

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) - BMPP6009D

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	Vulnerability and Risk Evidence-based policing	2000
Task 2	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 2		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	
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Task 1

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

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

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

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

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

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

ANSWER:

In this essay, I will discuss and reflect on a policing incident in which I played a significant role with a vulnerable repeat victim of anti-social behaviour.

Anti-social behaviour is defined under the Anti-Social Behaviour, Crime and Policing Act 2014 as conduct that has or is likely to cause harassment, alarm or distress or conduct that is capable of causing nuisance, annoyance to any person whether housing-related, or in relation to a person's occupation of residential premises.

Anti-social behaviour is described by Millie et al. (2005) as a near criminal behaviour that causes members of the public annoyance, anxiety and general disruption to their daily life. It is reported that 39.6% of the public have either witnessed or been a victim of anti-social behaviour in their local area (Heap, 2021).

During my time as a police constable, I have attended a wide variety of incidents including some incidents of the most serious nature. However, I have also attended a number of incidents of anti-social behaviour which I have come to realise can have as much impact on a victim as any other crime. As Donoghue (2013) states, the effects of persistent nuisance behaviour and petty offending can be just as harmful.

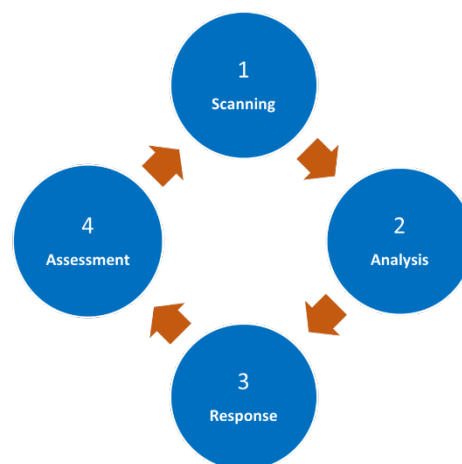
This was the case in an incident that I attended where a victim was a repeat victim of youth annoyance outside her home address. The victim was classified as a repeat victim as they had been a victim of more than one incident of the same nature within a period of 12 months (Office for National Statistics, 2019).

The address I attended was a detached house down a country lane where adjacent was a bus shelter where youths would often congregate and cause a nuisance by being loud through shouting and playing music as well as kicking a football against the concrete wall for hours on end. This caused the elderly victim to feel harassed, alarmed, and distressed and had a significant impact on her daily life.

It was clear from initial contact with the aggrieved that she was in fear of escalation in the youths' behaviour. I was made aware of the true impact the anti-social behaviour was having on the aggrieved's mental health and general wellbeing. Due to the impact the anti-social behaviour was having on the victim, I ensured that I attended the area on numerous occasions to provide "reassurance policing", which is a method of policing that has many benefits. As Millie and Herrington (2005) note, the objectives and benefits of providing a service of "reassurance policing" is to attempt to reduce anti-social behaviour and the fear of crime, to improve and gather new information and intelligence, to increase public confidence in the police and increase community efficacy.

Reassurance policing should not simply be attending the area of anti-social behaviour every so often, but as Povey (2001) states, it should be a service of visibility, familiarity, and accessibility. I provided this service to the aggrieved by attending her home address so that she could put a face to the officer in charge of the case. I also provided the aggrieved with my police mobile number and email address so that she had a single point of contact relating to the issues of anti-social behaviour she was experiencing and to greater the accountability I was taking for tackling the anti-social behaviour in the area.

I utilised evidence-based policing as a method of trying to tackle the anti-social behaviour caused by the youths in the area and attempting to support the victim. I did this by implementing the SARA (Scan, Analysis, Respond, and Asses) model (Hinkle et al. 2020).



I started by 'scanning' and I did this by identifying problems attributed to the anti-social behaviour in this exact location. I identified that issues were often happening

in the evenings. I also built an understanding of what buses were stopping at the bus shelter where the anti-social behaviour was causing issues in the evenings and identified a school bus that the youths would often depart from.

I then moved onto the 'analysis' step of the model. This is the step where you analyse the identified problems in more depth to gain a better understanding (Hinkle et al. 2020). I used information I had gathered to try and establish the underlying causes of the problems. I discovered that the youths were congregating at this location as this is where the school bus would drop them off on the route home. I then discovered, from analysing the timings that the anti-social behaviour was reportedly taking place, that there was no lighting in this area of the street. I believed this to be one of the root causes that this area was being targeted by the youths. As Farrington and Walsh's (2002) research study tells us, improved street lighting does have a positive impact on the decreasing of crime.

I then moved on to 'respond'. This is the part of the model where you develop and implement interventions that are designed to solve the issues, the anti-social behaviour in my case (Weisburd et al. 2008). I undertook this by involving partner agencies such as the local council. I contacted the local council and informed them of the issues which were being reported in this location and I informed them of the impact this was having on its victims and the wider community. I explained that I had identified a possible issue that exposed the area as being vulnerable to anti-social behaviour and informed them that the area where the youths congregated each day was one of the only areas on the street and in the village that was not illuminated by street lighting. Cozens et al (2003) notes that street lighting has a 20% effect on reducing crime and anti-social behaviour with this having a positive impact on the community as a whole. I therefore requested that the council would be able to assist by improving the street lighting coverage in the area and stressed that this would not only make the victim and wider community feel safer in their local area but also help towards reducing the anti-social behaviour in the area.

The final element of the SARA model is 'assessing'. This is to conduct an in-depth assessment to help us better understand the outcome of what has been implemented and to understand the potential impact it has had on the victim, subjects, and the wider community (Piza and Welsh, 2022). Assessing the implementation of new street lighting installed by the local council was positive action taken as a direct result of my collaborative and proactive work and by contacting partner agencies additional street lighting was placed in the area over the bus shelter. This left the victim feeling safer in her own home and her community and it has also significantly decreased the anti-social behaviour committed in the bus shelter in the evenings.

I am now going to evaluate my response to the anti-social behaviour by concentrating on the outcome of how I dealt with the incident as a whole from how I dealt with the youths in the bus shelter to the service I provided to the victim. I will use the Gibbs' model of reflection (Adeani et al. 2020) to do this. The Gibbs' reflection model has six components to it. These consist of description, feelings, evaluation, analysis, conclusion and action plan. These components offer a framework to critically reflect and evaluate actions taken and to allow learning for future planning by looking at weaknesses and strengths (Hashim et al, 2023).

Starting with the description component of the Gibbs' reflection model, I would describe the actions I took as successful on the face of it. Through my actions, I have been able to work with partner agencies and get new street lighting at the bus shelter, which, as noted in Cozens et al (2003), is shown to decrease the level of crime and anti-social behaviour. This has been supported by the victim confirming that the group of youths no longer congregate at the bus shelter causing a nuisance. My aim was to reduce anti-social behaviour in this area and to support the repeat victim by making her feel safer in her own neighbourhood.

When reflecting on 'feelings', the Gibbs' reflection model is meant to be a balanced and helpful method of identifying the professional and personal experiences and values felt in a task (Markkanen et al, 2020). I felt as if I dealt with this incident well and that the steps I took worked well in decreasing anti-social behaviour. I also felt like I did not overlook the victim's needs and also concentrated on her wellbeing. I noticed that the victim was a repeat victim and with the victim's consent I submitted a victim support referral in an attempt to get the victim further support, whether that be emotional or practical support. Donoghue (2013), states that there is a lack of understanding surrounding anti-social behaviour and the intensity of harm to communities and vulnerable individuals and this is why I felt it was vitally important to ensure the appropriate support was provided.

The next component of the Gibbs' reflection model is 'evaluation'. As I evaluated the incident and how I had dealt with it, I thought of my approach and the use of the SARA model. As noted by Bullock and Tilley (2009), although the SARA model has been criticised for oversimplifying issues that can be deemed as complex and of importance, I do believe that this is an effective method of problem solving which works well within the police and with partner agencies without overcomplicating the objectives set out. I believe I gave the victim a good service and ensured that the victim was always updated and knew what positive actions I was taking to tackle the issue of anti-social behaviour.

Whilst analysing the outcome of my action, I reflected on whether I had really solved the issue of anti-social behaviour caused by the youths. Although it had for this victim, as the youths no longer congregated in the bus shelter causing a nuisance, I wondered whether the youths had in fact just moved to another area of the village. This is called 'crime displacement' (Eck, 1993). This does not necessarily mean the geographical displacement of the activity but this could be 'type' displacement where the youths may change from behaving in an anti-social manner to another form of crime or anti-social behaviour such as graffiti. It could be 'temporal' displacement where the offenders simply change the time of day that they offend. It could be 'target' displacement where the offenders change the target/victim of their victim or it could be 'spatial' displacement where the offenders just target a different location.

Following the Gibbs' reflection model, I concluded that I could have made some changes to my approach. I sorted the issue of anti-social behaviour at the specified time and place that the victim was repeatedly reporting issues and I also provided a satisfactory service to the victim placing her needs at the forefront of the investigation. However, I question whether I have been able to deal with the root cause of the anti-social behaviour, and whether I have identified the reasoning

behind the behaviour to deter it from happening again. Rather than deterring the youths from this exact location, I should have possibly thought of the reason why the youths were engaging in anti-social behaviour in the first place and ways to get them to engage in better behaviour. Research conducted by Sandford et al (2008), shows that engaging in physical activity or sporting groups is beneficial for youths that are displaying signs of disaffection and anti-social behaviour. I therefore believe that I could have done more to engage with the youths and possibly get them involved with local sports groups by working with a wider variety of agencies and societies.

Whilst thinking of an 'action plan', I believe that moving forward, it would be beneficial for me to keep an open mind about tackling the root causes of anti-social behaviour and why it is taking place in the first place as opposed to focusing simply on how to stop the issue. As Ross et al (2011) explains, when tackling anti-social behaviour within youths, the prevention and reduction is important and should be implemented through programmes that can tackle the primary causes of these behaviours. One of the best places of doing this is in the educational setting. I could work with more partner agencies within the education sector, council and local sports and youth clubs to try and tackle the root causes of anti-social behaviour and raise awareness of the effects they have on its victims.

2112 Words

Task 2

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

A core part of the policing mission is to prevent crime and disorder. Domestic abuse causes both serious harm and constitutes a considerable proportion of overall crime

You should choose **a domestic abuse 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 domestic abuse incident that you have attended, and the strategies developed for effective policing in such challenging situations.

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

ANSWER:

In this essay, I will discuss a domestic abuse incident I responded to that was of a complex nature and in which I played a significant role. I will critically assess the challenges associated with the domestic abuse incident that I have attended, and the strategies developed for effective policing in such challenging situations.

It is estimated that 2.3 million adults aged 16 to 74 years old experienced domestic abuse in the year ending March 2020 in England and Wales, consisting of approximately 1.6 million women and 757,000 men (Office for National Statistics, 2020).

During my time as a police constable working on a response team, I have attended a large amount of domestic abuse incidents. On this occasion, I attended an address due to a third-party report from a neighbour with regards to a possible domestic incident that was taking place between a husband and wife that had been married for 21 years. On arrival, it was evident that the husband and wife were very surprised to see a police officer at their address, the reason for this being that the incident was not reported by themselves but by a third-party. Domestic abuse is under reported and victims of domestic abuse often do not report these incidents and behaviours for a number of reasons. Many of the barriers in reporting domestic abuse lay in the fear

of the potential consequences such as the fear it may exacerbate the abuse and the fear of shame and embarrassment (McGarry et al., 2010).

The report made was that the neighbour had heard a disturbance at the subject's address and they noted that for the past few months, they had heard a lot of arguing coming from inside the address.

As I entered the address, I activated my body worn video camera as per South Wales Police force policy for attendance at a domestic incident. The use of body worn video cameras can assist in making it easier to prosecute in cases of domestic abuse when the victim is unable or unwilling to testify, as the initial scene and the initial disclosure can be captured on the camera (Morrow et al., 2016). By using body worn video, I was able to capture the true emotions of persons present at the scene and capture any disturbance caught at the scene which can benefit evidence gathering (Iliadis et al., 2024).

As we entered the address, I could sense that we were not welcome inside the address. This can often be understandable as many individuals see police attendance as intrusive and shameful (Tipton, 2017).

Our strategy when we arrived at the address was for me and my colleague to go into separate rooms and speak with both parties separately, thus allowing us as officers to get both sides of the stories and allowing both parties to talk freely (Fulambarker, 2020).

I spoke with the male in the living room whilst my colleague spoke with the female in the upstairs bedroom. It was difficult originally to gather any information from the male as he was hesitant to speak with me, although Brocks-Hay (2019) states that when police are called by a friend or family member, the victim feels more provoked and prompted to actually speak up and report the crimes that have taken place. Listening skills were proven to be vitally important. Victims of domestic abuse often do not get the opportunity to speak about the abuse they are subjected to, and listening is therefore a vital skill that provides a base for successful communication (Liubiniene, 2009).

The male did not disclose any assaults or arguments as you would often get from a domestic abuse police response call, however the male did touch on some concerns that he had with regards to his relationship. He stated that he felt that he had 'lost his freedom'. As soon as he had stated this I started to think about coercive and controlling behaviour. As Douglas (2017) states, coercive and controlling behaviour is behaviour that deprives a victim of their liberty and their autonomy.

Although he had stated that he felt like he had 'lost his freedom' after a long marriage, he was not elaborating on this, and he kept referring to the feeling of being ashamed. I tried to reassure him that this was a safe space where he could open up about his feelings and about anything that may be going on. I also explained that I would be able to help him with regards to getting support from partner agencies for long-term support.

Male victims of domestic abuse are reported to feel stigma of being seen as weak, and this can leave them feeling a great amount of humiliation (Gadd et al., 2003). This was most definitely a challenge I faced as I tried to establish whether any offences had been committed and how best to deal with the matter.

Due to the aggrieved hesitantly telling me much about why he felt as if he had lost his freedom, I thought it was a good time to introduce the Domestic Abuse, Stalking and Honour Based Violence (DASH) risk assessment tool. My strategy was that by asking the DASH questions, it may prompt the aggrieved to discuss his situation at greater depth.

The DASH risk assessment tool aims to identify individuals that are at a high risk of serious harm through domestic abuse, this then identifying the level of support and safeguarding that is needed to protect the victim and best manage the aggressor's behaviour (Turner et al., 2019). DASH reports can then prompt a referral to the Multi-Agency Risk Assessment Conferences (MARAC); a panel of differing agencies such as social services department, independent domestic violence advisor (IDVA) and the National Health Service (NHS) where they can work together to put in place a plan for the whole family with safeguarding at the forefront of their work.

The DASH report asks specific questions with one in particular being 'does the abuser try to control everything you do and/or are they excessively jealous?' and 'do you feel isolated from family and friends, that is, does the abuser try and stop you from seeing friends/family/doctor or others?', to which the aggrieved answered "YES" to both questions. These questions are designed to prompt survivors to disclose behaviours that they have been subjected to (Myhill et al., 2023). This was the first time that he had given me a straight and open answer about the aggressor's behaviour. When asking him to elaborate on this, he stated that he does not have access to any social media as it had been taken off him by his wife as she thought that he was cheating on her. He explained that this was the only method he had for communicating with his family.

The DASH report is used to respond effectively at the scene, secure a victim is safety, to gather and use intelligence, and to better manage and understand potentially lethal situations (Day, 2018).

With this information I had gathered from the victim, I was then able to relay this to my colleague who was talking to the female upstairs. I was aware that this was a complex incident and understood that coercive and controlling behaviour can be difficult to prove in court and when evidence-gathering, as stated by Bishop et al. (2017).

I was aware that there was a necessity to arrest the female on suspicion of controlling and coercive behaviour to allow us to conduct a prompt and effective investigation and to protect a vulnerable person. This would constitute taking positive action (Johnson and Hohl, 2023). This would give the victim respite and allow him to leave the relationship if he wished to, although that comes with its own barriers and is not always just as simple as just leaving. Zapciu et al. (2022) states that in eight out of ten cases of domestic abuse, the aggrieved do not want to separate from their aggressors as they are concerned about things such as financial stability, further

repercussions or they are worried about the consequences it may have on their children.

Although the suspected offence of controlling and coercive behaviour was committed against the male living in the address, I also had to take into consideration the other individuals that lived in the property. There were 2 young children aged two and six living with the male and female. I was aware that children that grow up around parents that are in a domestic abuse relationship may become exposed to this behaviour, which may impact on the children's adverse childhood experience (ACEs).

ACEs is when children are exposed to stressful experiences through others behaviours or through behaviour targeted towards them during their upbringing. ACEs can be affected by the environment in which they live in, such as being raised in a household where domestic abuse is evident (Ford et al., 2017). To safeguard the children, I ensured that I conducted a welfare check on them and placed them in the Public Protection Notification (PPN) and submitted to partner agencies such as the social services department to make them aware of the situation.

I arrested the female and she was conveyed to police custody. I gathered evidence in line with procedure and took a detailed statement from the male victim. I ensured that all the safeguarding was in place and that the victim had additional support in place to support him and his family.

After returning to the station for a de-brief I assessed my response to this challenging and complex incident by using the four stages of Kolb's reflective cycle (Vince, 2022). The first element of Kolb's reflective cycle is 'concrete experience'. I believe that I did well at the initial attendance of this incident. Along with my colleague, we separated both parties, despite their denial of any issues within the address. It took some time to establish what had been taking place due to the complexity of the incident and there not being any clear evidence or physical signs as there are in many other offences. However, I managed to build rapport with the victim and the offences were established and eventually disclosed by him.

When thinking of the 'reflective observation' of Kolb's reflective cycle, I believe that there may have been an element of unconscious bias upon our attendance, as we had very little details prior to our attendance at the call. Unconscious bias may relate to the very little information known and then unconsciously seeing the male as the aggressor rather than the victim due to women statistically being more likely to be victims of domestic abuse rather than men (Struffolino, 2018) (Henning, K and Feder, L, 2004). I believe that the incident as a whole was dealt with professionally and appropriately and although of a complex nature, the incident was handled well, and all persons were appropriately safeguarded.

The element of 'abstract conceptualism' in Kolb's reflective cycle refers to what could have been done better or differently and how would I deal with a similar situation in the future (Svinicki and Dixon, 1987). When reflecting upon my attendance at this incident, I believe that I could have spoken to the third-party informant prior to our attendance to ascertain further information with regards to what they were reporting so that I could attend the call better informed. In the future when attending calls of a

similar nature where a third-party has reported the incident, I will make further enquires before attending the scene.

The last element of Kolb's reflective cycle is 'active experimentation'. This element relates to how I implemented the improvements and considerations into practice (Akella, 2010). I did this by improving my preparation before attending incidents. I have since been to incidents and gathered all relevant information prior to my attendance which has made it much easier to deal with the initial enquires at the incident. However, I am aware that it is also important that I keep an open mind when attending calls, whilst recognising the benefit of some prior knowledge.

2001 Words

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