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BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based
Workbook 3 (PCDA)
8000 Words**

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

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Learner's University Registration Number: 2124649

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPP6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

- Understanding the Police Officer role
- Modern Professional Police Officer
- Strategic Role of the College of Policing
- Communication Skills
- Social Media
- Leadership and Team Working
- Leadership style
- Flexibility and Leadership Strategy
- Coaching
- Mentoring
- Professional and Organisational goals
- Assessment

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook was provided by university staff as part of your initial training day and further help and advice is available on Moodle.

Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given).*
- *You should use this document (electronically on Moodle) - insert your text / answer within each section of this workbook.*
- *You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a 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 3	Leadership and Team Working	2000
Task 4	Coaching, Mentoring, Assessment	2000
	Bibliography	
	Total	8000

Task 1

Relevant areas of the National Policing Curriculum: Understanding the Police Officer Role.

You must choose a policing incident in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically evaluate the strategic role of the College of Police in professionalising policing in the U.K.

Evidence how you are working to fulfil the role of a modern professional police officer now that you are in your final year of probation.

Critically reflect upon how your final year of probation has seen your role as a police officer change.

Consider the strategic Policing requirement, Policing Vision 2025, the Workforce Transformation 2018 and the College of Policing's 5 Year Strategy.

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

ANSWER:

The College of Policing ('the College') is a professional body for everyone working across policing. The College was established in 2012 to promote policing excellence by setting operational standards and supporting the continuous professional development of police officers and staff (College of Policing, n.d). This essay aims to critically evaluate the strategic role of the College of Policing and demonstrate how I am working to fulfil the role of a modern professional police officer. Whilst reflecting on my final year of probation, this essay further aims to identify how my role as a police officer has changed over the last three years.

Supporting everyone in policing to reduce crime and keep the public safe is at the heart of the role of the College of Police. To achieve this, the College has three complementary objectives: setting standards, sharing knowledge and good practice, and developing the skills, capabilities and leadership of its officers and staff. Achieving these objectives allows the College to drive consistency, improve leadership and boost professionalism as it set out to do during its fundamental review in 2022 (College of Policing, 2022).

One of the College's most significant strategic roles is to set the standards for key areas of policing. By establishing clear, evidence-based standards, the College helps ensure consistency in service delivery across different forces. It is through collaborative work with organisations such as His Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS), the Independent Office for Police Conduct (IOPC) and the Home Office that reflective practises and learning opportunities are identified

to ensure public confidence, safety, and trust by making continuous improvements in policing. This leads me to reflect on a recent incident involving five missing persons from South Wales who were reported missing after meeting during a night out in Newport. Three females attended a bar in Newport on a Friday night before meeting with of their male friends in Trecco Bay, Porthcawl. When they had not contacted their families or returned home by Saturday evening, they were reported missing by concerned relatives. Gwent Police issued a statement on Sunday, appealing for help in tracing the group and believed them to be together after being sighted in a Volkswagen Tiguan at approximately 2am on Saturday morning in Cardiff. It was not until just after midnight on Monday, 46 hours after the last contact from, or sighting of the group that the vehicle and missing persons were found. Tragically, three of them were deceased and the remaining two left with serious injuries. Both Gwent and South Wales Police have faced widespread criticism of their handling of the missing person investigations and as a result, the IOPC launched an investigation to establish whether the actions, or inactions of the two police forces contributed to the deaths and serious injuries sustained during the incident (IOPC, 2024). As the standards set by the College cover a wide range of areas from operational procedures to ethical conduct, this incident provides several learning opportunities for all those involved in the investigation including the police officers and control room staff dealing with the missing person reports, the risk assessments for the missing people, contact and communication between the police and the missing people's families and, whether police action was in accordance with national legislation, policies and procedures. Despite the investigation having not reached a conclusion, the Missing Persons Action Log (MPAL) has been developed to provide a central location for all future missing person investigations. Its main purpose is to provide inspectors with an accurate view of the completed and outstanding actions which will allow for an accurate risk assessment of the individuals and circumstance. MPAL provides a framework that improves professional practice by placing police accountability at the forefront of the investigation. I have adapted to respond to the new process by ensuring familiarity with the system and understanding what is expected of me when undertaking missing person investigations. As a result of this incident, I have learnt that lines of enquiry and consistent communication, no matter how small, can not be underestimated when building trust and ensuring public safety and confidence during a police investigation.

The College of Policing's work further aligns with the objectives set out in the Policing Vision 2025. First published in 2016 and to enhance professional development, the vision highlighted the need for a skilled and diverse workforce that would reassure the public about the level of training police officers have (National Police Chiefs' Council, 2016). The Police Education Qualification Framework (PEQF) was implemented to support this vision and has offered three pathways for individuals to enter policing, one being my route of the Police Constable Degree Apprenticeship (PCDA). This route has enabled me to study for a policing degree during my probation. Following Neyroud's review of police training (2011), it was suggested that there was a requirement for student officers to partake in higher education to raise the national standard of policing and provide students with the knowledge and skills required to meet the challenges of modern policing and resolve emerging threats to community cohesion (Norman and Williams, 2017; Watkinson-Miley et al, 2022). In contrast, it is argued that academic accreditation is not necessary to determine the value of a police officer and that personal traits such as emotional intelligence and compassion are as equally important (Strong, 2019). During the last three years of my probation, I have found operational learning to be more beneficial to me than my academic learning however, contained within my PCDA programme is the requirement to demonstrate occupational competencies which have incorporated the perfect balance of academic and operational learning to further aid my success.

Advances in technology have also been introduced to support the Policing Vision 2025 and make policing more efficient, responsive, and better equipped to deal with modern crime challenges. As a police constable, South Wales Police have provided me with a mobile device and laptop that enables me to access police systems such as Niche and information via Control Works whilst responding to

incidents. It is difficult to fully grasp an understanding of policing without these technologies available as they have been at my disposal throughout my policing career. Similar can be said regarding the presence of the public at incidents and the use of social media, live streaming and auditors as crime and policing alike, continue to co-evolve (Chan, 2001).

I have also experienced improvement in processes and accessibility of platforms that capture and store evidence during police investigations. In my experience, the introduction of 'NICE Investigate' and the new Reveal body worn video cameras used by South Wales Police have been highly effective and efficient in securing evidence. Although there was some resistance from team members following their introduction, I took the initiative to feedback the positive uses of this. I focussed this on the timesaving it provided to officers as the body worn cameras now uploaded footage wirelessly, meaning officers did not have to return to the station and wait for footage to upload, making it readily available to review when writing statements. In addition to this, the ease at which a NICE Investigate link could be sent through an app on our mobile devices meant that there were no delays in obtaining vital evidence and as such, provided a better service for victims of crime.

In my final year of probation, I have been working to fulfil the role of a modern, professional police officer. During this time, I have not only developed my academic accomplishments as I near the completion of my degree but have further developed my operational skillset.

During the high-profile riot in Ely in the summer of 2023, I was one of the first officers in scene responding to the initial 'code zero'. Although I had BDU training at this time, I had never experienced an incident of this nature and during the event, I wanted to be able to help my colleagues on the front line to assist in boosting resilience. I recognised that I wanted to develop this particular skill set should I be faced with a similar incident in the future and so, took the initiative to request a place on the next available PSU course. I will shortly be attending my first PSU refresher and over the last 12 months have attended various events which present a risk of large-scale public order incidents including football matches and protests. My exposure to these incidents has improved my confidence and decision-making skills as well as communication skills when negotiating with hostile individuals. My operational skillset now includes the ability to carry and utilise a taser, access to the Police National Computer and response driving.

As I reflect over my first-year development plan, it has become evident of the progress I have made since then. My development opportunities during my first year included building confidence in my decision-making abilities, gain experience and knowledge of preparing and submitting case files, and gain further experience and confidence when conducting suspect interviews.

As well as developing these skills over the last three years with the support of my supervisor and colleagues, I have also undertaken a three-week attachment within one of South Wales Police's investigative hubs. This has provided me with the opportunity to develop further skills relating to suspect interviews and the subsequent preparing and submitting of case files to the Crown Prosecution Service. During this time, I was praised by my mentor for the high standard of work produced and my level of efficiency which was further commended by a Chief Inspector praising the efforts of myself and my team whilst dealing with a complex remand file.

I have learnt that every day within policing provides me with different learning opportunities. I am always willing to listen to feedback provided by my colleagues or supervisor and am keen to learn from any mistakes that I make. I have dealt with a high volume of domestic related incidents during the last three years and am confident risk assessments and knowledge of approved policing practice. This was recently echoed when I attended an incident involving a male who had become aggressive toward his mother and had began damaging property inside her address. Upon my attendance, the male had left the scene, leaving his mother and vulnerable sister inside. I conducted a dynamic risk assessment and insisted that the male's mother and sister leave the address for the evening as I could not mitigate the

risk of the male returning. I conveyed the females to a friends address and continued to conduct arrest enquiries. When these proved unsuccessful, I heard of another incident in the area whereby a male, armed with a weapon had attempted to access his ex-partner's address. It was soon confirmed that it was the same male as the earlier incident. This escalation of violence and behaviour demonstrated by the male confirmed to me that I had made the right decision in removing the females from their property to protect them from the male returning. Without the experience I had gained and developed over the last three years I might not have been confident in my decision making to remove them from the address. I remained in contact with the females to continue safeguarding them until the male was arrested and conveyed to custody. Reflecting on incidents such as this, reminds me of how I have developed as a police officer and reminds me of my motivation for joining the police service.

Word Count: 1905 words

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, social media, Communication Strategy

You must choose a policing incident in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically evaluate your experience of the use of social media as a means of informing and engaging with the community and promoting policy initiatives.

Consider the force policy on using social media for professional information and engagement purposes.

What social media platforms are used by policing?

What are the benefits and risks of using social media?

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

ANSWER:

During the last three years of my probationary period, I have seen an increase in the volume of internet-facilitated crime, a large proportion of which, is facilitated by social media platforms. Social media is easily accessed by a variety of service users and has changed the way in which information is shared across communities and around the world (Mayfield, 2011). Whilst the development of social media has allowed criminals to take advantage of the increasing online threat, the expansion of mobile technology has also allowed the police to develop new tactics of gathering evidence which enhance their capabilities to robustly pursue these criminals and terrorist networks. Additionally, social media provides victims of crime the ability to communicate with the police through their preferred method of communication (College of Policing, 2020). This essay aims to critically evaluate the use of social media within policing and its overall effectiveness as a communication and engagement strategy.

One of the benefits of social media was highlighted to me during a recent incident involving a high-risk missing person. I responded to a report from a male who had concerns for his 67-year-old wife after discovering she had left their home address late at night and could not be contacted. Whilst conducting the initial enquiries, I learned that the female had recently been diagnosed with stage 3 ovarian cancer and whilst recovering from surgery, was struggling with her mental health, despite having a good prognosis. The female's actions were very out of character and as her intentions were not known, there was considerable worry amongst family, friends, and neighbours. South Wales Police currently utilise social media platforms including Facebook, Twitter, Instagram, TikTok, YouTube and LinkedIn (South Wales Police, 2018). Whilst carrying out the initial missing person enquiries, I had obtained consent from the female's family to release a social media appeal. 82% of the UK population now actively uses social media and platforms such as Facebook allow for rapid dissemination of information to more people than traditional communication channels (Dixon, 2024).

A social media appeal proved to be very beneficial whilst searching for the female as the village had a neighbourhood WhatsApp and Facebook group, containing individuals that lived within the immediate vicinity. This allowed the missing person appeal generated by South Wales Police to be shared by its members, to the neighbourhood groups, targeting those who were most likely to have had recent contact or sightings of the female. The post received a large amount of attention from concerned members of the public and local residents who wanted to help locate the female. The police have a variety of resources to assist in locating missing persons which include police search advisers (PoSA), drone teams, dog handlers, territorial support teams (TST) and the National Police Air Service (NPAS). It was established that the female had no associates other than family and during low periods, the female would often frequent one of her regular walking routes. The female lived in a rural area and the local walking routes were vast and lead to a variety of end locations. Most of these often involved her driving to a location to begin her walk. The female's vehicle registration was placed on the Automatic Number Plate Recognition (ANPR) 'hot list' and therefore, officers would be notified when the vehicle hit certain locations and her direction of travel could be identified if she came into contact with these cameras. As there had been no recent activity via ANPR, it was believed the female was still nearby to her home address. Unfortunately, weather conditions would not permit the NPAS helicopter to lift which significantly restricted the police's ability to locate the female. Bentham (1783) said that 'many hands make light work' therefore the more resources that could be deployed to the location would significantly increase the chance of the female being found before she was to come to harm, or harm herself (Shalev, 2009). All available resources were subsequently deployed to the area to assist in searching for the missing female. As there was a large police presence in the area, social media was further utilised to engage with the community and explain this. Research has shown that a large police presence can negatively effect citizens perception of safety (Borovec, 2019). Therefore, providing a targeted social media campaign can assist in providing the public with reassurance who in turn may be more likely to provide assistance and vital information that may otherwise not be known (Cullen, 2022).

Unfortunately, officers could not locate the female during the night. The following morning, the police helicopter was able to lift and whilst utilising their thermal imaging technology, the female was located deceased near to a riverbank. Once the female's family was updated, South Wales Police further updated their social media and missing person appeal to further inform the public and remain transparent throughout the investigation. Despite the outcome, the police were praised on social media for their efforts and the focus largely shifted to providing support for the female's family. This incident provides just one example of how social media allows the police to reach a large number of people quickly and foster community relationships online which improve confidence in the service the police provide their communities.

Social media can also assist in the prevention and detection of crime as demonstrated in the successful sentencing of 'dine and dash' couple, Ann and Bernard McDonagh in May 2024 (South Wales Police, 2024a). A newly opened restaurant in Swansea utilised social media to appeal for help in identifying a couple after they had left without paying their bill of £329. The post attracted significant attention and prompted another restaurant to generate their own appeal after it was found that the same couple had left their establishment without paying their £270 also. The widespread attention and circulation assisted police with an investigation which saw the McDonagh's responsible for unpaid restaurant bills totalling £1,168.70 and shoplifting offences amounting to £1017.60. Once the couple had been arrested and remanded in custody, South Wales Police took to social media to respond to the public concerns and reassure the community that action had been taken to bring the offenders to justice.

The police often rely on social media to demonstrate their pro-active approach to fighting crime and sharing their success stories (Connor and Walsh, 2018). Information and intelligence lie at the heart of community policing and ultimately led to the arrest of Shaho Fatah, a drug dealer from Cardiff (South Wales Police, 2024b). Shaho Fatah was stopped by police officers during the early hours of Saturday 17th February but made good his escape into nearby undergrowth. Police dog, Alfie was deployed and successfully detained Fatah. A large quantity of cocaine and cash was found in the vehicle being driven by Fatah who was sentenced to three years in prison for his crimes. Sharing their success story, South Wales Police stated, “we can, and regularly do, act upon the information provided to us by the public, so please keep it coming and continue to work with us”. This not only emphasises the importance of working alongside our communities but assists in re-enforcing the community’s faith and trust in the police service.

Despite its benefits, the expansion of social media also provides several risks and challenges for police forces worldwide. Firstly, the use of social media and messaging platforms has seen serving police officers face investigations, disciplinary hearings and even dismissal from the police service for breaching the standards of professional behaviour (Wood, 2019). Messaging platforms such as WhatsApp provide officers an effective communication tool which is often used within their teams to facilitate contact with one another. However, use of this messaging platform has also identified messages sent by police officers which contain discriminatory and derogatory language (IOPC, 2023). As set out in the standards of professional behaviour, police officers are expected to behave in a manner which does not discredit the police service or undermine public confidence in it, whether on or off duty (Goldsmith, 2015). Whilst I have not directly experienced inappropriate behaviour or language used within my own work-related WhatsApp groups, I understand the risk they pose to officers’ careers. Police officers who are found behaving in an inappropriate manner erode police legitimacy and should behaviour go unchallenged, can often escalate as seen in the case of former PC Wayne Couzens (Parsons, 2024). Couzens was found sending ‘grossly racist, sexist and misogynistic’ messages within a WhatsApp group containing colleagues from his firearms team and two years later, raped and murdered Sarah Everard while she was walking home from a friends’ house at night. In a similar way, social media platforms and subscription services are often linked to a multitude of online offences including fraud, data theft, grooming, child exploitation, stalking and harassment. Use of these platforms or services brings risks to police organisations and individuals alike. Should a police officer or staff member be identified as members of the police service, there is a risk of exposure to corruption and reputational damage to the police force. As of November 2022, South Wales Police updated its social media policy to prohibit officers and staff acting as content creators or being liked to ‘Only Fans’ or similar platforms.

Secondly, Cullen (2022) describes social media as a ‘resource intensive endeavour’ and argues that effective social media requires dedicated time, resources, and funding to create content, monitor accounts and public comments in response to ongoing incidents. Many police forces lack the funding or resources to fully capitalise on social media’s potential (Williams et al, 2021). It is suggested that because of this, police forces often use social media as a one-way broadcast channel which in turn creates an additional challenge to police use of social media. Enabling two-way communication can enhance community engagement, build relationships, and positively influence public perceptions of police and can be achieved by diversifying police content to humanise the force (Schneider, 2016). Reflecting on previous recruitment campaigns, I recall engaging with South Wales Police through Instagram during a live Q&A that was targeted at individuals wanting to become police officers. The questions and answers were published and provided a wealth of information that may not have been known otherwise. I found it very beneficial, and this further motivated me to apply for the position. However, police forces must be mindful of becoming overly reliant on social media as marginalised or disadvantaged communities with limited online access risk further isolation and lack of engagement.

In conclusion, social media is an efficient tool used within policing to engage and inform communities as well as promote policy initiatives (Bertot et al, 2012). As well as enabling important information to be distributed quickly and easily, when used strategically it can enhance transparency, build trust, and reach audiences that may not engage through traditional channels. However, utilising social media requires overcoming several challenges including reputational risks and the tendency to use social media as a one-way communication tool. As social media continues to evolve, police forces must remain agile in their approach, exploring new platforms and engagement techniques. Whilst social media should not replace in-person engagement it has become an essential tool in the modern policing toolkit. When used thoughtfully and in conjunction with existing engagement strategies, social media can play a valuable role in building stronger, more trusting relationships between the police and the communities they serve.

Word count: 1893 words

Task 3

Relevant areas of the National Policing Curriculum: Leadership and Teamworking

You must choose a policing incident in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically evaluate and **evidence** your flexibility in leadership style.

Critically analyse leadership strategies that you have developed to manage a range of different operational situations.

Consider leadership models commonly used in policing.

How were you able to apply a change in leadership style/strategy to reflect changing circumstances?

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

ANSWER:

Task 4

Relevant areas of the National Policing Curriculum: Coaching, Mentoring, Assessment

Critically reflect upon your three-year probation:

How have you benefited from mentoring and coaching?

How has it helped you to meet personal, professional and organisational goals?

How has it aided you to learn, develop and perform in the workplace?

Consider relevant coaching and mentoring definitions along with current coaching and mentoring theories used in policing.

How do you provide and receive feedback?

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

ANSWER:

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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