

## **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:  
\_\_\_\_\_ 2016395 \_\_\_\_\_**

## **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](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](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](mailto: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<br>50% | Area of Professional Practice                                                                                                                            | Word count                            |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Task 1             | <b>Maintaining Professional Standards<br/>Leadership and Team-working<br/>Wellbeing and Resilience</b>                                                   | <b>2000</b>                           |
| Task 2             | <b>Vulnerability and Risk<br/>Evidence-based policing</b>                                                                                                | <b>2000</b>                           |
| Task 3             | <b>O.C.P</b>                                                                                                                                             | <b>2000<br/>equivalent</b>            |
| <b>Task 4</b>      | <b>CHOOSE ONLY 1 OF THESE<br/>'ADVANCED LEARNING AREA'<br/>OPTIONS. IT SHOULD BE ONE THAT<br/>HAS BEEN AGREED WITH THE<br/>FORCE TO STUDY IN YEAR 2.</b> | <b>All options are<br/>2000 words</b> |
| Task 4             |                                                                                                                                                          | <b>2000</b>                           |
| Option 1           | <b>Response Policing</b>                                                                                                                                 |                                       |
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| Option 3           | <b>Road Policing</b>                                                                                                                                     |                                       |
| Option 4           | <b>Information and Intelligence</b>                                                                                                                      |                                       |
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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:

This essay will focus on the theories and practical implementation of team dynamics and explore the mechanisms behind their success and any potential challenges in a policing context. This will be achieved by critically evaluating different teamworking theories and through practical application of these theories can lead to developing team cohesion, dependant on the team and the individuals within it, and the cultural norms of today. This essay will highlight how inter-personal conflict can arise from within a team setting and through the use of examples, it will be determined how these conflicts can be resolved by applying the appropriate strategies. Finally, it will be discussed how failing to comply to professional standards can occur within a policing team with organisational justice playing a major part.

Primarily, we need to understand exactly what is meant by the terms: team dynamics and team cohesion. Team dynamics is “the patterns of interaction among team members that determine team spirit, harmony, cohesion and morale” (Oxford Reference, 2007). Team cohesion can simply be explained as effective teamwork and “Teams accomplish more than just the sum of the individuals” with factors such as “the style of leader, the behaviour of the team members, the team’s working procedures, the nature of the team’s task and the availability of relevant resources” (Honey, 2001) to mesh together.

I believe that communication is the main reason why some teams cannot function. There are many barriers to effective communication, such as misleading non-verbal communication (body language, gestures, facial expressions, etc), how we speak to another person, poor listening skills, and organisational structure to name a few. One personal example is the recent merging of two police stations that was initiated to address resourcing issues in the South Wales Police area. Some teams were able to fully immerse themselves to work as an effective response team. I realised that within my team, there were many different characters, including individuals being open-minded allowed for everyone to communicate openly and understand each other effectively, thus the team has

been able to develop and work together. An example of this would be the daily briefing at the beginning of every shift (as further explained later).

However, some other teams have struggled to work together successfully due to poor communication. From my own observation, I believe this to be because of different working styles, conflicting personalities, and some members of the team may be too stubborn and have a fixed mindset to adapt to a new working environment. Especially, with new officers constantly coming in, a new station environment and the change of technology, i.e. Niche V3. This can all be very overwhelming for some team members and they may struggle with the constant changes. This now leads me to look at some team dynamic models.

There are many different team dynamic theories that can be applied with the most notable one being the Tuckman's model. This is a model that focuses on group development, originally introduced in 1965, but was revisited in 1977 (Stages of Small-Group Development Revisited, 1977). The five stages are: 'Forming' (initial team meeting stage, everything is kept formal and guidance heavily reliant on the leader), 'Storming' (members start to get to know one another, but there is possible conflict due to uncertainties) and 'Norming' (people become part of the team and accept each other's perspectives to work together. This is then followed by 'Performing' (team working openly and trusting one another) and 'Adjourning' (the task has been completed, the team reflects on their work and recognises the contributions made). This cycle may start again if the leader starts a new project.

Another theory of team development is that of Dr Belbin, initially developed in 1993, in where nine behavioural characteristics were identified:

**Table 3.1** The nine Team Roles

| Roles and descriptions – Team Role contribution                                     |                                                                                                                        | Allowable weaknesses                                                                       |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
|  | <b>Plant:</b> Creative, imaginative, unorthodox. Solves difficult problems.                                            | Ignores details. Too preoccupied to communicate effectively.                               |
|  | <b>Resource investigator:</b> Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts.       | Overoptimistic. Loses interest once initial enthusiasm has passed.                         |
|  | <b>Co-ordinator:</b> Mature, confident, a good chairperson. Clarifies goals, promotes decision-making, delegates well. | Can be seen as manipulative. Delegates personal work.                                      |
|  | <b>Shaper:</b> Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.             | Can provoke others. Hurts people's feelings.                                               |
|  | <b>Monitor Evaluator:</b> Sober, strategic, discerning. Sees all options. Judges accurately.                           | Lacks drive and ability to inspire others. Overly critical.                                |
|  | <b>Teamworker:</b> Co-operative, mild, perceptive, diplomatic. Listens, builds, averts friction, calms the waters.     | Indecisive in crunch situations. Can be easily influenced.                                 |
|  | <b>Implementer:</b> Disciplined, reliable, conservative, efficient. Turns ideas into practical actions.                | Somewhat inflexible. Slow to respond to new possibilities.                                 |
|  | <b>Completer Finisher:</b> Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time.   | Inclined to worry unduly. Reluctant to delegate. Can be a nit-picker.                      |
|  | <b>Specialist:</b> Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.              | Contributes on only a narrow front. Dwells on technicalities. Overlooks the 'big picture'. |

(Belbin, 2010 2<sup>nd</sup> edition)

Taking the above into consideration, Belbin stated that “types of behaviour in which people engage are infinite. But the range of useful behaviours, which make an effective contribution to team performance, is finite” (pg 21, Belbin, 2010). This can be interpreted as, in order to have a successful team there needs to be a various mix of these behaviour types and each person within that team needs to adopt these various behaviour types at the most suitable time.

By looking at the two models above, Tuckman’s model addresses the journey from beginning to end and gives the opportunity to start again, whereas Belbin’s team roles primarily focuses on the many different types of behaviour that any one team member can have, either solely or as a mixture. It could be argued that Tuckman’s model is the most applied overall method in policing, as it is implied that the five phases are necessary in order for a team to identify the challenges, grow as a team, problem solve and develop results. Response policing is very much a problem-solving field with the many different and ever-changing situations officers face on the frontline and behind the scenes.

However, Tuckman’s model may not always be pliable as a policing team cannot always follow this model in a linear manner. This is where Belbin’s nine team roles can be realised. With the diverse range of behaviours and roles each team member can adopt, maybe one or even a few at a time, this way the team pools together multiple skills and experience to remain flexible and can adapt in their responsiveness in a changing environment. Both models can be used in tandem to make a clearer and more adaptable tool for team progress in policing.

In today’s society, there are a lot of internal and external influences that can impact on the group dynamics of a policing organisation and its culture. Organisational culture can be described as “the way that things are done in an organisation, the unwritten rules that influence individual and group behaviour and attitudes” with factors such as “the organisation’s structure, the system and processes”, “the behaviour and attitudes of employees, the organisation’s values and traditions, and the management and leadership styles adopted” (Chartered Management Institute, 2015). With the police being a complex culture, this culture can impact on the police officers and staff’s everyday lives.

For example, in recent years, more civilian roles have opened up within the police resulting in groups with an array of backgrounds working together. This could lead to internal disagreements, as the mindset of police staff may not necessarily align with an officer and vice versa. There is also the fact that public perception and respect of the police is not what it once was. With there being more integration of different ethnicities, the impact of events such as the Brixton Riots and the BLACKLIVESMATTER movement, there are different generations with different expectations from the public. Citizens are not expected to act and behave in the same way as the police are trained to do in a live policing incident. The officers may handle the situation in a way that displeases a member of the public, whether it be their decision or the supervisor’s decision. The group of officers have to act in the best interest and safety of others.

One could argue that the generational difference also has an impact from the inside of the force with different generations joining the police every day, as previously discussed. To emphasise this further, a younger officer may not have the same opinion or expectation of society as an older officer would, i.e. a generational difference. This could also lead to conflict within the group, as two team members may not see eye-to-eye. With all these factors and many more we have not discussed, the police face more scrutiny and are under the watchful eye of the public now more than ever. This can put stress on any police

employee and effect their mental wellbeing and work/life balance. This can then in turn affects the working dynamic of their team.

With these factors possibly leading to group conflict, strategies can be adopted to resolve interpersonal conflict and enhance team morale and performance. Interpersonal conflict can occur with two or more people and happens everywhere as no two people are the same. For example, one officer may decide an arrest is necessary for a low-level common assault, without injury, between two members of the public. However, another officer can see that the aggressor is suffering a mental health crisis and the aggressor does not necessarily understand the implications fo their actions. The victim sees this too and does not wish to make a complaint because of this. The second officer believes it may be better to refer the aggressor to the relevant partner agencies so they can get the help they need and put the early preventative measures in place. The conflict resolution method CUDSA could be used in this example:

- CONFRONT the conflict
- UNDERSTAND each other's positions
- DEFINE the problem
- SEEK a solution
- AGREE action to resolve and come to best solution

(Model taken from initial MOODLE, UWTSD,2022)

By applying this step-by-step method, the officer can explain that locking up the aggressor will not benefit them, as they will not understand why and it may worsen their mental health causing them to act out and cause more assaults later on.

There are also many methods that can be applied to improve team performance such as Maslow's Hierarchy of Needs and Heizberg's Two Factor Theory, but I want to focus on more personal communicative skills that apply to each individual that makes up the team. One effective skill set is emotional intelligence popularised by Goleman in 1995:

|                     | Recognition                                                                                                                                                                                                                                                             | Regulation                                                                                                                                                                                                                                                                                                        |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Personal Competence | <b>Self-Awareness</b> <ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Awareness of your emotional state</li> <li>• Recognizing how your behavior impacts others</li> <li>• Paying attention to how others influence your emotional state</li> </ul> | <b>Self-Management</b> <ul style="list-style-type: none"> <li>• Keeping disruptive emotions and impulses in check</li> <li>• Acting in congruence with your values</li> <li>• Handling change flexibly</li> <li>• Pursuing goals and opportunities despite obstacles and setbacks</li> </ul>                      |
| Social Competence   | <b>Social Awareness</b> <ul style="list-style-type: none"> <li>• Picking up on the mood in the room</li> <li>• Caring what others are going through</li> <li>• Hearing what the other person is "really" saying</li> </ul>                                              | <b>Relationship Management</b> <ul style="list-style-type: none"> <li>• Getting along well with others</li> <li>• Handling conflict effectively</li> <li>• Clearly expressing ideas/information</li> <li>• Using sensitivity to another person's feeling (empathy) to manage interactions successfully</li> </ul> |

(PositivePsychology, 2022)

Emotional intelligence is the “ability to identify and regulate our own emotions, to recognize the emotions of other people and.... to communicate effectively and build healthy, productive relationships with others” (Harvard Health, 2022). It is made up of four capabilities; Self-awareness, self-management, social awareness and relationship management. This mindset has the promise to deliver better teamwork outcomes if each team member uses their emotional intelligence. For example, at my team’s daily briefing, the Sergeant will start by asking each person how we are all feeling and how our workload is looking to gauge not only our progress but also our possible stress levels. They will accommodate the person with the most pressing and heavy workload and prioritise them to have some admin time. I believe this shows the skills of hearing what the other person is saying, clearly expressing information and caring about the other person, both demonstrated by the officers and supervisor.

However, some strategies can not always be successful and officers fail to adhere to the professional standards. One recent notable example of this is that of PC Couzens. There have been recent allegations where Couzens was also linked to two incidents of indecent exposure, one in 2015 and the other just days before the murder of Everard. This has led to IOPC investigations of the Kent and Metropolitan Police (BBC, 2021). This clearly shows that PC Couzens abused his position despite policing strategies being in place.

From personal experience, any failing of these standards can be due to the recent pressures put on response policing, such as answering calls not of a police matter, i.e. mental health calls, or managing a work/life balance, i.e. juggling a university degree while having a full-time job. It has taken its toll on all teams leading to many resignations in SWP. With less numbers, this is then more likely to affect the morale of the team as they put in the extra work, thus having a negative impact on team performance.

This is why “Organisational Justice” is very important - the perceptions of fairness and respect from an employee within that organisation and how these can then impact on the employee’s behaviours and attitudes. The concept is made up of four elements – Distributive, Procedural, Interpersonal and Informational Justice (MOODLE, UWTSD, 2022). The above examples touch on all these elements with some employees maybe thinking that the decision-making processes have not been applied in an appropriate manner, decisions not been communicated fairly and adequately, having not been able to represent their views as they would like and thinking that the pay and conditions of work are not reflected fairly of what is expected of the job.

With all these factors, it shows how essential the wellbeing of employees is in an organisation and how this can improve on the personal responsibility expected of the employees. If the organisation is willing to adapt a positive organisational justice tactic, by implementing fairness, respect, honesty and integrity in its processes, as respective in many of its own legislation, i.e. Code of Ethics, PACE 1984, policing principles, then it should create a higher quality of commitment and service.

In conclusion, the increased pressures and demanding expectations of the police inside and outside of the organisation have heavily influenced the increased need for effective teamwork and cohesion. As long as an individual actively listens and treats the team, or another individual, as they want to be treated themselves, whether it be using the techniques and strategies I have discussed above or not, conflicts will be more easily resolved and ultimately team performance will flourish. It’s simple; you have to communicate effectively, in order to get an effective policing team response.

**Word count: (including all quotes and resource references): 2199/2200 (including +10% allowance)**

## 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:

For this essay, I will discuss an incident of a suicidal male, who was exhibiting anti-social behaviour. I will look at the social issues that had most likely caused the male's vulnerability and the impact his anti-social behaviour had on the public, along with any legislative powers and policies that were required to handle him. Different approaches that professionals and the police can use to support vulnerable people will be evaluated and how the suitability of these approaches depends on the situation at hand. I will finish by discussing the positive strategies that police can use to deal and prevent repeat victimisation and repeat offending, by incorporating the use of evidence-based policing. This will all be reflected upon using the Gibbs Reflective cycle.

The policing incident in this case was reported by hospital security staff. A male was seen tying a rope around the nearby footbridge railing. He was then seen tying the rope around his neck and starting to climb over the barrier, above busy traffic. The obvious intention of the male was to end his own life. As we received this call, I remember feeling very uncomfortable as I had only been operational for less than a year at this point. This was significant as this feeling played a major part in my handling of the situation. By the time my colleagues and I arrived, other officers and hospital security had intervened and managed to remove the rope from around the male's neck and had pulled him back onto the safe side of the footbridge and bringing him to the floor. The male had then been detained with rigid cuffs applied to the rear with two officers having their hold on him. One of the other officers had placed the male under S136 of the Mental Health Act 1983. This is a legal police power that enables the police:

"to remove the person from a public place, when they appear to be suffering from a mental disorder, to a place of safety... deemed to be in immediate need of care and control as their behaviour is of concern... power is to facilitate assessment of their health and wellbeing".  
(252)

(LSCFT NHS, 2022)

At this point, even though the male was technically already in a place of safety, we deemed it necessary to take him to another HPOS with a specialised mental health unit, for the safety of himself and the public. Once we got to the MH facility, the male was calm so we made the decision to remove the handcuffs as he had reached the level of passive resistance (NOPD, 2015). Throughout his time at the MH unit, the male was frequently aggressive and reluctant to engage with the service. During this time, we had to restrain him by applying entangled arm locks on both sides and pushing him down, as the male was aggressively resistant. Eventually, he calmed down and we let go. The medical professionals carried out their assessment and deemed him not suitable for sectioning under the Mental Capacity Act, as he had capacity and did not show signs of a mental disorder.

Against our decision, the male was discharged and free to leave. Unfortunately, as he was still acting erratically, we had to ensure he was safe. The supervisor made the decision for us to take him home. We retained the male's car keys (which were in police possession by now) due to the male's erratic behaviour, as there were concerns that he would drive recklessly. The male was not pleased to hear this and started 'acting out'. We escorted him back to the area where he lived. The male reluctantly agreed to pick his car keys up the next morning when he was calmer. He was left to go back home as he was no longer expressing suicidal tendencies.

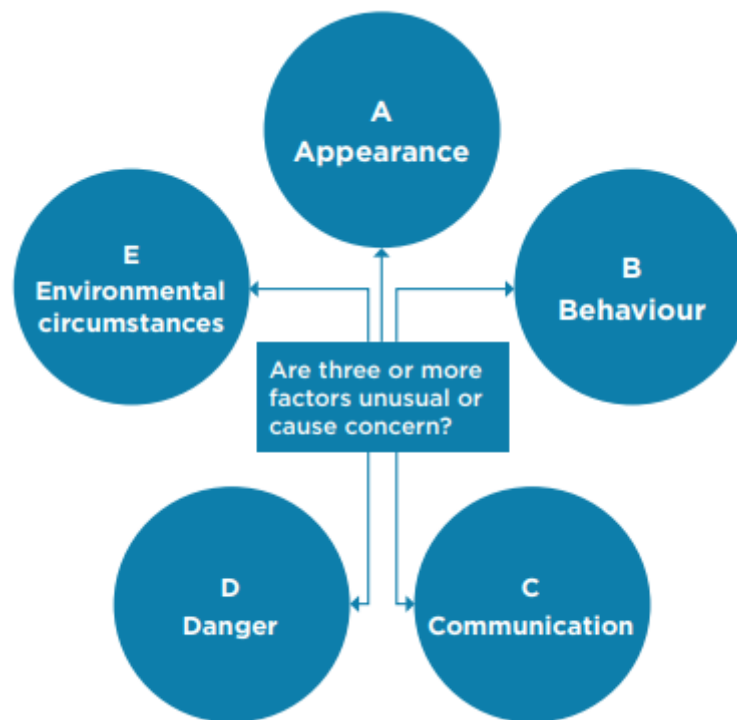
As shown above, the male was obviously vulnerable. Vulnerability can be defined by the COP as "person is vulnerable as a result of their situation or circumstances, they are unable to take care or protect themselves from harm or exploitation" (COP, 2022). Using the above as an example, various policing strategies were used in supporting and managing a vulnerable person. In this instance, the policing power; S136 MHA 1983 and the National Decision Model was used throughout and the THRIVE assessment integrated in any decision-making. For instance, officers were gathering intelligence regarding the male by referring to his previous interactions with police, concerning his mental health issues (by referring to PNC and NICHE) and also collecting information from the hospital security to gauge his behaviour. The other officers and I were constantly assessing the threat and risk throughout our time with the male, as his behaviour was unpredictable. We had to be cautious (i.e. THRIVE assessment) and deem when necessary to use reasonable force. This meant identifying where he was on the level of resistance scale, continuously:

1. Passive Resistance
2. Active Resistance
3. Aggressive Resistance
4. Aggravated Resistance

(NOPD, 2015).

This is a model taught to officers in their safety training and is part of the tactical communications officers can use in situations like this, as part of the Powers and Policies step of the NDM. Another approach that officers (and healthcare professionals) can adopt, include rapport building - by asking about the subject with open-ended questions and being empathetic with their situation. Officers need to actively listen to the person and ensuring that any pre-conceived judgements are 'left at the door' (unconscious bias) so as not to cloud their decision-making. Officers and HCPs also need to ensure that their non-verbal communication is positive, i.e. relaxed posture, making eye contact, using open handed gestures and a calm tone of voice (Police Forum, 2018). It is about applying the 80-20 principle (the Pareto Principle) in communicating – "that 80% of outcomes (or outputs) result from 20% of all causes (or inputs) for any given event" (Multicall, 2021). Therefore, they spend 80% of their time listening to the subject with the other 20% speaking to them in order to identify what may be the root cause of their suffering, i.e.

mental health, learning difficulties, substance abuse, etc. This can all be done by adopting the Vulnerability Assessment Framework:



(COP, 2020).

Within this framework, we were able to see that the male was clearly suffering - his body language was closed off and he exhibited an aggressive, negative demeanour (appearance). This was then followed by his hostile behaviour to medical staff and officers throughout his time with us (behaviour). The male openly expressed that he did not trust the police and knew that his mental health assessment at the specialised facility was going to be a waste of time as they had not done anything to support him in the past. This clearly shows that his previous negative experiences and obvious distrust of the CJS influenced his reluctance to engage with us. The male's tone of voice was continuously rude and he would constantly use profanities towards us. He refused to answer questions directed to him (communication), no matter how open-ended and respectful the questions were. It was obvious that he posed harm for himself as he continuously stated that he would kill himself once he was done with us and was far away from his home address (danger). Finally, the environment in which we found the male gave significant cause for concern.

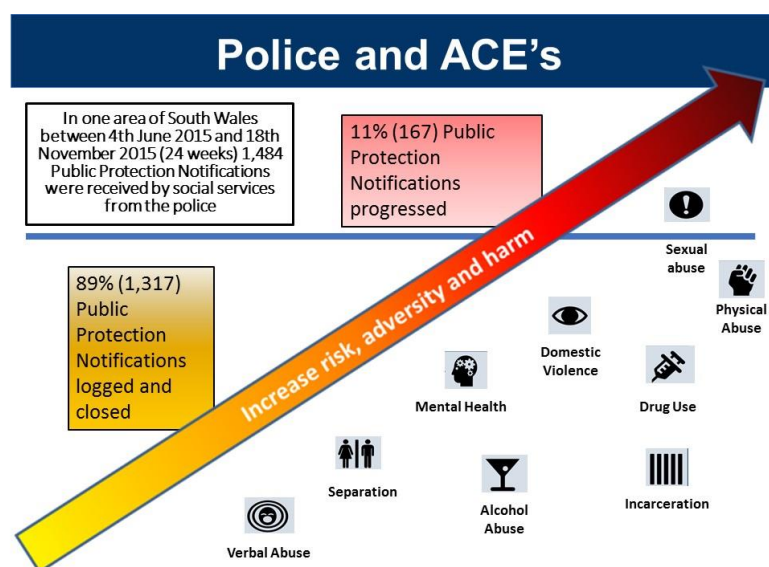
At the time, the officers and I had already 'identified the options and considered the contingencies' with the male and took action to place him under S136. However, for the MH professionals this meant detaining the male under S2, MHA 1983 so that they could conduct a thorough assessment of his mental stability. Unfortunately, they deemed him mentally fit and discharged him. The professionals relayed their reasons for this decision, which left us to manage him until we dropped him safely back home.

On reflection, I believe that the medical staff did not make the right decision as the male continued to make threats to harm himself. I think that it would have been better for him to have been sectioned, to ensure that he received the proper care and support that he needed, as it was more than likely that he was going to try and do this again. After the assessment, I remembered feeling frustrated with the male as a considerable amount of time had been spent trying to actively communicate with him and he had continued to

refuse to engage with us. I recall losing my temper towards the end and becoming emotional. Next time, when a similar occasion occurs, I will endeavour to remember to walk away and to try not to let my emotions get the better of me.

Moving on, repeat victimisation is defined as “any person who has been a victim of a recorded crime or incident on two or more occasions within a 12 month period” (Cleveland Police, 2020), with repeat offending is “any person who has committed a crime more than once” (Merriam-webster, 2022).

The causes and factors associated with repeat offending and victimisation are very closely related and similar strategies can be used to address them. The most prevalent factor is mental health (as evaluated previously) – “forty-five percent of people with severe mental illness (SMI) were victims of crime in the last year” taken from a study conducted in 2013 (At risk, yet dismissed, 2013) and the majority of calls police respond to were of a public safety and welfare concern (COP, 2013.) Mental health can affect anyone and these difficulties need to be recognised. The major cause is believed to be Acute Childhood experiences – experiences from childhood ranging from abuse (sexual, mental, physical or mental), within households with domestic violence, alcohol and/or substance abuse. It is quite self-explanatory that this is more than likely to occur in people from poorer communities and backgrounds where there are higher levels of criminal violence, poor employment rates and poorer education:

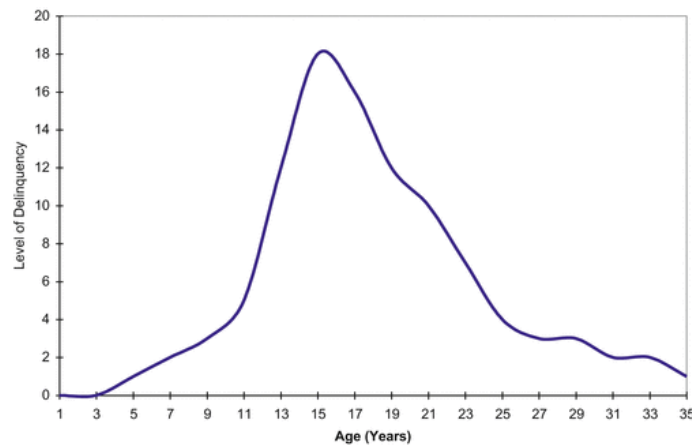


(SWP, NSPCC, PHW, 2020)

There are already many policies in place to address ACEs and mental health; such as the NPCC National Vulnerability Action Plan with the Mental Health Concordat. However, the predominant method adopted in the police and partner agencies in the managing of victimisation is the delivery of ACE TIME training and Early Action Together programme (EAT). This training helps address the “*what*” - understanding the issues presented, the ‘*so what*’ - operationalizing knowledge into practice and the ‘*now what*’ - putting the learning into practice on a local level” (Journal of Community Safety and Well-being, 2019). This is so that frontline officers and agencies can respond to vulnerability and put the early preventative measures in place.

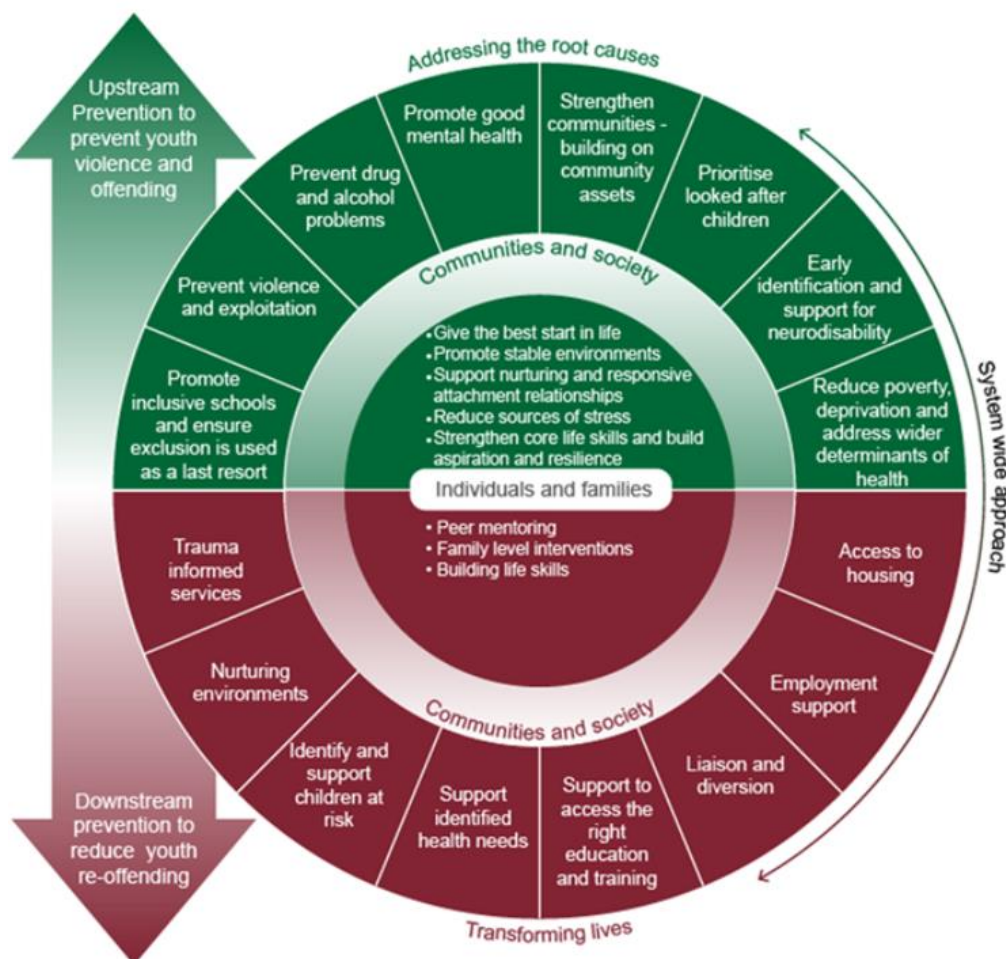
The methods above can be used for both victims and repeat offenders and are an example of evidence-based policing; “the best available evidence is used to inform and challenge policing policies, practices and decisions, especially when they apply the ATLAS model in their problem-solving and decision-making” (COP, 2022).

It is believed that the risk of re-offending is established at an earlier stage (during childhood). If we refer to the age crime curve below:



(Hirschi and Gottfredson, 1983).

This states that if offending begins before the age of 14, it is highly likely they will become a repeat offender of a violent nature. However, this is just one aspect of re-offending and not all offenders start early. Examples leading to a later life of crime can be a history of violence, drug/alcohol abuse and gang involvement being a few (possibly to do with ACEs). It is much easier to identify younger offenders with their being a longer timeline evidence their behaviour over the years. Certain strategies have been created such as CAPRICORN (Collaborative approaches to prevent offence and re-offending by children:



(UK Government, 2019).

These models address the “upstream” causes of offending i.e. the root causes to prevent youth offending and also address the “downstream” causes that help reduce youth re-offending (UK Government, 2019). This is an early intervention and prevention program that is used across the whole public health and justice system.

Finally, an approach for professionals and the police can be as simple as community engagement. This enables members of the public to engage and participate with the relevant agencies by exchanging information so that repeat victims and repeat offenders can be identified and solutions can be orchestrated early on. This in turn then instils public confidence in the police and the relevant agencies as the individuals/groups feel the needs, risk and threats in their communities are being dealt with effectively. Targeted foot patrols and public meetings within the communities (S34, PRSRA 2011) are just a few examples that the police have implemented.

In conclusion, in order for the appropriate and most efficient support to be provided to the vulnerable, a partnership with public agencies, adopting an evidence-based policing approach is essential. This way, we can identify the needs and root causes that are likely to lead to the creation of repeat offenders and repeat victims of anti-social behaviour and crime, before it reaches crisis point.

**Word count (including all quotes and resource references): 2171/2200 (including +10% allowance)**

### 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: \_\_\_ Sophie Hastings \_\_\_ (Learner – electronic signature accepted.)

Date: \_\_\_ 01 May 2022 \_\_\_

## Task 4

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

Choose 1 of these 5 options to answer

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

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

### **TASK 4 Option 5**

#### **Relevant areas of the National Policing Curriculum:**

#### **Conducting Investigations**

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

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

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

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

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

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

#### **Answer:**

This piece of writing will focus on an investigation I was involved in with what appeared to be a Domestic common assault but became much more complex upon investigation. This will be evaluated by discussing the actions I carried out from start to finish, specifically focusing on any fast-track actions that were needed. I will also detail the support I offered

the victim and offender, due to the domestic nature of the case and will review the interviewing techniques I used in interview . This will be followed by an exploration of my understanding of what volume and priority crime entails, as well as serious and complex investigations. Finally, the strategies I adopted in order to deal with any personal attitudes or values that arose during the investigation, will be fully discussed.

Under S23(1) of the Criminal Procedure and Investigations Act 1996 (CPIA), the Code of Practise defines it as:

“an investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offences is guilty of it”.

(CPIA, 1996).

This also includes investigating past crimes that are believed to have been committed and/or if a crime will be committed (CPIA, 1996). Furthermore, new offences can be identified during the investigative process.

The incident involved a female who was arrested on suspicion of a Domestic Common Assault that took place the evening before. To summarise, the offender became upset due to seeing messages from the victim’s ex-partner, which led to the offender making hurtful comments to the victim’s daughter. A verbal argument broke resulting in the suspect punching the victim’s face. The offender then appeared to leave the address but, came back and tried to regain entry into the victim’s property, to try and resolve the issue with the victim. The victim did not want to see her, and wanted space. The victim prevented the suspect from coming back into the property by trying to close the door on her and as this happened, the offender tried to reach in and allegedly hit the victim multiple times to the face with the mobile phone she was holding. After this, the offender made their way home and the victim then immediately called the police.

Attending officers carried out the initial fast track actions: i.e. actions that can, if completed immediately, “establish important facts, preserve evidence or lead to the early resolution of the investigation”.(Investigation Process, COP, 2021). This point in time can also be referred to as the ‘The Golden Hour’ – where information is immediately available in vast amounts shortly after the offence has been committed. These actions included looking for any possible CCTV, conducting house-to-house enquiries, identifying the suspect, victim and witnesses, taking any initial accounts, safeguarding the victim and photographing the injuries sustained. Unfortunately, as the victim was intoxicated, only a holding statement was taken with a brief account of what happened. Even though it is preferable to obtain the victim’s statement when the details are fresh in their mind, it is however best practise to obtain a person’s statement when they are sober so they can give the best evidence possible.

My involvement in the fast-track actions included visiting the victim the following morning to obtain the full statement. The statement went into more detail concerning what happened, with alcohol and previous domestic issues being clear aggravating factors. The children were present and I noted the children were safe and well for safeguarding purposes. I took the statement using ADVOKATE (created following R v Turnbull, 1976) as taught to me in training:

## ADVOKATE

|          |                                                                                                      |
|----------|------------------------------------------------------------------------------------------------------|
| <b>A</b> | Amount or length of time the witness had the suspect under observation.                              |
| <b>D</b> | Distance between the witness and the suspect during the observation.                                 |
| <b>V</b> | Visibility conditions during the observation.                                                        |
| <b>O</b> | Obstructions to the observations - whether they temporarily or partially inhibited the observations. |
| <b>K</b> | Whether the suspect is known to the witness in any way.                                              |
| <b>A</b> | Any particular reason the witness has for remembering the suspect or event.                          |
| <b>T</b> | Time the witness had the suspect under observation and the amount of time elapsed since the event.   |
| <b>E</b> | Errors in the description provided by the witness compared with the actual appearance.               |

(Working with suspects, COP, 2021)

Whilst taking the statement, the victim implied there were previous domestic assaults. The victim felt it was not necessary to report these before because she was fearful of the incident repeating itself (behaviour of an 'intimidated witness' (YJCEA, 1999)). I explained that her reluctance to come forward with this kind of information may hinder the investigation and that we may not be able to fully provide her with the support she deserves if we do not understand the full circumstances. With an explanation of the CJS and reassurance of the support available, the victim understood the importance of providing her account. Bruising also started to develop around her left eye, the victim allowed me to take photos of the injuries to provide further physical evidence to support the investigation.

As the victim recalled her children being present during the incident, I enquired about this. The victim explained that only her 17-year-old had actually witnessed the event. After briefly speaking with her eldest son, the son did not wish to give a statement as he wanted no part in the investigation. This was his decision, even after I explained that due to him being a 'vulnerable witness', as per S16 YJCEA 1999 (CPS, 2021), he would be entitled to special measures in court, such as giving evidence behind a screen or via a live link or recorded interview, just to name a few. Arrangements were made to have an appropriate adult be present with him when giving his negative statement due to him being a child witness.

Once a crime contact strategy had been agreed upon, I provided my contact details and the reference number, whilst also clarifying to the victim that local neighbourhood officers would be attending for reassurance. The victim understood this and seemed grateful for this.

After, the statements were obtained, I created an updated PPN for the children's welfare which would be referred to the relevant agencies and their respective schools. My final involvement was to ensure that the victim would attend the station so a phone download could be taken in the following days, to obtain any malicious and threatening messages to support the domestic assault allegation. This was needed, as the seized defendant's phone

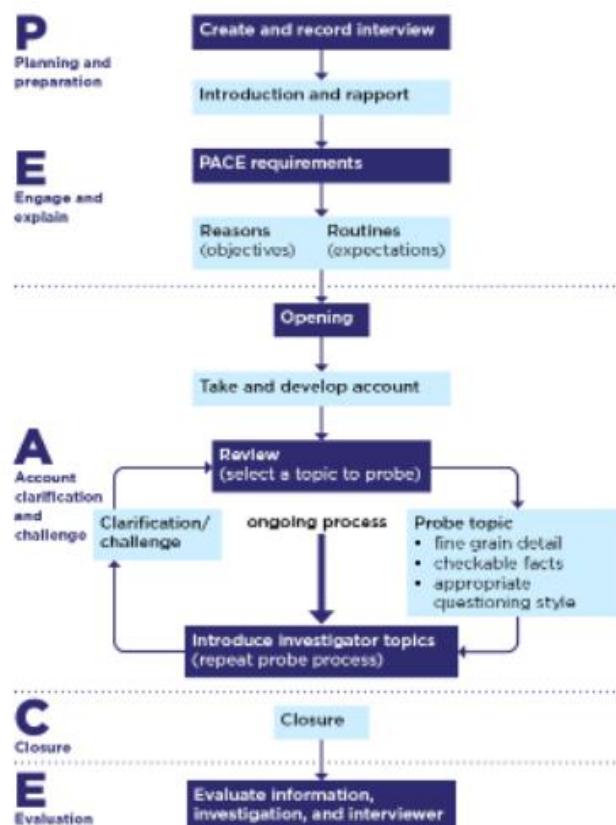
(S32 PACE, 1984) had no supporting evidence of this. It appeared that the defendant may have deleted any electronic communications between the two.

The time came to deal with the suspect and ensure that their welfare and rights were adhered to as per Code C, PACE 1984 and the Human Rights Act 1998. This meant ensuring that the suspect felt they were listened to and had the right to independent free legal advice. I applied the PEACE framework when interviewing the suspect:

## PEACE framework

### PEACE model

There are five phases to the PEACE framework.



(Investigative interviewing, COP, 2022).

During the “Planning and Preparation” stage, I created a pre-interview plan outlining the circumstances, the offence(s) being investigated, the objectives being questioned and the actual questions. The suspect had already been allocated the duty solicitor and a pre-interview briefing was held. During the second stage, “Engage and Explain”, I explained the purpose of the interview, including how the interview would be carried out and that this was her chance to provide her account.

This led to the “Account, Clarification, Challenge” stage, where I asked the suspect to provide their account of what led up to the incident and the incident itself. I normally start this with an open-ended statement such as “Tell me what happened on.....”. In my experience with interviewing suspects for priority and volume investigations, they mostly tend to state “No comment” and provide a prepared statement, but in this case, the suspect completely divulged what happened. Due to this, I repeated and clarified what she said to

show I was actively listening. I believe this put the suspect at ease as they felt like they were being listened to and respected. As I was able to manage the direction of the conversation, I went off script and started asking more open questions surrounding the answers she had already given to me. I finished with closed off questions in order to establish all the information and ensure all the points to prove had been addressed.

I finished the interview ("Closure" stage) as I had nothing further to ask the suspect, and ensured the solicitor and suspect had nothing more to say. The answers to the questions accurately matched up with the account given by the victim, with the addition of concerns that the victim has also been the aggressor in domestic situations and was speculated to have a drinking problem (likely the cause of these domestic arguments). Because of this disclosure, the suspect got quite upset during the interview, so I ensured she had plenty of time to deliver her answers. I also ensured a PPN for the suspect was put in place, as it was obvious she was suffering some form of domestic abuse from the victim as well.

After recording my summary of the interview on the detention log, I clarified the further actions to be considered, including the victim's phone download and submitting the case file for a CPS charging decision. Bail conditions were secured to safeguard the victim from possible electronic or face-to-face contact from the suspect.

As made clear above, there are a lot of aspects surrounding any investigation. It appeared *prima facie* that there was just a simple domestic argument but after applying an investigative mindset and the principles of an investigation, more evidence and information was reviewed, recorded, retained and revealed (CPIA, 1996).

There are different levels required of a police investigator when investigating priority and volume crime, and serious and complex investigations. Priority and volume crime is simply crime occurring at a vast volume involving priority crimes such as robbery, burglary, criminal damage, assaults and ASB. This level of investigation is recognised at Level 1 in the Professionalising Investigation Programme (PIP) and is the level expected of response officers in conducting investigations and interviewing the relevant parties (Investigator PIP 1 and PIP 2, COP, 2022). It could be said that they can include more low-level crimes as compared to Serious and complex investigations. There is no clear definition for serious and complex crime but the Serious Crime Act 2007 provides examples of incidents that amount to this level, i.e. violence (with weapons/firearms), sexual assaults, domestic violence of a coercive nature, rape, incidents involving substantial financial loss or gain as well as Organised Crime Groups. This set of investigative skills is accredited at PIP 2 as it requires the same foundation of skills but at a more advanced and experienced level utilising resources at a force, local and national level. In my role as a response constable, I am expected to handle an investigation at PIP 1. However, from reviewing key accountabilities expected at PIP2, I believe the aforementioned incident somewhat amounted to a serious investigation, as it was of a domestic nature with behaviours similar to coercive control were identified.

Throughout conducting any investigation, an investigator has a "responsibility for carrying out duties imposed on them under this code" (S23(1) Code of Practise under CPIA, 1996). Officers must adhere to many pieces of legislations (as mentioned previously) and the Code of Ethics (COP, 2020), specifically focusing on 'Honesty', 'Integrity', 'Fairness' and 'Objectivity'. During my investigation, I ensured that these were at the forefront of my mind, by being completely honest with the victim and suspect, and treating everyone fairly. However, I did find myself pitying the victim and judging the suspect when I learned that the suspect became the victim's new partner only shortly after the victims' divorce. . As a child of divorce it was hard not to judge quickly (i.e. affinity bias (Beapplied, 2021)). . Luckily, I acknowledged this bias, and when I heard the suspect's account, I reminded

myself that every story has two sides, to ensure I remained impartial so that my unconscious bias would not cloud my judgement and decision-making.

In conclusion, when conducting investigations, investigators must be able to identify the type of crime that may have already, or could be, committed and determine if this leads to any potential future crimes. This way, they can ensure that the correct procedures and processes are utilised. It is also essential that all the relevant parties' (i.e. suspects, witnesses, victims) roles are recognised and understood as integral to the investigative process. They are entitled to the respect and support as dictated by legislation, the expectation of being treated as one would want to be treated and the responsibilities expected of an investigator. In other words, if an investigator can incorporate all of the above into their mindset, they can remain impartial and gather the best evidence available to find the truth of what happened and ensure that justice is delivered.

**Word count (including all quotes and resource references): 2065/2200 (including +10% allowance)**

## 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:** using SMART mnemonic

### Knowledge, Skills and Experience Assessment

|                                                                                                                                                                                 | REQUIRED   |            |              | RATING     |            |              | DEVELOPMENT NEED                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|--------------|------------|------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KNOWLEDGE                                                                                                                                                                       | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 |                                                                                                                                                                                                                                                                                                                                                       |
| 1. Utilising new digital systems in policing, such as NICE and implore them in my workload more.                                                                                |            |            | 8            | 4          |            |              | 1. Familiarise myself with NICE (New Digital Evidence Management System) again as I have not used it as much since becoming the SPOC. I feel I am a bit rusty with the dynamics of the system and as the SPOC I need to be there to help my team and any queries I may get from other teams.                                                          |
| 2. Showing an active interest in new technology and applying it to effectively securing evidence and developing decent case files.                                              |            | 7          |              | 3          |            |              | 2. This also applies to me being proactive with any new technology that may arise in the future. I find I am quite technically savvy with computer systems and am keen to find the solution to an issue by myself. Therefore, this would benefit my police practise, especially with securing evidence and developing case files.                     |
| 3. Researching any new developments/techniques in handling mental health situations so I can apply this to the increasing demand of response policing with mental health calls. |            |            | 8            | 4          |            |              | 3. Due to the increasing demand of mental health calls and from past experience with handling my own mental health issues, I believe I have a general knowledge of how to approach someone who may be suffering a mental health crisis. However, as I have a genuine interest in this field, I will encourage myself to read up on more mental health |

|                                                                                                                                                                                                                                                                                                                                                     |            |            |              |            |            |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|--------------|------------|------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4. Push myself to sign up to more courses on LDS or to shadow areas of policing that may interest me.</p> <p>5. To utilise my knowledge of creating case files from my time in the police to help others on my team who may be struggling, as well as learning from any new officers who have been taught new methods from initial training.</p> |            |            | 7            | 2          |            |              | <p>literature and see if there are any opportunities within SWP to further these skills.</p> <p>4. To become an experienced officer, I need to develop skills in fields that interest me or possibly want to explore in my career. This will include me speaking with my sergeant to make arrangements to shadow areas of policing that spark an interest for me, more specifically OCT and traffic. Even if I realise that field may not be for me, I will still learn something and be able to take it with me in my career and add an asset to my skillset.</p> <p>5. I have been told by supervisors and colleagues that I am relatively capable of creating a case file with minimal amendments needed. Because response policing is ever-changing with new faces with probationers or transferees, I will offer my knowledge and skills to help a team member who may be struggling with the system, for example; new NICHE or case file building. I can also learn from any new officers any new techniques they may have learnt from initial training or methods they have picked up from other experienced officers.</p> |
| <p><b>SKILLS</b></p> <p>1. Being more punctual in my attendance to shifts, especially day shifts.</p> <p>2. Improve my time keeping and management for my planning and completing of my university work.</p>                                                                                                                                        | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | <p>1. I am still struggling to be more punctual with early attendance before the beginning of shifts, especially the day shifts. I find I am not coming as early as what is expected of me which means other members of my team are waiting for me. It is also not fair on the night shift who may be waiting for resources to relieve them. I have definitely improved since last year but, I need to make more a conscious effort the night before and the morning of to ensure I leave that little bit earlier.</p> <p>2. My time keeping and management has definitely improved in my workload, but not necessarily as much in planning and completion of my workbooks and assignments for COP. Again, I am much better at the actual planning and doing of the work, but I have not completed as much as I would too by now. I need to start allocating my time more wisely going forward, especially if I want to</p>                                                                                                                                                                                                       |

|                                                                                                                                                                                                                                                                                                                                                |         |         |           |         |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|-----------|---------|---------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Show more confidence and initiative in confrontational and physical incidents and developing these skills.                                                                                                                                                                                                                                  |         |         | 9         | 2       |         |           | consider in progressing my career by increasing my rank status.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4. Improve my hand skills in take downs and handcuffing of suspects.                                                                                                                                                                                                                                                                           |         |         | 8         | 4       |         |           | 3. I still find I still holding back and letting other officers jump in when it comes to confrontational situations, apprehensive that the incident may become a physical altercation and I may not handle myself well, possibly endangering myself and other colleagues. I have been consciously volunteering for more CAD shifts when these scenarios are likely to occur. Even though I am able to openly talk to members of the public to try and prevent the escalation of a physical altercation and calm down any conflict, which majority of the times does the trick, there will be occasions where it will still occur. I need to be more confident in myself that I can handle myself and just jump in when needed, because if I do not there may be a time where one of my fellow colleagues or myself could get seriously hurt. |
| 5. Further improve on giving GOWISELY in stop searches.                                                                                                                                                                                                                                                                                        |         | 7       |           | 2       |         |           | 4. I found that at my last Officer Safety Training Refresher that my handcuffing technique was not completely up to par and I was making silly mistakes. Whether it be applying the handcuffs the wrong way round, making it more difficult to take them off someone or taking someone down in a way that may hurt them. I will ensure I will make use of my refresher training and apply the correct techniques so that detaining a suspect is easier for the safety of myself and fellow officers.                                                                                                                                                                                                                                                                                                                                         |
| 5. Due to the limited amount of stop searches I have done, my GOWISELY is not as developed as I would like due to the lack of opportunity I have had to use it. As, I have mentioned below, as I plan on being more proactive in response policing, I will ensure I become more experienced in my delivery of GOWISELY to the detained person. |         |         |           |         |         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>EXPERIENCE</b>                                                                                                                                                                                                                                                                                                                              | Low 1-4 | Med 5-7 | High 8-10 | Low 1-4 | Med 5-7 | High 8-10 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1. Further improvement on my confidence that I know the answer and do not need to always seek validation from my supervisor.                                                                                                                                                                                                                   |         | 7       |           | 3       |         |           | 1. As a police constable, I need to use my experience and skills gained from previous incidents to be confident in my actions and decision making. For instance, my supervisor has told me on numerous occasions that I already know the answer and would have been the exact same solution they                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|                                                                                                                                                                                                                                                                                                                                                                                              |  |  |   |  |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>2. Not to let my unconscious bias of previous incidents and people that are similar to that of incidents I am attending cloud my judgement and professionalism.</p> <p>3. Being more proactive in response policing rather than just reactive to calls.</p> <p>4. Improve on my interview skills by going off script and not blindly following the list of questions I have prepared.</p> |  |  | 9 |  | 6 | <p>would have come to. I need to trust myself more and not seek unnecessarily justification from my superiors and colleagues if I know the answer to be right in that instance.</p> <p>2. I am finding that I am sometimes letting myself make pre-conceived judgements while enroute to emergency calls because I associate any negative experiences with names of individuals, place names I recognise or even reoccurring incidents, i.e. domestics, I hear from PSC. Fortunately, I am able to leave this at the door and ensure I remain professional upon initial attendance to calls. However, my mindset needs to be more open-minded and adaptable to any incident I attend, otherwise there may be a time I could miss something vital which could impact on the safety of myself, fellow officers, a potential victim or the public.</p> <p>3. Now I believe I have enough experience and knowledge of response policing and what to expect, I think <u>it's</u> time I be more proactive when out on mobile patrol as I feel I am holding myself back once again out of fear I will fail. This may be actively stop searching people due to suspicious behaviour or stopping vehicles also acting in a suspicious manner or even gaining intelligence from members of the community just by talking to them. I know I have the confidence and skills to openly talk to people from a variety of backgrounds, so why not be confident in stopping people that could safeguard the community or specific individuals. I need to apply this mindset if I want to consider a career in Organised Crime Team.</p> <p>4. As I have completed my hub attachment and have conducted various different types of interviews for volume crime offences, I still find myself heavily relying on the Memo card in front of me and the questions in front of me. I have found myself sometimes coming up with and asking follow on questions due to the answers given to me by the defendant, so I believe I can go more off script and have confidence in myself that I have the knowledge to conduct a prompt and effective interview.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|--|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                     |  |   |  |   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|--|---|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Using my knowledge and skills to ask for more complex cases, such as PWITS so I can develop my skills to look for early indicators of complex criminal activity. |  | 6 |  | 2 |  |  | 5. I believe I have enough skills and knowledge to sink my teeth into a more complex case, ideally a PWITS case. I also have limited knowledge about drugs and what indicators to look out for concerning concealment of drugs and have not fully explored the drug intelligence for any known drug operations and known drug dealers on my patch. I feel if I throw myself into one, I will be able to utilise my investigative skills and develop my knowledge and experience in organised crime, seeing as it is becoming more prolific in society more than ever. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|--|---|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Word count: 1645/2000 words (excluding 10% allowance)**

## 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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