

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.

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:

Team dynamics within the police service plays a crucial role in ensuring that both police officers and staff perform their expected duties effectively and efficiently. This essay aims to outline how team dynamics help to develop team cohesion and how organisational cultural norms influences these dynamics. This essay also aims to identify what strategies can be embraced within a team to help manage interpersonal conflict and enhance team performance whilst also addressing how professional standard requirements can falter by certain team dynamics.

According to Myers (2013), team dynamics is defined as “the unconscious, psychological forces that influence the direction of a team’s behaviour and performance. Team dynamics are created by the nature of the team’s work, the personalities within the team, their working relationships with other people, and the environment in which the team works”. In essence, team dynamics are the emotional and behavioural factors that influence a team’s performance and there are several theories and models, which aim to underpin the reason for and explain this.

One model that helps to understand team dynamics is “Tuckerman’s Stages of Group Development”, proposed by psychologist Bruce Tuckman in 1965. It comprises of four stages, which teams progress through ‘forming, storming, norming and performing’. The model outlines in a simply way how a team develops over time, first starting off with a direct leadership style, then onto coaching and finally ending up where little direction is needed (Chapman, 2017). This similarly can apply to the police force, for example, when a

new sergeant joins a team. They will implement their own style of leadership, which they believe would maximise the team's full potential and get the team to fulfil their expectations. The team will slowly start meeting their expectations which is the 'norming' stage and gradually over time, less leadership is needed reaching the 'performing stage'.

Richard Beckhard's GRPI model developed in 1972 was introduced to help with our understanding of teams and diagnosing the cause of team dysfunction. The model outlines four interrelated components which together produce effective teamwork - goals, roles, processes and interpersonal relationships (Beckhard, 1972). It outlines a process whereby a team identify their goals and set clear objectives. Each member of the team knows their individual roles and responsibilities to achieve these goals and a defined leader is appointed. The entire team are aware of the decision making and problem-solving procedures and there is open and honest communication throughout the team. In policing this frequently occurs. At the start of the shift the sergeant will hold a briefing for the rest of the team where they state their expectations for the shift ahead and delegate jobs and calls to each team member, so each person knows what is required of them.

Another theory with regards to team dynamics is the Lencioni model. This model was originally developed by Patrick Lencioni in 2002 and refers to the 'The Five Dysfunctions of a Team' (Lencioni, 2002). The model refers to five common problems teams experience making them dysfunctional and impacting on their effectiveness. Lencioni suggested that the five dysfunctions of a team are absence of trust, fear of conflict, lack of commitment, avoidance of accountability and inattention to results. The model is designed to form the shape of a pyramid. This is because part of a pyramids characteristics means that all the underlying layers must be supported sufficiently. When implementing this model, it is advised that you start at the bottom as it is the most important layer, hence why it is the largest and then tackle each dysfunction fully before moving onto the next (O'Neill, 2018). This model defines the characteristics of a cohesive team as trust, conflict, accountability and results and this applies to policing as each of these are very similar to the 9 policing principles and 10 standards of professional behaviour found in the policing Code of Ethics.

Dr Meredith Belbin conducted research into teamwork for many years and observed that people in teams assume different 'team roles'. He defined a team role as "a tendency to behave, contribute and interrelate with others in a particular way" and is one of nine clusters of behavioural attributes that are effective in facilitating team progression (Senior, 2011). The nine Belbin Team Roles are resource investigator, team worker, coordinator, plant, monitor evaluator, specialist, shaper, implementer and completer finisher (Belbin Associates, 2021). His research found that the most successful teams were made up of a diverse mix of these behaviours. In policing a good sergeant will be able to identify the strengths of each team member and whilst helping to continue developing these strengths, can also address their weaknesses and help to strengthen these too. Whether they lack confidence or need more practise writing statements, the sergeant will delegate tasks bearing these factors in mind.

There are many strengths and weaknesses to each of these theories of team dynamics. However, I would have to say that I believe the Bruce Tuckerman's model on the Stages of Group Development to be the most applicable theory when the organisational context of

the police force is put into consideration. This model of team dynamics can be applied to the constant turnover of staff within a team in the police and the constant progression through the forming, storming, norming and performing stages all teams will experience.

No matter how well a team is assembled to maximise the team dynamics, there will always be interpersonal conflict that arises within members of the team whenever two or more individuals express different points of view. Team members can experience interpersonal conflict for several reasons such as difference in values and priorities, personality clashes or lack of communication.

There are six different types of interpersonal conflicts – pseudo, policy, value, ego, fact and meta related conflict (Canary, 2003). When interpersonal conflicts emerge between team members it can have a negative impact upon the rest of the team and can hinder the team's performance. An example of this is if the two members of staff who disagree with one another are required to work together for the shift or to fulfil a task, the task may not get completed efficiently or at all due to the pairs underlying issues inhibiting this. Another example is if there is conflict between a supervisor and another team member, the supervisor might unfairly distribute the workload towards this person which can build resentment and animosity from this person towards other members of the team.

The issues that arise can sometimes be categorised because of people's varying temperaments. Psychologist William Moulton Marston in the 1920s developed a theory called the DiSC Model which has now evolved into a practical model for conflict management (Marsten, 1928). His model classifies people's behaviours into four personality traits - Dominance, Influence, Steadiness and Conscientiousness. No one is better than the other and every person will use each of the four styles daily, but it was identified that individuals gravitate towards one most. Each style has its own strengths and weaknesses and interacts with other styles some better than others. This is when individuals within teams will find they are at a higher risk of interpersonal conflict. However, if you begin to understand that everyone has different preferences and ways of working you can start to improve interpersonal relationships.

When interpersonal conflict transpires within the police workforce, it not only has a negative impact upon the team but also has a significant impact upon the quality of service provided to both victims and witnesses. The police force is such a large organisation that conflict can not only occur within a single team but between different departments. This can have a knock-on effect when it impacts on the speed and efficiency of an investigation, therefore knocking the public's confidence in the police and the whole organisation can suffer as a result.

Therefore, it is important that there is transparent and open communication between all members of a team as when issues arise, they need to be dealt with promptly and sensibly. One of the many roles of the supervisor is to identify and address these issues but each member of the team is also responsible for raising and communicating their own concerns and problems. This in turn should avoid any dips in the team's performance and overall improve the team's efficiency.

There are also other strategies that the supervisor can adopt to enhance individual and team performance. They can identify how well a member of the team is performing by measuring them against organisational objectives. For example, within the Police force a sergeant can look at the statistics for individual officer's amount of stop searches or arrests. This allows the sergeant to easily recognise those members who are underperforming and underachieving and can address the issues as to why this might be and try to resolve this, whether it may be due to lack of confidence or laziness.

Organisations who are looking to boost team performance can also utilise incentives, rewards, and positive feedback. In the Police, if officers are rewarded when they go above and beyond what is expected of them, it will in turn highlight and encourage other officers to do the same. This in turn will raise the performance level of the entire team. It is important though that supervisors aren't overly generous with these rewards as it will depreciate individual's motivation to achieve them.

Part of the reason why positive team dynamics is so crucial within the police service is because they can impact upon the professional standard requirements of officers. Officer's roles and responsibilities that fall under these professional standards can be neglected as a result of poor team dynamics.

The exemplary standards of behaviour expected from every individual who works in policing are found within the policing Code of Ethics. The College of Policing define 10 categories of professional standards, these are: "1. Honesty and Integrity, 2. Authority, Respect and Courtesy, 3. Equality and diversity, 4. Use of force, 5. Orders and Instructions, 6. Duties and Responsibilities, 7. Confidentiality, 8. Fitness for work, 9. Conduct and 10. Challenging and reporting improper conduct" (College of Policing, 2014). As a result of team dynamics, officers can put themselves at risk of breaching several of these professional standards if they allow their personal attitudes and problems to affect their decision making and the way they conduct themselves.

An example of this was in November 2020 when a Police officer failed to act with fairness, respect and courtesy when he made unacceptable comments about a student officer. As a result of this officer allowing his personal opinions of another officer to affect his standards of professional behaviour, he suffered disciplinary action and was dismissed from the force (Hertfordshire Constabulary, 2021).

To conclude, an organisations foundation is based upon team dynamics so can have both a positive and negative impact upon it. The Police force relies on team dynamics at each team level, starting from individual to individual, single response teams, whole departments and then the entire force. It is crucial that teams interact with each other positively and ensure there is good team dynamics as it will not only reflect positively on the Police force but also provide a better quality of service to the public. Any issues that may arise need to be dealt with promptly, maturely and effectively and so that the policing standards and expectations are continuously adhered too. Team dynamics is an essential part of the Police force to unite against organised and systemic crime and can better utilise resources to keep the public safe.

WORD COUNT - 1922

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:

There have been numerous occasions where I have played a significant role in supporting and managing vulnerable people or people at risk of harm. I will outline and reflect in this essay an example of one of these incidents and will evaluate different approaches used to support vulnerable people. I will also be exploring methods that work in tackling repeat victimisation and repeat offending.

I was involved in an antisocial behaviour (ASB) related incident whereby I was the officer in the case. The victim had reported a number of similar incidents but on this occasion the defendants remain unknown. In this instance the victim showed me her CCTV where you could clearly see a vehicle containing two occupants drive to take a picture of the back entrance to her house and turn around and drive away again.

The victim disclosed that in the previous weeks she has had her vehicle vandalised by having her tyres slashed, a brick thrown through her window, youths jumping on top of her garage and that's only to name a few. This is what led to her getting her CCTV cameras installed. I immediately knew from the little information the victim had provided me that she was a repeat victim. A repeat victim is defined as "the same person suffers from more than one criminal offence or incident whether the same or linked in nature within the previous 12 months" (Essex Police, 2021).

The victim stated that she had fallen out with a neighbour several months ago who lived several doors down and ever since then she has had these ongoing issues. The victim stated that as a result of this ongoing harassment she is now on anti-depressants. It was obvious

to see how worried the victim was about the incident as she believed that something worse was yet to come.

I unfortunately had to break the news to the victim that on this occasion due to evidential difficulties no further action could be taken. Her CCTV camera did not capture the registration of the vehicle and neither did any of her neighbour's CCTV cameras and that there were also no offences to record on this occasion. I did consider whether this would amount to stalking and harassment however no course of conduct could be determined as the defendants were unknown.

As expected, the victim was quite disappointed by this news. She kept expressing her concerns for Halloween night as individuals could remain anonymous in their costumes and masks so could commit crime undetected. I informed the victim that I would make our neighbourhood policing team aware so that on Halloween night, regular patrols around her address will be conducted which should act as a deterrent, so should be able to give her a slight peace of mind. The relief on the victim's face was evident and she was extremely appreciative. I also informed the victim that one of the Police Community Support Officers would be in contact with herself to provide a reassurance visit and safeguarding advice. By utilising these community officers, they are able to provide victims with further support and guidance, reducing their vulnerability and risk.

I also promised the victim that when I returned to the station, I would place a critical marker on her address also. The purpose of a critical marker is to highlight addresses containing vulnerable occupants to other officers in the force. When an emergency call originates from the address, the importance to respond quickly is emphasised. This provides an additional safeguarding measure to the victim which any officer can request after attending an incident if they deem it necessary.

In addition to this I also referred the victim to South Wales Victim Focus with her consent, they are specialists in providing victims with the help and support they need. I submitted a public protection notification document raising the concerns I had for the victim and her circumstances. Every PPN submission gets forwarded onto the relevant public protection unit where they deem whether the victim requires any additional support from a multiagency referral.

Due to the nature of the incident, I also submitted an ASB referral. These forms can be submitted even when the offenders are unknown and get forwarded to the force's ASB unit. They collate all the data from these forms to identify vulnerable persons, areas and locations. This in turn provides evidence for potential way markers to be put into place to try and minimise the ASB committed within the area. The ASB team also take into consideration the number of ASB referrals a specific individual gets. On the first occasion, the individual will initially receive a letter warning them of their behaviour. If it happens again then a meeting is set up and if they get three referrals made within a three-month period, they will then have to attend the Police station to explain their actions and behaviour. Dependent on what sort of ASB is being committed, sometimes partner agencies, such as the youth offending service, council or housing association can also be involved.

I lastly informed the target hardening team of the victim's situation. The victim is vulnerable, and her property had been targeted and is at risk of further incidents occurring. Target hardening can help reduce the opportunities available to offenders. Everything mentioned above are just some of the methods that are utilised to tackle the issue of repeat victimisation and can be used to address a wide range of crimes.

The implementation of methods by Police and other organisations to help reduce repeat victimisation is only half of the battle, it is important to try and tackle the root cause of the repeat offending. Some examples of the programmes running to address these issues are Women's Pathfinder, Males 18-25 rehabilitation, engagement with the Youth Offending Team and Drug and Alcohol Intervention programmes. These programmes are designed to rehabilitate offenders and provide guidance and assistance to them to hopefully prevent them re offending in the future.

The aim of the Women's Pathfinder is to reduce reoffending by women in Wales by "enabling women and children in Wales to have opportunities which enable them to live positive, independent, healthy lives" (IOM Cymru, undated). Much like the male's rehabilitation programme, both rely on similar processes to coordinate early intervention methods to support lasting change and to build resilience. They bring together local agencies linked closely with the criminal justice system to develop a multi-agency approach to address the issues of reoffending. One study that did a formal evaluation of the Women's Pathfinder scheme evidenced a 26% reduction in women that re offended, proving that these programmes are beneficial and do work (Centre for Justice Innovation, 2021).

Youth Offending Teams (YOTs) also coordinate the work of a number of different agencies including the Police and is run by the local authorities. YOTs offer support through education, employment, placements and psychological support and mentoring to youths below the age of 18 years who are at risk of re offending (Prof. Bryant, & Bryant, 2020a).

I would say the most essential element to tackling repeat victimisation is firstly highlighting the fact that the individual is a repeat victim and secondly ensuring that the correct referrals are submitted to the relevant agencies so that they can provide the person or persons with the appropriate support that they require. It is important that these referrals are done effectively and efficiently, and risk assessed correctly so that suitable safeguarding can be put in place and the agencies are able to offer support and guidance to those at risk quickly.

In regards to reducing the risk of re offending, the Police can help cut crime by reducing the opportunities that exist for people to commit crime. Situational crime prevention is based on the idea that crime occurs when a 'likely offender' and a 'suitable target' come together in the absence of a 'capable guardian' (Clarke, 2018). As mentioned above target hardening can reduce the opportunities available to offenders. In a study conducted in 2009 it was found that houses with a basic level of security including things like window locks and deadbolts on doors, were nearly 10 times less likely to be burgled than those without (Roe, 2009).

There is a lot of research and evidence suggesting that the relatively new concept of evidence-based policing (EBP) which was developed in 1998 by Professor Lawrence Sherman (Sherman, 1998), is a successful approach to improving policing strategies to reduce repeat victimisation and repeat offending. EBP provides the police with a golden opportunity to use the best available evidence to them to achieve the best outcome.

EBP focuses on the 'three Ts', target hardening, testing and tracking (Prof. Bryant & Bryant, 2020b). The College of Policing identifies 5 key stages of any EBP research project; "a) state the question, b) gather the existing evidence, c) assess the existing evidence and undertake research, d) implement the findings, e) evaluate the implementation" (College of Policing, 2021).

The Sherman *et al* study in 1989 highlighted that crime is clustered in small areas. An efficient way to target repeat offenders is to focus police activities in the areas where crime and disorder is concentrated and where they are most likely to offend. Proactive policing when combined with targeting 'hot spots' based on knowledge provided by crime analysts has proved to be an effective crime reduction strategy by reducing criminal opportunities through deterrence (Ratcliffe, J. 2018). Also, increasing visibility within hot spots combined with positive community engagement, builds trust which may further impact crime reduction.

However regular patrols of hot spots for prolonged periods of time can prove to be costly and impractical. Koper (1955) found that the optimal patrol time in a particular hot spot was between 10-16 minutes at least every 2 hours and that the stops must be random and intermittent. He demonstrated that after 16 minutes there is a decline in crime reduction so patrols any longer than that then are ineffective. The phenomenon is known as the 'Koper Curve'. According to Koper, 30 minutes after a patrol drive through a hot spot the likelihood of crime being committed was 15% and for a stop of 10-16 minutes the likelihood was reduced to 4% (Police Foundation, undated). Hot spot policing using the Koper Curve principle enhances police effectiveness thereby substantially reducing crime not only in hot spots but the whole policing sector.

In conclusion, these methods and processes mentioned along with many others might not always be successful but have shown a decline in the rate of repeat victimisation and repeat offending over the years since they were first introduced. It is a continual trial and error process by learning from each methods failures and successes and improving on them for future cases. Not only that the success or failure of each programme can highlight and provide a greater insight into why repeat offending happens and the vulnerabilities of repeat victims. This in turn can allow for further safeguarding measures to be put in place for victims of crime.

WORD COUNT - 1835

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: M A Clarke

Date: 16th January 2022

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:

Even though I am still relatively new to policing and have little service, I have still encountered several complex incidents whilst responding to a call. In this section I will outline one of these specific incidents where I played a significant role in dealing and resolving it. I will also aim to analyse the challenges I faced whilst responding to this incident and the strategies that I developed to overcome them.

Response policing is the term widely used to describe the teams of police officers that provide a front line response to a wide and varied range of emergency and non emergency incidents that can sometimes be complex or confrontational in nature (College of Policing, 2022). The primary role of a response officer entails but is not limited to; protecting the public, being a first responder to incidents, assessing any immediate threat, risk or harm, proactively patrolling communities, identifying and providing help and support to vulnerable people, giving emergency first aid and because I am an officer of South Wales Police, abiding by our values of being proud, positive and professional in everything that we do.

Currently front line response officers are faced with many difficulties and challenges and there are new ones emerging daily. One of the biggest challenges all Police forces are currently struggling with is increasing demand and strained resourcing levels. This then has a knock on effect on officer safety and welfare. Other examples include, lack of experienced officers on shift, new emerging crimes particularly in the digital world and cultural and social

issues. The House of Commons Home Affairs Committee stated that one of the issues policing is now facing is the fact that it is struggling to cope with the fast changing and ever growing demands of the twenty first century especially using outdated computer systems (House Of Commons, 2018).

Every incident you attend as a response officer brings about its own challenges and struggles. The initial report that came through to Police of the complex incident I was involved in was from a member of the public stating that there was a male pacing up and down in the street in the rain crying and moaning. Originally, I thought this was going to be a fairly straightforward call and just like any other incident I started to think about the National Decision Making (NDM) model. This model helps me to routinely make decisions when dealing with different scenarios and is especially helpful when faced with challenging circumstances or having to make decisions in fast moving situations. The model is specific to policing and provides a framework in which decisions can be examined and challenged. It comprises of 6 key elements with the Code of Ethics in the centre. This is because it should always be at the forefront of all decision making and encourages officers to act in accordance with the Code. The mnemonic CIAPOAR is used to remember all the elements of the NDM. 'C' stands for the Code of Ethics and the principles and standards of professional behaviour it encompasses. 'I' is for the gathering of information and intelligence. 'A' is for the assessment of threat and risk and to develop a working strategy. 'P' stands for the consideration of powers and policies. 'O' stands for the identification of any options and contingencies. And lastly 'A' and 'R' stands for taking action and reviewing what happened (College of Policing, 2013b).

On route to the incident, I had already started to assess the information available to me and I started to consider the possibility that this could be a mental health call or that a potential assault had occurred on the male. As myself and my colleague arrived on scene, we found the male matching the description stood on the corner of the pavement. As I got out of the van to speak to the male, he ran away from me in the opposite direction.

Immediately I started thinking that this male also might have been involved in a crime due to his reaction once he saw Police officers. I therefore ran after the male and shortly apprehended him. The male looked quite worried and was trying to pull away from myself and my colleague, so I calmly introduced myself. It very quickly became obvious that the male spoke very little English. I tried my best to calmly explain to him that we were going to take him back to the van and try to establish some details about what's happened this evening. I had considered the fact that the male might think he was in trouble being escorted and sat in the back of a Police van which could've escalated the situation but the rain was getting heavier and he was still trying to get free from our grip so we needed to keep him safe whilst we tried to establish the details of the night's events as we still had very little information.

It was extremely difficult to try and converse with the male, he kept repeating the same words over again and would not engage with officers. We were finally able to determine his first name but could not get any further information from him. The male had no ID, wallet or phone on him. We were struggling to identify who this male was. I therefore called language line in the hope that they would be able to translate for us and we'd be able to

find out firstly the males details and home address and the reason why he was in the street at that time in the morning. This did not prove to be any help either. The male continued to repeat himself and was not making any sense to the interpreter.

Due the males behaviour, his ethnic background, his lack of English and his inability to tell us his home address, I considered the possibility that the male may have been an illegal immigrant. If this were true, it would completely change the approach I initially thought I was going to take with the male. I was aware of the issues associated with illegal immigrants and had to consider the possibility as to whether the male had been involved in human trafficking or if he had spent days traveling on the back of a lorry.

I tried speaking to the male again with the help of the interpreter. The male just kept repeating that he had 3 brothers but would not elaborate into any further details. He kept telling me to wait and then continued to sing and wave his hands about. The male was not taking the situation seriously. Myself and my colleague had already spent an hour with the male and had no further information or were any closer to dealing with the situation from when we first started. I carried on persisting with the male, I even tried phrasing the questions differently but finally came to the conclusion that he was not going to be able to help us.

As always, I thought back to the NDM model, this time considering what powers and policies we had available to us. What powers did I have to detain the male? I knew I had a power to detain the male if suspected him to be involved in a crime and I would've made sure I had cautioned him if I did however in this incident it became more apparent that this wasn't the case. I then considered the powers we had under the Mental Capacity Act. The more time I spent with the male the more obvious it became that something wasn't quite right as he was still was not making any sense at all. It was unknown if the reason behind this was because of a medical issue, a language issue, a mental issue, through drugs or alcohol or him being obstructive but the Act provides a broad legal framework which protects vulnerable people who do not have the capacity to make their own decisions which it seemed in the male's case he didn't.

Yet again the interpreter kept asking the male basic questions which he either ignored or replies did not make sense. Our next idea was to try and conduct a NICHE and QAS search for the male on the information we had available to us. We even acquired the help of the PSC staff who are better trained on NICHE and searching for people, however due to the limited information the result was negative.

It looked like we were starting to run out of options and felt like we'd exhausted all lines of enquiry. Myself and my colleague then decided the next plausible step would be contact the crisis team and obtain their advice. They were able to find details for a male who had same first name and who had an address close to where we had found our male. They stated that the male was known to them and that he was a regular drug user. It was likely that we were with the same male on their records. We then conveyed the male to the address passed to us and the male seemed to recognise the property. The property was a house with shared occupancy but there did not appear to be any family or friends of the male at the address. Myself and my colleague decided that we were not happy to leave him

there alone due to his behaviour which was possibly a result of drugs, just in case something was to happen. We then decided that the best decision would be to convey the male to hospital so that he could be medically examined and to also possibly be assessed by the mental health team. It was later revealed that the male had a blockage in his brain and was admitted into the hospital's care. In this particular incident, there were many hurdles which I had to overcome and it took a lot of tenacity and resilience from both myself and my colleague to deal with the situation but as the end result I helped save a man's life.

Having experienced several challenging situations, I have learnt to develop several strategies to enable me to still be an effective Police officer when faced with adversity. The biggest lesson I have learnt is to remain calm in these situations. I have found that staying calm rather than panicking allows me to think clearer and improves my concentration. Research has shown that individuals who are able to stay calm in stressful situations and who are able to regulate their physiological and psychological state benefit from improved decision making abilities (Vickers and Lewinski, 2012) and those who are unable to, may underperform in those scenarios (DeCaro et al, 2011).

I have also learnt to accept that as a response Police officer I may not have all the skills required to deal with every situation thrown my way and that I will require further assistance from other departments, for example CID or firearms or services like the crisis team as mentioned in the above example. By acknowledging the fact that there are other departments more equipped to help and deal with situation, it means that the public receive a better quality of service and the situation is dealt with in the most effective and efficient way.

I have also learnt to be very emotionally aware, and I am very mindful of my verbal and non verbal communication. Effective communication skills help to create time, slow things down and helps to build a rapport with an individual. In the above scenario I was very aware of the impact of my body language, expressions and mannerisms towards the male especially as he could not understand me and I could not communicate verbally to him.

In conclusion, as a Police officer you are always going to be faced with difficult and challenging scenarios due to the nature of the job and the sheer volume of public we interact with. Having strategies in place to help overcome these difficulties will not only benefit yourself and enable you to become a more effective police officer but will also help provide a better quality of service to the public. I have found that staying calm in those situations and reassessing using the NDM model helps to keep me focused and not to panic.

WORD COUNT - 2057

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	
Incident disposals			9		6		To improve and familiarise myself with different incident disposal methods which I can utilise and implement at calls, overall providing a better standard of service to the public. I will do this by looking over my notes I had taken in training and by asking my sergeant and other work colleagues.
Completing Charter		7		4			To improve my knowledge and understanding when

Applications							completing Charter applications for digital data applications. It is essential that I complete these applications correctly because they can provide vital information, which can be the evidence for a case. In order to assure this, I will look at past successful Charter applications I and my work colleagues have submitted.
Assessment of incidents			9		6		To improve my ability when it comes to assessing incidents and determining the most appropriate way to deal with the situation.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Taking samples and swabs		7			5		So far in my career as a Police officer I have not had many opportunities to take swabs to be sent off for forensic analysis. I would like a better understanding to know when it is appropriate for swabs to be taken at incidents and how to best obtain, package and store them. I feel like this will come naturally when I get the chance to experience it more during my career.
Conducting thorough searches of people, premises and vehicles			8		6		To improve my conduction of searches whether it be of a person, vehicle or premises. To make sure I conduct a thorough and logical search. Again, I

Conflict management			9		7		know this will improve with the more experience I gain. To improve my conflict management skills and develop my confidence when in escalated situations. I not only want to improve it physically which will be done through my officer safety training but my verbally ability too. I want to develop my communication skills, so I can de-escalate situations without resorting to force.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Interviewing		7			5		To improve my interviewing of suspects either through a voluntary interview or in custody. Also, to get more practise in giving solicitor briefings.
Completing case files			9		7		To improve and quicken my completion of case files. I am still waiting to go on my 3 week hub attachment which I know will help me with regards to this.
Giving evidence in court		8		4			To improve and familiarise myself with the court procedure. Also, how best to give evidence as a Police officer. I have not been called yet but will need to be ready for when I eventually am.

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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