

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 4 (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.

- **Wellbeing and Resilience**
- **Evidence based policing**
- **Research Methods and Skills**
- **Decision-making and Discretion**
- **Vulnerability and Risk**
- **Criminal justice**
- **Conducting investigations**
- **Decision making and discretion.**
- **Digital Policing**

How should the workbook be presented?

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Evidence based policing Research Methods and Skills Decision-making and Discretion	1500
Task 3	Vulnerability and Risk	1250
Task 4	Conducting investigations Information and intelligence	1750
Task 5	Digital Policing, Vulnerability and Risk	1500
	Bibliography	
Task 6	OCP	1000
	Total	8000

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Consider and reflect on the impact of organisational justice on yourself as a member of the police service. (Code of Ethics)

Consider the steps that your organisation is taking to raise ethical standards.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will consider and reflect on the impact of organisational justice on myself as a member of the police service. This essay will also consider the steps the police service is taking to raise ethical standards.

The concept of organisational justice looks at how an employee judges the behaviour of the organization and the employee's resulting attitude and behaviour (Greenburg, 1987).

Organisational justice comprises of two key elements. The first is distributive justice. This judges how fairly employees feel that inputs such as workload and resources and rewards such as pay and recognition are allocated across the organisation. The second is procedural justice. This looks how fairly employees feel decision-making processes are in the organisation. It also looks at how open, honest and timely employees feel decisions are communicated, in addition to how respectful and dignified contact is perceived to be between senior staff and employees (College of Policing, 2015).

To summarise, distributive justice refers to how much employees think they give or receive relative to other people within the organisation, while procedural justice looks upon how well employees feel they are treated within the organisation. Across a wide range of non-policing contexts, previous research has generally found that procedural justice has more of positive impact on attitudes and behaviours at work than distributive justice (Greenberg, 2011) (Tyler, 2010).

This is true of my experience within the police service so far. South Wales Police like many other companies both private and public sector have a pay structure which rewards longevity within the service. This means a student police constable joining the police force today would begin on a starting salary of approximately £18,900. This is compared to a salary of approximately £41,000 for a police constable who has been in the police service for seven years (Police Federation, 2022).

When first joining the police force and starting in police training, this large difference between salaries feels justified as you are in classroom training, learning a new role and not encountering the public. This contrasts with more experienced officers who are on the front line, working shifts and encountering the public. That feeling quickly dissipates when you have the similar skill sets and are attending the same emergency calls. The gap in salary has slightly narrowed which reflects the student officer's progression through the pay bandings however the feeling of distributive injustice that two officers doing the same role are being paid markedly different remains.

What stops this being an issue for me is the pay is negotiated by the police federation and are transparent. This means the pay progression of officers is

documented and so is equal for all officers. I view this as procedural justice, as I achieve longer service within the police force, I too will be rewarded which will be reflective of my experience within the role.

The impact of organisational justice has been shown to be stronger than that of the 'carrots and stick' method traditionally used to incentivise behaviour (Bradford, et al., 2013) (Bradford & Quinton, 2014). Their research also showed that fairness and respect, particularly that shown by supervisors had a crucial role in encouraging officers to follow instructions and policies. For this reason, fairness and respect were included as policing principles in the Code of Ethics for policing. (College of Policing, 2014)

South Wales Police are inspected by the Her Majesty's Inspectorate of Constabulary Fire and Rescue Services (HMICFRS). HMICFRS found the majority of police forces in England and Wales were treating people fairly and ethically, however, there was a mixed picture overall regarding the use of stop and search (HMICFRS, 2016). The report goes on to advise staff representative groups believe that the perception of bias and discrimination exists.

There have been accusations that police officers are unconsciously biased towards Black and Minority Ethnic (BAME) people. This is well documented in the Macpherson report 1999 which found institutional racism within the police service.. Across the UK, black and minority ethnic people are statistically more likely to be stopped and searched than white people (South Wales Police and Crime Commissioner, 2022). Data published by South-Wales Police show a BAME person, is 6.1 times more likely to be stopped and searched compared to a white person. (South Wales Police and Crime Commissioner, 2021)

Unconscious bias affects everybody's decision-making. It happens when we make quick decisions in ambiguous situations that, without us realising, disadvantage particular groups of people. Our biases are influenced by our background, culture and personal experiences.

To recognise and tackle this, The College of Policing was commissioned by the Equality and Human Rights Commission in 2014 to develop the new national training and guidance. To ensure the national standards are evidence-based, the College carried out the first ever randomised controlled trial on stop and search training, involving more than 1,300 officers from six police forces.

The trial found that officers who were trained were less likely to support using racial or ethnic stereotypes. They also had greater knowledge of the law, were more likely to say they would act in line with the standards (NPCC, 2016).

Following the trial, police officers in forces in England and Wales introduced new training and guidance on the use of stop and search. This aimed to give officers confidence to use their powers legally, fairly, professionally and transparently and help them recognise the potential for unconscious bias.

The training and guidance aimed to support officers to demonstrate clear, objective and reasonable grounds before conducting a search. They also help officers to account for their decisions clearly and treat members of the public fairly and respectfully. Lastly the training and guidance looks to help officers to recognise and challenge unconscious bias in stop and search.

From my own experience of stop and search, utilising the stop search form currently in use does make me think consciously about my reasoning for my

suspensions, whether this is lawful by determining whether there is sufficient grounds to search a person. Without the procedure outlined previously I can see why people would be racial bias would play a part in stop and search given the statistics outlines. However, by communicating with the person being searched and outlining my reasoning, I feel justified and confident in what I am doing.

In conclusion, this essay has considered the impact of organisational justice on myself as a member of the police service by reflecting on the disparity of pay between officers. This essay has also considered the steps the police service is taking to raise ethical standards by recognising unconscious bias and the introduction of new stop and search standards.

Word Count: 1097

Task 2

Relevant areas of the National Policing Curriculum: Evidence based policing, Research Methods and Skills, Decision-making and Discretion

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

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

What options did you consider when adopting a multi-agency approach?

How did you decide on the most appropriate option to mitigate or resolve the problem and how did you evaluate the available evidence?

Justify your intervention and highlight potential consequences.

1500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

In this essay I will a brief description of a policing incident involving a partnership approach with an offender and reflect on what happened subsequently. I will also highlight the social and legislative contexts in addition to the options I considered when adopting a multi-agency approach in relation to resolving this incident. Lastly, I will evaluate the available evidence and justify the approach I took, including potential consequences.

This incident I will refer to involves anti-social behaviour (ASB) at a particular location. ASB is conduct that has caused or is likely to cause harassment, alarm or distress to any person (Metropolitan Police, 2020).

There are three main categories for antisocial behaviour, depending on how many people are affected. These include personal antisocial behaviour where a person targets a specific individual or group. Nuisance antisocial behaviour where a person causes trouble, annoyance or suffering to a community. Lastly, Environmental antisocial behaviour where a person's actions affect the wider environment, such as public spaces or buildings.

This ASB spanned a number of months by where users and neighbours of the location, in this case a bus station in the centre of a small town, called the police with increasing frequency in relation to youths that appeared to be causing a nuisance. Calls would range from noise complaints due to the youths loitering around until the early hours through to criminal damage following vandalism of street furniture.

Each call appeared to be getting dealt with, usually consisting of a police vehicle driving to the location, usually some time after the report due to it not being considered an emergency. Once police arrived, either the ASB was no longer present or the youths disperse once spoken to by police. Inevitably the youths would come back, if not that night then the following night and the problem repeats self. This came to a head when a more serious crime involving a person getting stabbed occurred.

The bus station in this example can then be considered a repeat victim of ASB. A repeat victim is a person or place that suffers from more than one incident or for a specified period of time. Once victimised, a person or place is likely to be victimised again. According to the British Crime Survey, about 60% of the population

have not been victims of any kind of crime in any given year, whereas a mere 4% of the population are victims of 44% of all crimes in that period (ONS, 2019).

This example mirrors another case of ASB that had a much more tragic ending. Fiona Pilkington killed herself and her severely disabled daughter Francesca Hardwick in 2007, after 10 years of torment by local youths. The Independent Police Complaints Commission (IPCC) carried out an investigation published in May 2011 which concluded that the failure by police officers to identify Fiona Pilkington, her son and daughter as a collective vulnerable family unit was at the core of Leicestershire Constabulary's failure to implement a cohesive, structured and effective approach to the harassment/anti-social behaviour from which they were suffering. The report lists 33 recorded incidents between November 1997 and October 2007 when the family had contact with Leicestershire Police. Incidents were often dealt with in isolation and with an unstructured approach which prevented a true picture of the level of harassment suffered by family (HSAB, 2011).

This case had a direct impact on the Crime and Disorder Act 1998 that imposed a duty on certain key public sector organisations (initially just councils and the police) to work together to make places safer (Legislation, 1998).

To ensure actions that were being taken to resolve the incidents of ASB were effective, I had to ensure that my any ideas I had were back up by evidenced based policing similar to a clinical trial before moving onto human patients (Sherman, 1998). This meant that not only would my ideas be based on theory but I would then go back and in some way measure its effectiveness.

One theory for the escalation of incidents is the Broken Windows Theory. This is where the visible signs of disorder and misbehaviour in an environment encourage further disorder and misbehaviour, leading to serious crimes (Kelling & Wilson, 1982). In my case, vandalism and smaller crimes would ultimately normalise larger crimes. To combat this, this theory would instead focus on police strictly enforcing minor offences, presumably resulting in the youths not wanting to hang around there anymore and therefore resulting in less overall ASB. This theory has been discredited due there being no formal assessment of its effectiveness. Furthermore, two studies of evidence from crime data of New York between 1989-98 and a Five City Social Experiment provides no support for a simple disorder-crime relationship as hypothesized by Wilson and Kelling, nor that broken windows policing is the optimal use of scarce police resources (Harcourt & Ludwig, 2005)

Another model called Problem Orientated Policing (POP) created by Herman Goldstein in 1979 aimed to replace reactive policing where officers focused on the next emergency call with a model that required the police to be proactive in identifying underlying problems that could be targeted to alleviate crime at its roots. This later developed to into the SARA model. SARA is an acronym representing four steps, police should follow when implementing POP. First 'Scanning' by identifying and prioritising problems. Then through 'Analysis' of the problem using a variety of data sources so that tailored responses can be developed. Next, the 'Response' includes developing and implementing interventions designed to solve the problem. The 'Assessment' which involves reviewing whether the response worked (Eck & Spelamn, 1987). Considering this model, I would review crime statistics for my local area and notice a spike in antisocial behaviour at the bus station. I would then review

the data further and see that the issues only arise between 6pm – 11:30pm between Friday and Sunday evening. I would further highlight that the majority of the persons involved are males between the ages of 12-16yrs. In response, I would speak to members of the local community to see what activities if any could be highlighted to the youths to encourage them to engage with as apposed to loitering in a bus shelter. I would then assess the volume of calls being made to police following this response to see if there is a noticeable difference. If not then I would need to assessment the data once more and amend my response accordingly.

A final theory that could be considers is the problem analysis triangle. This is derived from routine activities theory the states predatory crime occurs when a likely offender and suitable target come together in time and place, without a capable guardian present (Cohen & Felson, 1979). This suggests that without the three elements together, a crime cannot occur. Therefor one option to consider would be around the victim and in this case the location being vulnerable to offenders. To overcome this you could look at the ten principles of crime prevention. These are Target hardening, Target removal, Remove the means to commit crime, Reduce the payoff, Access control, Visibility/surveillance, Environmental design, Rule setting, Increase the chance of being caught and Deflection offenders (West Yorkshire Police, 2022).

Several of these principles would assist in my scenario regarding the bus shelter. When looking at visibility and surveillance, a partnership approach with the local council could look to improve lighting in the area and increase use of CCTV. This would assist police catch offenders and provide reassurance to service users. Another principle would be rule setting where simple signage could state that the

seats are for users of the bus service during service hours. This could help police provide a basis for asking youths to move away from the area at unsocial times. Last the deflection of offenders. Rather than just arrest and process through the criminal justice system, any youths that are not deterred by the above options, could be referred to Youth offending teams. These are teams that work in partnership with social services, the police and schools to assist both the child and their parents correct their behaviour in a way that keeps them out of the criminal justice system.

Evaluating all the options above, when reviewing how to resolve the issues of ASB at the local bus station, a combination of all three would be the most effective. Utilising SARA to understand the problem and those involved could initially divert many of the youths away from ASB and into activities that are socially acceptable. Then the use of target hardening to remove part of the problem and hopefully reduce the effect of ASB. For those that persist to cause issues then look to enforce crimes under the broken windows theory. Those youths then would be referred to other agencies such as the youth offending teams and social services to create social contracts that hopefully will correct their behaviour.

In conclusion, this essay has provided a brief description of a policing incident involving a partnership approach with an offender and reflected on what happened subsequently. I highlighted the social and legislative contexts in addition to the options I considered when adopting a multi-agency approach in relation to resolving this incident. Lastly, I evaluated the available evidence and justified the approach I took, including potential consequences.

Word Count: 1549

Task 3

Relevant areas of the National Policing Curriculum: Vulnerability and Risk

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour and reflect on what happened.

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

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

Evaluate what works in relation to tackling repeat victimisation and repeat offending.

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

ANSWER:

In this essay I will give a brief description of an incident involving a vulnerable repeat victim of crime including social and legislative contexts and any relevant cultural issues.

I will seek to evaluate the appropriateness of difference approaches in supporting or managing vulnerable people who are at risk of harm. Lastly, I will seek to evaluate the appropriateness of what works in relation to tackling repeat victimisation and repeat offending. I will set out my work using the Gibbs Model of Reflection (1988).

This incident refers to a vulnerable female who is both a repeat victim of domestic violence as well as a repeat offender of various crimes.

A repeat victim is a person or place that suffers from more than one incident or for a specified period of time. Once victimised, a person or place is likely to be victimised again. According to the British Crime Survey, about 60% of the population have not been victims of any kind of crime in any given year, whereas a mere 4% of the population are victims of 44% of all crimes in that period (ONS, 2019).

In this case, I was tasked to deal with a suspect who had been arrested for possession of cannabis. Cannabis is a class B drug and under Section five of the misuse of drugs act, possession carries a maximum prison sentence of up to five years (Misuse of Drugs Act, 1971). The original incident that warranted police action was in relation to a domestic disturbance between a male and a female where both were heard shouting inside an address. Upon arrival police did not witness any disturbance and the male denied any altercation had taken place. The female had left the scene and was found by police a short distance away. Both parties were intoxicated. Female also denied any incident taking place however appeared to be under the influence of some form of controlled drug. After completing a stop and search, the female was found in possession of what appeared to be cannabis and was arrested for that offence.

After reading up on the female offender history, I could see she had been in contact with the police and criminal justice system many times throughout her life. There were multiple offences for drugs possession and drunk and disorderly behaviour in addition to being the victim of offences such as assault. In my short experience in policing so far, there appears to be a close correlation between substance abuse and domestic violence. Experiencing violent behaviours can lead to addiction because of how stressful events affect the brain. The brain may repeatedly

replay the memory of the traumatic event, and as a result, many survivors turn to alcohol or drugs to find relief. Post-traumatic stress disorder (PTSD) and substance abuse often come together and being a victim of violence can become a cause of PTSD (George Ph.D., 2022). Statistics have shown that abused women are 15 times and 9 times more likely to abuse alcohol and drugs than those with no history of abuse (Rich, et al., 2016).

At that time, police officers had various disposal options in relation to possession of a cannabis. One such option was to use Formal Cannabis Warning. A Cannabis Warning is a non-statutory disposal. It can be used as a proportionate response in dealing with offenders found in possession of small amounts of cannabis. It is an informal warning, administered by a police officer, to adults found in possession of small amounts of Cannabis, consistent with personal use (Kent Police, 2021).

A cannabis warning can only be issued in the following circumstances
The person is;

- Compliant with the procedure
- Not vulnerable
- Capable of understanding the significance of questions and own replies
- Not suspected of being under influence of drugs or alcohol
- Has not received a previous Warning, or higher sanction in relation to drugs.

This policy meant that due to the female in this case having a criminal history of possession of cannabis, being under the influence of alcohol or some form of

controlled drug and having received a cannabis warning in the past, was not eligible for this type of disposal. Therefore arrest was the only other option.

In this case the female was clearly vulnerable given her repeat use of drugs, being drunk in a public place and repeat victimisation. A person is considered vulnerable if as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation (College of Policing, 2022). From this I have conflicting thoughts about the process in which officers have to follow and reduced discretion applies.

Based on the above, if a person is not vulnerable and other all criteria were met, officers could issue a warning and allow them to be on their way. In this case, given the female was vulnerable and other criteria was not met, the officers are limited in their disposal options and a harsher consequence applies, either a public notice of disorder or arrest. Both have implications in terms of a financial cost, deprivation of their liberty for a period of time and a criminal record.

One consideration as to why this is in place is due to safeguarding the person. An arrest means she will not be subject to potential domestic violence, she will be safeguarding from further victimisation and allowed time to sober up so she is able to make decisions without the influence of alcohol or other controlled drugs. Once in custody there are several options that are available to officers. First a referral to the force medical examiner will discuss with the person any medical issues they are suffering from including drug or alcohol misuse and make appropriate recommendations. This is in addition to referrals to charitable organisations to assist after released from custody. Secondly a referral to women's

aid will be initiated to ensure other services that are able to assist the female in other aspects of her life are offered such as housing and escaping domestic violence.

As the lowest disposal left available to officers, a conditional caution was offered to the female in relation to the possession of a drug offence. This is where on the condition, the female attends a drug awareness course, she will see no further police action into the offence.

Going forward, one option to assist vulnerable females and prevent offending who are repeat victims of domestic are referred to as Domestic Violence Protection Orders (DVPOs). DVPO's were introduced in the Crime and Security Act (2010) in addition to Domestic Violence Protection Notices (DVPNs).

DVPOs and DVPNs were rolled out across all 43 police forces in England Wales from 8 March 2014. DVPOs are a civil order that fills a "gap" in providing protection to victims by enabling the police and magistrates' courts to put in place protective measures in the immediate aftermath of a domestic violence incident where there is insufficient evidence to charge a perpetrator and provide protection to a victim via bail conditions (Home Office, 2020).

DVPOs are obtained on average in only one per cent of domestic abuse crimes. Even the best performing forces use them in only just over 2.5 per cent of cases, while 16 police forces used them in less than 0.5 per cent. Restraining orders are granted in less than a quarter of domestic abuse prosecutions. Women are turning to the civil courts and while civil injunctions have increased by 48 per cent from 2010 to 2019, convictions for breaches dropped by three per cent in the same period (Jacques, 2021).

In this essay I have given a brief description of an incident involving a vulnerable repeat victim of domestic violence including social and legislative contexts.

I have sought to evaluate the appropriateness of difference approaches in supporting or managing vulnerable people who are at risk of harm in addition to evaluating what works in relation to tackling repeat victimisation and repeat offending. This has been done by discussing different options available to police and referral pathways once in police custody.

Word Count: 1350

Task 4

Relevant areas of the National Policing Curriculum: Conducting investigations and information and intelligence.

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

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

Consider how you have gathered, analysed and evaluated relevant information or intelligence from a range of sources as appropriate to the policing incident. Additionally, identify how you have developed the information and intelligence for the purpose of informing the tasking and co-ordination process.

Focus on how you have made use of the additional sources of intelligence obtained through this complex investigation and **explain** how you have **applied** learning from previous serious and complex investigations.

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

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

ANSWER:

This essay will reflect on what happened during a policing incident of a serious and complex nature involving an offender. I will give a brief description of the incident including any social and legislative contexts. I will consider how I have gathered, analysed and evaluated information or intelligence from a range of sources including how I have developed that intelligence. This essay will focus on how I have made use of additional intelligence and I will explain how learning from previous investigations have assisted in the one discussed in this essay. I will make use of Bortons model of reflection (1970) to present my essay.

This incident refers to a case regarding the suspected supply of Class A drugs. This offence is covered by Section 5 – Possession of a controlled drug with intent to supply - of the Misuse of Drugs Act (1971). This offence is considered serious and complex. While there is no definition of a serious or complex crime, the Section 2 of the Serious Crime Act (2007) states an offence is such if it falls within schedule 1 of the act or the court deems it sufficiently serious and so deems it as such.

Whilst on mobile police patrol, I came across a vehicle seemingly abandoned and in a poor state of repair. After conducting initial searches on the police national computer and local policing systems, suspicions were raised further given there was intelligence linking the vehicle to the supply of controlled substances. When searching the outside of the vehicle it was also found to be on false plates in addition to be insecure. A search of the vehicle was carried out under Section 1 - Police and Criminal Evidence Act (1984) and evidence of drugs supply was found. A male was found hiding in a porch a short distance away and claimed to have no knowledge of the vehicle. The house was connected to him. A short distance from his person, a set of car keys fitting the vehicle were found in addition to a container with what appeared to be Class A drugs. Based on this information, the male was arrested for the suspected supply of a Class A controlled substance.

To ensure the investigation into the offence got the best possible start, I adhered to the 'The 'Golden Hour'. The Golden Hour is the term used for the period immediately after an offence has been committed, when material is readily available in high volumes to the police.

Positive action in the period immediately after the report of a crime minimises the amount of material that could be lost to the investigation and maximises the chance of securing the material that will be admissible in court (College of Policing, 2013).

Actions to be considered during the 'The 'Golden Hour' can include the following;

- Identifying, supporting, and preserving evidence from victims, witnesses and suspects.
- Preserving, photographing, and seizing evidence.
- Preserving CCTV
- Obtaining a first account from persons present at the scene
- Preventing contamination

To ensure the 'The 'Golden Hour' principles I had to ensure I had an investigative mindset. The application of an investigative mindset will bring some order to the way in which investigators examine material and make decisions. There is no process map that will assist the investigator to develop the mindset, it is a state of mind or attitude which investigators must adopt and can be developed over time through continued use. It involves applying a set of principles to the investigation process. This will enable investigators to develop a disciplined approach which ensures that the decisions they make are appropriate to the case, are reasonable and can be explained to others (Association of Chief Police Officer, 2005).

The investigative mindset, can be broken down into the five following principles, these are;

- Understanding the source of material
- Planning and preparation
- Examination
- Recording and collation
- Evaluation

The investigative mindset is an investigative technique that detectives are encouraged to adopt in order to remain open minded throughout the process of an investigation. Its application can lessen the risks of detectives making premature decisions and developing personal biases. Premature decision making is often cited as a common cause for miscarriages of justice (Petter, 2013).

The Codes of Practice regarding the Criminal Procedure and Investigations Act (CPIA 1996) sets out a criminal investigation as being any investigation led by police officers with a view to it being ascertained if a person should be charged with an offence, or if a person charged with an offence is guilty of it.

Once sufficient material was gathered, the male was questioned in interview. Here, I questioned the suspect on the points of the offence, circumstances surrounding the offence and any mitigating factors. There is a duty on myself under Section 23.4 and 23.5 – of the CPIA (1996) regarding recording and retention of relevant information. Material is considered relevant to an investigation if it appears to an investigator, or to the officer in charge of an investigation, or to the disclosure officer, that it has some bearing on any offence under investigation or any person being investigated, or on the surrounding circumstances of the case, unless it is incapable of having any impact on the case.

To ensure compliance with the CPIA (1996) I ensured I retained and made copies of messages that were downloaded from the suspects phone that contained relevant information relating to the supply of controlled substances. I also kept the whole chat history in case there was any information that may add to the context or were made or any possible defences. I did not however keep all messages that were saved in the history that were found as I did not deem them relevant such as conversations with his daughter or photographs of family events.

Given that there was a lot of material involved in the investigation that would require further testing, the suspect was released under investigation. I submitted intelligence regarding the male's involvement with the supply of Class A drugs in addition to the possession of a vehicle on false registration plates.

This was submitted to build a further picture of this persons offending. Given that 1% of offenders are responsible for the 63% of crimes (Falk, et al., 2014). Using intelligence will enable forces to be more proactive against these specific offenders, making police forces more efficient by deploying police resources more effectively. The intelligence led policing model has proved to be successful in disrupting crime (Lecates, 2018).

For police to act on intelligence and for it to work effectively, it is heavily reliant on quality information and intelligence. Information is knowledge communicated about a particular fact or circumstance or raw data, whereas intelligence is processing that information, determining what it means and then evaluating it to assess its reliability. Information received by policing is graded using a 3x5x2 grading system to understand the quality of the intelligence (Bryant & Bryant, 2020).

Government Security Classifications	Acquisition		Exploitation		
	Source	Intelligence	Handling	Intelligence Unit Only	
TOP SECRET					
SECRET	1 – Reliable	A – Known directly	P – Lawful sharing permitted	Action	Sanitisation
OFFICIAL	2 – Untested	B – Known indirectly but corroborated			
	3 – Not reliable	C – Known indirectly	C – Lawful sharing permitted with conditions	A1 – Covert development	S1 – Delegated authority
		D – Not known		A2 – Covert use	S2 – Consult originator
		E – Suspected to be false		A3 – Overt use	

The above diagram shows the 3x5x2 grading system, in addition to the security classification and addition codes for the intelligence teams (College of Policing, 2014).

There are many sources of police intelligence. Intelligence can come from police officer's own observations, the public, other organisations or from covert human intelligence sources (CHIS). These can be people close to criminal activity who do not wish to be known and so their identity can be anonymised to ensure their protection and confidence.

The intelligence along with proactive policing means police can attempt to reduce the males offending going forward.

To reduce the chance of reoffending, I make use of Routine activity theory. This tells me that for a crime to occur requires a convergence in space and time of a likely offender, somebody who is motivated to commit a crime. In addition, it requires a suitable target, someone or something that the offender is attracted to. Lastly, the absence of capable guardians, persons who are able to protect the target and deter offenders (Cohen & Felson, 1979). One criticism of this theory is the assumption that criminals are rational in their decision-making. This could be impacted by things such as necessity and addiction.

When conducting the investigation, I must adhere to professional standards as set out in the Police Conduct Regulations (2012). The standards are;

- Honesty and integrity
- Authority, respect and courtesy
- Equality, diversity and human rights
- Appropriate and proportionate use of force
- Orders and instructions.

To adhere to these regulations one of the these I need to be mindful of throughout the investigation is personal bias. I needed to ensure my personal attitudes towards such things as drugs and drug dealing did not impact on my ability to be an impartial investigator of the facts.

Richard Bennett, of the College of Policing said: "Our assumption is that every single person has biases. But the important thing if you're someone acting on behalf of the state and exercising your powers is to recognise those biases and to ensure they do not impact on your decision-making...." (The Guardian, 2016)

Once all the material from the investigation is gathered, this can be put to the suspect in interview. In this case, the suspect refused to answer my questions on advice from his legal representative. By following the investigative interviewing 7 principles, I was able to confidently continue the interview asking relevant questions. Principle 7 extends the right of an investigator to put questions to those they believe can help them to establish the truth of a matter under investigation (College of Policing, 2013).

Suspects in interview have the right to remain silent, but they should be warned during the police caution or during special cautions of possible adverse inferences being drawn should they choose to not answer the questions put to them. The Criminal Justice and Public Order Act (1994) - section 36 is a special warning that failure or refusal to account for presence at a particular place. For this special warning to apply, Code C of Pace (1984) must be adhered to. This states the suspect must be told the following things;

- What offence is being investigated
- What fact they are being asked to account for
- This fact may be due to their involvement in the commission of the offence
- A court may take an inference from their silence or refusal to answer the question
- A record is being made of the special warning and it may be used in evidence should the matter go to court.

In summary, this essay has reflected on what happened during a policing incident of a serious and complex nature involving an offender. I have give a brief description of the incident including any social and legislative contexts. I have considered how I have gathered, analysed and evaluated information or intelligence from a range of sources including how I have developed that intelligence. This essay has also focused on how I have made use of additional intelligence.

Word count: 1830

Task 5

**Relevant areas of the National Policing Curriculum:
Digital Policing, Vulnerability and Risk**

You must choose **an incident** involving digital technologies and reflect on how you

provided an appropriate initial police response.

Explain the immediate actions that you took to reduce the risk of harm caused by the incident. Detail who may be more vulnerable in this type of incident.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this essay I will seek to explain the immediate actions that that I took to reduce the risk of harm caused by an incident involving digital technologies. I will also reflect on how I provided an appropriate initial response. Lastly, I will detail who may be more vulnerable in this type of incident.

There are not many aspects of crime that are committed that are not impacted by digital technology in this day and age. Whether that be technology being used in the commission of the offence. An example of this is a cyber enabled crime such as bullying via social media or a cyber dependant crime such as hacking or spreading malware. Crime is also impacted by digital media in respect of passive data generators such as location software on phones and internet search history. Technology can be utilised as a witness in respect of CCTV and other forms of visual media such as smart doorbells and smart phones that may be extremely relevant to an investigation and assist in bringing an offender to justice.

The digital aspect to an investigation is therefore becoming more and more important in gathering evidence following the commission of an offence. As a response officer, usually being first to attend the scene, it is vital that consideration is given to locating and seizing digital media that may be relevant to an investigation to ensure its prompt evaluation and continuity of evidence.

This is no more the case when considering the investigation into the police officers involved in the murder of George Floyd in Minneapolis on the 25th May 2020. Initially a press report released by the Minneapolis police reported a death of a male following a police incident where he appeared to be suffering medical distress. This was followed by a social media video that began to go viral on the 26th May 2020. This video was captured using the smartphone of a 17yr old witness at the scene which appeared to show police action contributing directly to the death of George Floyd. Further CCTV from neighbouring businesses and Body Worn video worn by officers attending at the scene were all utilised in obtaining the bigger picture of what happened in the moments before George Floyd's death.

George Floyd's brother, Philonise Floyd said it was the presence of cameras that opened doors for the "historic" verdict in the Chauvin trial.

"To me, Emmett Till, he was the first George Floyd," referring to the 14-year-old Black boy who was tortured and murdered in Mississippi in 1955. "It just wasn't any cameras around. That's the only thing that changed — the cameras, the technology. It helped open doors because without that, my brother just would have been another person on the side of the road left to die." (CNN, 2021)

Across the United Kingdom, police are responding to a high level of non-crime-related demand with it estimated to be 83% of all calls relating to an incident where no crime has occurred (College of Policing, 2015).

More recently, I attended an incident in my role as response officer involving a young man who had made allegations via social media that he was going to stab students and bomb the school the following day. Screenshots of his posts on various

platforms were shared by students with police who were rightly alarmed at his statements and the male was arrested. The male was arrested at home which meant I was able to conduct a search of his home address for items related to the offence. This power is given to me via Section 32 of the Police and Criminal Evidence act 1984, allowing me to search a person following arrest and the place where they are arrested for items related to that offence (PACE, 1984).

Due to this, a knife as described by the male was seized in addition to electronic devices that I believed were used to post the threats.

A search of the computers by the digital media examiners within the police force revealed no links to bomb making websites or forums. In relations to threats to stab and bomb the school, the young male said he never intended to carry out these threats however posted them online out of frustration due to bullying he was receiving and seeing these threats on the news.

Because of this I considered the male to vulnerable due to my belief that as a result of his situation or circumstances, he is unable to take care of or protect themselves or others from harm or exploitation (College of Policing, 2022). This was due to my experience of his behaviour and his family advising of his prior diagnosed mental health conditions.

Due to the males mental capacity and other mental health conditions, a charge of malicious communications was deemed to not be in the public interest and instead his vulnerabilities needed to be addressed. After talking to the male and his family I do not believe he posed a physical risk to anyone however words of advice were given to help him understand that his behaviour was not acceptable. I further

submitted a public protection notification form to share my concerns with partners across social and mental health services so the male could get further support. This is in line with the College of Policing National Vulnerability Action Plan (College of Policing, 2018). While the concept of vulnerability has been a tremendous step forward for social equity, its operationalisation has resulted in a misshaped patchwork of protocols, which make the work of police complicated (Bartkowiak-Théron & Asquith, 2012).

I recognised that although in this case, the male was the perpetrator of the crime, he is statistically more likely to be a victim of crime given his mental health conditions. Forty-five percent of people with severe mental illness (SMI) were victims of crime in the past year compared to 16% of the general population (Pettit, et al., 2013).

To ensure the male did not re-enter the criminal justice system again, I aimed to look at strategies to reduce reoffending. The National Crime Prevention Strategy states its aims are the effective outcomes via problem solving, reduce victimisation, reduce offending, and ensure cultural change (NPCC, 2015)

Theory tells us that most crime is linked to a limited number of places, victims and offenders which provides opportunities regarding targeting of police resource. The problem analysis triangle derived from routine activities theory states that predatory crime occurs when a likely offender and suitable target come together in time and place, without a capable guardian present (Cohen & Felson, 1979).

From this I understood that by removing the location of the crime, in this case the ability to post on social media would prevent this crime happening. That is not a long-term solution and so I also had to focus on the offender. To do this I worked in partnership with local agencies to signpost support for the offender.

One approach currently being used is the collaborative approaches to preventing offending and re-offending by children (CAPRICORN). This is a resource for the local health and justice system to support collaborative working for vulnerable children and young people. It describes the importance of understanding health and social care needs, identification of risk and protective factors to support individuals and supports the development of a whole system approach to tackle complex problems (Public Health England, 2019).

The below diagram shows different actions that local partnerships can take to reduce young people's offending and re-offending. The actions are for individuals, their families and for communities.

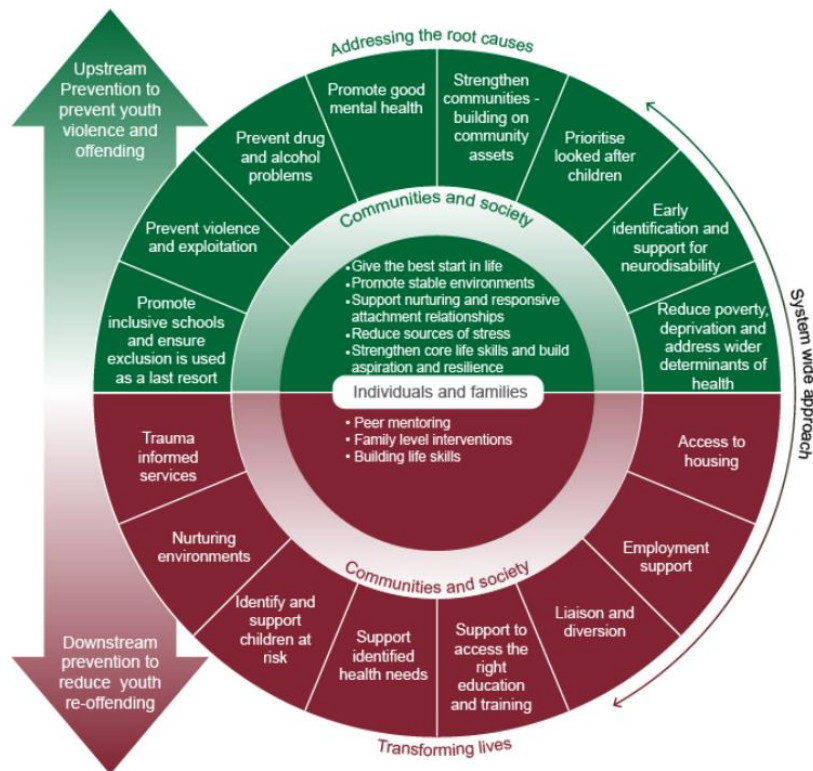


Figure 1: CAPRICORN framework (Public Health England, 2019)

This sets out a framework to help prevent young people offending and re-offending, by looking at primary causes of offending (upstream) in addition to the secondary causes (downstream). The framework outlines various methods for use by local partnerships in preventing young people offending and re-offending.

Actions at an individual and family level to prevent offending include support responsive relationships and strengthening core life skills. Actions at a community level to prevent offending include making sure school exclusion is a last resort, preventing violence and exploitation, addressing mental health needs.

Actions at an individual and family level to prevent re-offending include encouraging peer mentoring, promote family-based interventions and building life

skills. Actions at a community level to prevent re-offending include providing trauma informed services,

promote nurturing environments, identify children at risk of re-offending and support access to mental health services.

The CAPRICORN framework uses a public health approach to integrate actions at individual, family and community/societal levels.

In summary, this essay has sought to explain the immediate actions that that I took to reduce the risk of harm caused by an incident involving digital technologies. I did this by safeguarding people from a potential threat by arresting the young man involved. I also reflected on how I provided an appropriate initial response. I did this by ensuring the immediate safety of all involved by securing the male and arresting. I further seized devices that I believed were involved in the offence. Once establishing the underlying factors, I sought to engage partners and get the male the help he needed. Lastly, I detailed who may be more vulnerable in this type of incident. I did this by exploring how mental health effects victimisation.

Word Count: 1547

Task 6

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 5003D; Policing in the workplace 2 and in signing it will be equivalent to 1000 words towards the 8000 words equivalent total.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: S. Pearson (Learner – electronic signature accepted.)

Date: 30th May 2022

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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