



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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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Confidentiality

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

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

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	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	

Task 5	Personal study/learning plan	2000
	Bibliography	

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:

I will look at and compare three models of team dynamics in this essay, the Tuckman Team Model, the Grip Model and the Disc Model as well as how wider organisational cultural norms affect team dynamics. I will look then at inter-personal conflict and how it can occur within a team looking at ways to resolve inter-personal conflict and improve team performance and coherency. I will lastly look at team dynamics within the police service and the relationship between team dynamics and failings to comply with professional standards and the code of ethics.

Bruce Tuckman created the Tuckman Model in 1965. The Model originally consisted of the 4 stages of Forming, Storming, Norming and Performing but Tuckman added the fifth stage of Adjourning in the 70s. The Models primary use is to explain the typical development and behaviour of a team and the stages take a team from the first meeting through its lifespan.

The Forming stage is the first step and the start of team development. This is when the team first meets and has been described as the 'testing and dependence' (Bonebright, D.A. (2010) p113) stage when team members are able to put rules in place, and have a dependence on the team leader for direction. This stage typically has the least conflict with other team members as boundaries have not yet been set and people are still identifying their roles within a team.

The Storming stage is identified as a period of 'intragroup conflict' (Tuckman B.W. (1965) p388). This is generally when the individual members try to figure out their role within the team and learn each other's strengths and weaknesses. In this stage 'the preliminary expectations and boundaries are challenged as individuals learn more about each other's motivations.' (Last, S (2019) p110). Not all groups can make it past the storming stage if interpersonal dynamics prevent the forming of a cohesive team.

The Norming stage is when the team learns to work cohesively. Roles and responsibilities within the group have been divided and are accepted by the group. Decisions are being made and the work or project is progressing. Most teams remain at this stage as they do not achieve the harmony within the team to reach the next stage.

The Performing stage is a stage that 'few first-time teams reach' (Last, S (2019) p110). This is when a team has worked together before and has systems and roles in place to quickly progress through the other stages. The team is a finely tuned instrument with a common goal and members have become comfortable with one another and leaning on each-other's strengths and weaknesses.

The Adjourning stage, which was added a later date, is the final stage of the Model. It is the end or completion of a project and the disbanding of the team. The adjourning stage does not necessarily mean that a team has reached the performing or even the norming stage of group development. Teams can go through these stages in either a progressive or regressive manner dependant on the personal dynamics and needs of the group.

Richard Beckhart's GRIP model (also known as the GRPI model) devised in 1972 outlines four key interconnected areas of effective teamwork: Goals, Roles, Interpersonal and Process.

Goals and roles are fairly straightforward concepts. Goals centres around the idea that everyone in a team must understand what they are trying to achieve and be committed to working towards that same goal. Goals 'encourages alignment and commitment on the part of every member of the team' (Sports Conflict Institute

(2022) p2). Roles then focuses on the parts each team member is expected to play, their responsibilities and ensuring rules are in place. It is the responsibility of the managers and supervisors to ensure that everyone involved is aware of the team goals and individual responsibilities.

Interpersonal refers to the communication and dynamics between team members. It involves making sure that all persons have their views represented within the group and that all members are treated fairly. It is important for all members to build trust and understanding with one another when working together. It is also about building flexibility and compassion within the team for conflict resolution.

Lastly, Processes refers to the systems in place for items such as record keeping, decision making, conflict resolution and problem solving.

The DISC Model is the oldest of the 3 models I will be looking at. It was developed by Dr William Moulton Marston in 1928. It is still used today in the form of DISC assessments. In his book *Emotions of Normal People*, 'Marston proposed that people express their emotions through four primary responses' (Sugerman, et al (2011) p13). Originally named Dominance, Inducement, Submission and Compliance, the behaviours are now also known as Dominance, Influence, Supportive and Conscientiousness. The Model is useful within a team dynamic as a way of pre-empting how team members could respond and can therefore be a useful tool within conflict management. As Algert notes the model 'is not a personality evaluation but rather an exploration of your natural and adapted behavioural styles and how it influences your work, others, and yourself' (Algert, et al (2000) p50)

Each response has associated characteristics, strengths and weaknesses. The model is depicted as a circular diagram to show that people can fall within one response but also have elements association with another response.

Each of the three models has their own strengths and weaknesses. The GRIP model gives a good overview of the fundamentals of team dynamics but is quite basic in its presentation and lacks the depth of the other models. The Tuckman model is I feel perhaps the most well rounded of the models I have examined which allows for the most flexibility however offers little in the way of advising how a group progresses from one stage to another expecting it as a more natural process. Lastly the DISC model provides effective insight in to categories of personality types however in my experience people are not so easily categorised and over reliance on assuming a person's personality or reactions based on a model could lead to conflict with that person.

Interpersonal conflicts can occur for many reasons, differences in personalities between people, in perceptions or outlooks of an incident or a task or differences between the status or rank of people in a team. 'In the workplace, interpersonal conflict in the workplace is defined as a person or group of people who interfere with another person's attempts at achieving goals or completing assignments' (indeed (2021) 2)

Communication is the key to resolving interpersonal conflicts. Members of a team need to be able to freely express their viewpoints in a represented forum to be considered by policy makers where they can understand why their point of view has

been taken on board or not, whatever the case may be. This is the role of an effective leader or leaders.

I will now examine inter personal dynamics within the police and the impacts this can have upon the police's ability to adhere to the professional standards expected of them as well as the code of ethics officers are required to abide by.

Within the police there can be a number of different issues that emerge an example of which can be the differences between teams in the handling of incidents. Naturally as a team is formed as demonstrated in the Tuckman model between the storming and norming phases each team finds their own normal. Policing is such a varied role that no two officers will approach an incident in the same way however as a team comes to know each other within the team they may be able to anticipate what action their team mate will make. This is not always the case between different teams and departments and officers need to work closely with their partners to ensure that a victim's needs are met.

Arguably the largest risk to professional standards is for a constable to not comply with the code of ethics and to act without honesty or integrity. Officers are taught that mistakes happen but to act in a dishonest manner is a massive breach and has cost many officers their position, poor team dynamics can be a cause of this where if one officer makes a mistake but another helps them cover it up for example. The officer who initially made the mistake may be relying on their "friend" to get them out of trouble but in actuality they are just acting contrary to the code of ethics.

The police have a ranked structure a constable is supervised by a sergeant and a sergeant is supervised by an inspector and so on. Certain personality types as outlined in the DISC model may have issues with authority figures and wish instead to take up a leadership role themselves. This is focused on in police training making it clear to officers that there is a rank structure to be respected. Opinions are encouraged and welcomed however issues are to be raised appropriately respective of rank.

Organisational justice is defined as 'the extent to which employees perceive workplace, procedures, interactions and outcomes to be fair in nature' (Baldwin, S. 2006 p1). There are considered to be three types of organisational justice, distributive, procedural and interactional.

In the police distributive justice refers to outcomes and proportionality distributive justice should demonstrate that all parties are treated equally should they find themselves in the same circumstance.

If an officer is found to be in breach of a professional standard the following questions could be asked; is the outcome they receive fair? What is an appropriate punishment? What has happened in similar cases in the past and was that correct? Procedural justice is the process of demonstrating decision making and transparency in doing so. Officers don't just need to be told that there is a policy in place and they need to follow it blindly. They need understand why a policy is in place and it is the responsibility of managers and policy makers to do so.

Interactional justice is how an organisation reacts to each other. In the police it seeks to ask is there enough support for officers? Are officers given their chance to voice opinions or seek supervisory advice. How do sergeants and supervisors speak with their officers.

Interestingly within the police there is a culture of "cake fines". Should an officer make a low-level mistake a common practice (alongside correcting said mistake) is

to bring in cakes for the shift the following day, this I feel is an appropriate view of interactional justice as an officer admits a mistake was made but the act of bringing cakes in creates a stronger team bond. The procedural justice and interactional justice are similar to the concepts outlined in strong team building by Beckharts GRIP model.

Word Count: 1807.

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 am going to examine a policing incident I attended in which the victim was assaulted by his neighbour following a dispute earlier in the day between the suspect's mother and the victim. During the assault the victim had also received a torrent of hate related abuse from the suspect.

I will be outlining the incident and examining the approach I used during this incident in identifying and supporting the vulnerable people involved in this incident, and in this particular case, both the suspect and the victim had their own vulnerabilities. I will then examine policing and other professional agencies' approaches to supporting the vulnerable, critically evaluating them and demonstrating failings from the police and other agencies. I will also look at what lessons have been learnt from those failings. I will lastly discuss methods to tackle repeat victims and offenders in relation to this and similar incidents and some of the methods used by South Wales Police. South Wales Police received a 101 non-emergency phone call from a male who stated that his downstairs neighbour had just forced his way in to his address and was being racially abusive towards himself and his wife. The suspect was reported to have made statements such as "You don't belong here Paki" and "go back to your own country". The victim stated that he had then been struck to the head with the suspects walking cane before the suspect left returning to their own address. Upon officer attendance I spoke with the victim who stated that earlier in the day the victim was in the elevator with his dog when the suspect's mother came in with her dog. The two dogs did not get along and were separated by the owners and this was the catalyst which caused the suspect to confront the victim.

Whilst speaking with the victim, he and his wife were very upset by what had transpired and were nervous about speaking with the police fearing repercussions

from their downstairs neighbour. They informed me that they were aware that a number of persons in the building had issues with the suspect despite not having regular contact with him. There was also a language barrier as the victim's wife did not speak English. Remaining aware of the victims needs I built a rapport with the victims and spoke with them on a personal level by giving my name rather than my collar number. I also discussed non policing matters such as their dog to try and break down barriers between the victims and the police. Whilst speaking to the victim's wife I utilised a language line translator in order to provide the best possible service to her.

I presented the options to the victims explaining what could happen next in regards to giving statements and attending court I also explained that I identified this incident as a hate related incident and what the implications of that were. The Crown Prosecution Service identifies a hate crime as 'Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity.' (CPS (2017) 1). After some discussion they agreed to provide statements and to support a police investigation. Once they had provided me with a formal statement a colleague and I went downstairs to speak with the suspect and he was irate at our attendance. Upon speaking with the suspect's mother, we established that the suspect had a number of pre-existing health issues. The suspect had undiagnosed mental health issues, as well as some physical impairments which required him to take regular pain medication. These factors made arrest difficult, as the police are victim led but they also have a duty of care towards suspects in their custody.

I risk assessed the situation, despite identifying the vulnerabilities of the suspect I felt that it was not safe to leave the offender in the same location as the victims and as such deemed it necessary to arrest the offender. When dealing with offenders for violent offences I would typically apply handcuffs to the person however given the physical restrictions of the suspect I made the decision to not place him in cuffs and made adjustments to the way we conveyed him to custody by allowing him to sit in the back seat of the police vehicle rather than utilising the cage. I also allowed him to keep his walking cane on his person, despite the allegation that it had been used as a weapon in the offence, as he used it as a mobility aid. This was closely monitored for officer safety.

I will next discuss some failings in regards to the police and their approach to vulnerability. Following the tragic murder of George Floyd by police in America in 2020 and the Black a to recognising and reacting to vulnerability. The college of policing has defined vulnerability as "a person ... as a result of their situation or circumstances ... are unable to take care of or protect themselves or others from exploitation or harm" this thought is something that should be taken into consideration by an officer upon attending any incident. Officers must conduct risk assessments for suspects, victims and witnesses, as demonstrated in my above example, in order to ensure the safety of all person involved. A tool devised to assist officers with risk assessments is called the NDM or National Decision-Making Model. The NDM is made up of five steps firstly to gather information and intelligence, assess threat and risk and develop a working strategy, consider powers and policies, identify options and contingencies then take action and review what happened. The NDM is a circular model which can be repeated as many times as needed. At its

core, in a policing context, is the code of ethics. These are principles which identify how police officers should carry themselves professionally at all times. Following the Soham murders of Holly Wells and Jessica Chapman the need for information sharing between police and professional partners was made all the more apparent this in part led to the development of the shared PNC (Police national computer). 'It is hoped the database, described by the parents of Holly Wells and Jessica Chapman as a "defining moment" to mark the passing of their daughters, will help prevent further tragedies.' (Evening Standard (2021)). In South Wales Police and a number of other forces across the UK a document is used called a PPN or Public Protection Notification report. This document allows police officers identifying a vulnerable person to record their observations in a way that can be shared to other police forces to prevent information being lost. It can additionally be shared with partner agencies including, children's services, the NHS, crisis teams for suicide prevention and housing options which help capture a wide range of vulnerabilities. Evidence based policing is an approach to tactical decision making and policy making within the police, it is essentially the practice of reviewing information and data in order to decide on the best way to resolve issues in the future. It is being increasingly used by police forces around the country when making new policies and procedures as a means of learning from mistakes and sharing information, whether that be with other police forces or partner agencies. Information sharing and partner agency working has shown to be effective at reducing threat, risk and harm and providing a more well-rounded policing service.

South Wales Police also have two policies VVAP (Vulnerable Victim Action Plan) and RVAP (Repeat Victim Action Plan), these are used by both officers and staff and have come from an evidence-based background. When an initial call is made to South Wales police the call handlers will review recent incidents involving the same persons to establish background history and identify to officers whether there is historic vulnerability to be aware of or if they have been persistently targeted as a victim so that officers can adapt their communicative skills and levels of response as necessary to match the needs of the victim. There is also a victim focus referral team which, with victim consent, allows for a follow up conversation with civilian police staff to establish if there have been further offences or issues arising after police contact.

Police call handlers also are trained in the THRIVE process where they must look at the threat, risk, harm, investigation factors, vulnerability and engagement possibilities. This is done for every call they receive in order to decide the best resource to allocate to an incident, whether that be an immediate front-line officer or a specialist department such as neighbourhood policing or a sexual offence trained officer.

'Problem-oriented policing (POP), also known as problem-solving policing, is an approach to tackling crime and disorder that involves the identification of a specific problem, thorough analysis to understand the problem, the development of a tailored response and an assessment of the effects of the response.' (College of Policing, 2020) a model utilised by the South Wales Police which derives from POP is the OSARA model (formerly SARA model) which looks at tackling longer term anti-social behaviour issues. OSARA stands for Objective, Scan, Analyse, Respond and Assess. During the objective stage a number of problems are looked at broadly to decide which ones require the most pressing intervention, this utilises police information and intelligence systems to see which may have had the most policing attention over a set period of time. Scan is the stage where once an issue has been

chosen the problems are examined to see what could be causing them for example easy access to a lit public park at night attracting youths causing ASB. Analyse is the stage where officers will consider options which could be effective at resolving the issue for example removing the lighting or locking the park in the previous example. The respond and assess stages are to put in to place any solution or solutions decided upon and then examine the impact of the actions undertaken to see if there is any improvement or detriment. Should an issue not be resolved officers can return to the scan or analysis step as needed. Both THRIVE and OSARA are relatively recent changes made to South Wales Police. Similar approaches and models are being adapted around the country and are developed from a core of evidence-based police by policy makers viewing data and information and creating new policies and approaches to tackle key problem areas. 'Evidence-based policing means that research, evaluation, analysis and scientific processes should have "a seat at the table" in law enforcement decision making about tactics, strategies and policies' (Dunham, R et al (2001) p66).

These adapted approaches to identifying and supporting vulnerable persons demonstrate an improvement in understanding and reacting to vulnerability by ensuring that no contacts are missed between a vulnerable person and the police and that ongoing issues are being continually reviewed to minimise any threat or risk of harm. The police may not always be perfect, no person or agency ever can be. However, the recognised need to assess vulnerability, to adapt and change policies as needed and learn from mistakes, both historical and recent, is evident in the way that policing has changed and continues to change.

Word Count: 1906

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: _Nicholas Beynon_ (Learner – electronic signature accepted.)

Date: _ 30/01/2022 _

Task 4

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

Choose 1 of these 5 options to answer

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

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

Task 4 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

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

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

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

ANSWER:

In this essay I am going to be examining a response policing incident I attended which I found particularly difficult. I will examine the strategies which I have developed for policing and how they were effective in this challenging incident. In order to do this, I have decided to use Gibbs reflective cycle model which aids in giving structure to learning from an incident. The Gibbs model is a six stage model for reflection developed by author Graham Gibbs in 1988 and made up of the following steps; description which is a straightforward recounting of an incident, feelings which looks at how I felt during my attendance, evaluation weighing up the good and bad parts of the incident, analysis a more detailed look at why things went well or otherwise, conclusion where I look at what lessons were learnt and finally action plan where I look in to what I would do differently in future. 'This model is a good way to work through an experience. This can be either a stand-alone experience or a situation you go through frequently' (University of Edinburgh (2020) 1).

The first stage of Gibbs model is description therefore I will describe the incident I will be examining. I was one of two officers to attend a report of an unconscious male following a possible assault which took place in the early hours of the morning in Cardiff city centre. The initial call made to a South Wales Police 999 operator had very little available information and had come from an anonymous caller giving myself and my colleague very little intelligence for risk assessment purposes as we made our way to the incident. Upon our arrival we quickly located the male as there were approximately twenty people crowded around him. He was seemingly unconscious face down on a floor outside of a prominent nightclub on a busy street. There was a significant amount of blood coming from the male's head and there was someone at his head administering first aid. There were a few door staff stood around the male trying to keep onlookers at bay. We were later informed by witnesses that the male had been punched to the head after being threatening towards an unknown male and had fallen down to the floor. The suspect had then been seen leaving in a taxi.

At this stage our first thought was preservation of life. Upon speaking with the person carrying out first aid I established that she was sufficiently trained at this stage and was applying suitable pressure and coverings to the wound. I then assisted in placing the male into the recovery position. The next major consideration was evidence gathering. There were about twenty persons around the scene and it quickly became apparent that there were not enough officers present to control the situation safely. I saw that the surrounding crowd were very closely encroaching on the male on the floor and were becoming a risk of disruption in efforts for preservation of life. I asked over my personal issue radio for further officers who attended promptly. After providing a rapid update to the arriving officers a more controlled cordon was put in place and I set about trying to identify any witnesses to the incident.

I took the names and details of a number of persons who were prepared to speak with the police. There was one person present who acknowledged herself as the male's sister, she was being very aggressive and disruptive to life saving efforts. I took the female to one side and spoke with her. I advised her that the best thing she

could do for her brother was to calm herself and let officers investigate. At this stage paramedics arrived in an ambulance and conveyed the male to hospital for further treatment. Ever since the covid-19 Pandemic began there has been an increased risk to how officers approach potential conflict in order to safely control a volatile situation and avoid possible infection or spread of the virus. 'While confronting risk is an unavoidable aspect of policing there can be little doubt that Covid-19 has increased both the range and scale of officer's safety concerns.' (The Police Foundation (2021) 6).

With the immediate incident dealt with the next stage was the "golden hour" enquiries. This refers to the immediate investigative time period in which best evidence can be gathered 'This is a term for the period immediately following the commission of an incident or an offence when material is abundant and readily available' (Safecall (2021) 1). We examined CCTV and took initial statements from staff at the nightclub. Given the seriousness of the injuries this investigation would be continued by CID and I had to ensure that all available information was suitably gathered and presented to detectives for further progression. I also attended at the hospital to enquire about the male's condition but he was not in a position to give me a statement. This was the end of my involvement in this incident. I submitted my own statement and findings to CID to progress.

The Gibbs model then examines feelings during an incident. During the course of this incident, I was concerned about the welfare of the male at the scene, as well as for my own and my colleague's safety as there was a significant crowd gathered around the male and one aggressive female. I had to be careful to control the situation. I had to use my communication skills and balance being direct when speaking to people and being understanding about the difficult situation. Dealing with difficult persons at a scene can be one of the most challenging things for a police officer, not everyone reacts rationally at times of stress and officers need to be aware for the safety of themselves and others at a scene that persons can react violently.

Officers need to constantly risk assess for threats and the NDM (National decision-making model) assists officers in this 'It should be used by all officers ... who are involved in the whole decision process' (Open University (2020) 3). In this incident I remained aware that the suspect was still outstanding and initially it was not clear what had caused the injury as there was the possibility that a weapon could have been involved. As a direct result of the fact that I am a relatively new constable I am also aware that I have not attended too many incidents of this nature and have to be able to rely upon my colleagues and their experience to ensure the best outcome possible.

Next in the Gibbs model is the evaluation stage however I will pair this with the analysis step to examine both what went well or poorly along with why things went well or poorly. Looking back on this incident I feel that I handled the incident in the best way possible in most aspects. When looking at the positives from this incident the first priority for any first responder is for the preservation of life and my initial reaction upon attendance absolutely aligned to this. I only began looking at the investigative actions required once I was confident that everything that could be done to preserve life was in hand. I was aware of emergency first aid having

received training in it and whilst it was not required, I continually made sure that the male was breathing and I was prepared to begin CPR if required.

Another positive from this incident was effective evidence gathering, identifying witnesses and establishing details for CID officers to follow up on later. This is because of correct prioritisation of tasks which is vital for a police officer when responding to an incident. I followed golden hour principles to secure best evidence as per my training.

One of the challenges facing response officers is facing the unknown as demonstrated in this incident there was very little intelligence available as the anonymous caller cleared the line with little to no detail. As a result, I do feel that during this incident I was not as effective as I could have been if I had been prepared with details of the situation. It was later established that this incident was captured by the CCTV operator covering the area and as police have access to that footage, if when I initially arrived, I had noted the camera coverage I could have established more intelligence for myself and the attending officers 'Intelligence work is essential to the police success (James, A (2016) p1). in preventing and detecting crime'. However, given my relative inexperience within the role this has not yet become second nature and is just one of many things that a police officer needs to be aware of in order to be more effective at their job.

Something I would describe as a negative factor would be dealing with the crowd, it is difficult to gain and keep control of a group of people and I was not the most efficient at reacting to again. This is most likely as a result of my inexperience but I do feel I efficiently used firm and direct language and managed to contain the group whilst arranging further officers. A challenge for police officers is in recognising when a matter is in hand and when a situation could evolve or escalate and require more officers.

I will be pairing the conclusion and action plan sections of the Gibbs model together. From this incident I learnt a lot about the initial response to a highly stressful situation and about prioritising tasks within a rapidly developing situation. I also developed more understanding of the requirement for a police officer to remain calm under pressure and continually risk assess the situation around them as it transpires. If I were to attend a similar incident in the future, I would like to react faster to crowd control by requesting further officers as backup closer to my initial attendance at the scene. I would also try to gather more intelligence or information prior to attending the incident or whilst on route to the incident, in hindsight I had considerations from the CCTV which may be in operation or by enquiring if the call handler had been able to re-contact the initial caller to establish anything further. The requirement for officers to continue to learn and develop their knowledge and skill is reflected in the continuous and regular training received by officers and this training is frequently revised for suitability 'In September 2019, the NPCC chair, Martin Hewitt, commissioned a team of police officers and staff to work with us to gather professional expertise, review available evidence and make recommendations to improve officer and staff safety' (College of Policing (2020) 2).

In this essay I have examined a policing incident in which I played a significant role by my initial attendance. It was a complicated incident that developed quickly and

required me, upon arrival, to think about prioritising actions to balance both preservation of life priorities alongside investigative necessity. I have reflected on this incident and discussed the challenges that police officers face in their role as response officers and what I would do differently should I attend a similar incident in the future.

Word Count: 1874

Task 4 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

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

Critically evaluate a range of interventions that you have employed to promote community engagement, focusing upon a community issue that you have dealt with.

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

Answer:

TASK 4 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

You should choose a serious collision that you have been involved in that **was of a complex nature**, in which you played a significant role in providing a response.

Task 4 Option 3:

Critically evaluate the evidence base for dealing with serious roads incidents and strategies that could be implemented to reduce the likelihood of it reoccurring.

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

Answer:

TASK 4 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

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

Critically analyse the effectiveness of the National Intelligence Model and the importance of the role played by cross border cooperation in relation to information and intelligence. Consider the how effective information and intelligence is utilised within policing operations.

Evaluate how you used specialist intelligence roles to support complex investigations.

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

Answer:

TASK 4 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

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

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

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

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

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

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

Answer:

Task 5

Personal Study programme / Individual Learning Plan

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

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

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

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
KNOWLEDGE							
Knowledge of case file building and understanding of full code and threshold tests.			8		5		Complete more case files, especially Red full code files. Liaise further with custody sergeants to understand the requirements for full code and threshold tests.
Knowledge of Streamlined disclosure system for CPS disclosure.			8		6		Complete further Streamline disclosure documents including required redactions and improve understanding of non-evidential disclosure.
Legislation			8		7		Review my notes and studies made in initial six months of my

							classroom based training to refresh myself on legislation for incidents that I do not frequently attend, especially traffic related incidents.
Use of Force Legislation			9		7		Continue to use the use of force powers and submit appropriate use of force forms to improve my knowledge of the required legislation.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Response driving			8	2			Attend and pass the three week response driving course when I am eligible to do so.
First Aid and Officer safety.			9		7		Continue to attend Bi-annual refresher courses for both First Aid and officer safety training to ensure my skills are kept up to date.
Handcuffing			9		5		Practice handcuff use including standard and modified positions to develop my muscle memory when applying cuffs.
Taser Training			8	1			Apply for Taser training once my probationary period is complete.

CS Spray Use		7		3			I have never been required to use my CS Spray. Use practice sprays at officer safety refresher and refresh myself on the legislation for CS Spray use and effective distances.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Attend at domestic related incidents			9		7		Continue to attend domestic incidents in response role and improve my knowledge of routine calls and support available for domestic victims.
Road Traffic Collisions both s170 compliant and non-section 170 compliant.		7		2			Arrange and attend at my roads policing attachment to attend at further RTCs and motoring offences.
Court Attendance		6		3			Attend at upcoming court date to further my experience having only attended court once this past year.
Attend at high risk incidents including vulnerable persons			9		6		Continue to attend varied incidents in response role and seek guidance when necessary to protect vulnerable persons.
Attend incidents of anti-social behaviour			8		5		Further attend at ongoing ASB incidents and complete ASB referrals and liaise with NPT for outcome options.

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.

Task One

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Task Four

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