

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/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf

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

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

How is the workbook assessed?

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

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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

Task 5	Personal study/learning plan	2000
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Task 1

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

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

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

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

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

ANSWER:

During this essay I will critically evaluate theories of team dynamics, considering why some teams cannot function and struggle to develop team cohesion. I will consider how theories of team dynamics fit a Policing environment and how much they are impacted by organisational culture.

Human behaviour, such as an individual's actions and conduct, can be influenced by a wide range of factors which have taken place at various times throughout their life, leading up to an event. Whether those events are big or small, everyone's personal experience of a situation is different. This can be understood by a basic scenario whereby several people may have witnessed the same incident, however recall, experience, and are impacted by it differently, despite being honest in their recollection.

Behaviours and actions can be influenced by emotions, values, past experiences, ethics, culture, attitude, and much more. When multiple individuals come together to form a group or team, there can be a cohesion or clash in all or some of these influences. Previously, it may have been believed that individuals joining the Police would have similar values, ethics, and attitudes and that when they joined the Police, they would become institutionalised by observing the actions of others and experiencing similar lifestyles and scenarios. Therefore, they were expected to be absorbed into the policing culture and become continuously more moulded into certain behaviours and ways of thinking without much autonomy or resistance against these values. However, it is certainly not the case in modern day Policing that most police officers start out with the same backgrounds and lifestyles. Especially in recent times, when Police forces focus on recruiting a diverse range of people, in order to represent the diverse communities they Police.

It is important during a student officers' probationary period, or when learning a new role, that they copy and follow orders from superiors and more experienced officers. This can lead to replication, or even idolisation, of the previous officer's ways of working and attitude towards work. This pattern can be seen when several students have been tutored by the same officer and their way of working reflects their tutor, whether this is through conscious or unconscious acts. However, it must be noted that Police Officers are autonomous individuals, and many other factors influence how they perform their role. This copied or learnt behaviour can impact how effectively an individual bonds with the existing team and the role they play within the team.

Belbin (2010) stated a team needs a range of abilities to be successful. He notes, term 'team' originated from its reference to sports, where each player has a specific position, and with that, individual responsibility and required ability. Honey (2001) stated there were five specific roles in a team: leader, challenger, worker, thinker and helper. A diverse policing team is also hugely beneficial due to the wide range of tasks Police Officers undertake. Honey (2001) states several factors influence the effectiveness of a team, one of these is the nature of the team's task. Policing tasks are highly varied, often bearing great responsibility, and sometimes traumatic. This can ultimately assist team bonding, as often Police Officers must rely on each other for emotional support following incidents which they cannot share the details of with their support systems outside of the Police.

Honey (2001)'s theory was built on the foundation of Belbin's work on team roles as sighted by TP Human Capital (2013). He stated, 'a team of specialists will always beat a team of all-rounders' and therefore a team should always work on each individual's strength, rather than improving their naturally weaker attributes in order to create a successfully functioning and cohesive team (TP Human Capital, 2013). He identified nine team roles which contribute to a successful team, he split these into three categories, thinkers, people orientated, and the action orientated. This can be equated to officers in a team doing additional specialist training on a certain topic, and therefore leading their team when that skill is required, for example specialist method of entry or sexual offences officer. While Police Officers are required to be all-rounders in many ways, there are opportunities for an individual's

strengths to be focused on, and following a two-year probationary period, moving into a department which these strengths are used to their full potential.

Another key theory of team dynamics as a means of developing team cohesions is Tuckman (1965)'s team development model. Tuckman states that there are five key stages of team cohesion; forming, storming, norming, performing and, he and Jensen later added, adjourning (Tuckman, 1965; Tuckman & Jensen, 1977). Tuckman states these are the developmental stages that lead to a group of people becoming an effective functional working team. He states that by the end of the five stages, the personal issues the group had will be worked through allowing the benefits of the 'performing' stage. However, Tuckman (1965) identified some limitations to his research and the five famous stages resulting from it. Firstly, that it did not consider a wide number of scenarios where the group development process could occur, and therefore the is somewhat of a generalisation made. It is noted that one model cannot represent all groups which develop in a wide variety of environments, for example some groups are naturally formed and other are organised. We must also consider how much the workplace and wider society has changed since this initial research was done, as well as how groups within the Police have characteristics which are individual and greatly different than those outside the Police.

Lencioni (2002)'s work covers five dysfunctions of a team which he states are: absence of trust, fear of conflict, lack of commitment, avoidance of accountability and inattention to results. Lencioni states that if even one of these dysfunctions becomes apparent, then it is likely the team will fail to function effectively. He also notes that if you reverse each of the five stages, for example make the first point, 'trusting one another', then the team will be more cohesive and therefore more successful. It can be noted here that Lencioni (2002) puts a lot of weight onto individual traits and behaviours in this model, suggesting that these five dysfunctions can be worked upon, and all is not lost if they begin to show. However, he does highlight that while simple in practice, they require a high level of 'discipline and persistence' (Lencioni, 2002) which not every team has.

At many of the incidents Response Police Officers in particular deal with, it is essential to work as a team, rather than a group of individuals. This will impact the safety of officers and public as well as the success of the investigations overall. A team is widely understood to be a group of people who share common goals and work together to achieve these goals. According to Armstead et al (2016), 'All teams are groups, however not all groups are teams', a group work towards a common goal, directed by an individual leader, however a team coordinate amongst themselves towards a common goal. This literature is primarily based on healthcare, however the same can be said for Police teams. Due to the nature of the work, the official supervisor is often performing the same duties as the other team members, and it may also be the case that one officer will take on the role of leader at certain times in order to ensure there is some direction at a scene or during an investigation. This can improve cohesion between a team, as there is often comfort in receiving some direction, especially during a chaotic incident. Belbin (2010) also supports the

idea that when working as a team, rather than a group, the leadership is shared or rotated.

In addition to individual factors, team dynamics are often shaped by organisational culture, which reflects the norms and values developed over time. The culture within Policing in particular, is widely recognised to be strong, thus it has often drawn the attention of academics, news reporters, and public due to its unique nature. Brough et al (2016) concluded from their research that there were two main themes to note in modern Police organisational culture: 'reduction in social rituals, and increased scrutiny'. The result of this is a huge shift in Police team dynamics, with the social aspect of the job being reduced almost to non-existence, even before the recent Pandemic and subsequent 'lockdowns'. However, this may show an increased compliance with professional standards, in line with the increased scrutiny. It may also be attributed to established officers moving to newly created specialist departments and recent recruitment drives bringing large numbers of new individuals from a different generation with modern norms, values, and lifestyles.

Recently in Policing there has been a push towards professionalising the Police service, which has impacted team dynamics due to changes in the characteristics of individuals who join the Police, as well as their behaviours and motivations for joining. With the introduction of the Policing degree programme, Police forces across the UK are attracting individuals with degree level education, or those interested in obtaining higher education via the degree programme. Police also focus on maintaining high professional standards, based on a code of ethics including ten standards of professional behaviour and nine policing principles (College of Policing 2014), which all impact team dynamics and cohesion.

For an individual to work well in a team they must have strong interpersonal skills including conflict management, problem solving and effective communication. Maslow's 'Hierarchy of Needs' states actions are motivated by needs, and unfulfilled needs may result in negative actions which impact the team dynamic (McLeod, 2007). In Policing, teams must regularly deal with strong emotions, often overwhelming topics and issues within wider society, which can lead to some of the needs in Maslow's hierarchy not being met. Additionally, even some of the most basic needs, at the bottom of the hierarchy may temporarily not be met during front line Policing, such as warmth, rest, food, and water which ultimately results in the individual, and therefore the team being unable to function let alone grow and develop strong cohesion.

There are various models assisting our understanding of the success, or lack of, within a team as well as helping us understand how a team differs from a group of individuals. Teams may be ineffective for a wide number of reasons, and often the key to becoming successful is understanding why the team was failing in the first place. It is noted that certain individuals may be resistant to teamwork, or resistant to the organisational cultural norms, which we know tend to be strongly woven into teams within the Police. While there are many studies explaining ways to improve team cohesion, it can be noted that some focus on the leadership, while others focus

on individual behaviours, wider organisational culture, and other key factors. Tuckman (1965) puts more weight into the stages in which the team are formed, while Honey (2001) focusses on the individuals required as the building blocks for a good team.

To conclude, it is clear more research is required into Police teams specifically, particularly considering its unique culture and challenges. The variety of research and their means of approaching teamwork highlights the complexities of bringing a group of people together and forming a successful team, with a wide range of impact factors effecting its output and cohesiveness. The high turnover of officers, in front line Policing roles especially, will greatly impact team dynamics, formation of the team and how the team bonds. Additionally, there has been a huge shift in Police organisational culture which cannot be underestimated, especially when the long in service officers are mixed with new student constables. While each theory alone does not go the whole way to explain team cohesion, they all assist us to build a bigger picture which can be applied to various roles within Policing. Organisation culture will continue to have a great impact on team cohesion and therefore these theories cannot be used alone, but when put in context they can greatly assist us to achieve team cohesion, and as a result, improve performance. It is essential for Police teams to function effectively, with strong cohesion, due to the high-risk nature of the work they do and the nature of the tasks they are required to undertake.

Word Count: 2056

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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:

During this essay I am going to discuss an incident which I played a significant role in dealing with a victim of crime, and critically evaluate the different approaches available to us and other agencies when supporting vulnerable people. I will consider the social, cultural and legislative impacts and explore what works in relation to tackling repeat victimisation and offending.

In this essay I will focus on a specific incident which I have attended and reflect on what happened. Upon arrival, an adult female and two children were located inside the address. No one appeared obviously injured or violent and no one could speak English. Following a conversation via a translator, which took place between the officers, and each individual in the house separately, it became clear this was a domestic incident. The mother reported that her son had assaulted her, and his younger sibling causing no obvious injuries. The offender, however, was twelve years old. This is above the age of criminal responsibility, and a crime had been committed, therefore one of our options was to arrest the offender. With domestic incidents, when the Police believe there is sufficient risk and evidence following an alleged criminal offence, they can proceed with a criminal case against an offender, even without the support of a victim in certain circumstances (College of Policing, 2018). However, there is a threshold the incident must meet and without any visible injuries, independent witnesses, further evidence, or previous reported incidents, it was unlikely this would be a viable option. It was clear very quickly that this was a complex incident, and all options must be carefully considered before progressing.

There were two victims at this incident, however the mother would be representing her own wishes, and those of her young child. The family were in crisis. Due to none of them attending school, work, or any social activities, they were confined to a small house, in a country where they did not know anyone or speak the language, resulting in tensions being high within the household. Their cultural beliefs meant that the twelve-year-old male was expected to step up and become the 'man of the house' taking on extra responsibility. However, without a positive male role model, the only way he knew how to do that was to be violent and he was taking his frustrations out on his family. As young person growing up in an unknown country with no support system or peers to engage with, the male was extremely frustrated and unhappy, disregarding all his mother's commands and wishes. Luckily, the male engaged well with myself and my colleague and appeared to listen to everything we had to say, he also appeared remorseful for his actions. This was a key factor assisting us to make our decision on the outcome.

Myself and my colleague agreed that arrest was not a favourable option here, due to the severity of the incident, the suspect's age, lack of offending history, demeanour, and positive engagement with us. It was discussed whether the male had any alternative accommodation for the night to let things calm down and reduce the risk of any further harm, however we were advised the family did not know anyone in the UK. When dealing with a domestic incident, removing the offender, and sometimes putting conditions on them not to have contact with the victim can help the victim come to terms with what has happened and how they want to progress, without the pressure and fear of the offender impacting their decision. Officers can also request an independent domestic violence adviser (IDVA) contact the victim, to provide specialist advice on the help available, without the direct influence of the Police which can be intimidating or unwanted for some victims. The IDVA can also work to develop safety plans which may be even more necessary if the victim does not support Police action to protect them (Safer Derbyshire, 2022). The mother at this incident stated she did not want her son arrested, she felt safe with him at the address, and she had only phoned the Police as she could not manage his

behaviour any longer and wanted support and advice which she did not know how to else to access.

The possible risks if the male was left in that address with his mother and brother overnight had to be taken into consideration. When attending domestic incidents, South Wales Police Officers are expected to always take positive action, as often in domestic setting the risk of serious harm can be high. 'There were 362 domestic homicides recorded by the police in the three-year period between year ending March 2018 and year ending March 2020' (Office of National Statistics, 2021). Domestic incidents are a huge part of the Police's role and the incidents range vastly in risk and context, so it is essential officers are rational and proportionate in their approach. 'The Police recorded 1,459,663 domestic-abuse related incidents and crimes in England and Wales over a one-year period ending March 2021' (Office of National Statistics, 2021). When reviewing these statistics, we must consider reliability and validity, taking into account the definition of domestic abuse, changes in law, policy and recording, who has recorded the data, and for what purpose.

Whilst it is essential officers have a good awareness of the risk associated with domestic incidents, it is not always realistic or proportionate to remove the offender from the address, for example in this instance when the offender was so young, with no suitable safe alternative accommodation. Attempts could be made to engage with emergency social services accommodation for the male but considering the language barrier and time of night, this would be a lengthy process and cause a great deal of disruption to the family, without solving the long-term problem. Social services can, however, assist the family long term by supporting each of them and improve their home living situation. Schools also needed to be involved, to enrol both children into education and add an extra layer of support.

It was clear to me that all the family members were vulnerable due to their isolation and that this family required assistance from several external agencies to help them. Without intervention, it was likely this young male's behaviour would worsen or at least continue, as he struggled to manage his emotions and his mother struggled to handle his behaviour. The risk of harm to the mother and younger sibling was also a concern for me. When attending incidents, officers must not only deal with the incident at hand, but work on preventing repeat victimisation and offending, which often come hand in hand. This is rarely something the Police can achieve by working alone and often required a multi-agency approach. When an incident with significant risk takes place and authorities are made aware, a multi-agency meeting takes place to gauge and manage the risk, as well as developing a plan going forward. Following incidents where officers have a belief that someone would benefit from further assistance from another agency, they can submit a 'public protection notification' form, which is assessed for risk and then shared to the appropriate agency to engage with the individual and offer support. This is a key line of communication between the Police and our partner agencies which is utilised to ensure that no one

goes under the radar in situations where they do not reach out to the other agencies themselves.

To prevent someone offending, or reoffending in this instance, you must understand the motivation and intent behind the action. Prevention can be achieved by removing opportunity, for example in this scenario removing the male from the address permanently, removing the motivation, educating the offender or a variety of other prevention techniques. When dealing with young offenders, a multi-agency approach, including parents or carers is essential. It is noted that 'the youth justice system has very little influence on almost all the causes of childhood offending' (Gov.uk, 2019). Identifying young people at risk of reoffending and ascertaining the root cause of their offending will help professionals engage in the most productive way, protective factors can come from actions such as strengthening positive relationships, help with management of emotions, mental health support and building life skills.

In this scenario, several risk factors to young people offending may have been present which we were not aware of during our relatively short interaction in this family's life. However, some risk factors we knew to be present were not attending school and family breakdown. There was also a lack of protective factors such as healthy social relationships and positive hobbies which needed to be considered when making referrals for the young male. These can be improved and implemented at an individual, family, community, and professional level.

Consideration here also needs to be taken to repeat victimisation, whereby the mother and youngest child may become victim of either this male, or other people more than once. Having disclosed already being a domestic violence victim to the children's father, the mother was seeing copied behaviour from her son. Therefore, early intervention was necessary to reduce the harm to her, and reduce harm to others, should her son reoffend elsewhere. Without intervention and the appropriate support this family could see a cycle of behaviour which would become more difficult to break. Walker (1979) described four key phases of behaviour which appeared consistent in domestically abusive relationships, these are: 1. the tension building phase, 2. the incident or abuse, 3. Reconciliation, 4. Calm, where the incident is 'forgotten', until it begins again. The aim of Police intervention is to prevent the cycle starting again. Walker (1979) also noted children that grow up witnessing such abuse may suffer a variety of symptoms as adults, such as poor mental health and interpersonal issues. Some becoming abusers themselves, which may have been an impact factor for this young male. This would have been an adverse childhood experience (ACE) for this male. ACEs are events which take place during an individual's childhood which negative impact their future life, whether this be their health, opportunities, substance misuse or negative behaviours. It can even have a knock-on effect to future generations (Journal of Public Health, 2014). This male had witnessed domestic violence from his father, his parents' separation, been uprooted from his home country and community at a young age. In addition, adverse external factors such as having no community ties would be impacting this male greatly, and possibly be a contributing factor to his offending.

Evidence Based Policing (EPB) is a model used by decision makers of all levels, who use the best available research and evidence to inform their practice and policy. It can help 'develop better understanding of an issue' and 'assess the effect of a policing intervention' (College of Policing, 2022). Decisions are then based on a range of tests, both qualitative and quantitative, which ideally have been peer reviewed to reduce bias and obtain the most reliable data. EBP allows decision makers to challenge traditional methods which may no longer be relevant or effective. Outdated practices can lead to negative outcomes and ultimately a lack of trust from the public or partner agencies. EBP however, does not provide us with definitive answers, rather it is an ongoing process which allows us to review reliable evidence and reflect on it to help us learn, develop, and refine our practices. It must be noted however, there is often a resistance to change, especially within an organisation as long established as Policing.

Critics of EBP such as Van Dijk et al (2015) suggest it ignores the specific nature and culture of policing and does not fully consider the complexities of the ever-changing Policing challenges. They also note that we should constantly be considering 'what matters' as well as 'what works' and focusing on 'evidence informed' rather than 'evidence based' policing, using wisdom from learned experiences, and common sense when decision and policy making. They state it is essential to keep people at the centre of decision making and ensuring it is not a clinical process, with critical evaluation of research essential.

To conclude, this incident outlines some of the many issues faced by officers and other agencies and the various approaches which can be considered to assist them. It highlights there is no fixed approach which will be effective in all similar scenarios, and manage challenges are unexpected. All decisions are based on knowledge, experience, policy, law, and risk assessments. Evidence-based policing can assist us when decision making, however we must evaluate the evidence before we put it into practice. As Police, one of our main goals is to reduce repeat offending and victimisation, however this cannot be achieved without a multi-agency approach and help from support systems such as family and community.

Word Count: 2130

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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: Lenka Hedley (Learner – electronic signature accepted.)

Date: 23/04/22

Task 4

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

Choose 1 of these 5 options to answer

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

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

Task 4 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

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

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

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

ANSWER:

In this essay I am going to discuss a policing incident I have attended and critically assess the challenges associated with it. I will also consider the strategies developed for effective policing in such challenging scenarios. Police forces face many unique challenges as well as nationwide challenges because policing is so heavily affected by politics, social movements, digital change, and many other external factors. This, impacted by funding cuts and a new professional policing model, is undoubtedly having a knock-on effect in all areas of Policing, however this essay will focus on the challenges of response policing.

Over time Police forces must adapt to the changing nature of the incidents they are required to deal with. Crime patterns vary over time and location and therefore forces must constantly review their strategies to cope with these demands. Policing an increasingly diverse society can result in new challenges such as cultural clashes, language barriers, political and social unrest and certain members of society being isolated from the service the Police provide, for various reasons.

This essay will be based on an incident I attended whereby a male was continually attending his mother's address and initially being anti-social, but as time went on this developed into harassment. Both the male and his mother were extremely vulnerable. This highlights what can regularly be forgotten: often it is the offender, not only the victim, who has vulnerabilities which require multi-agency support. The male in question had no fixed address and was struggling with his mental health and substance abuse. The victim was elderly and lived alone, also suffering with her mental health due to the stress her son was causing her. Neither person had a support system around them and both clearly needed help beyond what the Police could offer them. The College of Policing (2020) definition states 'A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation'.

Often the Police are called to incidents which are the tip of the iceberg, the iceberg being wider social issues which the Police cannot control. However, we do have the ability to signpost, and refer people to the appropriate agencies. This can be done from scene, where an officer phones a partner agency direct, via a multi-agency meeting, or most commonly, via a public protection notification form which officers can submit outlining their concerns for an individual and the additional support they would benefit from. This form is risk assessed and then distributed to the relevant agency to provide the required support. Effective communication between the Police and our partner agencies is essential to ensure the safety of those we deal with, as well as ensuring they obtain the help and support required from specialist agencies, to reduce repeat victimisation and repeat offending.

When the Police are called, for example in this instance, they may have no option but to take immediate action using Policing powers, such as arrest. However, there can be circumstances where there are no obvious criminal offences, and the Police must use other methods to assist those in need. This can be assisting an individual to get the relevant help and support, giving words of advice, or simply separating the involved parties to allow them space and time to think and consider their actions and options going forward. By the time Response Police Officers are involved in a

situation, it often means the situation has reached a crisis point and some form of action needs taking to safeguard everyone involved.

Although this male was being dealt with as an offender, he was still able to be referred to the appropriate agencies, as well as receiving the relevant support whilst in custody. It is often the case that the Police deal with the same individuals multiple times and in this situation the victim had phoned the Police previously reporting similar behaviour. However, the male had either left prior to Police arrival having committed no offences, or the mother had strongly stated she did not want her son arrested for his actions, rather just wanted him to be given words of advice and moved on.

When attending all incidents, officers are expected to use the 'National Decision Model' (NDM) to assist them make and justify their decisions. The NDM comprises of six stages, while keeping the code of ethics at the centre of all decisions. These six stages are: gathering intelligence and information, assess threat and risk and develop a working strategy, consider powers and policy, identify actions and contingencies, take action and review what happened (College of Policing, 2014). Officers must also ensure their decisions are justified, proportionate, lawful, accountable, necessary, and ethical (College of Policing, 2018), in line with expected Professional Policing Standards.

As this was a domestic related incident, officers in South Wales Police are expected to take positive action to ensure the safety of the victim, however all action must be proportionate and justified. By the time I was involved in this ongoing incident, the risk to the male's mother was considerable, as he was causing her a great deal of stress and his behaviour was unpredictable, becoming more desperate when unable to sustain his addiction. Arresting the male diminished the immediate risk, however a long-term solution was required.

The male's vulnerability came primarily from his lifestyle which was chaotic due to substance addiction, lack of stable relationships, no work, and no fixed address. The cause of this behaviour and lifestyle may have had several explanations, as criminality can be attributed to a wide range of factors in someone's life. One of these is adverse childhood experiences (ACEs), traumatic or stressful experiences which take place in someone's life before the age of eighteen which breach their security, safety or trust and continue to impact them throughout their life (Young Minds, 2021). ACEs are thought to contribute towards poor health and criminality later in life. It is not always possible for the officers attending incidents to know how events which took place many years ago in someone's childhood are affecting their behaviours in present time. However, it is a consideration that traumatic events may have contributed to negative behaviours, substance misuse, poor health, lack of social ties and lack of employment.

Maslow's Hierarchy of Needs can also go some way to explaining this individual's offending. Maslow's Hierarchy stated that individuals are motivated to achieve certain needs which he places on a scale of importance starting with basic needs and topped with self-fulfilment needs. He states as each level is fulfilled, we are motivated trying to achieve the next level up, and so on (Simply Psychology, 2007). In this incident, the male was motivated to commit his offence by wanting to meet his

basic needs, these were for food, shelter, and his addiction to illegal substances. He was attending his mother's address asking for money and becoming abusive when she refused to provide it. When asked about the incident, this male became agitated and appeared upset at the allegation that he had caused his mother distressed. This incident had been a reoccurring pattern of unwanted behaviour by the male and therefore we must question his level of emotional intelligence as he had not previously recognised the extent of his mother's distress caused by his behaviour. He appeared to lack empathy, but also self-regulation of his own emotions as when he was attending his mother's house, he was becoming angry each time she refused him money and allowing this anger to surface as aggression towards his mother. Emotional intelligence can be described as 'a set of core competencies for identifying, processing and managing emotion' (Matthews, Zeidner and Roberts, 2007).

Breaking the cycle of offending in scenarios such as this one, is extremely difficult and requires a multi-agency approach. Although the Police have initial contact with the offender and can take immediate action to prevent harm, we are unable to change the individual's lifestyle and offending habits without other specialist assistance required for complex needs. One of the ways Police can reduce the risk of reoffending and therefore harm to the victim, is by imposing bail conditions on a suspect whilst the matter is being investigated. In this scenario, the male was given bail conditions not to contact his mother, or to attend her address or nearby surrounding area. This is an effective way of protecting victims and making them feel safe, knowing their abuser has legal conditions not to come to their address, and can be arrested if these are breached. It also gives Police extra power when dealing with repeat offenders who are likely to reattend the victim's address or make unwanted contact with them.

When attending complex incidents, it is possible that opportunities to help both offenders of victims are missed. This can be because of the lack of experienced officers currently working on response shifts in the Police. Due to many experienced officers reaching retirement age, resigning, or moving to newly created specialist units, it is often the case that most of, if not all officers on a Response shift are in their probationary period.

Each force area has its own challenges, in this scenario the location was a deprived inner-city location which resulted in high levels of unemployment and crime. The area consists of a transient community, as people come to and from the area looking for work, or to study and move on, resulting in a lack of support for each other as lack of knowledge of those living around them. This can increase crime rates if people do not feel connected to their local community and those living in it. This provides challenges for the Police when trying to reduce offending and integrate potential offenders into a community they feel supported by.

It is important for the Police to build trust within communities and especially those who are vulnerable to crime. A lack of action when dealing with this male previously, had resulted in a lack of trust from the victim that any positive action would be taken by the Police to protect her. Knowing the male had been arrested and had bail conditions imposed in him gave the victim a great deal of reassurance and built her trust in Police. Clear communication and management of expectations is also

essential and helped greatly in this scenario especially when assuring the victim that if she was supportive of a criminal prosecution, the Police would do all they could to secure a positive outcome for her.

Both parties involved in this incident were being impact by mental health illnesses. One of the strategies developed to assist officers when with mental health related calls is a mental health team being based in the force control room to provide officers with advice and support as well as a line of communication between Police and health services. While it is recognised that it is far from ideal for Police to be attending mental health calls, they often come hand in hand with violence, self-harm, or crime. An additional strain on Policing is when the Ambulance Service or Crisis Team are unable to resource a mental health call, but are concerned about the level of risk, they request the Police attend, which results in officers with little to no mental health training dealing with people in crisis and desperate need of help. In a review of mental health demand on Police Forces published in 2018 by Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services noted several reasons forces gave for the rise in demand and amount of time officers spent with people suffering from mental health illness. These included, but were not limited to, better understand and recording or mental health incidents and cuts in mental health services resulting in a lack of the appropriate help being available, especially outside of normal working hours. This report also notes, the focus should not only be on the amount of mental health incidents Police attend, but also the amount of time spends at them, which is considerable.

In conclusion, there are many challenges involved in modern day Response policing. In relation to his incident alone we can see a number of challenges faced by attending officers when dealing with domestic incidents involving mental health and various other vulnerabilities. In addition, Response officers are doing so with a limited number of resources and limited experienced officers. It must also be recognised from this incident the complexities of the incidents Police deal with and that they are often not able to be solved by Police intervention alone, they also require a multi-agency approach and positive interaction from both the victim and offender. Police do not have the ability to prevent or reduce reoffending and repeat victimisation without the support of their partner agencies, the public, and those involved in the incident itself. While Police work to employ strategies to improve the service we provide and lessen their unnecessary demand allowing for us to focus on policing matter, there is still a long way to go before the service is running smoothly and efficiently.

Word Count: 2186

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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
KNOWLEDGE	Low 1-4	Med 5-7	High 9	Low 1-4	Med 5-7	High 8	I believe my knowledge of response Policing is currently of a high standard, I base this on the role I am currently undertaking, however my knowledge of other departments and how they can assist response is also growing with experience. Due to the nature of the role, in Response Policing scenarios often arise that are uncommon and unexpected, therefore our abilities and knowledge are tested. The role of a response Police Officer is vast, and no two incidents are the same. There are times

						when Police are called to jobs completely unrelated to Policing, and we are expected to deal with every scenario confidently. This is where rational common sense is required, whilst considering the National Decision Model and the Code of Ethics, which I am confident with. In addition to this, there are occasionally incidents I have not encountered before, and therefore my knowledge is lacking in that area. However, in these circumstances it is often only the experience itself which allows me to gain knowledge and therefore as my career progresses, I believe gaps in my knowledge will be filled. I make a conscious effort to research things I am not sure of and gain information from more experienced colleagues. I believe a continuation of this type of learning as well as practical experience will grow my knowledge even further. I believe the South Wales Police (SWP) expects a high level of knowledge from its officers to ensure they are equipped for a wide range of scenarios which arise in day-to-day Policing. This is important to SWP because it ensures public confidence, when officers are knowledgeable on a range of concerns they may have. Officers are also expected to engage with a wide range of professionals through our line of work and whilst
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						representing SWP we must ensure professionalism and show knowledge on the topic area being discussed, even if that means researching it beforehand where possible, or speaking advice from specialists. In a front-line Policing role, it is often the case that we must have difficult conversations and tell people things they do not want to hear. However, when this is backed up with facts and knowledge, it can make the public more understanding of the situation. When dealing with victims of crime, it is important that we have a high level of knowledge so that victims and partners have confidence that we can meet their needs. It can also assist in community cohesion and relationships between the Police and public, giving them the confidence to make reports and engage positively with us as a force. Skill fade is an inevitable result of having such a varied role or covering a certain geographical location which encounters a certain type of crime. The nature of Policing is forever changing, whether that be crime trends, community make ups, force polices, technology or legislation.
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							Therefore, it is important to keep on top of training ensuring that knowledge is up to date. I wish to develop my knowledge even further as I am aware that at this early stage in my career there is more to learn, although my current knowledge level is high due to my recent training. I am keen to keep up to date with training as my career continues. I have completed a degree in the relevant field prior to joining the Police, as well as currently undertaking the required Policing diploma and therefore have a good understanding of academic research. I have a keen interest in learning more about my role and keeping up to date with current affairs which may impact my role. I do believe however, that working response shifts is not always conducive to a positive learning environment. Current demands create a culture where officers are forced to move quickly through jobs to ensure the next call for service is answered, without leaving much time for learning and personal development.
SKILLS	Low 1-4	Med 5-7	High 9	Low 1-4	Med 5-7	High 8	I believe that to be a good team member, and good Police Officer it is essential to be aware of your own skill strengths and weaknesses. I am aware that I as an individual and stronger in

						some areas of Policing than others. In relation to physical strength, I'm aware that I will never be the strongest on my team, due to my natural build. However, to counteract this I have ensured that my officer safety training skills are of a high level to ensure mine, my colleagues, and the public safety. I believe one of the strengths I bring to the team is my interpersonal skills, which I use every day with everyone I encounter. Whether that be bystanders, colleagues, victims, offenders, senior officers, or partner agencies. This is something I do not have to focus much on improving as it is a natural ability, however through contact with a wide range of people in intense circumstances, I refine my ability to manage difficult people and unpredictable, highly emotional scenarios. My skills in using the technology required are ever developing to keep up with the changes in systems SWP use, however I am confident in my ability to cope with change and learn new systems as they are implemented. My writing skills are essential to my day-to-day role, I am confident these are to a high standard, as I have
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						achieved several academic qualifications in the past and have successfully passed my first year of my Policing Diploma. My job specific skills, such as forms, procedures, knowledge of policy and ability to deal with day-to-day calls to service are of a good standard and constantly improving with experience. I believe these skills can only be improved with practise and experience, as well as a positive learning attitude, which I intend to continue with throughout my service. I believe SWP expect me to show a high level of skill in all areas, which I have achieved so far, thus passing out of my time in training school, tutorship and my first year of my university diploma. I know SWP wish for me to continually develop and broaden my skill level, undertaking not only general and essential training courses, but also choosing to enrol in additional training to improve specific skill sets and achieve additional qualifications. This is something I look forward to doing, especially as I move out of my probationary period. I am aware however of the demands of the job and once probationary period has ended I will need to focus on making a conscious effort to
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							continue my learning and develop my skills further.
EXPERIENCE	Low 1-4	Med 7	High 8-10	Low 1-4	Med 7	High 8-10	My experience can be described in terms of timeframe, which at time of writing is currently halfway through my second probationary year. I have completed a full year in my role as a response officer, as well as the six months initial classroom-based training. During my time on shift, I have also undertaken attachments to other departments, including the neighbourhood policing team, 'the Hub' prisoner handling unit, CID, and custody. I must note that during my time as a response officer, which has only been one year, I have been involved in a wide range of investigations. I work on a high crime patch, allowing me to experience a fast paced and varied Policing role. I believe SWP would expect me to continue to take opportunities to become involved in a variety of roles and investigations to increase my experience, especially in dealing with less common incidents or complex investigations. As a student officer I have not yet undertaken a more complex investigation, and this is something I would like to work towards.

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.