



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

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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Learner's University Registration Number:

_____2023884_____

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

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Component 1 50%	Area of Professional Practice	Word count
Task 1	Maintaining Professional Standards Leadership and Team-working Wellbeing and Resilience	2000
Task 2	Vulnerability and Risk Evidence-based policing	2000
Task 3	O.C.P	2000 equivalent
Task 4	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 4		2000
Option 1	Response Policing	
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Option 5	Conducting Investigations	

Task 5	Personal study/learning plan	2000
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Task 1

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

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

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

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

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

ANSWER:

In this essay I will be looking at leadership models used in Policing such as transactional and transformational. I will discuss each model and provide the advantages and disadvantages of each.

I will then look at team development models such as Tuckmans 1995 model, discussing the four main stages of the model.

I will look at two other leadership models which look at team working before discussing conflict within teams and looking at a model of motivation which discusses satisfaction and dissatisfaction in the workplace.

There are multiple models of leadership that can be used throughout policing. The two main ones that are used are Transactional and Transformational styles.

Transactional leadership is the style of leadership where by the leader will use transactions between them and their followers, so in this case, a supervising officer and person or persons they supervise. Transactions would be rewards and punishments used to get the job done (IMD, 2022).

Supervisors would set goals to their team members to ensure they know what they have to achieve and what they receive in return. Transactional leadership has its advantages which are:

- Supervisors are able to set achievable goals for team members ensuring they are measurable.
- Motivation across the team is increased.
- Reduces confusion in chains of command.
- It is an easy system for leaders to set up and for team members to follow (IMD, 2022).

The transactional leadership model also has its disadvantages which include:

- Creativity amongst the team being reduced.
- Empathy of team members being under valued.

- The model creates more followers in the team rather than creating future leaders (IMD, 2022).

The transformational model of leadership differs from the transactional one where it inspires team members to have visions and motivates them to achieve them. The leader using this model acts as a role model for team members (IMD, 2022).

There are advantages to using this model of leadership which are:

- It reduces employee turnover as they feel more valued
- it boosts team morale in the workplace
- it increases and improves working relationships
- it increases motivation within the team

It also comes with its disadvantages which include:

- Leaders deceiving team members
- The constant need for feedback for team members
- Leadership can deviate from rules, policies and procedures of the organisation (IMD, 2022).

One of the main models in team development was introduced by Dr. Bruce Tuckman in 1965, called the Team Development Model. At the time of its introduction, the model had four stages, Forming, Storming, Norming and Performing. A further stage was introduced some years later in 1975 called Adjourning which focuses more on the results of the team development (TCC, 2022).

The first stage of the model, forming, is where the team is first introduced and a leader implemented. This stage would require a strong leader to help build the relationship between the team members and set roles and responsibilities between them (TCC, 2022).

The second stage of the model is the storming stage which sees relationships between those in a team slowly develop. At this stage team members will often try and establish themselves in the team and challenge the leadership. At this stage of the model it is important for the leader to coach rather than direct the team members, they have started building their relationships and understand their roles and responsibilities and it is for the leader to help them develop overtime (TCC, 2022).

The third stage of the model is the norming stage. At this point in the model, the leader will have more trust in their team and create new roles within it, giving more experienced members more responsibilities and the ability to make decisions for the team. It is important for the leader to have trust and give more responsibility to the team as it increases productivity and morale and not doing so would create a negative atmosphere amongst the team which could lead to conflict (TCC, 2022).

The fourth stage of the model is the performing stage where the team is performing well and working together. Relationships between team members at this stage will be stronger than before and team members will help each other. There will still be disagreements within the team at this stage but they will be dealt with within the team. There will be less input from the leader at this stage of the model due to the team members having stronger relationships and working together with a shared vision and goal (TCC, 2022).

There will always be conflict within the workplace. Different people will see ideas differently or have their own opinions which will cause disagreements. The Thomas-Kilmann conflict management model has five different conflict resolution styles based on two stances, assertiveness and cooperativeness (The Ascent, 2022).

Assertiveness, the level to which a person tries to satisfy their needs.

Cooperativeness, the level to which a person tries to satisfy another's needs.

Strategy 1 of the model is 'Competing', it is at the top left of the five stage model as it is both assertive and uncooperative. This stance of resolution is often referred to as a win-lose outcome. The desired outcome of this resolution is one party beating the other. It is all about power in this outcome (The Ascent, 2022).

Strategy 2 of the model is 'Collaborating', it is both assertive and cooperative. The outcome of this resolution would be both parties working together to achieve an outcome that is suitable for both. This outcome may take time, patience and trust (The Ascent, 2022).

Strategy 3 of the model is 'Compromising', this would be the middle ground of the model as it is both assertive and cooperative but not to the same extent as collaborating. The aim of this resolution is to come to a mutual agreement where both parties will give up something in order to compromise. This would often be referred to as a lose-lose outcome (The Ascent, 2022).

Strategy 4 of the model is 'Avoiding', this is the resolution where the outcome is so minor that you would avoid what is occurring as you feel it will eventually work itself out. This is not always the case though and conflict that gets ignored may become worse overtime. This strategy is both uncooperative and unassertive (The Ascent, 2022).

Strategy 5 of the model is 'Accommodating', this is the resolution that is highly cooperative but unassertive. It is when you agree with the other party and put your feelings aside. This strategy would be most useful when agreeing with the other party to end conflict will have little effect on yourself. It would be important not to be seen as weak by accommodating too often as others will be more likely to take advantage (The Ascent, 2022).

Action centred leadership is a popular model and tool used by leaders. It is also known as the three circles model due to the way it is set out. Using three interlocking circles it highlights the actions you need to take in order to effectively manage a team (MindTools, 2022).

The first circle would be the task, what you and your team are trying to achieve. A second 'Team' circle would be for the actions by the team through working together and a third circle 'individual' would highlight each individuals needs in the task (MindTools, 2022).

In order to successfully manage the team, you would need to balance the actions across all three circles. You need to ensure that each individual member of the team is capable of carrying out the task they have been set, the team is working well together and helping each other out and all members of the team know exactly what they are trying to achieve and how (MindTools, 2022).

One of the most recognised team leadership models is Hills 1995's. It is a four tier model that provides the leader with a road map to help diagnose issues within a team and provides a suitable outcome to overcome the issue (Clark, D, 2015).

The top tier of the model allows the leader to decide whether the issue would require an action or monitoring to take place.

The second tier would ask the leader whether the issue is internal or external.

The third tier is where the model splits off into different directions. If the problem within the team is internal, it can be dealt with through interventions within the organisation (Clark, D, 2015).

For issues with the task the leader can look at the goals set and make changes, they can restructure plans or roles within the team to gain the desired results. They can provide additional training to team members to boost performance. If the issue is within the team and not with the task, the leader can look at any conflict within the team using one of many models and address the issue this way. They can coach team members to increase performance and lead by example (Clark, D, 2015).

If it is an external factor affecting the task or team, this can be remedied by networking to gather information, getting support from external sources and increasing the information you share with the team (Clark, D, 2015).

For team motivation, one of the most popular theories is Herzberg's two factor theory. Herzberg's theory states that there are two elements within a workplace, one which creates job satisfaction known as 'Motivators' and one which creates job dissatisfaction known as 'Hygiene factors' (Indeed, 2022).

Motivators such as 'recognition' within a work place makes employees feel valued and appreciated which they will then continue being motivated and performing well. Other motivators include offering job advancement opportunities, giving employees the chance to progress within their careers. It would motivate them to perform better if they had a goal to achieve. Growth opportunities in the workplace will also boost motivation and performance, offering additional training to employees to boost their skills and knowledge (Indeed, 2022).

Hygiene factors which are dissatisfiers in the workplace include employees relationships with their peers. If there is conflict within a team, motivation is likely to decrease until the issue is resolved. Salary is one of the main dissatisfiers, if employees are underpaid for the work they do or are offered no benefits they will become less motivated or leave their employment.

Job security is another big hygiene factor in Herzberg's theory. If an employee is constantly worried about their employment status, motivation will be affected (Indeed, 2022).

Herzberg theorised that satisfaction and dissatisfaction are not opposites. If you were to take away the dissatisfactions of an employee, they would not become satisfied, they would become not dissatisfied. You would still need to address the motivating factors to create satisfaction in the workplace (Indeed, 2022).

To create conditions for satisfaction in the workplace you can provide opportunities to grow within the business such as offering promotions or training to increase skills. Provide experienced employees with more responsibilities as long as they can manage this. Recognise an individuals achievement and praise them for this (Indeed, 2022).

In this essay I have looked at models of leadership that are most likely to be used today within Policing. I have discussed Tuckmans 1995 model of team development and conflict within teams. I have looked at models of motivation within teams discussing satisfactions and dissatisfactions in the workplace.

(1828 Words)

Task 2

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

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

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

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

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

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

ANSWER:

In this essay I will look at evidence based policing, discussing what it is and how it can be used in Policing. I will look at the definition of repeat victimisation and why it is important in Policing to find out the true extent of what the victim has been subjected to.

I will then look at reoffending and how the Policing can reduce this by the use of target hardening and increasing the likelihood of the offender being caught.

This essay will also look at the multi agencies that the Police can work with to reduce crime and support victims of crime before reflecting on an incident of my own that I have had a significant role in and discuss the legislation I used whilst dealing with a victim of crime.

Evidence based policing is the style of policing whereby Police officers and staff use the best available evidence to inform and challenge policies, procedures and decisions.

The approach is often run in collaboration with academics through their academic research, experts such as criminologists, psychologists or partner agencies (Open University, 2022).

Once research on a topic has been carried out, procedures will be implemented based on their effectiveness. Researchers, experts or partners will make recommendations based on their findings.

Evidence based policing is split into five key areas which are:

- State the question
- Gather the existing evidence
- Assess the existing evidence and undertake research
- Implement the findings
- Evaluate the findings

At the first stage of the process you will determine what you need to achieve. Followed by the second stage of the process, gathering the existing evidence, this would be from all available sources (Open University, 2022).

The third stage of the process is the most important. You need to assess the evidence you have to determine how reliable it is, how relevant it is and where it was obtained from. At this stage of the process you would continually assess to ensure the effectiveness (Open University, 2022).

The fourth stage of the process will see Police officers implement procedures based on the findings of the research. It is important again to continually assess the implementations effectiveness as evidence based policing is an ongoing process (Open University, 2022).

The fifth and final stage of the process is the evaluation. What went well with the research? What could be improved on next time? Were the sources of information reliable? (Open University, 2022).

Repeat victimisation is defined by the Home Office as “Being a victim of a crime more than once in a 12 month period”. Often the first time that a victim reports a crime to the Police is not the first time they have been victim to that crime. This could be due to the victim being too scared to report incidents due to fear of further violence or threats or due to a disliking of the Police (College of Policing, 2022).

It is important for investigating Police officers to ask the victim about any previous incidents which may have been unreported as this could show the conduct by the offender (College of Policing, 2022).

Repeat offending by an individual is defined as “a person who commits a crime more than once” (Merriam-Webster, 2022).

Many studies have been looked at for reducing repeat offending, which can be achieved by increasing the chances of being caught or reducing the opportunities for crime.

Studies have shown that offenders are more worried about getting caught committing crime than the actual punishment for doing it. Increasing the risk of them being caught can reduce offending. This can be achieved by an increase in Police presence and by the Police highlighting that they are targeting certain offenders. For example people are less likely to go out and commit a road traffic offence such as drink driving if the Police have made a public announcement that they will be carrying out increased traffic stops on vehicles they suspect may have a driver over the limit. These campaigns are often run around busy times of year and holidays such as Christmas. There is always a risk that reoffenders will carry on reoffending if they get away with it each time. It is only when they are caught and have a significant punishment that their risk of reoffending may decline (College of Policing, 2022^a).

Crime prevention can reduce reoffending. The increase in target hardening on a property can decrease the likelihood of them becoming victim to crime. For example, a house that has locks on the windows and a deadbolt on the door will be up to 10

times less likely to be burgled. Similarly a property that has increased visible security such as high security gates, CCTV and alarm systems will be less likely to be targeted as there is an increase for the offender to be caught (College of Policing, 2022^a).

To reduce crime and work with victims of crime, the Police work with multi-agency partners such as local governments, councils and victim support charities. One such charity the police work with is Victim Support whose main income comes from the Police and Crime Commissioners in England and Wales (VictimSupport, 2022). They provide support to victims of crime along with their friends, family or colleagues. There is no time limit on the support they can offer or the type of support they can provide. The charity provides confidential 24 hour, 365 day advice to those affected by crime.

They can provide crime prevention advice to victims to help prevent them becoming repeat victims or give those victims of domestic violence the encouragement to speak up (VictimSupport, 2022).

Community Safety Partnerships (CSPs) set up by the Crime and Disorder Act 1998 are a great way for the Police to work in multi-agency partnerships to prevent crime. After a yearly risk assessment is carried out, local CSPs will set out their priorities for the future which would include:

Tackling crime and reducing reoffending

Targeting Anti-social behaviour

Targeting domestic abuse aggressors

Supporting victims of crime

Helping those with mental health issues, drug or alcohol addiction (Maldon District Council, 2022).

The incident I am going to reflect on in this essay is one I attended and played a significant role in with what turned out to be a repeat victim of crime that had gone unreported.

Officers were called to an address from concerned neighbours over noises heard such as shouting and banging. We attended as an emergency response due to the possibility of an ongoing domestic incident.

There was little information to go on from the initial call as neighbours didn't know much about the couple living at the address and they were not known to Police. It was important that we got to the address as soon as possible to assess the situation.

On arrival at the address, I knocked the front door and got a response almost instantly from a female who resided there. She opened the door and was visibly upset. I explained the situation of why we had attended and asked the female if we could come in and discuss. I asked the female if she was okay and if anyone else was in the address. She stated that her partner was upstairs in the bathroom.

I asked my colleague to go upstairs and wait for the partner to come out of the bathroom whilst I talked with the female downstairs. I asked the female if there had been any incidents that evening to which she broke down and said her partner had been out drinking and come home being aggressive towards her, that he had been shouting and throwing items around the living room.

After some further discussion with the female, I asked if she would be willing to answer some questions for a public protection notice, due to it being a domestic related incident. She agreed and began answering the questions. During this, she began disclosing further offences by her partner. She disclosed that he had been beating her regularly when he came home from the pub and this had been unreported for some time.

I knew at this point that I would need to take immediate action against her partner in order to investigate what had been disclosed. I asked my colleague to join me back downstairs as the partner was still in the bathroom and discussed with them that he would need to come in for domestic assault.

Whilst they stayed with the victim to ensure she was safe and away from the partner I went and spoke with the partner upstairs who was now in his bedroom. I explained

to him why we had been called there that evening and told him that he was under arrest on suspicion of domestic related assault. The partner was then conveyed to custody in order for me to begin the investigation.

I went back to the address of the victim sometime later and sat down with her to take her statement of events. She provided me with detailed accounts of when and what she was subjected to. With the information and evidence she provided, I was able to build a case against her partner and pass it on to our department who deal with domestic abuse for further investigation.

I was able to sit down with her and discuss the relevant charities who could help her with what she was and had been going through. I provided her details for victim support and even put in a referral for her so they could get in touch and offer their services.

I feel that the whole situation went well. I was able to sit down and talk with the female and she felt comfortable enough to disclose a history of abuse. I was able to provide her with the support she needed ongoing and kept her up to date with the investigation.

I considered the powers, policies and procedures I had throughout the incident. The partner was arrested under S.24 Police and Criminal Evidence Act 1984 (PACE) (Home Office, 2022) for the assaults on the victim. I considered the powers of entry we had, should there have been no response from the occupants. These would have been S.17 PACE (Home Office, 2022^a) or common law to prevent a breach of the peace where if an officer believes there is or is going to be a breach of the peace in private property they can enter under common law (In Brief, 2022).

In this essay I have looked at evidence based policing, discussing what it is and how it can be used in Policing.

I have defined what repeat victimisation is and why it is important in Policing.

I have discussed reoffending and how it can be reduced in Policing through the use of target hardening and crime prevention tactics.

I have discussed multi-agency community safety partnerships which involve the Police, councils, fire service, local charities and how the Police work with victim support charities.

I have also reflected on an incident I played a significant role in and discussed the use of legislation throughout covering the powers of entry and arrest.

Word count: 1,803

Task 3

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

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

This is recognised by the university as work that is fully supporting this module BMPP 6001D; Policing in the Workplace 3 and in signing it will be equivalent to 2000 words.

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

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

Signed: _ _ _ _ _ J.Tucker _ _ _ _ _ (Learner – electronic signature accepted.)

Date: _ _ _ 27/07/22 _ _ _ _ _

Task 4

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

Choose 1 of these 5 options to answer

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

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

Task 4 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

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

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

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

ANSWER:

In this essay I will look at what response policing is, what officers roles are and talk about the golden hour opportunities which are crucial in investigations. I will look at strategies used in response policing, namely the knife crime strategy and serious violence strategy introduced in 2018 and new legislation that came with it.

I will then discuss impacts and challenges of response policing before discussing the vision for the future.

Response Police officers are those that attend emergency and non-emergency calls from members of the public through 999, 101 or by email. Response teams have Police constables supported by at least one Police Sergeant and are overseen by an Inspector (College of Policing, 2022^b).

Response Police officers are uniformed officers and are often the only members of the Police service that the public will have contact with.

The main roles of a response officer are:

- Responding to incidents, emergency or non-emergency.
- Protect the public and provide first aid where necessary
- Manage critical incidents
- Investigate lower level crimes
- Provide support for vulnerable victims of crime.
- Preserve golden hour opportunities (College of Policing, 2022^b).

As response officers are often first at the scene of an incident, it is vital that they follow golden hour opportunities, meaning that they preserve the scene at any crime scene, gather evidence and witness details which could become crucial in any investigations. Once witnesses have left a scene it would be difficult to track them down at a later date so it is important that all their contact details are obtained along with any evidence they may have such as mobile phone video recordings (College of Policing, 2022^b).

Response policing have many strategies in place to deal with certain types of crime faced on a daily basis such as one from the College of Policing in 2019 which highlighted an increase in knife crime in the UK.

Research into why people are carrying and using knives in the UK found that one of the best ways to reduce the impact and number of offenders was to target it at an early age through early intervention programmes (College of Policing, 2019).

The early intervention programmes in the UK are usually targeted at children from the age of 13 but have also been used in schools with audiences as young as eight years old. These programmes have had positive effects through providing children with social and emotional skills training, behavioural training including anger management and mentoring (College of Policing, 2019).

Restorative justice is another strategy used when dealing with lower level knife crime. It brings the offender and victim together in a controlled manner to understand the effects on the victim and has been seen to reduce reoffending. Evidence has suggested that through using the restorative justice approach, victims of violent crime are less likely to seek revenge on the offender (College of Policing, 2019).

The government in the UK are concerned with the levels of violent crime and therefore produced a report in 2018 on tackling it. The Serious Violence strategy in 2018 had a focus on young persons being involved in serious crime including the use of knives and county lines drug gangs (Home Office, 2018).

It set out additional funding for youth early intervention programmes and for a new county lines co-ordination centre which is jointly run by the NPCC and NCA. New legislation was brought in through the Offensive Weapons Act 2019 which created new offences to tackle knife crime and violent attacks using corrosive substances. This new act has made it more difficult for children to buy weapons such as knives online and in stores as there is a ban on selling corrosive substances to under 18s

and is illegal to be in possession of such substances without a good reason (Home Office, 2022^b).

In 2019 the Prime Minister announced that they would hold a summit on tackling serious violent crimes along with multi-agency partners. The summit was attended by representatives from the Police, healthcare sector, educational sector and local councils. A new legal duty on the healthcare and educational sectors made it a requirement for them to raise concerns on young persons they feel are at risk of becoming involved in serious violent crimes (Home Office, 2018).

Police were given additional stop and search powers under Section 60 of the Criminal Justice and Public Order Act which allows officers to stop and search anyone in a designated area without suspicion if serious violence is anticipated. This power has been used more frequently where there has been a rise in gang crime (Home Office, 2018).

Children involved in criminal gangs has seen an increase and due to this, civil gang injunctions were brought in by the Policing and crime Act 2009. They are a tool that Police can use to prevent younger persons engaging in gang related violence such as drug dealing. A civil injunction in this case can make sure that any 14-17 year old involved in a gang can be made to stop associating with others involved in gang crime or force them to attend workshops or programmes (Home Office, 2016).

S.34 of the Policing and Crime Act 2009 define a gang as:

- Consisting of three or more persons
 - Engages in gang-related violence or is involved in the illegal drug trade
 - Has one or more characteristics that allows its members to be identified such as:
 - Use of a common name, logo or colour
 - Command structure
 - Association with an area
- or involvement in criminal activity
(Home Office, 2016).

Policing today is subject to a number of challenges such as the threat from international terrorism.

Terrorism in the UK has risen over the past several years and has seen a rise in lone actor attacks from individuals who have been radicalised home and abroad. Recent years have shown that British citizens have returned home from countries such as Syria, Libya, Afghanistan, Pakistan and Iraq radicalised and pose threat to the security of the UK. Due to the rise in crimes such as identity theft and cyber enabled crimes it has made acquiring travel documentation for these individuals easier to obtain. Technological advances have enabled weapons to get hold of easier due to the ability to produce on a wide scale using 3D printing technology (Nimmons Consulting, 2022).

Another challenge facing policing today is cyber crime. With everyone's day to day life now being online and information being easy to access there has been a rise in cyber crimes such as phishing, malware, hacking and ransomware attacks on UK infrastructure. In recent years we have seen cyber attacks on the UK's healthcare, government and banking websites which have seen them taken offline causing issues for the Police and the public (Nimmons Consulting, 2022).

Child sexual exploitation and abuse is a growing challenge for Policing. New crimes have been emerging online and digitally over recent years including grooming on social media, blackmail and webcam exploitation. Education is key in these areas and police officers need to engage with parents around their children's online activities to keep them safe. Offering advice on internet safety and engaging with children in schools and other social settings is another way to highlight the threats (Nimmons Consulting, 2022).

Money laundering is a challenge for modern police even more so now with the increase of cryptocurrencies which are more challenging for police to track, there is also an increase in end-end encryption which requires skilled investigators (Nimmons Consulting, 2022).

During my time as a response officer so far, I have come across many complex incidents that have been challenging and where strategies had to be followed. One such incident involved children of high school age who were reported to be have been carrying knives.

On attendance at the location of the incident, the children were quickly identified and detained for a stop and search. Each child was searched for knives and any other weapons under S.1 PACE 1984 which resulted in no weapons being found on this occasion.

Each child involved was taken home to their parents who were informed of what had happened and told about the dangers of children carrying knives. One of the children admitted to carrying knives on occasions for their protection. This child was referred to one of the policing campaigns set up to target this, 'Not the one', which shows children what happens when they are the 1 in 100 that carries a knife.

Due to the nature of the incident it was important to follow the strategies relating to knife crime and early intervention schemes. I got in touch with the local early help officers to provide the children involved with education on carrying weapons and the associated dangers of doing so. The relevant paperwork was completed such as public protection notices which get shared with the educational and social services to highlight the issue.

The Policing vision plan 2025 sets out the plans for policing over the next few years. With the increase in challenges faced by the Police service, the NPCC has provided the plan to show how their decisions on Policing will be made and how resources will be used to keep the public safe (NPCC, 2022).

Over the coming years the Police service will look to attract and retain new officers to reflect its communities and act with a high degree of accountability.

The Police service will look to improve its digital policing and provide ways for the public to get in touch through social media and other online means. Digital policing in the next few years will see all evidence being store digitally where possible and sent digitally to the CPS or the courts (NPCC, 2022).

The Police will continue working with its multi-agency partners to ensure community safety through its strategic meetings. Policing needs to change over the next few years due to the new and challenging crimes. There are increases in crimes involving children, domestic violence and exploitation. These are complex crimes which often use multiple police resources to investigate. Due to the accountability of the police and the impact on victims, the police need to ensure that they act professionally and response in the correct way (NPCC, 2022).

The threat from cyber criminals and terrorists are increasing and therefore the police will focus more on its training and development of officers to deal with these situations. New capabilities will be established to protect the public from online threats or organised crime (NPCC, 2022).

In this essay, I have looked at response policing and the roles officers have within. I have looked at the golden hour opportunities in policing, which are crucial in obtaining best evidence in investigations. I have looked at several strategies used by Police in relation to complex crimes such as knife crime, serious violence and gang related offences. I have looked at legislation which was introduced to work along side these strategies.

I have looked at a recent incident I had a significant role in as a response officer and looked at the strategies and challenges I faced in that incident. I have looked at some of the impacts and challenges face by policing today and discussed the visions for the future of Policing.

Word count: 1,812

Task 5

Personal Study programme / Individual Learning Plan

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

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

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

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Case file Management			9		6		I need to have more experience in preparing case files for court or CPS advice. I have currently submitted a handful with little issues coming back, however, I need to build my confidence in preparing them so I don't need to seek advice each time.

Legislation			9		7		I need to keep up to date with new legislation that comes into effect. I also need to remember legislation for offences I am most likely to come into contact with day to day. For example, public order offences.
Giving evidence in court.			10	4			Having not given evidence yet I could improved on my knowledge of the process around the Criminal Justice System.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Interviewing			8	4			I feel there is loads of room for improvement around my interviewing skills. Its not often a task I do but when I do it, I always come away thinking of ways that I could have done it differently.
Driving			9			8	I have been driving for around 15 years now so I have little issue doing so. I can improve my driving skills by attending training courses on response driving, advanced driving and for different vehicle categories though.
Workload Management			9		7		Managing my workload is important. I do try my best at all times

Statement writing			9		7		although due to the sheer volume of incidents I deal with, sometimes it is not as good as it could be. There is room for improvement on my statement writing to get it up to the required level. Often I come away remembering something I should have asked to get more detail about what happened. I also need to remember to take my laptop with me to take statements as the phones are not good for taking longer statements.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Stop searches.			8		6		I need to build my experience of stop searches with the correct procedures. Not that I have a problem following GO WISELY, just I lack the experience of carrying them out due the demand of other calls.
Arresting			9		8		Following the correct procedures for arresting people, I don't feel I have to much of an issue. I have had a number of arrests now although further experience is good.

Traffic offences		5			3	Not being a traffic officer I do not come into contact with traffic offences very often. When I do, I become lost. I lack the experience of how to deal with traffic related offences so this area could be worked on.
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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