

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

- **Wellbeing and Resilience**
- **Decision-making and Discretion**
- **Vulnerability and Risk**
- **Public Protection**
- **Maintaining Professional Standards**
- **Leadership and Team-working**
- **Policing the roads**
- **Information and intelligence**
- **Conducting Investigations**

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*
- *You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc 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.*

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1250
Task 2	Decision-making and Discretion Vulnerability and Risk Public Protection	1750
Task 3	Maintaining Professional Standards Leadership and Team-working	1750
Task 4	Policing the roads Information and intelligence Conducting investigations	1750
Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
	Bibliography	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Having achieved Independent Patrol Status, **reflect** on the impact of organisation culture within policing on your wellbeing and resilience (organisation change, retaining personal values in a wider organisational culture).

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

During this task. I will reflect on achieving independent patrol status, the impact that the organisational culture has had on myself and discuss the risks associated to conforming to organisational culture. I will try and illustrate my strategies for maintaining my wellbeing and resilience leading up until this point of my journey in joining Gwent Police as a police officer.

Having achieved independent patrol status was a massive highlight in my career journey so far. Although it led to an extremely anxious time of my life as I was expected to respond to calls and deal with them on my own. This was rightly a massive responsibility, and it was certainly felt and still is felt even now. Wellbeing and resilience are ever more important now that there is even more responsibly being attached to being independent patrol. After all, having good resilience which is essentially good mental health and good wellbeing make you more productive and more risk adverse among other benefits (Bevan and February 2022, n.d.). I have some different strategies compared to my first assignment submission now as adapting to shift work is a challenge in its self.

During my last assignment, I stated that I looked forwards towards going to the gym and completing physical exercise to help build resilience and personal wellbeing which also helped with anxiety (Robinson, Segal and Smith, 2023). Now I don't really get the gym as much as I would like as I find it difficult to work the relentless shift pattern of the police, balance that with family life and also fit time in do a university course on top which I personally find very difficult.

One of the ways that help me maintain my wellbeing is having a strong team of colleagues around me who are able to listen to me and offer help and support when it is needed. In the police and all emergency services for that matter, there is a level of dark humour which allows officers to destress when it is needed in an open way. This allows people to freely let their emotions go after stressful and upsetting situations and opens up the door to dialect (Christopher, 2015).

This dark humour is a part of the organisational culture within the police which many people may be shocked to hear and may wish to have expelled from the police. In my opinion it should be allowed to stay. Organisational culture is prevalent in many workplaces; however, I will be focusing on what is better known as police culture as it is more relevant to what I will be articulating. Police culture is an example of occupational culture within the police which new recruits are exposed to starting on day one of the job. It can be great for morale, and it can also be an officer's biggest downfall by adhering to the organisational culture.

Task 2

Relevant areas of the National Policing Curriculum:

Decision-making and Discretion, Vulnerability and Risk, Public Protection.

You must choose **an incident, for example a domestic related incident**, and reflect on how you made decisions in complex and unpredictable circumstances using dynamic risk assessment.

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

Evaluate decisions made during the incident and your use (or otherwise) of the National Decision Model. Explain the rationale behind your decisions and your considerations when recording details of the incident. Consider your ethical approach to the decision. Outline the consequences of your decision making.

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

ANSWER:

Task 3

Relevant areas of the National Policing Curriculum: Maintaining Professional Standards, Leadership and Team-working

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).

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 (Code of Ethics, policies, procedures, protocols or legislation).

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

ANSWER:

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

Explain how information and intelligence can be used in the disruption of the more prevalent criminal activity (e.g. drug smuggling, human trafficking, child sexual exploitation, counterfeit goods, organised crime groups and 'county lines') by effective policing of the roads.

Outline how ANPR can be used as investigative resource when disrupting criminal activity.

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

ANSWER:

Task 5

Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 5000D) asks that you create an individual learning plan to meet your identified needs through reflection upon your continuing practice. This shows confidence in your ability to manage your own learning in response to evolving circumstances in the workplace.

This task differs from the PDPs that you have completed in your previous workbooks 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.

1500 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.

It will count towards the overall equivalent word count of 8000 words expected from this module.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	It is very important to have good understanding and knowledge of your role. This could mean many things including knowledge of legislation, processes, and policies. Although an officer doesn't need to know every piece of legislation, there are common ones which are required as the chances of myself as a response officer needing knowledge on such topics is desirable. I'm talking of things such as assault, robbery, burglary, coercive and controlling control. I
			x		x		

							would suggest that I have a medium level of knowledge in these areas, however there is a lot of room for improvement. I will set myself a goal to pick one piece of legislation per week and go back over it and ensure that I keep it fresh in mind. This will help me improve in my every day role by giving me the knowledge to make informed decisions and identify offences early on.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Having skills and upskilling where possible is an important part of the job as a police officer. Having skills/trained on things such as MOE, emergency driving, police medic, PPN's, taser, communication skills is needed. This is needed as the more skills you have, the better service you are offering to the public. I would not say that I am unskilful, however I would like to be put forwards for many more skills so that I can be better suited for each situation that I end up in. I have two development plans for this which will hopefully upskill me to being a more valuable member of my team. I will register my interest in these skills through networking within the force and having regular 1-1 meeting with my Sergeant who will endorse my applications for new skills if he believes I am suitable. I will also practice in my day to day job. When I talk to people, I will continue to develop my

							skill of active listening and retrieving relevant information. I will also review best practice documents in relation to how I complete my written work alongside my proactive work. I will use body worn video footage and analyse write down good and bad points to highlight areas of improvement.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Although I have rated the recommended value as medium in regards to experience, I believe that it could also be high. The reason I have said medium however, is the fact that just because someone is relatively new in the role, it does not mean that they are unable to do a good job. I will continue to gain more experience over time as I attend to more incidences and watch colleagues with long service and continue to develop my working practices by doing so. I will attend routine and emergency calls to get a mix of jobs where I have time to fully think n incident through and while I have to get quick at thinking at emergency calls, I will also strive to attend the most unusual sounding calls to expose myself to as many scenarios as possible, therefor increasing my experience. I will use reflective models, such as the GIBBS model of reflection to fully reflect and understand how I have preformed.

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.

Bevan, S. and February 2022, C.C. 1 (n.d.). Is workforce wellbeing the third factor of production? [online] www.peoplemanagement.co.uk. Available at: <https://www.peoplemanagement.co.uk/article/1746283/is-workforce-wellbeing-third-factor-production> [Accessed 13 Jan. 2024]

Robinson, L., Segal, J. and Smith, M. (2023). The mental health benefits of exercise. [online] Help Guide. Available at: <https://www.helpguide.org/articles/healthy-living/the-mental-health-benefits-of-exercise.htm> [Accessed 13 Jan. 2024]

Christopher, S. (2015). An introduction to black humour as a coping mechanism for student paramedics. [online] Journal Of Paramedic Practice. Available at: <https://www.paramedicpractice.com/features/article/an-introduction-to-black-humour-as-a-coping-mechanism-for-student-paramedics> [Accessed 13 Jan. 2024]