

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

This workbook covers the two components from your module descriptor 4001D, Policing in the Workplace 1.

There are two identified learning outcomes:

1. First learning outcome relates to component 1; is 3600 words, contributing 60% to the overall mark – ‘developing your policing practice and reflecting on your learning experience’.

It is a portfolio focusing on the first 5 elements listed below, covered by Task 1, Task 2 and Task 3.

The nature of your police work will no doubt have exposed you to elements 6 to 10 so don't be afraid to touch on these in component 1.

2. Second learning outcome relates to component 2; is 2400 words, contributing 40% of the overall mark – ‘demonstrate knowledge and understanding of a particular subject related to your professional practice and assess the actual and/or potential impact of applying what you have learned’.

This assignment covers Task 4; whilst this focusses predominantly on elements 6 to 10, again the nature of your police work will undoubtedly see some overlap and there may well be some duplication of the first 5 elements.

Areas of Professional Practice covered by both components (also known as elements) :

1. Wellbeing and Resilience
2. Vulnerability and risk
3. Understanding the police constable role
4. Communication skills
5. Conducting investigations (Interviewing suspects)
6. Decision making and discretion
7. Public protection
8. Problem solving
9. Evidence-based policing
10. Policing communities

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*

Contents

Workbook	Area of Professional Practice	Word count
Component 1 60%		
Task 1	Wellbeing and Resilience	750
Task 2	Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.	1250
Task 3	Conducting investigations (Interviewing suspects), communication skills, decision making and discretion.	1250
Component 2 40%		
Task 4	Problem solving, evidence-based policing, understanding the police constable role, policing communities and decision making and discretion.	1750
Task 5	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	1000
	Total	6000
	Bibliography	
	Confirmation of Confidentiality and Plagiarism	

Task 1 (Component 1)

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Focussing on your tutorship, reflect on the coping strategies you have applied to develop resilience and minimise stress when adapting to your role as a constable within the workplace (e.g. nature of the work, organisational culture, shift pattern, pressures of work and joining a new team).

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

ANSWER:

Within this essay I will reflect upon my time during my tutorship and detail strategies that I have used to minimise stress and adapt to the role of a police constable. I have had to adjust to the new shift pattern which has been a big change for me, as well as having to integrate into a new team. I will use Bortons reflective model as a focal point for my reflection (Borton, 1969).

One of the biggest changes I have found personally is the shift pattern. Previously I have not worked shifts and adjusting to the night shifts is something I have struggled with, especially getting enough sleep between shifts, as the average adult needs around eight hours of sleep a night (NHS, 2018). Insufficient sleep can have a number of negative effects such as reduced alertness and daytime sleepiness, thus leading to occupational errors (Perry, Patil and Presley-Cantrell, 2013). So it is vital that I have sufficient sleep in my role in order to prevent occupational errors occurring. I have adopted little techniques to help with my sleep pattern. One technique being that I prepare what I need for the next day the night before, to maximise the time I can sleep for. By doing this it means I have less to do before work and puts me at ease knowing that I have prepared this the night before. Also I have ensured that I have a suitable sleeping environment at home, I have invested in blackout curtains to help with sleeping after sunrise to make sure there is no light. I also make sure that I do not use technology or watch TV before I go to sleep, as the NHS found the brightness from these devices have a negative effect on sleep (NHS, 2019).

As a constable there are many stresses that come with the job, MIND conducted a survey and found that seventy nine percent of officers said that they had experienced feelings of stress and anxiety within the last twelve months (MIND, 2019). I feel that it is important to minimise stress in my own life and to avoid any unnecessary stress. Naturally I am a punctual person and when I first began my tutorship I was worried about arriving on time. An article on the BBC website found that commuting can exacerbate stress as commuters have an inability to control their situation such as traffic (BBC, 2004).

I get quite anxious when traveling to an area I do not know. So before my first shift I did a trial run seeing how long it would take me to commute and to also allow myself to familiarise myself with the route I would be taking. Then once I knew how long this commute would take me I would allow adequate time before each shift taking into consideration the time of day and traffic flow, so that I would always arrive on time. As I progressed through my tutorship the venue in which we were based changed so I applied what I did previously, and felt much more relaxed traveling to work, as I did not have to worry about getting lost or being late.

Another change has been the nature of work and having to adapt to this, and also joining a new team. There is such a variety in the work in which I deal with each day, for me reflecting on each incident and identifying areas for improvement helps me to deal with difficult situation's should they arise again. From my own personal experiences, I know that confidence is a big factor for me, if I repeat something and do it well I believe in myself a lot more. I understand that having self-belief is massive in developing resilience as I feel that I can take on and deal with difficult situations I may face. This self-belief which I hold, helps to keep me motivated and keep going when things get tough. I find it beneficial to create working relationships with people on my shift, as it is then easier for me to ask for support and guidance.

Shortly I will be moving on to a new team, I will apply what I have learned from this experience in order to integrate myself into my new team. Also the other techniques that I have mentioned I will continue to implement these into my life in order to help overcome the stresses of the job and to deal with difficult situations.

Word count: 748

Task 2 (Component 1)

Relevant areas of the National Policing Curriculum:

Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.

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

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

Review the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Explain your considerations in relation to vulnerability and your responsibilities for safeguarding individuals involved. Outline the police role in managing these factors to reduce risk. (Consider the personal vulnerabilities of the individuals involved, including situational/environmental factors that can result in risk or harm).

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

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

ANSWER:

For this task, I will be using Gibbs' reflective model to assist in my reflection to detail an incident where I dealt with a missing person. As I am still new to the role of police constable I have not completed the procedure before this incident (College of policing, 2016).

The incident occurred one evening whilst on patrol, a call was received of a missing child, the child is known to police as staff working at the facility in which she lives are duty-bound to report her missing. Whilst traveling to the address warning markers were passed over the air, control stated that she had markers for self-harm, mental health, and suicide.

We attended the home address of the missing child and I spoke with a female at the address who was one of the carers, after establishing a few details, she received a call from a friend of the missing female who stated that she was in town but unable to walk home due to being intoxicated. We pinpointed the location of the female and made our way there and the carers were also present. We

located the female and it was clear to me that she was heavily intoxicated. I informed the control room that she had now been found. Due to her intoxicated state I decided to contact the ambulance service, I was informed of the high demand that evening and passed this information on to her carers. They spoke with their manager and thought that it would best for them to convey her to a nearby hospital. I then carried out the necessary procedure now the female had been found.

At the time I was feeling a bit nervous as I had not gone through the missing person process before, and also I did not know what might transpire as a result of this call, as on route I checked the female on police systems and noted on the way that she had markers for self-harm and mental health. So on the way, I spoke to my tutor to seek clarity about the process. This then put me at ease and once we arrived I felt a lot more confident.

As explained we were soon able to locate the girl, and it was clear that she was under the influence of alcohol. Due to her intoxicated state, my attention was then focused on getting her medical attention as I was concerned for her safety as she was incoherent and could not stand by herself. As explained she was then conveyed to a nearby hospital. Now looking back at this incident, I am pleased that we were firstly able to locate the female, and that I was able to think quickly and act proportionately in getting this female the medical attention she needed.

I think personally that I handled the situation well, it was my first time dealing with a missing person. Initially, my first reaction was to establish some details and then locate the female.

Upon locating the female my attention turned to ensuring that she was safe and well, seeing her heavily intoxicated caused concern for her safety. As I am still new to the role when dealing with any incident for the first time, the experience gained from the incident is fundamental in my development. Although during my initial training I had gone through the process of what to do if a person is reported missing in a classroom, I know that I learn much more from doing something myself, as I lean towards the kinaesthetic learner style (Brighton College, 2021).

A factor that made the situation more challenging was that the female was heavily intoxicated. The female was unable to talk and this posed a barrier to establishing the details of what had happened. In this case the female wasn't just slurring her speech, she wasn't able to formulate a sentence she was only able to grunt (Healthline, 2018). But fortunately, a friend of the female was present and I was able to establish what had happened and took down his details. From the information, I had gathered, they had arranged to meet up and drink alcohol in the local town. The female's intoxicated state not only posed a barrier for communication but also another issue as she was unable to stand, with the help of my colleague we assisted the female onto her feet. Whilst explaining what we wanted her to do and where she would be going.

Although she was unable to talk, I found that when explaining what we intended to do she understood this, which made it much easier to get her into the car. The carers of the female were very helpful in this situation as they conveyed the female to the hospital and whilst we were assessing the female they were feeding back information to their line manager.

When analysing the situation it is now clear to me that having the help of my colleagues and working as a team played a big role in getting this female the medical attention she required. By having their

support we were able to move the female off the pavement and into a car. As mentioned the female was unable to stand, so my colleague and I were able to take some of her weight and support her onto her feet. I then explained to her what we wanted to do, I used simple sentences due to her intoxication and she followed my instructions and we were able to get her into the car so she could be conveyed to the hospital. I had not completed this process before and matters were made worse due to the female being intoxicated and being unable to communicate with me. It was clear that the female would not be able to provide me with any information, as when I first arrived at the scene I asked her a few questions to see if she was alright but she was only able to respond by grunting. I was able to speak to her friend however and establish some facts of what had happened before our arrival. To conclude I believe that I dealt with this situation particularly well and applied some basic first aid. Next time I would not change much as I feel I performed well on this occasion. I plan to develop skills by gaining more experience by repeating this process and I will then review my work to familiarise myself with what needs to be included within it.

The main learning point I can take from this situation would be how to complete the missing person process. As this was my first time going through the process. I think this could have been more beneficial for my learning if we had completed the entirety of the procedure.

As the female is known to the police and is a regular missing person I did not have to complete this process from scratch. For next time I have identified that I need to familiarise myself with what needs to be included within the missing person forms and PPN.

I can ensure that I improve by looking at the areas in which I have not performed as well as I should have, and speak to my tutor about these and seek feedback. I know that as I continue to go through my tutorship I will complete more PPN's and feel more confident in completing these. I can also look at other examples of how to structure it and review the occurrence on NICHE.

So for me being shown the process and filling in the forms myself has benefited me massively. I now feel much more prepared for dealing with a missing person in the future.

Another positive from this situation which ties into meeting my needs as a learner, was that although it was at a basic level I was able to apply some of my first aid knowledge and put a live subject in the recovery position. Once we had located the female I assessed the situation and due to her having already vomited, I thought that the best course of action would be to lie her on her side so the risk of choking was minimised.

Word count: 1374

Task 3 (Component 1)

Relevant areas of the National Policing Curriculum:

Conducting investigations (Interviewing suspects), communication skills, decision making and discretion,

You must choose **a suspect interview** that you have **been involved** and reflect on what happened.

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

Outline your considerations when planning and preparing an interview (e.g. gathering evidence, suspect vulnerability and legislation). Explain and reflect on your responsibilities when conducting the interview in accordance with the PEACE interview process. Evaluate your performance in the interview and its effectiveness in the investigative process.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

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

ANSWER:

For this task, I will use Gibbs' reflective model to aid my reflection of a hand over which I dealt with (Salford University, 2019). I assisted a colleague who had arrested a male earlier in the day on suspicion of common assault and possession of a bladed article (Criminal Justice Act, 1988). An allegation was made that two males had assaulted a male at a skate park, punching and kicking him. The alleged victim was able to run to safety, in doing so one of the suspects had brandished a knife and smiled at the victim. So I arrived at the custody unit and prepared myself by reading over the victim and officer statements. Unfortunately, this was the only evidence available. I then composed a thorough interview plan. I then interviewed the subject. I will now go on to speak in more detail about how this suspect interview went.

As I had completed several interviews before this one, at the time I was feeling quite confident as I was now building on the experience I had. Previously, I had dealt with a very challenging subject in my first interview, but I think this has better prepared me for future interviews. I am also intrigued by the interview process and after a few interviews, I now enjoy them. Before the interview, I was thinking about the questions I was going to put to the suspect and how I had structured my interview plan. I was also aware that the suspect had refused legal advice, so I wondered what answers he may give. On this occasion the suspect was quite irate when I first met him, he began complaining about the time he had been waiting.

Overall I am very pleased with how this particular suspect interview went, using the PEACE model. My preparation allowed me to cover all of the necessary topic areas but also I adapted well when listening to the account of the suspect to ask more probing questions to seek clarification. After speaking to the custody sergeant I got the suspect out of his cell, straightaway the suspect complained about how long he had been in his cell and stated he just wanted to go home. I explained that I had just come in and taken over from the shift earlier in the day and tried to sympathise with him. I took this course of action in an attempt to build rapport. It has been found that by building rapport with a person before interview can improve accuracy of information and decrease misinformation in their account. (Vallano and Compo, 2011, p.960.). To begin with, the suspect answered all the questions I put to him, but then towards the end, he began answering "no comment" and it is at this point I changed the pace of the interview speeding up unnecessarily. I know that maintaining a steady pace is vital for effective communication and ensuring that what I am saying is clear (Krause and Braida, 2002, p.2166.).

For my interview I used the PEACE model (Metropolitan Police, 2009). Before beginning the interview I made a thorough interview plan. Within this plan, I set out all the questions I wanted to ask and covered all the points to prove for each offence, and other areas surrounding the offence in question. As it was a handover, I had no prior knowledge of the offence, so I read all of the information available to me at that time, such as victim and officer statements, as there were no further lines of enquiry. The next stage of the model is then to engage and explain, for this, I used an aid memoir within my interview plan to ensure that I was abiding by PACE requirements and explained the process to the suspect. I then began questioning the suspect by asking whether he was responsible for the offence, which he stated he wasn't. From this initial question, I began asking questions to get his account of what had happened. He explained what had happened from his perspective and I created further questions as a result of his answers. On this occasion, I had a fellow officer present, I got them to summarise after each topic. Then moving onto the challenge stage I put exhibits of photographs of injuries to the suspect. He explained how these injuries came about. I probed further but at this point, the suspect stated that he had enough and began answering "no comment". I still covered all my remaining questions, but upon reflection, I am slightly annoyed with myself that this lead to me changing the pace of my interview, as I feel the suspect's behaviour dictated this. Increasing the pace of the interview lead to me making a slight error when phrasing my question, as I mixed up the suspect's and victims' names, I know that this would not have happened if I wasn't rushing. Once satisfied that I had asked everything I needed to, I terminated the interview. One area in which I have identified which I think did not go so well was the pace of the interview. I began speaking at a nice timely pace; however, the suspect started the interview by answering all questions put to him, but then as the interview progressed he began saying no comment to all other questions put to him. It was an error on my behalf because I began to then change the speed of the interview and perhaps then rushed it slightly. Then when asking one of my final questions I confused the victim and subject's name, I was then corrected by the suspect but this made me feel a little embarrassed and unprofessional.

Other persons present during the interview were my tutor and fellow student constable. My fellow student constable was able to assume the role of the second interviewer, which helped as it allowed me to speak freely and I did not have to focus so much on taking notes as I knew he was also taking notes of the interview. It was also beneficial that I was able to get him to summarise after each topic. I can take many positives from this experience. This interview experience has reiterated the importance of planning before an interview, as I believe I can attribute a large amount of my success to my carefully thought-out plan. Upon reflection, I would take the same approach when dealing with any interviews in the future but as I have highlighted I would ensure that next time I maintain a steady pace throughout the interview and leaving enough time between questions when the subject replies no comment. As well, I know that as I progress onto independent patrol I will be more constricted by time so I will need to work on my time management to complete my interview plans in a timely manner. But now I can adapt the plan which I have made and used on this occasion for use on all other offences I interview for.

Taking on board the points I have raised above, I will not let suspects dictate the pace of the interview if they are agitated and impatient. I will go through my plan at the pace I feel reasonable to ensure that I do not make any errors when putting questions to the suspect. I have spoken to my tutor and reflected on this after the interview and we both agreed that I can learn from this experience and as I complete more interviews I can implement this slight change for the future. Since this interview, I have completed another since and I kept this in mind and I believe I have improved my interviewing skills as a result of this experience.

Word count: 1288

Task 4 (Component 2)

Relevant areas of the National Policing Curriculum:

Problem solving, evidence-based policing, understanding the police constable role, policing communities and decision making and discretion.

You must choose **an incident** that you been involved in with an offender/service user/victim and reflect on what happened.

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

Consider how the anti-social behaviour impacted the local community and what constitutes effective and appropriate police action.

Outline your responsibilities when responding to anti-social behaviour (including enforcement, prevention activity and partnership activity).

Illustrate how policing values were engaged particularly through an **analysis** of the potential impact of bias on the decision-making process.

Considering your experience to date, reflect on any aspect of problem solving, evidence based policing, decision making and discretion which may impact upon wider police community relations.

For example:

How has your experience of policing the night time economy influenced your perception of the wider community?

Other examples relating to your experiences would be equally valid.

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

ANSWER:

For this task I will be reflecting on an anti-social behaviour incident, to assist in my reflection I will use Gibbs's reflective model to structure my answer. Anti-social behaviour is behaviour that can cause or is likely to cause harassment, alarm, or distress (Metropolitan police, 2021). Anti-social behaviour can be categorised into three main forms; personal, nuisance, and environmental anti-social behaviour. On this occasion, the originating call was for nuisance behaviour but it then developed into personal anti-social behaviour. The original call stated that a group of youths were congregating outside a local shop. The complaint related to the youths being loud and disturbing the residents in the area. So we made our way to the location, on route information was passed

over the air that the youths had now attacked a lone male and a group of twenty youths were hitting and kicking him. At the scene, we were able to establish that the youths had run off before we arrived, but there were several witnesses and a victim.

Initially, I thought this would be quite a straightforward call relating to youths causing a disturbance. I thought that we would attend speak to the youths and then confiscate any alcohol and move them on or send them home for the night. However, this changed very quickly as further details were passed over the air. The incident then became more concerning as the group were attacking the male. My thoughts soon changed to the safety of the male and getting to the location to protect him. Once at the scene, the youths had dispersed and the male was in a local hotel. On the way to the scene I had a rush of adrenaline but this feeling subsided once I arrived and I saw that there was not a fight ongoing. Seeing that the male had not sustained any serious injuries put me at ease knowing that he was safe. I then set on finding out what had happened. We spoke to some people present and identified that another female had been injured in trying to break up the fight. One colleague got the first account from this female and I got the details of a witness nearby.

As there were many officers present it made it easier to speak to all the people present and establish what had occurred. The group of youths had run off before our arrival, so I liaised with the control room to review CCTV footage in the area but, due to the time of day and where the incident had taken place they were unable to pass any description of the youths or confirm which direction they travelled in. Unfortunately, were unable to locate any of the youths involved. I spoke with a female at the scene to try and piece together what had happened. She explained that she and her friends had tried to separate the male and the youths fighting but had not seen anything prior. She did not wish to complete a witness statement but did provide me with a signed pocket notebook entry of her account. Another colleague was able to check on the male who had been attacked, he did not wish to engage with police but stated that he had very minor injuries. This male did explain that he had been approached by these males and engaged in a verbal altercation which then became physical but he did not wish to speak further on the matter.

On this occasion all officers present spoke to different parties and got their accounts of what had happened, we were then able to communicate to put together what had taken place. This was beneficial as we were able to gather a large amount of information in a short space of time from a range of different sources. I spoke to a female who had witnessed the events. Using my communication skills I was able to ask the relevant questions to make sense of what had happened. But she wasn't able to provide much detail when describing the youths. The only description she could provide me was the approximate size of the group and their ages. As the youths were not present and there was no description available to us it was hard to progress this investigation further. But from my short time policing this area I have found that anti-social behaviour in this particular area is not uncommon and have dealt with several incidents in this area. We have tried engaging with the youths previously talking to them and using discretion but this has not been successful. Officers have tried to move the children on from the area but this has not worked and they have returned leading to dispersal powers being put in place. This would lead me to believe that more needs to be done to prevent incidents such as this from arising.

As I know that persistent anti-social behaviour can have adverse effects on the local community. I will now attempt to understand how this situation came about in the first place. If I apply the problem-analysis triangle to this incident it can help me to better understand the ongoing issue in this area. The theory has three categories these are; the offender, victim, and location, and in essence the offender and victim need to be located in the same place without a capable guardian for there to be an issue (Jones, S. 2018). In applying this theory if I look at the offenders on this occasion I know that it is a group of youths all around the same age as I have dealt with them previously. Dispersal powers have been utilised to try to tackle this issue and were used on this occasion. However, it is a reoccurring issue. Now I have covered the offenders within this problem I will now move onto the area the offenders continue to stay in the same location, the offenders loiter around the same area most evenings this may be due to it being located close to the train station and there are shops nearby. However, there are residential areas in this location and these are the people who are suffering the consequences of the youth's behaviour. Businesses in the area also suffer as a result of this behaviour and commuters from the train station could feel intimidated by this large group. By applying the problem-analysis triangle to the anti-social behaviour happening in this area it allows me to see; what I know about this issue already, what I don't already know, and what I need to know to help solve this issue. I have developed my hypothesis as to why this is an ongoing issue. I believe that anti-social behaviour is currently on the rise due to restrictions imposed due to the coronavirus pandemic. As seen in Cardiff there has been a sixty-four percent rise in the number of anti-social behaviour incidents (Leston, R, 2021). I have also identified these offenders to be under the age of sixteen, so perhaps youth clubs and sporting events they would have been involved in before the pandemic have not restarted so this has led to them meeting in this area and then leading to anti-social behaviour. To prevent further issues of anti-social behaviour it is important to engage with the local community and its leaders to understand the problem and then implement tactics to try to prevent youths from engaging in this kind of behaviour. As in Cambridgeshire, an initiative had been set up to get children in the area engaged in activities after school in an attempt to stop young people from getting into trouble (Bick, 2013). An evidence-based approach to dealing with anti-social behaviour is a visible police presence. Having officers patrol areas in which anti-social behaviour is taking place can act not only as a deterrent. But police presence can restore faith in policing within the community and it has been found that by adopting this tactic and engaging with community police forces have found that they can gather intelligence about local crimes (Jacobson, J., Millie, A. and Hough, M., 2005). This approach was implemented in Cardiff Bay after lockdown restrictions had eased in the summer of 2020, there was a larger police presence in the area to reduce anti-social behaviour (BBC, 2020).

In terms of my performance on this occasion, there is not much that I would change as the offenders had left before our arrival and no persons present wished to make a complaint. On reflection I think that I asked the appropriate questions to try and gain an accurate description on this occasion but this information was not available. One error I made this evening was that I forgot to get all the details of the witness I spoke to. As this was at the beginning of my tutorship when updating the occurrence I realised that I had forgotten to ask for her address. This frustrated me at the time as I knew that this was required. This did knock my confidence slightly, but since this occasion, I have not forgotten to ask this so I know I have learnt from this mistake. I

don't think there is anything I could have done on this occasion to progress the investigation. However, the overall issue of anti-social behaviour in this area needs to be addressed to stop incidents like this from reoccurring.

If I encounter a similar incident I would not act differently. But for the future, I will ensure that when interacting with any witnesses and victims that I get all of their details such as an address, full name, date of birth, and a contact number. I realise now that it may be better to work with the youths to prevent situations like this arising, by developing schemes and working with the local council to provide youths with activities to do to stop them from partaking in anti-social behaviour. When I now move to my allocated stations I will liaise with partnership agencies and the neighbour departments to develop ways and strategies to reduce anti-social behaviour.

Word count: 1681

Bibliography

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

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CONFIDENTIALITY and PLAGIARISM – to be completed by the learner

All information provided in this workbook complies with the guidance on confidentiality. I confirm that all work is my original work and has not been copied. Plagiarism is taken very seriously by the University and the programme.

Signed: JOSEFF PROBERT (Learner)

Date: 08/05/2021

TASK 5

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: _____ (Learner)

Date: 08/06/2021

Signed: _____ (Tutor Constable)

Date: 08/06/2021

(Please print this page, sign it, and scan it and add it back into the document)