and Williams, 2015) and a good or bad impression builds a wider perception of the police.

In conclusion the use of Belbin and Tuckman's theories identify the inevitability that behavioural traits and personality of the individual will create a conflict within a team and that their tools can be used to raise awareness of strengths, develop individuals and create a balance that will lead to shaping a cohesive and successful team. By executing their methods in line with organisational values and professionalism, the team can achieve the targets they desire. Ignoring the need to develop team cohesiveness would see a failure to achieve objectives and worse, a compromise in standards. In the currently climate, a turbulent, chaotic team in an organisation such as South Wales Police could result in potential world-wide scrutiny and a contradiction of the commitments made with the code of ethics in mind.

Word count 2193

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:

In this assignment I will be reflecting on a hate related anti-social behaviour incident that I attended. As part of this reflection, I will be evaluating the response of South Wales Police and partner agencies. I will discuss how I believe that an earlier use of an evidence-based policing strategy could have prevented the victim in this incident becoming a repeat victim. I will be using the Gibb's reflective model to structure this assignment.

Earlier this year I responded to an incident that was described as hate perceived anti-social behaviour (ASB) that had taken place in a block of flats located in a city suburb. The accommodation is managed by the local housing association and although the property is known to officers, it is not deemed to be a crime hotspot. The reporting person was a black male in his mid-30's.

"The term 'anti-social behaviour' describes the everyday nuisance, disorder and crime that impact on victims' quality of life" (Hutton, Mckinnon and Connor, 2019, p. 141) The types of incidents that can classify as anti-social behaviour include, but are not limited to:

harassment, verbal abuse, intimidation, threats or actual violence, vandalism, criminal damage, arson and more. It can often be regarded as relatively low-level crime, however targeted, prolonged harassment and disorder can have a massive impact on the victim.

When a policing response isn't proportionate and "fails to meet the expectations of the victim" (College of policing, 2021) it can escalate into a critical incident and the effects can have a catastrophic impact. In 2009 an IPCC investigation found that Leicestershire Police made errors in the case of Fiona Pilkington and her daughter, Francecca Hardwick. Following years of targeted anti-social behaviour and abuse Fiona committed suicide by setting her car on fire with her daughter also inside. The IPCC report found that over a ten year period Fiona's family had 92 separate contacts with police but were never identified as vulnerable and no structured or proactive response was ever put in place. (True Vision, 2011)

Almost 1.5 million separate reports of anti-social behaviour are made each year in England and Wales. Website, CrimeRate states that "During 2021, England & Wales' police forces received 1,416,946 crime reports about anti-social behaviour. This is a decrease of 24% from 2020's figure of 1,752,174 reports of anti-social behaviour..." (CrimeRate, 2021). This decrease however is mainly attributed to the Covid-19 pandemic as calls regarding ASB spiked during the lockdown that began in March 2020.

South Wales Police has specific procedures for dealing with ASB and perceived hate crimes. The strategies are in line with the victims' code of practise. In March this year I responded to a call reporting an anti-social hate crime.

On conducting some research into the reporting person and the location of the incident, I discovered the victim had made numerous reports to South Wales Police previously and several were perceived to be hate related. My initial contact with the reporting person was by phone as per his request to briefly discuss the circumstances behind his reason for calling on this occasion. We agreed to meet however the victim wanted this to be done away from his property. He felt a visible police presence would inflame the situation and he would be subjected to further abuse so we met at a neutral location. During my time with the victim, he described to me in detail that he had been subjected to verbal abuse, had received malicious notes and was a victim of criminal damage where his car was regularly scratched, and windows smashed. He perceived these incidents to be motivated by hate as he was subjected to racist remarks during the previous incidents of abuse.

I informed the victim that I'd briefly looked over some of the reports he'd previously made and had an awareness that this seemed to be an ongoing issue. He stated the reports he's made date back nearly two years and that now he is almost resigned to the fact that it happens. On this specific report the victim stated his car had been damaged whilst parked at the property. His car had been targeted previously and it had got to the point where he no

longer repaired any of the damage caused as there was “no point anymore”. During his account he stated that he was aware nothing could be done as the CCTV doesn’t cover the area and there’s no witnesses. He simply said he was reporting so it was logged on our system. On further discussion he stated he had suspicions about who the perpetrator was as he’s previously been targeted with verbal abuse from two other residents in the building.

The victim reported the behaviour to the housing association that managed the property, even giving them evidence of the malicious notes. But when police requested the notes from the management, they stated that they no longer had them and they’d either been lost or thrown away. After further conversation with the housing association, they acknowledged incidents had been reported but no action was taken to address the situation. To me, it seemed that the victim in this case was resigned to the fact that this happens and by reporting it he’s just going through the motions. He didn’t appear to expect positive action or an outcome. He wasn’t being critical of South Wales Police and our approach, and despite seeming downtrodden by these events, he seemed that this type of incident was just the norm. He was at one point even apologetic for, in his words “wasting our time”. He was more critical of the housing association however as he felt that the very least, they could have relocated him.

My response to this incident was in line with the policy set out by South Wales Police. I obtained a statement and took photographs of the damage. Despite this being a basic requirement we as a police force have committed to when attending a hate crime, it wasn’t done on previous dealings with the male. As part of the standard response, we are also expected to complete a hate crime risk assessment, a hate crime action plan, notify supervisors and also notify the sergeant of the neighbourhood policing team so they can instruct their team to conduct reassurance patrols and community engagement in the affected area. This targeted approach has shown that “Targeted and proactive policing can reduce crime and antisocial behaviour.” (College of policing, 2021).

This aspect of administration work would normally be completed on returning to the police station. I actively chose to do it in the presence of the victim as a way of demonstrating firstly that we as a force should be doing this as a minimum and that I as an individual have taken his situation seriously. As I went through the process, I was engaging and open with him and showed a commitment to assisting him in a way that a victim deserves and should be supported after they’ve encountered crime.

When attending calls, I have found that I rarely recognise how I am feeling about the situation I'm confronted with until much later when reflecting on the incident. This call however, I recall the main feelings being that of frustration and discomfort. Frustration that the victim was so accepting that this behaviour is just part and parcel of living where he does, and discomfort that it appeared he'd been let down not only by his housing association, but by previous officers that had responded to previous calls. I couldn't tell if his demeanour was due to feeling undeserving of a police response or whether he felt that as a black male, he didn't have any confidence in police as an organisation. Research conducted by [GOV.UK](#) showed that in 2019/20, 64% of black people surveyed stated they had confidence in their local police ([GOV.UK](#), 2021). Compare that to two years earlier and we see a drop from 76%. Despite my discomfort and frustration, I ensured that I not only responded to his report professionally and in line with force policy, but I was able to communicate effectively and demonstrate empathy and understanding to his situation. I believe the way I conducted myself reassured him and showed that positive action should always and will in future be taken should he experience or report any further hate incidents. I left the encounter feeling that I have been able to restore some of his confidence in South Wales Police by simply reacting accordingly as per his rights in the victims code of practice ([GOV.UK](#), 2021).

As well as failings from the police, the victim had also been let down by his housing association. Rain Thomas noted that "The psychic and monetary costs associated with resolving conflict in the first-half of the conflict cycle are dramatically less than the costs incurred in the second-half." (Thomas, 2004) Early intervention tactics such as engagement and mediation at the first signs of any issues could've prevented future conflict and reduced the potential of escalation in ASB but this opportunity was missed.

Not only had they lost evidence, they failed to take any positive action despite the responsibility to do so under the Equality Act 2010 (*Equality Act 2010*) with regards to tenants being harassed or victimised. As already identified, missing opportunities to prevent further offences can result in tragic consequences. On further discussion with the housing association we highlighted this concern insisting that more needed to be done to prevent future incidents. We discovered CCTV was either dated or faulty, and other reports of ASB against certain residents hadn't been addressed. Taking a positive approach could simply be communicating with service users yet this wasn't done until South Wales Police interjected.

We had instructed our NPT team to take a more visible approach and asked that the housing association worked with us by communicating to all residents there have been complaints,

and as a result there would be more patrols in the area. They also took the opportunity to remind residents of their policy and the terms with which housing is provided. The letter also encouraged residents to engage with any officers or PCSO's they saw. This was a target hardening tactic to deter any form of future disorder and to encourage residents to discuss any issues they were experiencing. Ideally CCTV coverage in the area would have been improved but this wasn't undertaken. After my initial attendance NPT took primacy in managing engagement with the victim and other residents. A hate crime action plan was put in place initially for three months to monitor activity in the area. During this time, two arrests were made for racially aggravated public order offences. I like to believe that despite the historical encounters with the victim, my engagement with him helped to instigate the events that led to this outcome and hopefully restored his confidence. The actions implemented together with the housing association meant that we realigned with our priorities and stuck to our commitment of prioritising hate related incidents and addressing anti-social behaviour.

I left this incident with an awareness of how ASB can escalate and impact victims. In this case the victim wasn't expecting any action and was almost numbed by previous encounters. Had he been a vulnerable person not capable of dealing with the pressure and anxiety that ASB incidents can induce then the outcome could've turned in to a critical incident.

South Wales Police have recently campaigned during #ASBawarenessWeek to highlight the tools police can use to tackle anti-social behaviour in Welsh communities - including Community Protection Warning Notices, which can be issued to set out a "behavioural contract" with a subject and if it isn't complied with they can be issued with a fine. Often this is enough to stop anti-social behaviour before it escalates.

Evidenced based policing (EBP) is the theory that scientific evaluation and research should be used to inform police decision making. Taking an EBP approach to incidents such as the one discussed can assist in the prevention of repeat offending and repeat victimisation. In order to do this we would need to obtain the best evidence available. Use of the ATLAS model could support this as we: Ask challenging questions, Test and evaluate different ideas and approaches which produces new evidence, Learn about the new and existing approaches and understand what does and doesn't work, Adapt accordingly based on the best evidence. At each stage of the model we share our findings and best practice which in turn informs future research. If an effective response had been implemented using EBP earlier then best evidence could have been collected to recognise the area as an ASB hotspot and proactive policing strategies could have been put into place including foot

patrols and literature to empower residents. Community policing and campaigning locally can teach residents what isn't acceptable and what steps they can take to seek help.

As part of #ASBawarenessweek South Wales Police signposted to Crimestoppers, Fearless and also their own online portal where members of the public can report anti-social behaviour. Taking the approach of supporting vulnerable people and empowering them with a positive experience of police work can help to reduce anti-social behaviour and prevent repeat victimisation.

Word count 2199

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: D.J. Morgan _____ (Learner – electronic signature accepted.)

Date: __ __ 07/08/2022 __ __

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:

The role of a response police officer is ever changing, and the challenges faced on shift have both internal and external factors. Issues such as low staffing, poor team morale and a lack of experienced officers coupled with external pressures including public perception of police, cultural challenges and social issues mean the response role must evolve and develop strategies to meet these challenges. Ensuring that we as a police force are working effectively. In this assignment I will discuss these internal and external challenges and how they can impact the role of response policing. I will relate this to an incident I have attended and how thanks to the strategies implemented, this incident was policed effectively despite the challenging situation.

Earlier this year whilst on mobile patrol with another police officer, I responded to a call that was passed over the airwaves as “a member of the public had found a male hanged in a tree in the wooded area of a local park”. Unfortunately, mental health crisis calls are a daily occurrence in the response role. Mental health crisis calls to police rose by 41% between 2015-2020 (The Guardian, 2020) and in 2021 one study found that in a 24 hour period 5.1% of all calls to police were mental health related. The study found that: “The police frequently fulfil the role of gatekeeper for people experiencing mental health problems” (Kane, Cattell and Wire, 2021 p.262). This increase in demand has a time-consuming consequence for response officers. Detaining people in crisis under section 136 of the Mental Health Act (*Mental Health Act* 1983) means accompanying a person until they are medically assessed, and should the decision be to arrest due to an offence taking place then officers are often taken from the patch and used to supervise someone suffering from poor mental health whilst in custody. This is a challenge on resources mainly staffing numbers and in turn morale.

One of the strategies South Wales Police have developed in aiding response officers to make these decisions is to implement an on-call mental health triage team. They are mental health experts that can access health records and see if the person has a history of support from relevant mental health services, engage with the person in distress and advise the attending officers about what the best course of action is. This strategy has been rated “good” in the latest PEEL report which rates police effectiveness, efficiency and legitimacy in a wide range of areas. (Williams, HMICFRS, 2019)

The complexities of a mental health calls can mean officers spend a long time trying to engage with someone in crisis and build a rapport to safeguard and support them rather than criminalising them. Having this strategy in place eases not only the burden on resources by informed decisions being made quicker. The professional consultation with the mental health teams also eases the pressure of decision making on response officers, who are not medically trained or experts in that field.

In my experience before this incident the reporting people had been successfully safeguarded with their forward care put in place. Unfortunately, in this incident, the male hanged in the tree was deceased but the THRIVE risk assessment indicated that there could be a risk to life so we still attended as if we were going to potentially need to resuscitate him.

Often calls are relayed to us in one way but once we arrive the situation has changed or escalated. Being open minded helps you to prepare for what's to come and get the national decision model (NDM) (College of policing, 2014) processing through your mind.

Immediately I was beginning to think of the potential challenges we may face and what options are available. In response policing we are faced with a number of internal factors such as low numbers on shift and resourcing demands with such reduced numbers. So taking this open minded approach is vital so as not to put extra strain on these areas.

When the call came in, I was only a couple of minutes away from the location. The park covers a large area approximately the size of six football pitches and is surrounded on three sides by a thin wooded area. Control still had the reporting member of the public on the phone so I instructed the control room to end the call so I could speak directly with him to better understand the situation and location of the incident. I felt this would be the quickest option and considering we had a potential threat to life, speed and accuracy on this occasion was vital. To overcome this challenge in the past we have used the app 'what3words' to pinpoint a location - this can be particularly helpful if an officer is unfamiliar with an area which is often the case with new recruits and officers from another sector.

When we arrived at the scene the subject was hanging from a ligature tied around his neck and a branch of the tree. His feet were approximately six feet off the ground. At this stage it wasn't clear if we had a realistic prospect of saving his life. Due to the nature of the call, further assistance was already en route. We informed control we had located the subject, gave brief circumstances and asked them to use mapping via our radios to guide in other units.

On attendance it was clear we were facing a multitude of challenges to overcome. I recognised there were both localised, logistical and environmental challenges such as freeing the subject, preservation of life, protecting the public and the scene. As part of the investigation a cordon was set up to preserve the scene and stop the general public entering the park.

Whilst at the scene of this incident a relatively large cordon was in place due to this being an unexplained death in a public place. Although it appeared to be suicide it was treated as unexplained whilst the full circumstances around the death of this male were established.

One of the entrances to the park was being monitored by a PCSO and they called for assistance due to a member of the public being uncooperative. The gentleman had been giving abuse towards both the PCSO and police officers. He was complaining about how he was inconvenienced by the cordon and having to walk around and that the police were useless, PCSO's are pointless and all we do is stand around doing nothing. Contrary to that persons opinion, a 2021 YouGov poll said "The police in general are positively viewed by the public, with 65% saying they trust them, and only 31% saying they don't." (YouGov, 2021). Measures were taken to explain that a serious incident had taken place yet, the gentleman simply didn't care. The Betari box (Mind tools, 2021) method of communicating wasn't effective with this gentleman, and he walked away from the cordon continuing to express his opinion as he went. Despite the findings that police are generally viewed positively, the opinion expressed by individuals we encounter can impact morale.

Mental health is not only an external factor when it comes to response policing as it can also have an internal impact on the wellbeing of officers and staff as well. "Seventy-seven per cent of officers reported facing difficulties with their mental health during the last year with 90 per cent saying it was due to work..." (Butterworth, 2021)

Elements of work-related stress for response officers include: workload demand and experiencing traumatic events. Therefore ensuring the mental wellbeing of an officer is in turn vital to protect resources. This incident was clearly one of a traumatic nature and it took emotional intelligence and resilience to remain task oriented.

"Emotional intelligence helps officers effectively and efficiently police and successfully meet the demands they face on the streets. It also helps them balance their personal and work lives without one spilling into the other." (Civil service success, 2019)

There are three main parts to emotional intelligence: emotional awareness which is the ability to identify, name and acknowledge one's own emotions, emotional management relates to being able to manage a regulate emotion and channel it to be able to complete tasks effectively and problem solve, and empathy which is being able to recognise the emotions of others whether that's through observing their verbal and non-verbal communication to better understand their situation or circumstances.

Had I not displayed emotional intelligence I wouldn't have been able to perform effectively and navigate through the other challenges I faced. An incident of this nature can be extremely traumatic and provoke an emotive reaction. I was able to regulate my emotions and channel them, meaning I was able to remain task focussed due to the resources we had at hand that day.

"In 2017, we judged that the force's approach to meeting current demand and using resources was good South Wales Police is good at assessing future demand for its services. For example, as a result of analysing incoming call demand, the force has changed staff shift patterns and made other arrangements to manage demand."
(Williams, HMICFRS, 2019)

This focus on resources and the recognition from the PEEL inspection demonstrates that South Wales Police recognise the importance of the distribution of resources to manage that demand. This measure helps to prevent burnout amongst its officers and can help regulate the workload and pressure. This incident was able to be extremely well resourced due to the timing of when it happened and external factors such as demand. It took place on a weekday morning and the sector was relatively quiet. My team had a full complement of officers on duty plus NPT units and PCSO's were available to assist. Despite the praise of South Wales Police in relation to resources, this particular incident was dealt with effectively more because of the conditions at that specific time and day. Had this incident took place during peak Saturday night hours, resources would've been stretched due to demand across the sector. Therefore the role of response officers would have found their efficiency and effectiveness at this incident compromised. The strategy South Wales Police has employed has meant they have committed to planning for the future as evidenced by the PEEL findings and the ongoing recruitment drives.

Through regular inspection and the public production of the findings of police effectiveness, efficiency and legitimacy, South Wales Police are being transparent and accountable with the findings. This strategy assists with the challenge of social issues. Part of social issues

are how the police engage with the public and what the public perception and expectations are. These publications can produce evidence-based results that demonstrate objectively how well a service is run, however the challenge of informing the public is made more difficult in a world of 24 hour news coverage and social media. Scrutiny via a quick social media post or blog is much more instantaneous, more frequently digested and further reaching than annual reports despite the fact that they produce evidenced research and public opinion polls. A poll conducted by the Police Federation in 2022 found that:

“When asked about their treatment by the public, 84 per cent of respondents said this had a negative impact on morale, while 78 per cent said they did not feel the police were respected by the public.” (Police Federation, 2022)

Despite the strategies put in place to reflect the actual findings of research and inspection, more is needed to address the social issue of both the internal issue of police morale, and the external issue of public opinion. South Wales Police attempts to address this by encouraging community engagement through initiatives such as "cuppa with a copper", family fun days and school visits.

There is constant evolution of the role of a response officer and there needs to be so they are better equipped to meet the challenging demands experienced in everyday policing. Despite being young in service I have experienced many of the internal challenges we face on a daily basis and believe the challenges we face will continue to grow. We are living in an ever-diversifying society in an age where needs, opinion and expectations are rapidly developing. In order to remain efficient and effective, response police officers need to continue to have an openness to change and a commitment to being objective. This commitment to the role however requires the careful management and implication of strategies to overcome these challenges effectively.

Word count 2077

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:

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	
Court Process and procedures							For this section I have rated myself to have a "Low" rating of 3 in the area concerning the court process and procedures. I don't believe it's necessary as a response officer to have a high rating, however I'm aware that I need to make significant improvements in this area and at least get to a level 6-7. I believe improvements in this area will make me a better-rounded officer that is more informed and able to pass on this knowledge.

							Below I detail how I'll aid this development using the SMART method S – Improve my knowledge around court procedures M – I will know I've achieved this goal when I can comfortably advise others and explain the "what happens next" element following arrests/successful prosecutions. A – This is very achievable as I'm realistic with my goals and I'm only looking for slight improvements at this stage R - I feel this knowledge is very relevant and a necessary improvement to make in order to better support and advise victims T – I will look to achieve this within the next 4 months and therefore by the time I am confirmed in rank (January)
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Currently I would rate my decision-making skills at around 5-6. I would prefer this to be much higher – closer to a 9-10. My current issue is decisiveness and speed of decision making. I believe it would not only give me greater confidence when attending calls but it'll also reassure victims and incidents can be resolved quicker. Again using the SMART method I have set out how I will achieve this.
Decision making							

							S – Improve decisiveness and speed of decision making M – I will be able to measure this by reflecting on my performances and reviewing my body worn camera. I will then be able to judge how well I do at future calls. I will look to also work more independently. I will also ask for supervisor reviews in order to assist me in gauging how I improve in this area for feedback and guidance. A – This is definitely achievable. The sector I work in provides me with a variety of calls and allows me to experience differing crimes and incidents. Continued exposure to this range of incidents will see me achieve this goal. R – This is extremely relevant to my role. Demands on shift and resources are continually increasing so improvements in this area will help me become more efficient and effective within my team. T – I will hope to really progress within this area in the next 4-6 months
EXPERIENCE Case file building	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Currently I have very little experience with building case files. I have had my HUB attachment, and this helped massively as this was a real area of concern. I'd currently rate myself as a 3-4. I am to be a 7-8 and will set out

						below how I will look to achieve this. S – Gain experience building case files M – The way I will be able to measure the development of this skill is through consultation with my supervisor to reflect on my improvements, And through self-reflection and recognising that I am becoming more capable of building case files independently. I don't think I lack skills in this area, I just work in a busy sector which means I don't get a lot of exposure to case file building. A – This is achievable as during my time in the HUB, I demonstrated skills and knowledge and improved very quickly under their guidance. Further experience will see me become more competent in this area. R – This is extremely relevant to my role. We have a team that is really young in service and development in this area will not only benefit me, but the team also. T – I would hope to reach the rating within the next 6 months.
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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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