

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

**Workbook title: Competency Based Workbook 1
(PCDA)**

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

Learner name: Cerys Morgan

Learner's University Registration Number: 2134358

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

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.

Area of Professional Practice covered, (called elements in your module descriptor):

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)

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/agh-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 will be provided by university staff as part of your initial training day. 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 during the initial training day 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.

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

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 particular document to insert your text / answer within each section of this workbook;*
- *You should upload your completed document as a saved pdf of this workbook; if this is not possible then a Worddoc 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.*

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	500
	Total	6000
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Focussing on your initial 6 months of learning and since being attested as a Police Constable, outline the coping strategies you have applied to develop resilience and minimise stress.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Focusing on the previous six months of training to become a Police Constable (PC), this task will outline the coping strategies I have adopted to build resilience and reduce stress.

According to the American Psychological Association (APA) (2020), countless challenges will be encountered by an individual throughout their lifetime. While some obstacles can be overcome, not all aspects that we face can be resolved; although, developing resilience can encourage personal growth. Resilience can be defined as *“the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional and behavioural flexibility and adjustment to external and internal demands”* (APA 2022).

The APA (2023) define a coping strategy as *“an action, a series of actions, or a thought process used in meeting a stressful or unpleasant situation or in modifying one’s reaction to such a situation”*. During any challenging scenario faced by an individual, Gustems-Carnicer & Calderón (2012) believe that when a coping mechanism is used it becomes vital part in supporting their mental and emotional health; this especially with university students. Additionally, if suffering with anxiety and depression, a person can find positive influences on their condition by applying appropriate coping strategies.

Within the first six months of training in the classroom at Vantage Point, to build resilience, manage emotions and minimise stress I developed various coping strategies as recommended by APA (2020); one being creating positive relationships with colleagues. During stressful times, it was evident that I was not on my own therefore, by forming close bonds with likeminded individuals, I understood that we were all on the same journey. Communicating with colleagues helped me realise that I needed to improve my own well-being and self-care to regulate stress. Recent studies suggest that the development of resilience to stress is a key advantage of physical activity (Holmes 2014). Therefore, I decided to pursue Stand-up Paddle boarding (SUP). Schram et al. (2016) state, that SUP is a fast-expanding sport where participating individuals believe it improves well-being, has fitness advantages, and aids in injury recovery. Not only does the activity support body movement and tones muscles but it also benefits psychological health, within an individual’s natural surroundings (Solan 2022). The Monmouthshire and Brecon Canal provided me with

the natural surroundings I required for Paddleboarding, which ultimately benefitted my mental health and reduced my stress levels. On the other hand, when first perusing the sport, I soon discovered that it was not as easy as it was demonstrated by other individuals; this was due to my lack of experience. However, I attended a lesson and through a great deal of practice and determination, even after falling off the board on numerous occasions, I built strength and resilience. This led to me being able to confidently stand, improve my balance and develop the other necessary skills required for the activity. Even though I failed the first university exam, with the mental strength and determination developed through paddleboarding, I was able to pass on the second attempt by utilising the resilience I had acquired.

Another form of exercise that I enjoyed and found very effective to de-stress was walking my dog. According to The Better Health Channel (2015), frequent dog walking aids in stress reduction, along with many other important health advantages for both the dog and its owner. I found great pleasure in taking my Cocker Spaniel on long walks, especially after a day of absorbing a substantial amount of information at Vantage Point. Occasionally during these walks, I was joined by mother allowing us to have meaningful conversations whereby we were able to discuss our feelings. Westgarth et al. (2020) state, that dog walking with family members for enjoyable purposes, allows an individual to alleviate stress.

I believe that physical activity is an excellent coping strategy while studying, as it relieves the stresses of learning and can assist in building resilience. The World Health Organization (WHO) (2022) define physical activity as *“any bodily movement produced by skeletal muscles that requires energy expenditure”*. I was able to minimise stress in the police station gym through cardio based activities such as running and cycling. According to the Mayo Clinic (2021), a workout at the gym can ease the pressures of anxiety, provides relaxation and stress relief to individuals. Frequent running can have a positive impact on well-being, as chemicals known as endocannabinoids are released into the bloodstream and brain after completion of exercise; these can alleviate stress (WebMD 2021). However, not only did performing these exercises reduce my stress levels, but they also improved my physical fitness, which built better resilience to continue moving forward with my learning, and for future fitness tests in the force. Furthermore, Deuster & Silverman (2013) state, that resilience can be granted by possessing a good standard of physical health, as being active produces excellent advantages for mental & emotional well-being, which shield an individual from a traumatic incident that they may face. In my view, during my service I will be faced with many traumatic experiences, so I believe that it is vital that I keep myself fit and healthy in order to deal with such incidences when they occur.

(Word Count: 857) Will be adding more to this task.

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

You must choose **a policing incident involving conflict** in which you played a significant role with an offender/service user/victim 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.

Review the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Describe the process for determining whether the use of force was necessary in a conflict situation (including any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

1500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Since commencing my role at the beginning of the year as a Police Constable (PC), I have dealt with several policing incidents that involved conflict. This paper will describe where and when I have been subjected to a confrontational situation within the community, where I believe I have played a significant part.

Within the first initial week of being in post, I attended an emergency call whereby we were briefed by the control room of a situation that could be confrontational. This was ranked as a high-risk domestic incident involving two individuals, where one person became hostile after being arrested. Initially two officers were already in attendance, when my co-worker and I arrived. On arrival, it was soon evident that, even though the subject could speak English, there was a language barrier. The offender was a fluent Welsh speaker, who became very agitated when discovering that my colleagues and I were unable to speak the Welsh language. Upon conducting the arrest, under *Code G of the Police and Criminal Evidence Act (PACE) 1984*, the subject was compliant allowing officers to apply a restraint using handcuffs. However, after exiting the address, the attitude of the individual transformed whereby the subject became verbally aggressive towards us, shouting and screaming abusive language in both

Welsh and English, also making personal remarks against a fellow officer regarding their nationality. Due to the amount of warning markers the subject presented, a further five officers attended as a measure of support. We made every attempt to calm the scenario, using our active listening skills to understand the needs of the individual, with the intention to relieve the pressure and conflict of the situation. After developing the understanding that the offender desired to communicate in Welsh, we informed the individual that they would be able to receive assistance with the language barrier via the translation service '*Language Line*' on arrival at the custody unit. The service allows individuals to speak with an interpreter in their first language, in this case was Welsh. However, the situation continued to escalate, as the subject decided to ignore our advice and became hysterical. When placed inside of the police van, the person in question became non-compliant and physically resistant, trying to bite one of the officers at the scene, causing the occurrence to escalate greatly. The individual was then removed from the van, and a '*Use of Force*' had to be utilised as all attempts to verbally communicate had failed to calm the situation. The subject's face was sprayed with spray (PAVA), along with the use of leg restraint using fast straps, which I assisted with applying. When safely secured and placed back into the vehicle, the suspect continuously spat at an officer and tried to cause injury to themselves by striking their head against the cage door. The offender was conveyed to custody where they were remanded and later charged.

The College of Policing (2013) state that, a vital part of contemporary policing is to evolve our communication techniques either expressly or implicitly, to connect with the wider community. Bottomley *et al.* (2020) define communication as "*the transmission or exchange of information and ideas*". During the incident as described previously, my colleagues and I continuously attempted to negotiate with the offender through effective communication, aiming to develop a good rapport and understanding of the individual's needs through active listening, and provide any assistance we could offer with regards to the language barrier. These active listening talents can be described as an ability achieved through repetition and training, as they apply empathetic techniques, as a method for engaging in and conserving conversation with others (College of Policing 2020). I also ensured to remain fair but firm when communicating, as "*assertiveness*" is described as a vital part of effective communication (Romas & Sharma 2017). Unfortunately, our active listening skills and communication techniques were unsuccessful, and due to the offender's aggressive nature we had no other option than to carry out a Use of Force.

To decrease offences being committed, the Office of the Bedfordshire Police & Crime Commissioner (2023) state that, a use of force should be applied. Use of Force can be defined as "*any physical use of force, except compliant handcuffing and come along hold/escort hold*" (Police Scotland 2021). However, Bradshaw *et al.* (2021, p.214) believe that, in line with 117 of PACE 1984, it is vital that the arresting officer assesses each individual incident, to ensure that a reasonable use of force is applied appropriately. On the other hand, the Independent Office for Police Conduct (IOPC) (2015) report on those who have a pessimistic opinion of Police after being subjected to the use of force, and their doubts concerning the decisions made by officers on what is reasonable force. In the domestic incident I attended, the Use of Force carried out was suitably utilised, as the offender became hostile. The subject was arrested and handcuffed compliantly. However, upon leaving the arrest address, the offender's attitude changed, and they began to show physical resistance towards us. The

National Decision Model (NDM) was applied by my colleagues and I in this instance, as according to Sullivan (2017), the process allows officers to measure risk and make logical decisions. After the suspect tried to assault a colleague and remained physically resistant, we used the NDM to protect ourselves by making the rational decision to use PAVA spray, execute ground restraint along with leg restraint on the individual.

Even though my colleagues and I were very reasonable while communicating with the individual by maintaining calmness, the offender persistently remained rude and unpleasant. The Betari's Box model reflects on attitude. As defined by Police Geek (2012), it explains how an individual's negative conduct can have an adverse effect on the communication with others, leading to potential conflict. According to Help Children Live Better (2022), the model can assist in switching the pessimistic mind-set of an individual, transferring one's attitude into an optimistic state on how we perceive each another. In the incident discussed previously, it was unfortunate that the perpetrator's bad attitude towards the police damaged any rapport that we had tried to build, leading to communication failure. The breakdown of communication and the aggressive nature of the subject then led to a conflict situation between the police and offender which initiated the Use of force.

In reflection, my colleagues and I ensured that the police Code of Ethics were used throughout the situation we encountered. Gwent Police (2023) state, that the Code of Ethics provides the moral values for professional police conduct, which all representatives of the policing community are required to follow especially during routine engagement and decision making. I believe that, throughout the incident my co-workers and I applied the Code of Ethics by remaining impartial, not showing bias, and making no judgement towards the offender for their previous convictions. During the arrest, we followed the relevant Code of Practice *CODE G of PACE 1984*, and treated the individual as an equal, as stated by the Office of the High Commissioner for Human Rights (2021) "*Equality is at the heart of human rights*". We treated the person in question with respect, by utilising our active listening skills to negotiate with the offender by using effective communication to discuss their needs. Understanding the subject's diversity as a Welsh speaker, we assured them that a translation service would be provided when in custody. The suspect was asked to calm down on numerous occasions, but their negative persona continued. The situation continued to escalate, therefore, a reasonable force had to be applied. Our actions were accountable when carrying out a Use of Force on the individual. To confirm accountability, a 'Use of Force form' was submitted along other necessary documentation after the arrest.

Even though I only played a small role in this situation as I was not the arresting officer, I still consider my overall actions to be well executed. As a team we communicated and co-operated efficiently to make lawful and valid decisions, using the NDM as the key driver throughout the process. In my opinion, we made the correct decision to apply the Use of Force methods such as PAVA spraying and fast strapping, to prevent the suspect caused injury to either themselves, any officer, or a member of the community. Reflecting on the incident, even though the offender became upset due to our lack of Welsh speaking, I also believe that the subject became more agitated when they observed the number of officers in attendance had increased. As the scenario was difficult to predict; if the situation had further progressed, the additional

support would have been required to maintain control of the individual. However, due to the severity of this incident and additionally, it was under control, there was potentially too many officers at the scene. A recommendation for further incidents would be, to assess each situation to consider the number of officers required for attendance. In terms of the Welsh language, a recommendation for additional Welsh speakers throughout the force would be beneficial, as I believe by having a Welsh speaker present at the scene, could have diffused the situation promptly.

(Word Count: 1524)

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

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

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

Explain and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

1500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Task 4

Relevant areas of the National Policing Curriculum:

Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

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

Give a brief description of the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Consider** the role of discretion in the decision-making process.

Explain your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through an **analysis** of the potential impact of bias on the decision-making process.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Task 5

Personal Development Plan (PDP) / Learning Plan.

As part of your reflective process, please use this table to aid you in identifying the next steps for development. This is equivalent to 500 words. Please note that this not the actual number of words you need to use, the wordcount reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline

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.

CONFIDENTIALITY and PLAGIARISM – Will be confirmed through Turnitin.

Recognition and Confirmation of the progress on the Occupational Competency Portfolio (OCP).

By signing the section below you are acknowledging your progress on O.C.P. This is recognised by the university as work that is fully supporting this module and is equivalent to 500 words towards the overall wordcount.

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: _____ (Learner - Electronic signature or type name)

Date: _____