

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 1 (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)

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 Graduate Diploma 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)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

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.

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 file 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	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words

Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Developing Resilience

Guidance:

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

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

ANSWER:

This essay will consist of a discussion and comparison of the coping strategies I have applied to develop resilience and to minimise stress within my initial six months learning as a police constable. In addition to this, the essay will outline which coping strategies worked best and how I will incorporate it into the next stage of training.

“The police service is a job where you may often feel like you are under a lot of pressure, and it’s natural to feel stressed or anxious” (Mind, 2015). It is almost certain that a role within the policing sector can cause work related stress. The stressors from within the police service include excessive workloads, lack of communication and daily exposure to risk of violence and traumatic events (Collins, Gibbs, 2003, pp.256) with some of these stressors beginning in the initial six months of training. The Mental Health Foundation (2021) defines stress as *“the feeling of being overwhelmed or unable to cope with mental or emotional pressure”*. Despite the fact that Mind states that it is natural for officers to feel stressed or anxious, it is crucial for officers to be able to cope with these levels of stress and anxiety and not become overwhelmed which may lead to an increase in mental health issues in officers.

Some of the key stressors within policing are mentioned above, these stressors can have a significant impact on new officers like myself, be it the increased workload, exam

preparation, pressure to succeed within the initial six months of training or dealing with incidents on response such as threats to officers and traumatic events whilst under public scrutiny.

Coping strategies can be used to ensure individuals do not become overwhelmed and to develop resilience. Developing resilience can be recognised as the *“positive adaption during or following significant adversity or risk”* (Snyder and Lopez, 2009, p.118). Developing resilience can improve mental health and allows individuals to cope in stressful situations. Coping strategies are the *“activities or behaviours that everyone has and participates in to alleviate stress in our everyday lives”* (Scottish Qualifications Authority, 2019). There are many different types of coping strategies, from exercise and a healthy diet to keeping a journal or even mindfulness. The activities and behaviours I incorporated into my lifestyle to minimise stress and develop resilience include working with peers, developing a work pattern and maintaining physical exercise.

Having completed the initial six months training I am now able to discuss and compare each coping strategy in which I utilised to establish which worked best for me and how I will take them forward to my next stages of training. The first coping strategy this essay will discuss is working with peers.

From the beginning of the initial training the nerves hit and the pressure to succeed was evident. Although I was excited to have begun the process, I was not prepared for the workload to be as intense as it was. It was apparent that others also felt the same. Having noticed that others felt the same it became easier to engage with peers in relation to the workload and how they were coping with the stressors. Working with peers allowed me to minimise stress by communicating with those who understood the work related stressors and were undertaking the same initial six-month training as myself. Working with peers also enabled us to work and revise together in preparation for exams and practical's which we had to undertake. Mind (2020) states *“Having connections with co-workers can also make work feel more enjoyable.”* This was very apparent throughout the exam period as working with peers became more of a social element to training which was beneficial to minimising stress. However, whilst working with peers it allowed us to compare ourselves against each other which often lead to self-doubt about work. In addition to this, the social element of

working with peers contributed to procrastination from the work which needed to be completed which often lead to an increased workload and restarted the cycle of work related stressors. Although Scott. E (2020) a wellness coach explains that working with others and helping others can benefit your mental health, even though it may lead some to worry about it taking up time in schedules, research has shown it to be beneficial. I noticed the benefits of helping others as it allowed me to increase my knowledge to be able to share it with others.

The second coping strategy in which I incorporated into my six months initial training was developing a work pattern. Developing a work pattern allowed me to structure my workload by prioritising and ensuring all work gets completed within the required timescales. These priorities would be reviewed and assessed regularly to manage the demands of a busy lifestyle (Queensland Government, 2013). Creating a work pattern enabled me to manage my time to the best of my ability, with the feeling of being organised and in control of my workload and did not allow me to become overwhelmed. Fasano (2015, p.108) states *“Professionals that are organized in the workplace typically lead less stressful and more productive careers”*. Based on this I did feel prepared for the exam period due to how I organised my time around revision and I did notice the minimised level of stress on the lead up to the exam. On the other hand, the use of a work pattern felt fixed in place and I did not allowed room for the structure to be adapted. This resulted in the feeling of missing out on spontaneous events which would have also minimised stress by taking time to myself to unwind. In future would ensure to create another working pattern and keep to the structure as I believe this worked best for me to take control of my time and the workload. In addition to this I will ensure that I incorporate time to myself within the structured work pattern so that I feel that I have time away from work and to be present with those around me.

In addition to developing a working pattern and working with others, the third coping strategy I utilised to minimise stress throughout my initial six month police training included maintaining physical exercise.

Physical exercise allowed me to feel the free from the work related stressors for a short period of time and allowed me to feel refreshed and motivated to continue to work following the exercise. Elmagd (2016, p.24) states that *“Exercise also increases concentrations of norepinephrine, a chemical that can moderate the brain’s response to stress”*. When

exercising it was evident that I felt more motivated to work. Although physical exercise promoted the feeling of being motivated, it often felt that due to the work pattern which was developed, there was not enough time to incorporate physical exercise into the working pattern structure. In addition to this, I often felt that when I took time out of the day to exercise that it was taking away crucial time which could have been used to work or revise for the upcoming exam periods. I do not believe that this coping strategy worked well around my fixed working pattern, although I will ensure to incorporate time to maintain physical exercise into my routine going forward on response, as I believe that certain coping strategy may work better in more suited situations.

Having discussed the coping strategies in which I utilised, I will now conclude this essay by comparing which strategies worked best for me and which strategies I will take forward to the next stages of training. I believe that developing a work pattern is the coping strategy that worked best for me as I like to feel in control of my workload and to be able to prepare in advance of how to cope with the work to come. I believe that developing a work pattern was best for the initial six months training due to the access to plan ahead, I am aware that this may not be the best coping strategy for my time on response as I will not always be able to plan ahead for the workload to come, although I will continue to try my best to so. I did not manage to maintain physical exercise throughout the exam period as I intended, I do not feel that this impacted my stress levels as it was minimised through the means of the other coping strategies. However, I will aim to maintain exercise going forward as fitness is a hobby of mine and a great distraction from work. Maintaining physical exercise may work better around a shift pattern in comparison to the initial six months training. The coping strategy of working with peers was beneficial to minimise stress short term but also left me comparing my work against others. Having said this, I enjoyed the social element of working with peers and I will continue to engage with peers throughout my career, not only for managing stress but also for my health and wellbeing. Moving forward I will be open minded to trialling new coping strategies for different situations.

Word Count: 1519.

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.

Critically assess the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Reflect on your application of 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 a **critical evaluation** of 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.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will critically assess a policing incident involving conflict in which I played a significant role in with an offender. In addition to this, the essay will reflect on the incident as

a whole and how use of conflict in other countries can have a significant impact on policing within the United Kingdom.

Policing is a role which inevitably will be open to conflict due to the nature of the incidents which are reported to the police with officers being called to deal with some of the most violent of crimes to day to day incidents where the situation may escalate. Although the main aspects of the role of a police officer is to work with local communities and to provide them with reassurance (College of Policing, 2021). In addition to this the College of Policing (2021) also states the role of an officer is to *“Promote law and order, reduce the fear of crime”*. However, these are the main aspects which have a significant impact where there are failings in the police use of force whilst dealing with conflict situations.

The term conflict can amount to various different elements, be it a verbal disagreement to a physical fight. Stadler (2019) states *“Conflict typically arises from a misalignment in opinions and/or goals, it emerges on a regular basis in any type of interpersonal communication”*. The role of a police officer within the community can be a *“Potentially dangerous profession and the police routinely have to respond to, and deal with conflict situations involving violent and aggressive people”* (College of Policing, 2020). Whilst taking this into consideration, it is vital that officers make the correct decision to deal with the conflict as insufficient decision making can have a greater impact on the communities' confidence in how officers respond to incidents. Officers within the UK are trained with conflict management skills and are guided by a National Decision Model (NDM) in order to dynamically risk assess the situation. Although the police use of force has been widely scrutinised for many years with some significant incidents having a crucial impact on how police officers deal with incidents today.

The Home office statistics reports a rise in police use of force within England and Wales. In the year 2019 to 2020 the Home Office (2020) states *“There were 492,000 recorded incidents in which a police officer used force”*. These statistics also display an increase of 177,000 use of force reports by officers within 2 years from the 2017 to 2018 review (Home office, 2018).

With the rise in police use of force across England and Wales it is vital that officers consider the impacts of their use of force on the community and to be able to establish whether their

use of force is necessary for the situation. As mentioned above, officers in the UK are guided by the NDM to dynamically risk assess the situation. In addition to this it is expected of officers to maintain professional standards and uphold the codes of practice set out to officer's, whilst ensuring they are abiding by fundamental human rights. Officers are provided training to ensure they are taking reasonable steps to prevent escalation by the use of conflict management skills. This could be through the means of the five step appeal. The five step appeal encourages officers to appeal with the individuals to comply, if this does not work in the situation, then the second stage encourages officers to explain why the officers are asking them to comply by explaining which offences they may be committing. The third stage of the five step appeal covers the personal element to the individuals. This then leads onto the final appeal before action may be taken if reasonable (College of Policing, 2020). By officers abiding by the training provided, the use of conflict may result in a positive effect on some communities as it demonstrates the positive action taken by officers to deal with the incidents which have taken place within their community.

Whilst reflecting on the elements in which officers must adhere to before using force, it provides the opportunity to question how such failings in the police use of force can occur. One key incident which had a significant impact on policing within the UK is the death of George Floyd which occurred in the United States of America. Reports from the BBC (2020) explains that the death of George Floyd occurred due to a police officer, kneeling on George Floyd's neck whilst on the floor. The aftermath of this incident demonstrates how the actions of one officer can impact police forces worldwide, which resulted in the Chief Constable of West Midlands police urging officers by the means of a report with the BBC (2020) *"To always consider how our actions impact on the communities we serve"*. The actions of the officer within this case contradicted the role of an officer outlined by the College of Policing above which can have a significant impact on public confidence in the police service. Therefore, it is crucial for officers to ensure their use of force is necessary whilst demonstrating their conflict management skills clearly and adhering to their force policies and procedures whilst dealing with the incident.

Having established what is meant by the term conflict and how it is used within the police service. I will now use Gibb's reflective cycle to reflect on a policing incident involving conflict in which I played a significant role with an offender. The use of a reflective cycle allows me

to learn from experience whether good or bad (The University of Edinburgh, 2020). This framework evaluates' six areas in order to reflect. The six areas are Description, Feelings, Evaluation, Analysis, Conclusion and Action Plan.

Description:

Firstly, a reflection of the incident. I received a report in the early hours of the morning of a male causing a disturbance and damaging vehicles. On route to the incident I utilised the NDM to guide my decisions on the incident. I gathered all the information in relation to the incident. The control room were able to provide a description of the male and a direction of travel. However, I did not have any information about the male involved and therefore I did not know who I was dealing with and what threat he may pose to myself and other officers.

Upon arrival at the area I noticed the damage that had been caused the vehicles and the concern of the victims. I then began to consider the legislation of the offence and my powers to arrest the person responsible. Which was, to arrest on suspicion of criminal damage and that this arrested would be conducted under section 24(3) of the police and criminal evidence act 1984 as I had reasonable grounds for suspecting the male to be guilty of the offence.

On sighting a male matching the description provided, leaning against a vehicle approximately 100meters in front of me. I pointed out the male to other officers attending and we approached the male. I noticed the male was of a larger build than myself and was heavily intoxicated and irate. I then began to consider my safety on approaching him. Once the male noticed officers were approaching he began to run away down a nearby street. I then began the use of my verbal communication skills. The College of Policing (2020) explains that *"Effective communication could enable officers and staff to make more accurate risk assessments"*. I made clear verbal commands to the male to stop for police officer's. The male continued to run away from myself and other attending officers. I continued with the clear commands to the male requesting him to stop for police officers, to which he did not comply. I then dynamically risk assess the situation and consider the communication difficulties due to the male's intoxication. Utilising the five step appeal I explained to the male that he had committing an offence. The five step appeal *"Involves*

them giving the person every chance to comply with their request" (College of Policing, 2020) However, he continued to try to evade officers. I then pleaded with the male personally and the male then ran back towards the vehicle which he was leaning against and an officer present drew his taser towards the male. The male then stopped. I then verbally commanded the male to get down on the ground and to place his hands out so that officers could see them. The male listened to the command to go to the floor but was reluctant to place his hands back. I quickly established that the male did not have any difficulties in communication with officers as he began threatening officers and stating that he would not cooperate. I commanded that the male placed his hands out clearly and the male continued to resist police commands. I took hold of the male's arm and placed them into the handcuffs behind his back. I used force to place the male in handcuffs under the Police and Criminal Evidence act 1984 legislation in which section 117 which *"Permits the use of reasonable force in exercising any power under PACE"* (Nottinghamshire Police, ND). I deemed the use of force of placing the male in handcuffs was reasonable in this instance due to the male attempting to evade police, to prevent further damage and due to his aggressive demeanour.

Whilst doing this I noticed the male was bleeding profusely from his hands which was caused by him smashing a wing mirror of a vehicle. I sat the male up from his front and arrested the male on suspicion of criminal damage. With the male under control by officers I began asking open questions about how he was bleeding and if he was injured anywhere else and attempted tend for the male by the use of non-verbal communications with the change in the tone of my voice, but the male was extremely aggressive with officers and was intoxicated either on alcohol or drugs. I was concerned for the blood coming from the male's hands. Having expressed my concern's, the male was continuously aggressive and threatening myself and other officers.

The male was searched and placed into the back of a police van where the male's aggression increased. I pleaded with the male to communicate with officers in order for him to calm down. Due the male's intoxication he did not calm down. The male was conveyed to hospital where he was threatening towards hospital staff who decided it was unsafe for them to assess him in that manner. Hospital staff explained to officers that his behaviour maybe as a result of taking drugs. Observing the male and not communicating with him did eventually resulted in him becoming tired from his aggressive behaviour and the male

eventually calmed down and was compliant with officers to be booked into custody where his detention was authorised.

Feelings:

This essay will now reflect on my feelings whilst dealing with the incident. Having received the report of the incident, I initially felt calm even though I did not have all the information about who the male involved was and how this may pose a threat to myself. However, this changed upon arrival at the scene. When I first seen the male I approached him thinking he would be complaint and when the male ran off the adrenaline started and I began to question why he was running away from officers and I soon realised the risk grew. I was apprehensive about the male's behaviour. Once the male was under arrest I felt the incident was under control. Looking back on the situation now I believe this incident was dealt with in the best possible way as all means of effective communication were explored with the male and he continued to resist and attempt to evade officers.

Evaluation:

Having established the incident and my feelings throughout, this essay will now evaluate the incident and how I dealt with it. This incident provided a good experience of dealing with conflict and exploring all means of communication with the male before using force. *"Betari's box describes how people can get locked into a vicious or virtuous circle of communication"* (College of Policing, 2020) in relation to how my behaviour and attitude affect their attitude and behaviour. On approaching the male, I was calm and approached with a positive mind-set of establishing who was responsible for the offence. However, the male's behaviour was already irate and he was aggressive before communicating with him. I believe the foot chase after the male and commanding him to stop for police may have contributed to the male's behaviour and attitude, but this was deemed necessary to deal with the offence. I believe myself and other officers present took control of the incident well and reverted back to a calm approach with the male to establish the extent of his injuries and to be able to explain the following process with him. I did not allow his attitude and behaviour to affect how I dealt with him. However, we were not able to calm the male down once in the police van due to his intoxication through drugs and therefore had to wait for the effects of the drug to wear

off. The nature of officer's present with male did seem to affect his behaviour or the overall dynamic of the incident. However, his aggressive behaviour continued with members of the public and hospital staff. I believe the overall dynamic of the incident was heavily influenced by the drugs the male had taken. I do not believe we were *"locked into a vicious... cycle of communication"* (College of Policing, 2020) as stated above.

I believe the use of force was necessary in this incident and was utilised in compliance with the Human Rights act 1998. Whilst placing the male in handcuff's I knew I was taking away his liberty and therefore I needed to ensure that taking away his liberty was proportionate, legal, accountable and necessary (Humberside Police, 2021). The use of force was proportionate due to the male' erratic behaviour in attempts to evade officer's whilst in public, he posed a threat to the public and officer's. The use of force in this incident was lawful to prevent further damage and to be able to conduct the investigation. As the officer using the force I am accountable for my actions and must be able to justify these actions. The use of force was necessary as the male was not compliant and attempted to evade arrest.

Analysis:

This essay will now analyse the incident. This incident was dealt with well due to the application of the policing core principles such as the code of ethics. This was demonstrated by taking accountability for my actions. By being open and honest with the male throughout. The use of integrity and demonstrating selflessness by considering the public whilst dealing with the conflict. In addition to this the use of force and providing orders and instructions was used in compliance with the police standards of professional behaviour as the force was reasonable, necessary and proportionate. The male was treated fairly and I dealt with the incident based off the information which was provided to me, being impartial to the incident in order to conduct a fair investigation.

Conclusion:

In conclusion, I have learnt the importance of conflict management skills and the use of communications skills to defuse the situation. This incident could have been more positive for everyone involved, if there was no need to use of force and if the male cooperated with

us. Although I believe the use of force was used in the most effective way and that it was necessary for this incident.

Action Plan:

This essay will now move onto the action plan following this incident. In order to develop my required skills to deal with conflict situations and to ensure the use of conflict management skills, I will ensure that I am revisiting my officer safety training regularly to ensure that my skills are maintained to the highest standards. If I had to deal with this incident again, I would consider calling for further officers to attend the area in which the male was running towards to enable officers to detain the male more efficiently. However, I believe the use of conflict management skills worked well and that the use of force was necessary in this situation in compliance with legislation and force policies.

Word Count: 2747

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

Critically assess a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Consider 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.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will critically assess a policing incident in which I played a significant role in with a victim. The essay will reflect on the responsibilities of officers to act in line with relevant codes of practices and to support victims and witnesses through the criminal justice system. In addition to this the essay will illustrate how policing values were engaged throughout the incident.

A victim of crime is defined by the Ministry of Justice's code of practice for victims of crime in England and Wales (2020) as *"A person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence"*. Victims of crime are also witnesses to the crime. Witnesses of crime are defined by the College of Policing (2013) as *"A person, other than a defendant, who is likely to give evidence in court"*. This evidence would be based on what they witnessed.

In the UK many crimes go unreported by victims. Therefore, statistics of crime levels in the UK can only base off crimes which are reported. There are many reasons why crimes go unreported each year, the Office for National Statistics (2018) explains that this may be due to the *"Changes in policing activity and recording practice and by the willingness of victims to report"*. Victims may not be willing to report crimes as they may lack the knowledge that a they are a victim, being too fearful to report the incident to police, or even through victims losing faith in the criminal justice system or previous negative response from police. It is

crucial that officers build a rapport with victims. Building public confidence in the police allows for victims to come forward with their reports. This is supported by Farrell, A. et al (2019) who states *“When victims believe they have been treated respectfully by law enforcement, they are more likely to report crimes”*. By victims reporting crimes it allows police to investigate the crime with hopes for a prosecution from the criminal justice system and to provide justice to the victims. However, the College of Policing (2013) states that *“Research indicates that the quality of the treatment received is more important than the objective outcome”*. Therefore, poor response from officers may have a negative impact on the wider community. This portrays Locard’s exchange principle displaying that every contact leaves a trace.

In order to increase the community’s confidence in the police, the police must positively engage with the public. An inclusion strategy has been released by the College of Policing (2020) outlining goals to reflect the community and to build relationships of trust with the community. Lancashire Police (ND) define inclusion as *“Feeling respected, valued, safe, trusted, having a sense of belonging”*. Members of the public may have a sense of belonging by police forces across the UK valuing difference in their communities. This may be achieved by the police application process to fairly reflect their communities. The building of public confidence in the police may result in victims reporting crimes to the police and supporting prosecutions.

For a prosecution to take place and to provide justice for the victim, *“The Criminal Justice System (CJS) relies on victims and witnesses to report crime to the police”* (Ministry of Justice, 2013). However, even when victims report crimes the BBC (2020) reports that 22.6% of crimes were closed due to victims not supporting the prosecution. This may be due to the fear of what is to follow in the criminal justice process. However, the Criminal Justice System relies on victims and witnesses, therefore, responsibilities are in place for officers in order to support victims through the criminal justice system. Victims and witnesses are entitled to their own rights under the codes of practice for victims of crime in England and Wales also known as the Victims Code.

The codes of practice for victims of crime in England and Wales sets out 12 rights for victims which should be provided as part of the service provided by police and other agencies. The

victims code is put in place to ensure that the victim is paramount in the criminal justice system. The rights set out include the right *“To be able to understand and to be understood”*. (Ministry of Justice, 2021) This right is in place to ensure all victims understand the entire process from the first point of contact to beyond the court case should the incident reach court, this will be provided in a method which they require and includes access to free interpretation or translators which the police will provide on request at any stage. Other rights include providing the support to the victims and providing information in relation to the initial report, any compensation, the investigation, the trial, prosecution and any outcomes of the crime. Many of these rights are outlined in the policing incident below. Victims also have the right to have their *“Privacy respected by service provided in accordance with their obligations under the relevant privacy and data protection laws”* (Ministry of Justice, 2020) This falls in line with their human rights. This includes their personal information and confidentiality in the crime in which they have a reported or are victim to. This information cannot be shared without the victim’s consent. There is a responsibility on the police to meet these rights and to provide support to victims. Therefore, it is fundamental for officers to uphold the rights of the victim.

Having established the police responsibilities and procedures in order to support victims and witnesses through the criminal justice system. This essay will now reflect on an incident in which I played a significant role with a victim and reflect on how I supported the victim through the criminal justice system, considering the victims culture and language preference, whilst reflecting on how policing values were engaged throughout this process. In order to reflect on this incident, I will utilise the CARL framework of reflection. The CARL framework of reflection allows for reflection on experiences, whilst outlining the Context of the experience, the Action taken, the Results of the actions and allows for the assessment of that which has been learned under the Learning element (The University of Edinburgh, 2018).

Context:

This essay will reflect on an incident whereby the victim was hit by a car following the refusal of payment for a service he provided a customer in his store.

On initial attendance at the incident, the victim was laying on the floor on the road and the suspect was not present at the scene. The victim was able to walk out of the way of the

road and attempted explained to me what had happened. I was conscious of the male's injury to his leg, he was struggling to walk and required aid in placing pressure on the leg. Whilst talking to the victim he explained to me that he was Turkish and struggled to speak English. This essay will now establish the actions taken following this.

Action:

As the officer attending this incident I am aiming to achieve the best support for the victim and to provide justice for the victim. In order for this to be achieved and to establish the extent of the incident I acted in line with policing values demonstrating impartiality by taking *"Into account individual needs and requirements"* (College of Policing, 2021) and to allow the victim the equal opportunity to report the incident and to be treated fairly in their chosen language in line with the victim's code the right to *"To be able to understand and to be understood"* (Ministry of Justice, 2021). Therefore, I explained to the victim that I will contact a translation company in order for him to explain the incident fairly and for him to understand me. The victim stated he was happy for his friend to act as his translator who was also present at the incident and that he would prefer his friend to translate rather than the translation company. By utilising the victim's friend in order to translate I considered the impact of this. The friend who was willing to translate was also present at the incident and therefore is not impartial to the incident. I also considered that the friend's translation may not be accurate or that he may not understand exactly what I was asking to be translated. In addition to this I considered the implications of data protection by sharing information through a friend. However, the victim assured me that this was the method he preferred and has used regularly on previous occasions. The victim understood the implications of data protection and provided consent for the friend to be aware of the incident.

Therefore, acting in the victim's best interest I utilised his recommended friend to translate for him. This was done in line with the public service policing values. This was to ensure the male's safety and injury was treated efficiently. Using the male's friend as a translator allowed me to establish the extent of the victim's injuries to relate back to the ambulance service and also allowed for an early account of the incident to allow other officers to be vigilant for the suspect who had left the scene.

The victim explained to me via the translator that he had provided a service to a customer who later refused to pay for the service. The victim explained that whilst the customer was in the store, he contacted police to report this. However, the customer left the store and got into his car. The victim explained he stepped out into the road to stop the customer from making off, at this time the customer has driven at the victim causing him injury to his leg. The customer then drove off from the scene before police attendance. The victim was then seen by the ambulance service and was taken to hospital. Before the victim was conveyed to hospital I explained to him the following process and the decisions I had made that officers would be seeking to arrest the customer responsible for his injuries and the refusal of payment. I ensured that he understood this decision and what would happen following this. This action was taken in order to demonstrate transparency with the victim, which is outlined within the College of Policing (2021) to ensure that officers are *“Honest and open in our interactions and decision making”*. In addition to this, the victim had a right to this information under the victim’s code right *“To be provided with information about the investigation and prosecution”* (Ministry of Justice, 2021). The victim understood the following process and supported all police action. The victim was then provided the incident record which was also provided in line with rights within the victim’s code. Following this officers made attempts to arrest the suspect however, were unsuccessful that evening. The suspect then presented himself at custody the following morning where he was arrested and his detention was authorised. I attended the victims address to inform him of the offender’s arrest and to obtain a victim statement from him. I explained to the victim that under the Youth Justice and Criminal Evidence act 1999, that he would be entitled to special measures due to being a victim of a serious crime. I explained to the victim that *“Victims of the most serious crime... might also be regarded as intimidated”* (CPS, 2021). Based on this I explained to the victim what measures were available to him, such as live links to the courts, screening from the offender and the use of a translator, to which the victim requested a translator. I then explained to him that he had the right to *“To make a Victim Personal Statement”* (Ministry of Justice, 2021). I explained to him that a victim personal statement allows the victim to provide a statement explaining to the court the aftermath effect of the incident and how it has affected them personally, to which the victim completed.

The offender was released from custody, where he had received bail conditions placed upon him. I informed the victim of this information. In addition to this I also referred the victim to

victim support to which he consented for his information to be shared with other agencies. I did this in order to safeguard the victim.

Result:

Having discussed the actions taken throughout the incident. This essay will now reflect on the actions and analyse the results following the actions. Throughout this incident, the victim's safety and ensuring the safeguarding of the victim was paramount and I believe this was achieved throughout by placing the victims needs first. However, there are elements of the incident which may have resulted in a more appropriate outcome for the victim. As mentioned above, the use of the friend as a translator was not the preferred approach to deal with this incident. However, this was deemed necessary in order to safeguard the victim. To improve in future, I will ensure that I utilise the impartial translation companies available to me which would have resulted in the same outcome. I believe I acted with integrity in line with policing values, as I believe I did the right thing in this incident. I acted on behalf of the victim and to ensure he was provided the support needed. In addition to this I made the decision to seek out the offender's arrest. I made this decision based on the public and the victim's safety. I did not manage to trace the suspect and ensure he was arrested following the attendance at the incident, however, this was achieved within a 24-hour time period and therefore I am satisfied with the outcome of an arrest. Following the incident, the victim expressed their gratitude to police for the manner that it was dealt with, to which I am pleased that actions provided the result which the victim wished for.

Learning:

On reflection of the incident, I have learnt the importance of understanding the victims needs and ensuring that their rights are met throughout the incident and any contact following this. I understand that being a victim of crime can have a significant impact on the victim's life and therefore, ensuring that they are provided regular updates of the incident and outcomes is crucial for their safety. In future, will ensure that the translator is provided at every point of contact even when updating the victim over the phone. I believe this would display the support the organisation is providing to victims. I will continue to offer victims the victim support which they are entitled too. I believe I provided the victim in this incident the service which is expected to them. Moving forward, I will ensure that these rights are met throughout to ensure that the victim is satisfied with the service provided.

In conclusion, this essay has demonstrated the importance of police engagement with the communities and how the relationship between the police and the community can have an impact on victim's reporting crimes. The service provided to victims and witnesses should be of highest standard and the rights and needs of the victim should be met at all times. The use of policing values can influence the officers approach to the incident and therefore should be utilised at all times.

Word Count: 2550.

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.

Critically assess 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. **Evaluate** the role of discretion in the decision-making process.

Determine 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 assessment** of the potential impact of bias on the decision-making process.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will critically assess a policing incident in which I played a significant role in with an offender. In addition to this, the essay will reflect on the use of the national decision model throughout the incident whilst evaluating the role of discretion in the decision-making process. This essay will also determine the responsibility of officers when conducting investigations.

“Police decision making is often complex” (College of Policing, 2013) resulting in police forces adapting a National Decision Model (NDM) to assist with decision making. The NDM has the police code of ethics at its heart to ensure every decision is made in line with the police ethics that are set out. The College of Policing (2013) outlines that the NDM encourages officers to use their discretion whilst decision making where it is deemed appropriate. However, Kleinig (1996) argues *“The exercise of discretion is often said to be central to professional decision making”*. This is supported by Walker (1993) who states that officer discretion is *“More often a matter of encouraging officers to choose one option over another”*. This may be the option to arrest over other modes of disposal of the offence.

The use of discretion allows officers to exercise their use of professional judgement when decisions are needed to be made. However, the use of professional judgement allows the potential for bias whilst making that decision. Bias is defined by the Oxford Dictionary (2021) as *“A strong feeling in favour of or against one group of people, or one side in an argument”*. Having a bias whilst making decisions can have a significant impact on your decision making process, especially in the policing sector where officers must demonstrate impartiality. In line with policing values to act impartial the College of Policing (2021) outlines that officers must *“Value everyone’s views and opinions... to understand their perspective”*. Therefore, unconscious biases can have a significant impact on decision making as The University of Edinburgh (2020) explains *“When judgement and decisions are influenced by unconscious bias we are, in effect using an... inaccurate evidence base. This will lead to poor decisions”*. With this in mind it is important for officers to recognise their unconscious biases and ensure their decisions are made in line with policing core values and are using all the evidence available to them.

The Independent Office for Police Conduct (2011) have published many incidents in where officers have made decisions which were not found to be reasonable and have released that *“Police officers are accountable for their decisions and actions – and are, therefore, expected to provide a rationale for those decisions when questioned”*. Having established this, the NDM was introduced to be able to assist with all kinds of decision making processes including impulse decisions. The NDM is governed by ethics, policy and values. The core values officers must demonstrate are: Transparency, Impartiality, Integrity and Public

Service. These values ensure officers have a clear rationale to their decisions and that officer's decisions are made fairly and consistently whilst dealing with the offence and in the public's interest. The NDM assists officers in gathering all relevant information to ensure the correct decisions are made. In addition to this the NDM allows officers to record the rationale to their decisions to assist with their accountability.

Having established the importance of decision making within the police, and many decisions leading to conducting criminal investigations. When decisions are made by officers which result in the offence being investigated, officers must comply with the codes of practice which are set out by the Criminal Procedure and Investigations Act 1996 (CPIA).

The Ministry of Justice (2015) explains that an investigation is conducted by officers to establish if a person should be charged and if they are guilty of an offence. Whilst conducting a criminal investigation, the CPIA outlines responsibilities for the investigator, the officer in charge (OIC) and for the disclosure officer. The College of Policing (2013) outlines that there is particular responsibility on officers *for "Recording information and retaining record of information and material"*. A review by the Ministry of Justice (2015) outlines the responsibilities for recording information and material. The review identifies 4 main areas in relation to recording information and material. In addition to this, the Ministry of Justice (2015) also outlines the responsibilities in regards to officers retaining information and material and identifies 6 main elements in relation to retention of information and material and also covers the time scale of the retention. In relation to officer's responsibilities for recording information and material the review explains that it is the responsibility of the OIC to ensure that all relevant information is recorded. In addition to this, negative information may also be relevant information and therefore must be recorded, all information recorded must be retrievable and recorded as soon as practicable (Ministry of Justice, 2015).

Having established the officer's responsibilities in relation to recording information and material, this essay will now identify the officer's responsibilities in relation to retaining information and material. The review explains that *"The investigator must retain material obtained in a criminal investigation which may be relevant to the investigation"* (Ministry of Justice, 2015) this includes items which were seized for the investigation. In addition to this the OIC must retain any material which later becomes relevant and any such documents

relating to the investigation such as the initial report, the custody record and information which may provide an alibi to the accused person.

However, once conducting a criminal investigation, officers may face many issues such as the demand on officers to deal with the situation, to protect and reassure the public and those involved in the case and to protect and preserve the scene and evidence (College of Policing, 2013). In addition to the initial demand on officers, they may also face issues whilst gathering material relevant to the investigation, be it through time constraints or testing the evidence to identify the facts of the incident.

In addition to this, officers have responsibilities in relation to managing the offenders. These responsibilities include the pivotal duties of care for offenders. Officers also aim to prevent reoffending. In order to prevent reoffending *“Police officers may assist in enforcing the sentences given to offenders”* (College of Policing, 2013). It is argued by Avon and Somerset Police and Crime Commissioner (2021) that *“Increasing community sentences that are proven to be more effective at reducing re-offending than short custodial sentences”*. Therefore, is vital for officers to consider which sentencing route is more effective when enforcing sentences. In addition to this, officers work closely with other agencies to rehabilitate offenders and offer support. This support may be provided by the means of the Government's drug interventions programme or offering mental health support and many others. The aim of reducing reoffending is to keep communities safe. This is supported by the Association of Police and Crime Commissioners (2021) who state *“PCC's want to create safer communities by giving people in the criminal justice system the opportunity to change and the skills to rebuild their lives”*. These opportunities are provided by the means of a multiagency approach, working in partnership with the police.

On establishing the nature of the decision making process, the use of the NDM and officers responsibilities in regards to the CPIA and managing offenders. This essay will now discuss a policing incident in which I played a significant role with an offender and I will reflect on the incident as a whole and the assistance of the NDM whilst resolving the incident. In order to discuss this incident, I will utilise the Driscoll reflective model. Driscoll's reflective model has adapted from Terry Borton's 3 stem questions. These questions are What?, So What?,

Now What? (University of Cambridge, 2021). These questions allow for personal reflection on the incident.

What?

What is the incident? The policing incident in reflection is an incident involving two land owners, whereby one alleged that the other has threatened to kill him. The incident occurred in close proximity of each other with both owners working on land within 50 metres of each other. On attendance at the incident I spoke to the reporting person who was the victim in this case. The victim explained to me that he was frightened and had walked away from the land in fear of the threats that had been made towards him. On speaking to the victim I noticed he was very nervous and anxious. I reassured the victim and asked him to explain the incident. The victim explained that he has had previous issues with the land owners next to him. However, not to this extent. The victim was scared that the suspect could see him speaking to police officers. Whilst speaking to the victim, the suspect began shouting over towards the victim. The victim explained that he wished for the matter to be dealt with. I decided an arrest for threats to kill would be the most appropriate means of disposal for this incident due to the close proximity of both land owners, to protect the victim, to prevent injury and to be able to conduct a prompt and effective investigation into the incident. This decision was made in line with the policing value, public service, to act in the public's best interest and to safeguard the victim. Based on this, I approached the suspect and explained to him the report of the incident. Following this, I arrested the male on suspicion of threats to kill. The male was taken to police custody and his detention was authorised by a sergeant. Whilst the suspect was in custody, the investigation into the offence began. I obtained a victim statement and the victim identified a witness which opened further lines of enquiries into the investigation. In line with officer's responsibilities of recording relevant information, I spoke to the witness who provided a statement accounting for the incident, which confirmed the victim's account. Whilst this was taking place, the suspect was interviewed where he provided a witness who was in his company throughout the entire day who would be able to provide a statement to support his account of the incident. The suspect was released from custody and the witness statement was obtained to ensure a fair investigation and that all relevant information is obtained.

So What?

Having established exactly what happened in the policing incident in which I played a significant role in with an offender. The question So What? Will analyse the incident and reflect on the application of the national decision model in order to resolve this incident in the means of the least intrusive method of disposal.

The use of the NDM was prevalent throughout the incident. On attending the call, I gathered all the information that was available to me. In addition to this, speaking to the victim on attendance also utilised the first element of the NDM by gathering all the information and intelligence about the incident from the victims first account. Whilst at the location I assessed the threat and risk posed to the victim, the second element of the NDM. This was conducted by taking into account the close proximity of the land owners, the behaviour of the suspect on speaking to the victim. The victim was at risk of further offences being committed against him if the incident was not dealt with correctly. Having established this, I utilised the third element of the NDM and I considered the powers and policies available to me in order to deal with the matter. I considered my power to arrest the suspect under section 24 of the Police and Criminal Evidence act 1984 for the offence of threats to kill under section 16 of the offences against a person act 1861. The option to arrest was available as the necessity to arrest the suspect under code G of the Police and Criminal Evidence act 1984 was present. In addition to this I considered options and contingencies, the forth element of the NDM. I considered dealing with the incident by the means of a restorative justice, however this was not deemed appropriate in terms of safeguarding the victim in this instance. This was the use of officer discretion, and I am able to account for my decision to arrest the suspect in this incident. The fifth element of the NDM is to take action and review. I took action by arresting the suspect. On reviewing the incident I knew the victim was safe whilst the suspect was in custody and that I was now able to investigate the offence fairly. Throughout the incident I demonstrated the code of ethics which is the core of the NDM. Demonstrating integrity which the College of Policing (2013) explains integrity as *"You always do the right thing"*. This was demonstrated by considering the victim, the suspect and the offence. In addition to this I treated both the victim and the suspect fairly and with respect whilst being honest to them both about the following procedures. My decision to arrest was based off the information provided, therefore demonstrating objectivity. All actions in this incident were accounted for. The NDM assisted in resolving the incident due to the ability to break down the incident into elements which then allowed me to reason

which process would be most appropriate taking everything into account which was also in line with policing codes of ethics.

On reflection of the investigation. The recording and retention of the information was conducted fairly with information being recorded from witnesses who support both the victim and the suspect. This information was retained correctly and placed into a case file for a decision to be made in relation to the incident.

Now What?

This essay will now move onto the final element of the reflective model by asking the question, Now What? This element allows for the discussion of the actions taken following the analysis of the incident. Having dealt with this incident, if I had to deal with this incident again I would consider a restorative justice approach due to both parties working in a close proximity and will continue to work in such a close proximity following the incident, the approach of a restorative justice may have dealt with the matter and allowed both persons to continue working in a civil manner. However, at the time of the incident the victim was clearly fearful of the suspect and safeguarding the victim was vital. Therefore, I believe the decision to arrest was the most appropriate in this situation. From this incident I have learnt the importance of a decision making model whilst making decisions to ensure all elements are fully taken into account and to ensure the correct cause of action is taken, by taking into account the victim, suspect and the offence. In future I will look into the neighbour dispute as both parties explained that they had previously reported each other for different incidents which had occurred on the land. However, these previous incidents would not have impacted on the decision to safeguard the victim in this case. All means of recording and retaining relevant information were conducted in lines with officer's responsibilities outlined by the CPIA and I will continue to record and retain relevant information in this manner to ensure the investigation is conducted fairly.

In conclusion, this essay has demonstrated how the use of officer discretion can influence the decision making process, with officers being accountable for their decisions, the use of a decision making model is crucial. This essay has demonstrated how officer's decisions can place individuals through the criminal justice system. Therefore, the use of the NDM and policing core values are vital whilst executing police duties and managing suspects.

Word Count: 2616

Task 5

Personal Development Plan (PDP)

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 towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
First area of develop would be to ensure I have clear communication with colleagues, victims and suspects. Be it over the radio, in person or whilst in interviews. I am aware that my nerves throughout my time on tutorship has affected my communication with others and I believe this will improve with confidence.	I will aim to achieve this goal by being more confident with my decisions and not to be afraid to ask anything which I am unsure of with confidence. I believe my confidence will grow once I get use to the station environment and have fully settled in which will hopefully ensure I develop	Support can be provided by peers and colleagues. I can also support myself by gaining confidence in myself and my knowledge to back myself and speak up in situations when it is needed.	I aim to achieve this goal within 6 months which allows me time to be out of tutorship and to find my feet on my own.

	clear communications.		
The second area of development for myself would be to keep on top of my knowledge of legislation. This may be new legislations which have been introduced or even offences which I am not sure of fully. I believe this will gain my confidence in dealing with a variety of incidents.	I will aim to achieve this goal by reading back over my notes I made whilst in training school and revising new legislations. In addition to this I will ask colleagues about specific incidents and how they dealt with them in order to consider that going forward.	The support can be provided by colleagues and friends and family to complete this. In addition to this I will be able to support myself by ensuring I spend time to revise and to read back over work to better my knowledge of topics.	I aim to complete this goal within 3 months. Although I will ensure I keep on top of this throughout my career as it is beneficial for role within the police service.
My final area of development would be to keep on top of my occurrences and updating victims whilst ensuring my task are completed on time and I am keeping on top of my case files.	I aim to achieve this by ensuring I am regularly checking my occurrences. I will dedicate a day every week to ensure each victim is updated. In addition to this I will set myself tasks and reminders to ensure my	I will seek support on achieving this by colleagues and my supervisor. In addition to this I will ensure I am updating my to do list and ensuring everything is complete on time.	I aim to achieve this within 6 months. I believe 6 months allows me time to find which routine works best for me and works effectively.

	workload is completed on time.		
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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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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

By signing the section below you are acknowledging your continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it 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: Natalie Jones

Date: 03/10/2021