

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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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
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Abbreviations

A/PS: Acting Police Sergeant.....	13
AIDS: Acquired Immune Deficiency Syndrome	16
ARV: Armed Response Vehicle	13
bp: Basic Pair	15
BWV: Body Worn Video	15
CCTV: Closed-Circuit Television	15
DASH: Domestic Abuse, Stalking, Harassment and Honour-based Violence	8
DNA: Deoxyribonucleic acid	15
DV: Domestic Violence.....	7
HIV: Human Immunodeficiency Virus.....	16
IDVA: Independent Domestic Abuse Advisor	8
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MARAC: Multi-Agency Risk Assessment Conference.....	8
OOCDS: Out of Court Disposals.....	9
PEQF: Policing Education Qualifications Framework.....	4
PSD: Professional Standards Department	4
PTSD: Post Traumatic Stress Disorder	9
RRV: Rapid Response Vehicle	14
THRIVE: Threat, Harm, Risk, Investigation opportunities, Vulnerability and Engagement	13

Task 1

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

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

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

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

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

ANSWER:

This answer will aim to critically evaluate some notable theories that relate to the development of team cohesion within policing and then consider some of the challenges and how policing ethics, in line with professional standards, are challenged by team dynamics. This answer also will aim to draw from the code of ethics of policing and other standards adhered to by police officers of England and Wales.

Within policing, it is highly likely that one would be working as part of a team daily. Policing employs a vast variety of people with different personalities and the forming of teams is necessity to achieve operational and organisational goals. It is also necessary for a team to coincide and operate well to be able to deliver the best service to the public within the value of policing. There can be challenges when it comes to the forming and operating of these and it is therefore an argument that the processes of team building is essential.

Tuckman (1965) devised a model which can be used to depict how he envisioned teams forming which is known as the 'forming, storming, norming and performing' model. This is a psychological development and used when a team begin a project. Tuckman (1965) developed the theory by reviewing 55 articles and then generalised the findings to create the model.

First stage of Tuckman's (1965) model shows where the members of the team orientate themselves towards the task and typically there is positivity by the team members at this stage.

Following on from the forming stage there can be moments of conflict where the members of the team are trying to establish leaders and leadership roles within the group. This can cause some conflict as there can be a struggle who is best suited for the leadership role. There are also possibilities whereby there is no clear leader and persons are persuaded to take on the role. This can cause issues as the person has felt pressured into the role and not fulfilling it as much as one who had volunteered.

When the team begins to process and work together effectively then this can be seen as the norming stage. Once the team is excelling and putting the needs of the group ahead of personal needs is seen as reaching the final stage of Tuckman's model which they called performing. Whilst this is a good basic model and principle to define the cohesion a team will undergo, many practitioners have used variations of this model for group facilitation (Cassidy, 2007). Cassidy (2007, p. 416) suggests that whilst Tuckman provides a good model it might not apply to all groups "outside of a therapeutic context".

Whilst this model is useful and demonstrates the stages of a new forming, there will be often a situation where a new member joins an already established team within policing. This could be from an experienced officer being transferred or a brand-new student constable, each bringing its own challenges.

Teamwork is "inherently dysfunctional" according to Lencioni (2002, p. vii) who believes teams are made up of humans that are imperfect and there are times where mistakes get made. Aczel, et al. (2020) found that humans believe they made data management mistakes infrequently and found that occasionally implicit biases could be a possible reasoning, however in their study not all mistakes had been identified which could mean the actual results were higher than reported. As an organisation, the police service is reliant on effective management and require effective teams to deliver the service required by the public they serve. The building of the team and maintaining motivation requires leaders to have an active cooperation and not reliant on just using the supervisory role (Khan & Wajidi, 2019). Teamwork can be one of the most difficult skills, particularly when used in unpredictable, high stress situations such as emergencies with trust between members of a team being considered a great asset (Zhang, et al., 2018).

Bogardus (1954) suggests in their studies that each group which is formed has its own unique personality which is formed as a collective of each member of the group. Whilst two groups doing then same job will achieve the same or a similar outcome, how the team undertakes the task based on its personality will differ. Much research has been conducted over the past twenty-five years into the examination of

group performance and the reliance of the use of teams is ever increasing. This has been proven through methodologically rigorous studies (Forsyth, 2021) (Esbeck & Halverson, 1973). The delivery of services requires the use of teams to achieve the desired outcome, often performed under intense pressure with multiple external stressors (Devine, 2002) (Spink, 2021).

Within policing, the ability to build as a team can help identify the goals and objectives collectively and be able to respond effectively by operating as a single organism resistant to external influences (Shtefko, 2014). There are common goals which are shared within policing as well as personal developmental goals. Goals can be officially set by Chief Officers and then filtered down or can be smaller more short-term goals set by immediate line managers. All members of the police service would follow these overarching goals and area specific goals.

Notably, there is use of dark humour in the police service which is used by many as a coping mechanism. Dark humour can be generalised as a type of humour that is used in response to dangerous, precarious or traumatic incidents and is not always making fun of the incident but inspired by (Dynel & Poppi, 2018). It can be misunderstood and not all of the dark humour is purposefully offensive (Kuipers, 2011).

This, whilst effective does present its own issue of questioning the professionalism of the service. Typically, use of dark humour can be misleading to persons outside of the emergency services as appearing to be dispassionate (Daubney, 2019). This coping mechanism is widely used in the emergency services as it has long been recognised as a benefit and has a therapeutic value when dealing with traumatic incidents (Christopher, 2015). A team having a strong cohesion will allow for an environment whereby humour can be used safely in a team to cope with stressful external factors (Charman, 2013). If a group does not have the cohesion then there is less likely to be the use of humour or other factors for coping thus having a longer negative outcome on all members of the team.

Studies into the professionalism of policing press an emphasis into the education and training of new student officers as there is a suggestion that better-educated policing students will 'exhibit less bias's while they are working (Thompson & Payne, 2019, p. 2) (Paynich, 2009). Officers who are less bias will they approach investigations from a balanced point of view and are more likely to have a better crime outcome than those who do not share the same point of view (Thompson & Payne, 2019).

The code of ethics is issued by the College of Policing (2014) and is a combination of policing principles and professional behaviour as a code of practice under section 39A of the Police Act 1996. This code of practice applies to all police

officers and police staff of every Police forces in England and Wales and sets the expectation to which all police officers adhere to. The policing principles derived from the committee on standard in public life in 1995

These standards are meant to encourage consistency throughout policing and can be used to challenge behaviour which does not meet these standards. Failing to adhere to these standards could require intervention to rectify. This could be through hearings or management action plans.

Miller (2015) discusses in their article how police have a tremendous amount of discretion available and choose which crimes or suspects to pursue into an investigation. Police may target certain people or territories as per policies and initiatives. These decisions must though withstand public scrutiny and being within the remit of the Code of Ethics (College of Policing, 2014). Whilst Miller's (2015) is specifically referring to the police of the United States the basic concepts are relatable to that of the police forces of England and Wales.

In a study published by Martin (2021), the author was analysing the attempts being made by the police service to improve its professionalism in the UK. To analyse it is first important to recognise the current environment and changes that are happening. Evetts (2018) and Noordegraaf (2016) identified that there are pressures on the police service to increase their visibility and that the demand placed upon the police. These pressures have added to the "destabilising of occupations identity" said Martin (2021, p. 12) and suggests that reverting to traditional values. By adopting these values the professionalism and legitimacy status of the police will be regained. Martin (2021) shows that current attempts to professionalism the police service has been to adopt particular traits which has created debates professional and organisational logics and have not aided in understanding the professionalism within the police service in the UK. One system to attempt to professionalise the police service is the introduction of the PEQF. Williams, et al. (2019) acknowledges that policing knowledge is complex and there needs to be a wider definition of what is policing knowledge. Fleming and Rhodes (2018) argue though that there are times where different kinds of knowledge are opposing of each other and thus a conflict and uses craft knowledge and research based knowledge as an example.

The current responsibility for oversight of police complaints and compliance with professional standards lies with the Independent Office for Police Conduct (IOPC) nationally with internal local investigations being delivered by a police services Professional Standards Department (PSD) (McDaniel, 2021). Police forces by law must refer three types of allegations to the IOPC which include:

1. Serious corruption or serious assault
2. Police officers or staff committing misconduct

3. A death or serious injury following police contact either directly or indirectly.

Local PSD departments would look to aid the IOPC in those three circumstances and would manage all other complaints made to their respective forces internally but have the option to refer to the IOPC for an independent investigation (McDaniel, 2021). Loftus (2009) comments that police officers inherit a police culture and summarised it as being often suspicious with stereotypical masculine idealistic outlook and this behaviour generates a reality within a team that is typically hidden from public view (Van Maanen, 1978). Some analysis of humour used by police in a safe environment away from the public have been seen as being “brutal outbursts” aimed at being humorous but bordering on professionalism says Sausdal (2020, p. 97). Herein lies the issue that emotional or harsh language used by police when amongst peers when discussing incidents can be viewed externally as being unprofessional (Sausdal, 2020). Karpiak and Garriott (2018) argue that though, overanalysing police talk risks portraying them as “evil minded” and forgetting that everyday extreme violence and harrowing scenes they attend which shapes their language (Sausdal, 2020, p. 107). This leaves teams in a particular unique position where they must challenge inappropriate and unprofessional behaviour yet the inherit norms of coping with the stressors is to use such language and is in finding the balance there could be issues.

To conclude, there have been many theoretical research conducted in the fields of team dynamics and team formation and most notably by Tuckman (1965), however more modern research shows a more complex dynamic. Tuckman’s (1965) original model though can still be used and applied to show the basic understanding of team dynamics and formation. With regards to policing, most teams are typically already pre-formed prior to someone joining which would typically mean a new member would conform to team. This can be more difficult when a new supervisor is placed with a team that already has a strong team bond and dynamic with the supervisor wishing to enforce new or different dynamics which would cause conflict. In terms of professionalism, the majority of police maintain their professionalism but there are times where using dark humour in a safe environment maybe used as a coping mechanisms. There is proof that police officers experience traumatic events on a regular basis and coping as a team is essential to understand the emotions and event to be able to constructively and safely manage.

WORD COUNT: 2062

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:

This answer will use a real-life example where a domestic abuse incident had issues regarding cultural norms and then shall explore the repeated victimisation and techniques used to reduce the reoffending of suspects.

The incident that has been chosen to compliment this answer is one of a sexual assault by touching. A call was received that a female could be heard screaming from within a house on a residential street. Neighbours describe being within their houses and hearing a distressed screams during the middle of the day. Neighbours have exited their houses to investigate and have located the screams coming from an upstairs open window on a house across the street from them. The screams were that of a female. One neighbour has informed another that “they’re shouting for help in my language”. This has been reported to the police who have then attended at the location as an emergency response. When police have arrived, we have found a male and a female at the property who were both Bangladeshi. They were husband and wife in an arranged marriage where the male was 25 years old than his wife. After speaking to the female, it was established that the couple are in a sexless marriage and the male had started to engage in sexual activity by taking hold of the females’ breast and pinning her down on the bed. The female had told him to stop, and he continued which is when she had started screaming and he had stopped at this point.

One issue whilst at the home address was that the male had very limited English and wasn't able to communicate properly with officers which meant little information could be gained from him at that moment in time. The English from the female was good and she was able to tell me what had happened. This though led to the second issue that she was unwilling to make a complaint or statement. Despite already disclosing to me what had happened she was not willing to aid police with evidence to help prosecute. The male and female had one child together who was at school at the time of the incident and they had no other family or friends in the area. After looking at the history between a similar call the previous month and there was no action taken. Based upon the disclosure I had received and information available to me I considered the powers and policies that have and deemed an arrest was necessary to investigate and to protect a vulnerable person and I have then actioned an arrest on the male.

In Bangladesh it can be common for a male and female to be married from an arranged marriage. Whilst there is a legal age for a female to get married, this being 18 years old, there are still many that are married earlier than this and done as soon as reaching adolescent or puberty for a women. Bangladesh is ranked forth globally for number of arranged marriages and according to religious rules a person should marry as soon as possible (ICRW, 2012) (Sultana & Salam, 2019). It has been found that wealthier families has a tendency to marry later with families with poorer economic conditions would marry younger (Sultana & Salam, 2019). Sultana and Salam (2018) conducted research which found that some women in arranged marriages from Bangladesh would be subjected to negative impacts upon their health such as depression and being the victim of domestic violence because of the arrangement.

The global COVID-19 pandemic has been seen to cause an increase of domestic violence (DV) related calls to helplines of up to 25% in the UK with other countries ranging up to 50% (Rayhan & Akter, 2021) (Buttall & Ferreira, 2020). Whilst lockdown, quarantine and stay at home orders and legislation was being enforced to protect the public health collectively, also placed a greater risk for DV among intimate partners (Holmes, et al., 2020). The COVID-19 pandemic and other aggravating factors has placed the victim in this case at a greater risk of being a subject of DV or a sexual offence from an intimate partner (Rayhan & Akter, 2021).

Discussing sex and sexuality remains as a taboo topic in the Bangladesh society which only distances the support needed for a victim of sexual domestic abuse and could bring shame upon the family (van der Putten & Nur-E-Jannat, 2022). A women's sexual activity is private and not discussed, however when a survey of newly married women was questioned, 60% of the participants experienced forced sexual intercourse or placed in fear to perform sexual intercourse (Esie, et al., 2019). This is not a new issue but one that has deep roots in the patriarchal system which isolates women to within their families and giving control to

then man (Schuler, et al., 1998). A form of sexual harassment targeted at adolescent females from Bangladesh is known as '*eve teasing*' (Nahar, et al., 2013). A phrase which here means the 'sexual harassment of women in public places' states Ghosh (2011, p. 100), who goes on to describe this being more of a mindset used to insult and humiliate the female sex.

It is known that being a victim of a crime can have a significant impact on the life of the victim and being a repeat victim has lasting ongoing affects (Lefebvre, et al., 2021). When attending a domestic abuse incident, police officers must rely on their unstructured professional judgement as well as structured professional judgement (Geurts, et al., 2021). A Domestic Abuse, Stalking, Harassment and Honour-based Violence (DASH) risk assessment must be completed by police officers to predict risk and identify harm to the victim (Lee & Ellison, 2018). This DASH risk assessment contains standard questions and will be used and shared by professional partners to generate the correct support for the victim and to cease the ongoing abuse (Turner, et al., 2019). These partner agencies sit on a multi-agency risk assessment conference (MARAC) where information is shared between the highest risk and to help victims (Donovan, 2010). It can be very difficult for victims to leave an abusive relationship, and this has been exacerbated by the COVID-19 pandemic. Victims could not leave their houses or visit family/friends for fear of repercussions or inflicting ill-health via the contagious virus (Rayhan & Akter, 2021). Due to the limited lifestyles there was a significant impact in face to face services where a victim could seek help but were unable to being isolated with their abuser (Rayhan & Akter, 2021).

To reduce the repeat victimisation, safeguarding principles and practices have structured towards a multi-agency approach to be able to share and jointly make decisions best suited for that victim (Shorrocks, et al., 2020). Repeat victimisation is a complex narrative with many different risk factors associated with it and it is found that a victim would be referred on average three times within an eight-week period (Turanovic & Pratt, 2014) (Lloyd, et al., 1994). It is found that in 2019, domestic abuse cost the UK £66 billion with impacts on the health, criminal justice and economic sectors (Home Office, 2019). Despite these significant costs to the UK, convictions on domestic abuse perpetrators have fallen with many cases being failed due to evidential difficulties and victims not supporting police action (Police and Crime Committee, 2020) (Robinson & Cook, 2006). To respond to this lack of support from victims, Independent Domestic Abuse Advisors (IDVAs) were introduced to specifically advocate and secure the safety of victims of domestic abuse and reduce the load placed upon domestic abuse units within policing (Ross, et al., 2022). IDVA services fall outside of the jurisdiction of police and often rely on costly funding to provide the services to victims (Simmonds, 2019). Domestic abuse victims are prone to physical and long-term mental health issues such as Post Traumatic

Stress Disorder (PTSD), anxiety and depression as a result of the abusive relationship (Ellsberg, et al., 2008). One approach is to place IDVA's within the hospital setting to aid identification of domestic abuse victims that might not of reached the attention of police, it has been noted only 5% of domestic abuse victims are identified in a hospital environment (Halliwell, et al., 2019). As this is not mandatory it is decided by the NHS trust if they wish to co-fund IDVA services in their hospitals along with the local authority (Dheensa, et al., 2020). IDVA's can represent the wishes of victims with partner agencies to develop risk and safety plans for themselves and children as well as provide support through the criminal justice system and other lifestyle aspects such as housing or financial planning (Dheensa, et al., 2020).

To reduce the reoffending, it must first be understood why a perpetrator would reoffend and influences faced by them post-conviction. It is commonly agreed that a form of supervision be placed following sanctions (Smith, et al., 2018). In England and Wales, the low and medium risk offenders are generally handled by Community Rehabilitation Companies (CRC's) while those who pose a high risk are handled by the National Probation Service (NPS) (Smith, et al., 2018). Supervision is used to monitor an individual's activities in the community and aim to encourage compliance by establish roles and responsibilities to promote a positive change to discourage criminal intentions (Andrews & Bonta, 2006). Focus is made on addressing the change in a offenders life holistically as opposed to targeting the risk factors specifically (Ward & Maruna, 2007). Shapland, et al. (2012) suggest there is evidence that regular interactions and appointments early in the rehabilitation will reduce reoffending as the probability of more crimes being committed by this person is highest during this period. Out of Court Disposals (OOCs) are a preferred alternative to prosecution and are designed to quickly allow police to intervene for first time offenders by offering an educational program (Rowe, et al., 2022). Rowe, et al. (2022) conducted a survey in Northumbria police and found that the use of educational OOCs did have a reduction in the reoffending rate of perpetrators but relies on a strong relationship with partners to deliver these programs. In order to 'pass' the course, the perpetrator must show progress, if there is not then it gets refers to police for escalation to court. This is known as a conditional caution and is the preferred method for someone with no previous convictions as a intervention technique rather than a punishment.

To summarise, the victim in this incident was subjected to a sexual assault by an intimate partner. Statistically it is likely that they would have been sexually assaulted on several occasions prior to this incident but none are known to the police. Issued faced was a lack of support from the victim for a complaint made against their partner which likely stemmed from not wanting to bring shame upon the family due to their beliefs. It is important that early identification from police or

partner agencies that some form of domestic abuse is occurring and for this to be monitored. In cases like this where there is little support from the victim there needs to be additional support to safeguard the victim as it is likely they will be able to do it by themselves and the abuse will continue. Utilising services such as IDVA's can assist in the welfare of victims and aid police greatly however are reliant on funding through NHS trusts or local authorities to run effectively. In this case, police would have evidential difficulties and would rely on the testimony of the victim to secure a prosecution. Without intervention there is a strong likelihood of repeated abuse or escalation placing the victim at risk. Early identification and working with partner agencies is the only support that can be offered at present until the victim can support the prosecution and provide evidence. Without intervention the perpetrator will not have access to any rehabilitation programs and thus a change in their behaviour or actions is unlikely to be made.

WORD COUNT: 2001

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: LS LEWIS (Learner – electronic signature accepted.)

Date: 14/01/2022

Task 4

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

Choose 1 of these 5 options to answer

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

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

Task 4 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

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

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

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

ANSWER:

In this answer, an assessment of a complex incident I attended will be discussed and the challenged that was faced by myself as a responding officer to that incident. The incident chosen for this task is one of a response to a call from Ambulance that there was a stabbing to a person. Details passes was a person had been stabbed with an unknown object to the abdomen and bleeding from the neck area too. Ambulance had received the 999 call and based on the threat level perceived had then relayed this to police for attendance. Being situated in a station close to the incident location, it was not long before I was on scene which was beneficial to identify any fleeing suspects, any victims or potential eye witnesses.

A threat, harm, risk, investigation opportunities, vulnerability and engagement (THRIVE) assessment was completed by the police control room once received and was graded as an emergency response. The location given was that of a heavy footfall urban street and suspect was unknown and their location was currently unknown too. Due to the threat and risk to members of the public, this incident was to be attended by armed response vehicle (ARV) and an authority was given to them to deploy with lethal and less than lethal weapons to the incident location. At the time I was paired with the acting Sergeant (A/PS), and we were tasked with attending the incident location and securing the victim if safe to do so. The risk and threat to the victim was high as the exact level of injuries was unknown with the potential to be life threatening. Other local response vehicles were making their way to the incident location as well as multiple ARV's. Going forward it was essential that first officers on scene were to consider the principles for keeping themselves and members of the

public safe. Appropriate personal protective equipment (PPE) was to be worn and ideally taser trained officers to go forward.

Upon attendance police were waved down by a person who was visibly distraught and showed signs of blood coming from their left hand side of her upper neck/face area. As the first arriving unit, we swiftly approached the victim and secured them into the rear seats of the van. It was paramount that we assessed the level of injury and gathered more information about what had happened and where the suspect was. First challenge was with the victim themselves as they were in a very agitated was in hysterical crying. An ambulance rapid response vehicle (RRV) arrived at this point as well as several other police units who began to arrive on scene and provide an immediate area search. Police officers are generally unarmed with a number carrying an conducted energy device (CED) such as a taser while other specially trainer officers carry firearms to combat the rise in violent crime (Yesberg & Bradford, 2019). CED can be used by specially trained officers and is becoming increasingly being carried by more police officers with a reported 18% discharge rate when drawn from the holster (Stevenson & Drummond-Smith, 2020). Assisting in the immediate treatment of the victim and gathering an account off the victim was next. The victim was with a friend who was able to pass a description which I noted down and pass onto control for all officers involved. Gathering information from the victim was difficult so it was important to talk to them in order to calm them down in a manner that they could understand. The accuracy of the information needed for police to control and investigate the incident needed to be high and I tried to talk to the victim so they could answer rationally.

Thus came the second issue in that this was a pedestrian heavy area and had many onlookers. Two of these onlookers were becoming a hinderance to the incident as they appeared to be under the influence of drink and drugs. They kept encroaching where officers were and were aggressive. Whilst they were not the persons wanted for this incident their presence was becoming a challenge and myself and the A/PS intervened and got them to leave the area. Without intervention it was likely there would have been an escalation in their behaviour resulting in an arrest. Whilst this was not the primary reason for our attendance to the area, it was necessary to do this for the integrity of the investigation and safety of public and officers. They were actively obstructing police and I had to be firm with the male that if he carried on this course of conduct then action would be taken to arrest them. I checked that they understood and watched them leave the area. I then returned to the marked police van where the victim was.

The next challenge that occurred was that of a parent of the victim arriving and was overcome with anger immediately started questioning the victim on who had done it and after receiving a description started to walk away stating that they were

going to find the suspect themselves. In the interest of safety for all it was important to intervene again as the outcome of these actions could possibly be outside of the law for the parent and was likely to interfere with the police investigation. I spoke directly to this parent as I felt there was a real concern that their involvement was going to jeopardise the investigation. The parent was being false information from external sources and was willing to act on that information, so it was important for me to control this before there was an escalation.

Physical evidence is an important aspect of any criminal investigation with criminal courts relying on this form over eyewitness accounts which could be viewed as bias (Lee & Ladd, 2001). Physical evidence can include objects used in a crime or items interacted with and this presents potential forensic recovery opportunities. It is first important to understand why the collection of evidence is vital to an investigation. Deoxyribonucleic acid (DNA) is found either in or outside of the cell nucleus and contains hereditary information of organisms (Singh, 2021). The human genome contains 3,200,000,000 basic pair (bp) of information which is divided into 23 chromosomes in a double helix structure with hydrogen bonding the bp together (Lander, et al., 2001). The DNA contained within every cell of the human body is the same and unique to that person except in the case of identical twins who both share the same DNA (Mozayani & Noziglia, 2006). DNA can be collected from a trace amount which arises the issue of cross contamination and first responders should take precautions to protect any potential DNA. Therefore, during this incident, we quickly established who was dealing with the victim and suspect to avoid this cross contamination. As I was first on scene, I secured the victim and placed them in the rear of our police vehicle, and I applied my gloves. I wore my gloves as I could see active bleeding so wanted to protect myself and to minimise any contamination. I made sure to change my gloves after dealing with the two intoxicated males to maintain the integrity of the forensic evidence.

The golden hour principles had begun and evidence identification and retrieval is at its most reliable (Rose, 2021). When I arrived at the scene, I made sure that I activated the recording feature on my body worn video (BWV), this was done for many reason primary being for capturing evidence at the scene. Lum, et al. (2019) describes that the use of BWV improves the accuracy of officer reports and footage can then also be used in evidence for prosecutors. Other forms of footage was looked at as an identification tool, I have asked the victim where the incident has taken place and they have indicated an area. I could see that there was a local shop who had closed-circuit television (CCTV) positioned outside pointing in the direction of incident. I have asked an officer to go view this CCTV while I remain with the victim and their friends. I have recorded the details of the friends as they were witnesses to the incident and their statements could be taken to support a prosecution.

When the officer returned, they informed me and the A/PS that the incident was caught on the CCTV and we know who the outstanding suspect was. This was communicated to the control room so checks could be completed on the outstanding suspect and a plan of action be formed for the ARV's to conduct arrest enquiries. With the paramedic from the RRV satisfied that the victim was stable on scene they recommended that the victim attend at the hospital for checks. It transpires that the suspect had used a needle to stab the victim in the side of the neck during a fight on the floor. With no information available to indicate if this needle was clean or contaminated it was important that the victim receive checks at hospital. Needlestick injuries carry additional risks in addition to piercing the skin. The substance within the syringe was unknown and the persons using the needle could be a carrier of diseases which can be transmitted such as blood-borne viruses (Booth, et al., 1998). Some of the viruses include human immunodeficiency virus (HIV), acquired immune deficiency syndrome (AIDS) or hepatitis B/C.

Now with the information and intelligence of the location of the incident now known and the weapon used I could carry out a search of the location. As mentioned there was a large number of persons using the pavement and a priority was to limit this by creating a scene when officers arrived. With this area sectioned off, I could conduct a search for any discarded items that were of relevance to the investigation. Maintaining the scene as sterile as possible once police arrived was important for any data or evidence collection to again avoid any cross contamination. I directed officers to cease walking through the potential scene where we first encountered the victim (Crispino, 2022).

Whilst enquiries were being conducted by the ARV to locate and arrest the suspect, the victim was taken to the hospital by police officers for treatment and to gain a statement. I have then taken one of the witnesses to the police station to obtain a statement from them. It is important to obtain statements as soon as possible to maintain the integrity of investigation. I did not want them to discuss and alter their honest view of the incident. The accuracy of the incident recall decreases over time and this was a factor that I wanted to avoid and why I have taken a statement from the witness so soon after the incident (Grabman & Dodson, 2019). Enquiries continued and the suspect was identified and was questioned for their involvement. This was possible by the early evidentiary information gathered by the victim, witnesses and police that attended at the incident and by being victim focused to deliver the appropriate outcome for this incident.

To conclude, this incident was an intense spontaneous policing incident with multiple officers attending with a potential serious injury to the victim and a suspect unknown. Once the initial care and safety of the victim was completed the evidence gathering could then be prioritised to assist in the building of a case against the suspect. There is a large volume of academic research to indicate that forensic

evidence is vital to an investigation but there is significant risk to cross contamination particularly in this incident with it being a public street. Only though utilising all available evidence such as physical and digital CCTV can this aid the forensic should there be any cross-contamination. This incident focused on providing an immediate care and strong team work to secure the victim and identify lines of enquiries to identify the suspect. Utilising the golden hour principles for best use of evidence gathering and care of the victim.

WORD COUNT: 2003

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 8-10	Low 1-4	Med 5-7	High 8-10	
Stop Search			10			8	I would like to become more confident in utilising stop and search. Having greater confident in myself with my grounds and powers to safely detain and search. By working in the city centre there is a high volume of people with drugs prevalent and I feel I could be using my powers more to stop and search. I can achieve this by being with experienced officers and having greater self-confidence.
Disclosure & Case Files			9		7		Having completed my hub attachment I feel I should be more confident with completing case files and what is to be included for disclosure. There was not a lot of opportunity to build case files during my attachment so I have had to rely more on my workload on response to gain experience. I understand what is to be included and learning after each submission. I can gain more knowledge of this from the CJIT team who review the cases before sending and also more experienced officers guidance.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
							Overall I would say that I enjoy interviewing

Suspect Interviewing			9		7		suspects and manage the interview well. I do feel that I could utilise opposing evidence more and put it to the suspect whilst in interview that may be contradicting what they have already stated. I could achieve this by planning my interviews more and having contingencies in place if the suspect decides to give a certain account. I could also benefit from being second jockey to experienced officers more on occasion.
Conflict Management			10			9	By working in the city centre, I have experience a large amount of violent intoxicated people on the night time economy shifts which have aided in my ability to be firm and confident with handling conflict. I have recently completed my Taser training which has taught me greater skills and situational awareness I did not have before. Prior to this I would have had to get close but this course has taught me the importance of maintaining space and distance until necessary.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I feel that I could benefit from doing an

Managing Traffic Incidents		7		5	attachment with RPU. Being based out of the city centre means there is a general lack of traffic related calls. Whilst I have been done a small handful and could manage, gaining my exposure and experience would benefit me going forward.
Mental Health Calls			9	7	I have not experienced many S136 sectioning of people and could benefit from seeing more being used. Generally people in crisis get left with family and referred to agencies due to the high demand on NHS. Often getting told to take them to A&E which I feel is not a suitable place for someone in mental health crisis with large number of people, police presence and long wait times.
Leading at incidents			10	7	Coming to the end of my probation period means there is a number of officers with less service on shift and I can be found to be the more experienced when attending calls. I feel that I do sometimes take the secondary role some times especially when I am paired with a more experienced officer. I want to

						improve my confidence to take lead when paired with anyone. I know what I am doing and should have a discussion with my partner that I wish to lead on certain calls perhaps.
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Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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