

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/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook 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.

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 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.

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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:

Everyone has once dealt with or is currently dealing with stress in their everyday lives. Workers commonly get stressed amidst the pressures to perform and deliver in their employment or business, students get stressed whilst aiming to achieve academic excellence in their studies and it is not at all unusual for these kinds of stress to manifest themselves into our personal and family lives. There are numerous definitions of stress stemming from across various disciplines, such as psychology, sociology and biology and therefore agreeing on one be-all and end-all is somewhat of an arduous task (Ingram and Luxton, 2005). A leading UK charity, The Mental Health Foundation, describe stress as a bodily response to any pressure which can stem from life events and it is "... often triggered when we experience something new, unexpected or that threatens our sense of self, or when we feel we have little control over a situation" (Mental Health Foundation, 2021).

Research has consistently demonstrated that careers in policing and law enforcement are among those of the most stressful, and research in this area has produced consistent findings at an international scale (Anshel, 2000). In the career of a police officer, it is vital to maintain positive mental health through the use of stress coping mechanisms and strategies, as stress can often lead to various mental health illnesses. A recent study centred on police officers in the UK found that amongst over 40,000 officers, 10% reported symptoms of depression, 9% reported those of anxiety, and 4% reported those of post-traumatic stress disorder (Stevellink *et al.*, 2020).

I have joined the police without any prior policing background. Some of my peers within the same cohort intake served beforehand as either community support officers or special constables. One thing all these students tended to say was that they had experience of the stresses of policing, and therefore they knew more of what to expect from the new career we were all heading into. Myself personally, I have never struggled with any stress or anxiety related disorders in my life; however, I have gone through several stressful periods in both my personal life and in my professional life. Losses in the family have proven to be stressful times for me personally, and I often experienced stress when studying for my undergraduate degree in the social sciences. I have always found that, during stressful periods, I am able to cope much better by maintaining my usual routine, and doing some hobbies in my spare time, such as playing a round of golf. I have also found in the past that talking to friends and colleagues always helps me realise that by stressing out, I am usually making whatever situation I am in much worse than it is. These things in tandem allow me to reset and get a clear mind, before tackling whatever obstacles are in my way and causing me stress. These

mechanisms are all coping strategies that I have utilised since being attested as a Police Constable, and I will now focus on each in turn.

There is ample evidence to suggest that the introduction of exercise into one's schedule can be effective in acting as a stress coping mechanism (Jackson, 2013; Sharon-David and Tenenbaum, 2017; Saeed, Cunningham and Bloch, 2019). Since making the personal decision to pursue a career in the police service, I have exercised regularly, and I have always enjoyed maintaining a healthy and active lifestyle. I go the gym four times a week and since joining the police I have taken on a personal trainer in my spare time in order to increase the effectiveness of my workout sessions, ensure proper form and technique when lifting weights, and to have a mentor who is there to motivate me to push harder in order to get better results.

I can recall several points during my six months in the initial training school where I have experienced a significant amount of stress. Notably, I would find that I would get anxiety and stress out before one of the exams or shortly before undertaking a practical exercise where we were being assessed at mock policing scenarios in front of our cohort and assessors. I have never been the type to enter exams or assessments with the highest level of confidence, and training school was no different. I found out very quickly that by going to the gym before an exam or taking a break from private study to do a workout, I was able to focus better on what I needed to do for my own study. I also learnt that exercise was improving my mood whilst in class. My own observations in my exercise improving my mood and attitude in class are mirrored in academic research (Mikkelsen *et al.*, 2017).

About two months into training school, I started undertaking yoga in my spare time in order to improve my overall physical flexibility when lifting weights in the gym. Interestingly however, I discovered that the most significant effect from my yoga routine was the effect it was having on my wellbeing and mental health. There is a vast amount of research which illustrates the positive wellbeing effects yoga has on adolescent mental health and stress in particular (Chong *et al.*, 2011), and of closer interest into the policing perspective, a study introduced a yoga programme to recent recruits of an American police academy and the preliminary finding was that yoga was clearly valuable for stress reduction amongst the recruits (Jeter, Cronin and Khalsa, 2013). Yoga gives me focus, and I found that a one-hour session in the morning before my police training allowed me to enter class with an open and inquisitive mind, making the learning easier and more enjoyable.

I am an avid golf player and have played for pleasure since a young age. I am competitive by nature, and I have enjoyed playing in tournaments or playing with highly skilled players in order to learn how to improve my handicap rating. I have always held the notion that the game of golf is my 'escape' – the course, or the driving range on a miserable day, is a place I regularly go in order to escape my otherwise busy and frantic personal and professional life. I enjoy switching off, walking the course, getting fresh air, and playing a good round of golf. I have found during my first six months in training school and with my local golf course opening back up post-lockdown, golf has helped relieve some of the burdens and stress that I have taken on as a result of entering this career which requires a significant amount of home-study, sacrifice and dedication. A recent survey undertaken by the Golf Travel Centre found consistent findings with my own experience, in golf being beneficial for mental health. Notably, 98% of the survey's respondents reported the significant stress-relieving effects of the game (Golf Travel Centre, 2021).

I understand that the stresses I have experienced during my time on the initial six-month training school may very well continue, or if left untreated, worsen as I move on to the next part of the programme, consisting of being placed on frontline policing duty. In particular, this will be the first time I have ever had to adapt to working on a shift pattern. Frontline response policing involves shifts which can last up to eleven hours, and more with overtime. I will be placed into a high-pressure environment very quickly and at calls I will be expected to demonstrate and display that I have been trained to the highest standard during training school.

Victims and witnesses need the police to always demonstrate the utmost professionalism, and law-abiding members of the public expect all serving officers to demonstrate the standards of behaviour as reflected in the Code of Ethics. I would therefore go to suggest that whilst it is inevitable serving police officers will experience high amounts of stress due to the nature of the job, and some of the traumatic events that they are called to on a daily basis, it is crucial they effectively manage their stress levels through the use of their own personal mechanisms and routines.

For me, as I have explored in this task, I will continue to exercise in the gym, utilise a consistent yoga routine, and maintain my hobbies (like golf) between my time on shift in order to improve my sense of wellbeing and in turn, improve my effectiveness to service users and to the communities I serve as a police officer.

Word count: 1422

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:

Conflict management and the use of clear and effective communication are a primary theme within the job of any police officer, and especially those on response duties. In the first few weeks of being posted to divisional response units, as part of my tutorship on this programme, I have dealt with many incidents in which I have had to utilise approaches in managing conflict. I have also attended calls where I have demonstrated some of the key communication skills that I have not only picked up from my initial police training, but those that I have developed throughout my career beforehand.

For the purpose of this workbook task, I will focus on one policing incident in particular where I played a key role with an offender and a witness. Using this incident, I will reflectively assess my application of communication skills, justify my use of force in resolving the conflict situation and I will conclude this task with an evaluation of my actions at this incident, focusing on what I learnt moving forward into similar incidents as I progress through the tutorship programme further. The incident I will be referring to in this workbook task is the first operational arrest I ever made during my second shift as a police officer on divisional response.

Myself and my tutor were asked to attend a busy city centre venue where an intoxicated male was ejected from a venue and begun being violent towards security staff. We were

tasked to attend on the basis of an immediate response in order to de-escalate the conflict and to prevent any potential offences being committed. On arrival, the male was aggressive to myself and my tutor, and at one point we had to restrain the male in order to stop him from re-entering the premises that he had been ejected from. The incident ended resulting in my first arrest as a police officer. A combination of effective communication skills and conflict management tools were utilised in order to deal with the situation appropriately, along with a dynamic assessment of the numerous police powers available to me throughout during the incident.

Before arriving at the incident, myself and my tutor utilised the College of Policing's National Decision Model (College of Policing, 2014) in order to assess our options for dealing with the aggressor at the scene and assess what powers we immediately had at our disposal. The National Decision Model also allows us to consider the College of Policing's code of ethics in all decisions that we make and in all the powers that we choose to execute. At the scene, the male immediately appeared to me as intoxicated. It was a busy student night and the male appeared of student age, so it was not too far out of the equation for me to make the presumption that the male was drunk. When I got closer to the male, this suspicion was confirmed as I could clearly smell liquor on his breath.

I asked the male to come and talk with me, away from the venue and he immediately got into my face and shouted inaudible slurs at me. It was at this moment; I had already started considering the immediate options at my disposal. Firstly, I had powers to make an arrest on the male, namely for the offence of Section 91 drunk and disorderly in a public place (*Criminal Justice Act*, 1967). Secondly, I had also considered at this point, an alternative disposal to arrest – namely in the issuing of a dispersal notice under Section 35 (*Anti-social Behaviour, Crime and Policing Act*, 2014). I was acutely aware that I would not need authorisation from an officer of Inspector rank or above to issue such a dispersal notice, as a Section 34 authorisation (under the same Act) was in force at the time. I was concerned however that the male would not understand due to his intoxication the issuing of a dispersal notice, leading him to disobey it regardless and end up being arrested.

I was initially anxious to try and speak to the male and calm him down. Suspecting that he was heavily under the influence of alcohol, I knew that trying to reason with him was going to be a difficult task. As previously observed, it was a busy student night and I was also alive to the fact that making an arrest in the city centre, directly outside one of the busiest venues may cause a scene and could very well escalate the situation rather than defuse the situation. The male however kept trying to regain entry to the premises that he was ejected from, and he kept trying to push myself out of the way to do this. The male was swearing and shouting, and despite attempts to calm him down with verbal cues and tactical communication strategies, I made my first operational arrest on the male, for drunk and disorderly in a public place.

As previously mentioned, on my way to the incident after being briefed by colleagues in the control room, I was very anxious in preparing my communication strategy, as I know well from past personal experiences in working in the hospitality trade just how difficult it can be to communicate effectively with people who are intoxicated through alcohol. Nevertheless, as police officers, communication is our first and most effective line of defence. During my training, I read a book written by a former American police officer titled "*Verbal Judo: The Gentle Art of Persuasion*" (Thompson, 2010). In his book, Thompson likens effective tactical communication to a physical martial art and says that his teachings in verbal judo allow you

to communicate more confidently and persuasively in any dispute situation, allowing you to take control of any given situation with the need for minimal force.

At the scene, I took the decision to listen to the male keenly before offering my own input or point of view. I've always been a heavy talker since a young age, and I admittedly enjoy being the loudest person in the room – however my training taught me the importance in this line of work of allowing people to speak, rather than speaking yourself. I therefore approached the male, and said to him, "Hello, I'm a police officer, tell me what's happened here tonight". This put the subject into centre stage, and I feel that I demonstrated to him that I care about his account, rather than prejudicing the situation and demanding he leave the location as soon as possible.

The male started to speak however he was incredibly slurred. I was listening attentively enough in order to suspect he was drunk. The male then started to swear at me and demanded I leave him alone. I felt the need to interrupt at this point to warn him about his swearing, so I said, "I'm happy to speak to you about what's happened here – but swearing like this will not help you out". In hindsight, I feel that this response was perhaps a bit submissive – the particular words the male was using were clearly directed at me and they were quite projected at a loud volume. The male continued to swear, and he started to become aggressive by attempting to get past me and towards the premises which he had just been ejected from. I had to stand in his way to prevent him from going towards the premises as I felt he would commit offences should he try to enter the premises again.

Once the male started pushing me, my warnings became slightly more obvious and clearer. I said to the male "You are not going into that bar, stop trying to get past me". The male then put his hands on me and with minimal force tried to push me out of the way. I stood my ground and gave a final warning to the male, "Do not put your hands on me – if you do that again you will be arrested, do you understand?". Again, in hindsight this could've been clearer, or this could've been said a lot earlier. I've learnt from this incident to not allow anyone to lay their hands on me, and if I need to, I should take a step back to prevent this from happening again.

The male was still swearing at this point and tried to barge me out of the way with his weight. With the assistance of my colleague, I grabbed the male's arms to his rear and told him that was under arrest for the offence of being drunk and disorderly in a public place. I handcuffed the subject and then handed him over to units responsible for transferring detained persons to the local custody suite.

Overall, I was pleased with my use of communication in this incident. As observed, and in my review with my tutor afterwards, I outlined that I felt a bit submissive at times and that I had a lack of control over the situation. I was pleased that I allowed the male to give his own account before I gave any opinion of my own, as this is unusual of me. Had the male have not been drunk, I strongly feel that this would've calmed down the subject, de-escalated the situation and perhaps would have negated the need for any use of physical force or police powers of arrest. This incident could have been dealt with by the subject simply walking home, however by his own actions this did not happen.

With my calm and collected introduction, I was trying to avoid mistakes that I had previously made in the practical exercises that we conducted whilst in training school. On the arrest and stop-search scenarios, the actor, playing the offender/subject was immediately hostile

when stopped by myself. In both exercises, I responded immediately with a loud “Calm down” and repeated this over and over. In the debrief with my trainers and assessors, this was pointed out as an area for improvement. Shouting at the top of my voice for a subject to “calm down” was in itself a blatant hypocrisy and did nothing to calm any of the tension. In fact, I would suggest that by shouting orders, I was making the situation a lot worse – if it was a real-life situation, this kind of policing response could easily lead to immediate physical conflict and further offences being committed. This reflection reinforces the diagram of Betari’s Box, which shows the cyclical nature between one’s own attitude and behaviour towards another on their attitude and behaviour. Put simply, by shouting aggressively at a subject, Betari’s Box goes to suggest that the subject’s attitudes and behaviour will be influenced and is likely to do the same back. Ever since this practical exercise, I try to avoid at all costs being locked into this negative cycle at real life incidents, on the job and off the job.

Research shows how police attitudes and training literature have changed drastically in regard to responding to incidents of public disorder. Training material researched and observed dating from the 1980’s placed an emphasis on the weaponizing of fear to combat such incidents, whereas training manuals from the current decade are much more targeted towards equipping police officers with skills allowing them to read atmospheric changes amongst large gatherings of people allowing for more effective tactical decision making (Wall, 2019). In particular, the study found that amongst the new methods and techniques that are taught, this notion of the feedback loop present in Betari’s Box are present in the modern manuals (2019, pp.154).

Through my training, I was taught that when making any policing decision, the National Decision Model (College of Policing, 2014) is the gold-standard toolkit in reaching the most ethical and appropriate course of action. The National Decision Model is particularly useful in determining whether use of force is necessary, and what level of force is appropriate and proportionate, and this is what I used at this incident in coming to my decision to use force and to utilise my arrest powers. Before this incident, I was reluctant to use physical force. I have never had to defend myself physically previously and I was incredibly anxious about this side of the job going in. At the time of the incident, I eventually used light force to stop the subject from re-entering the premises, and to effect my subsequent arrest.

My debrief of my first arrest with my tutor involved re-imagining the situation in order to see what I should have done differently and observe the positive actions taken that could be improved as I go forward. This framework is similar to that developed by Gibbs, where you lead yourself through the six stages in an exercise of self-reflection (The University of Edinburgh, 2020).

Using the Gibbs Cycle, my tutor and I identified some areas where I can improve my communication at incidents of a similar nature. Notably, I recorded at this incident that I should at the earliest opportunity, make it clearer using direct language that I am not going to tolerate abusive language being used, or any acts of aggression. Regarding my use of force in this scenario, I have been given feedback by my shift colleagues and sergeant. Specifically, it should have been applied as soon as the subject started to put his hands on me. By letting the subject push me, I sent the message that it was okay to do this, which led to him continuing contact. Earlier resistance may have resulted in the conflict ending a lot sooner than it did.

In my final reflection of my first operational arrest, I was satisfied with the way I conducted myself and with the decisions that I made. Using post-incident reflective tools such as the Gibbs Cycle, I have re-imagined the entire situation a short time afterwards in order to assess my own performance and identify areas for future improvement. Whilst my actions at the scene were not perfect, I took some excellent areas for development from it and those are things which I focused on in later incidents and are still things that I am acutely conscious of at the incidents I attend presently.

It is also important to note that, as I have explored, I have not only reflected on this incident myself, but with my tutor and my sergeant, who both offered their own feedback which was keenly taken onboard given both of their vast and diverse experiences in policing.

Word count: 2413

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:

In this task, I will provide an overview of a real incident in which I played a significant role with a victim and witness. Using this incident, I will reflect on what happened with a specific regard to the legislative, social and cultural aspects which surrounded the incident. I will focus on how I demonstrated compliance with the Codes of Practice for Victims throughout the investigation, allowing me to not only tackle crime but to protect the rights of the public and to support the incident's victim and witness through the criminal justice system.

This task consists of a reflective element, and I will therefore explore my feelings throughout the incident and review my actions and decisions in order to identify what I would do differently when faced with a similar incident in the future.

During a busy weekend evening in an area of the city with a high student population, myself and my tutor were asked to attend at an Asian restaurant premises as the owner had called the emergency line and asked for police. It was reported by the owner of the restaurant that a group of young males were seen acting suspiciously outside the premises for a long period of time. The owner then reported that the group of males started banging the front windows to the restaurant, distressing their guests and staff and threw a rock into the window, causing it to completely smash, before running off. On the basis of the information received, we made our way to the scene as a matter of emergency. On arrival, we spoke to the owner of the premises. The owner gave a first account of what had happened and appeared very upset as he was crying when speaking to me at the scene. Whilst inspecting the damage to the front window of the premises, I also walked around the perimeter of the building. Whilst

walking down an alleyway to the back of the premises, I observed fresh graffiti on the side wall of the premises, which consisted of inappropriate racist remarks. I showed the victim the vandalism on his building, which caused both himself and his family, who help run the business further upset.

Due to the graffiti, the victim informed me that he was sternly in the belief that he had been targeted due to his and his family's race. As will be explained in my reflection, I adhered to force policies and procedures as well as national legislation and guidance when dealing with the initial incident and with the subsequent investigation, for which I was the officer in case. Following various investigative enquiries including speaking and taking statements from witnesses and the victim, CCTV enquiries and house-to-house operations in the surrounding community, two suspects were identified, arrested and charged.

Critically assess

I immediately recognised at this incident that I was dealing with a crime and that there was a victim. I therefore understood that I would be required to comply with The Code of Practice for Victims of Crime, otherwise known as the Victims' Code throughout my dealings and interactions with the victim in this incident. Victims of reported crime have 12 rights under the code and I ensured at all times these were complied with.

The first key right under the code is the victim's right to be able to understand and to be understood. The victim spoke very limited English as he and his family communicated primarily using Mandarin and Cantonese. This made it incredibly difficult for me to take a first account from the victim and to communicate on a basic level with him. At other incidents I have taken it for granted that I have been able to communicate with service users using perfect English, which makes the task of being able to explain the complicated nature of the criminal justice system much easier. In particular, I wanted to make sure that the victim understood that I would be the person responsible for investigating the crime, and that I could be contacted at any time. I also needed to ascertain from the victim whether he wanted the crime investigated and whether he would support police action potentially leading to prosecution, which would likely involve the victim providing a statement and attending the court if necessary.

Because of the language barriers between myself and the victim, I made enquiries in my station to see if there were any Mandarin or Cantonese speakers that could act as an interpreter whilst I spoke to the victim. I was unable to find a local officer to support me in this regard, so I sought advice from my supervisory sergeant, who advised that the force have access to an on-demand interpreter service. This was in all of my interactions with the victim. Using the interpreter service, I was able to sit down with the victim and his family after the incident and explain how I would be taking his report further. After I explained the criminal justice system roadmap to the victim, he confirmed that he would support police action in the matter. I strongly feel that had an interpreter not be utilised, the language barrier in play would have resulted in the victim giving up on trying to talk to the police, and nothing would have happened in relation to the crime. My actions at the scene demonstrated care and sympathies towards the victim and his wishes in the matter being investigated.

I was initially very worried and anxious about managing this case as I thought I would not be able to engage with the victim, leading to no positive outcome for him and his family. Speakers of English as their second language are often commonly marginalised and disadvantaged within the Criminal Justice System as recent research in England and Wales

has shown (The Bell Foundation, 2022). There are incredibly diverse communities within the South Wales Police geographic area, whether this is culturally or ethnically. Whilst these communities speak a variety of languages and dialects from around the world, it is paramount that Police Officers are able to communicate with everyone, so as not to deprive certain non-English speaking communities of police services. The study from the Bell Foundation (2022) demonstrated that language barriers can often lead to police malpractice:

“Accounts from victims and witnesses highlight experiences of poor practice by police, including being denied rights to interpretation and translation where this was needed to report crimes and understand and navigate criminal justice processes.”

Another of the victim's rights under the code was to have written confirmation of their allegation, which includes the details of the offence, the contact information of the officer who is taking the matter forward, and the reference number for the crime. I am unable to write in the victim's language and the victim couldn't read in English. I therefore asked the interpreter to translate this information, so that it could be sent to the victim in an email.

After initial investigative enquiries I had to return to the victim in the weeks following the incident to take his statement. The victim was a witness to the crime, so an MG11 statement was taken from the victim through the use of an interpreter. The victim's statement described the suspects as he saw them and detailed what it was that he observed. The victim's seventh right under the code is the entitlement to making a victim personal statement, allowing him in his own words to outline how the incident has affected him and his family in any way. This can then be read out in court in order to assist the magistrate and/or judge and jury in understanding the impact and seriousness of the crime. Again, using an interpreter, the process for making a personal statement was outlined to the victim and he decided to submit a statement. We are given flyers and aide memoires to hand out to victims when they want to make this decision, but these materials are only provided in English and Welsh. I recognised however that this doesn't mean that one of the core principles of the victim's code can be dismissed, as this would be discriminating the victim based solely on the grounds of his spoken language.

For some of the victim's entitlements under the code, other resources at my disposal within South Wales Police were utilised. It became clear following arresting and charging two suspects in relation to the crime that the case would be referred to court. In my prior dealings with the victim, he was made aware that the case may go to court in the future and agreed to do so. Due to the language barrier related issues I had been experiencing with the victim, the witness care unit assisted in supporting the victim through the court process. Specifically, special measures were offered to the victim as he was offered an in-court communicator and interpreter. I made myself available to the victim in answering the questions he had about how court works as he had never been to a court hearing before.

I immediately recognised and recorded this incident as a hate crime on the basis of race. Under guidelines set by the Police and the Crown Prosecution Service, this incident met the agreed definition of a hate crime as the offence was perceived, by the victim, to be motivated by hostility or prejudice based on race (The Crown Prosecution Service, 2020). As a victim of hate crime, this meant that the victim was entitled to enhanced rights under the victim's code. I took positive action when initially dealing with the suspect by referring him a partner agency called SupportLine, who provide emotional support over the phone to vulnerable persons who have gone through traumatic experiences. With the consent of the victim, I

referred him and his family to South Wales Victim Focus who were able to more closely work with the victim and his family to assess vulnerabilities and identify any specialist support needs that I would not be able to provide whilst investigating the matter.

This incident presented a dilemma for me in keeping to the code of ethics that I must follow at all times as a serving police officer (College of Policing, 2019). One of the standards expected of me is to act with fairness and impartiality so as to not discriminate against anyone unlawfully or unfairly. I have had to take special steps in this case, such as in organising for constant interpreter when speaking to the victim to ensure that this case is not dealt with any differently than one involving someone who could speak English.

This incident a testing one for myself as it was the first incident where I have had to work with a vulnerable victim with language difficulties. As previously observed, I was initially very anxious going in over fears that I would fail the victim due to the difficulties in communicating over the language barrier between myself and the victim. I can vividly recall being internally frustrated at the scene when first speaking to the victim, as I knew what I needed to say to the victim and I was ready to explain to the victim how the case will move forward. When I started talking to the victim, it became clear to me very quickly that the victim was not understanding what I was saying. I took it for granted that at all the similar incidents I had dealt with before this, I was at least able to speak to the victim and any witnesses in fluent English so they understood what was happening and that the police would conduct enquiries and take the case forward.

If I could go back and do this incident all over again, I would moderate my use of technical police jargon at the scene and I would have organised interpretation services a lot earlier than I did.

In conclusion, this incident consisted of a hate crime element and a vulnerable victim who had never been involved with the police at all before or used any police services. This meant the victim needed to be provided intricate support and assistance through the criminal justice system as the case progressed. The main difficulties which were encountered involved a severe language barrier between myself as the investigator and the victim who spoke very limited English as a second language. Throughout this incident and the subsequent investigation, I was required to follow and comply with various procedures, both force-specific and on a national basis. The Code of Practice for Victims of Crime plainly set out the entitlements which all victims should receive from the police after reporting a crime.

This incident presented a core conflict – I was required to provide the same level of service to a victim of a serious hate related crime but was unable to communicate with them using English. If I provided a poor level of service to the victim due to the difficulties associated with his vulnerabilities, I would be discriminating the victim. Moving forward, if he needed to contact the police again for a future matter, he may have decided to not report instances of crime due to a poor past experience. As Police Officers, we are required to encourage community engagement with their local police service and this can only be done through giving confidence to victims and witnesses of crime that their reports will be dealt with fairly, inclusively and efficiently.

In reflecting on my actions at this incident, I am satisfied that I have exemplified the values expected of a serving police officer and that I have injected a good level of confidence in the victim that his report was taken seriously, the crime was investigated and that he was dealt

with fairly in compliance with local procedures and guidelines. The diverse communities that we serve expect all police officers to demonstrate strong levels of conduct and not to bring discredit on the police as made clear in the Code of Ethics. In reference to Locard's exchange principle, I would like to think that my response to this testing incident left an impression on the victim and his family that the police will support and help them whenever they require, putting faith and public confidence in policing.

Word count: 2383

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:

In this task, I will choose a policing incident in which I played a significant role with an offender in order to reflect on what happened whilst considering the wider policing context. Using the National Decision Model, I will reflect on how I was able to resolve the incident. Having dealt with the incident, I will then explore my responsibilities in regard to the Criminal Procedure and Investigations Act 1996, particularly around police responsibilities surrounding the recording of information and retention of any relevant information. Throughout this task I will reflect on my feelings both during and after the incident and the investigation that followed whilst illustrating how police values were engaged through an assessment of impact issues such as police bias and the role of discretion in the decision making process.

The incident that I will reflect on for the purpose of this task surrounds an instance of domestic related assault in which I made an arrest and conducted initial investigative enquiries and actions before handing over the case to a specialist unit. A colleague and I were tasked with attending a residential property following an abandoned 999 call which was made by a female. All that was heard on the line was a quiet plea for police assistance before a shout was heard in the background of the call and the line was disconnected. We therefore made our way to the tracked location of the call as a matter of emergency. On arrival at the premises, we were allowed to enter by a male who said that nothing had happened and seemed to be perplexed as to why police were called. There was a female and a young child in a bedroom within the property. The female immediately said and made clear that she did not want to talk to the police. The male and female were taken into different

rooms by my colleague and I so an account could be taken from both in private. I spoke to the female and my colleague spoke to the male. I asked the female why she had called the police and why she asked for help and she dismissed these questions, telling me to forget about it as it was a mistake and nothing had happened. Whilst talking to the female, I observed several marks on her face which seemed to be consistent with slap marks or open palm strikes. One of her eyes was discoloured too suggesting to me that she had been struck with a punch. I also took the opportunity whilst speaking to the female to check on the welfare of the child. When asked about her facial injuries, the female suggested to me that she had recently taken a bad fall down a set of stairs in her workplace and that she had not been assaulted by anyone.

I then moved into the next room to speak to my colleague who was speaking to the male. The male said he had just returned from a football game and from the pub and he was about to go to sleep before the police arrived, and that nothing had happened. I went into the room, explained to the male that a call had been made to the police, and that I have observed injuries to his partner's face. Suspecting him to be responsible for the assault, I then arrested the male for common assault by beating and an investigation into the offence has followed whilst the male was held in custody.

When I was informed of the call by colleagues in the control room, it was made clear this was a possible domestic related incident. I was therefore aware going into the call of the importance of speaking to all parties and getting to the bottom of what was happening. Domestic related incidents can often involve the aggrieved party being un-cooperative with officers at the scene leaving the task of taking any positive action a difficult one. Our local procedures and guidance on which we have been trained on stipulate that when attending any scene of a domestic related incident, officers must take positive action at the scene in order to safeguard the aggrieved, any vulnerable persons and any children present. I was also aware going into this incident that South Wales Police can progress domestic-related cases on a victimless basis should the victim not co-operate at the scene, as research has consistently shown that in England and Wales, it is not uncommon for a victim of domestic related assault to withdraw their support for the police to take any action or for prosecution (Burton, 2009).

At the scene, I used the National Decision Model (College of Policing, 2014) to constantly inform and ratify my dynamic decision making. As Police Officers, we have been taught in initial training school to use the National Decision Model when making any police decision and when attempting to resolve an incident with the best possible outcome. In order for all decisions and outcomes to be fair, proportionate and ethical, the National Decision Model puts an emphasis on the Code of Ethics as being in the middle of the model, so that it is constantly assessed to ensure that core principles such as objectivity, respect and selflessness are present in decision making.

The first element of the model involves gathering information and intelligence. As stated above, I was aware before arriving this was a possible domestic incident, however I did not know any of the parties involved as the caller was unknown to police and did not provide any further information before disconnecting the call. This suggested to me that the in line with force procedures, we would need to separate the parties and gather an account from both before proceeding with any action.

The second element of the model involves making an assessment of any present threats and risks. The injuries I observed to the female's face suggested to me that if I were to leave the property without taking any action, the female would be at risk of harm, as I suspected her injuries to be new going by the bright red colour of some of the marks on her face. Another risk which identified itself to me at the scene was the child. Having observed injuries on the female's face I was forced to consider the possibility of physical violence being purported on the child, which I immediately saw as too high a risk.

The next element of the model consists of an assessment of all of the powers and policies at my disposal. Taking into account the female saying that she doesn't want anything to happen in balance with the domestic violence procedures which suggest positive action must be taken, I recognised that powers of arrest for common assault were available. The only other option that was available away from powers and policies involved asking the female whether she could stay somewhere else, away from the male. I could not ask or force the male to leave the property as it was his house. I did offer to take the female and the child to another address for the night however she told me that there is nowhere for her to go as her only family live in London. As stated above, taking no action was at this point not a viable option due to the risk I had identified of the female and the child being vulnerable and susceptible to physical harm.

Before taking my next step, I considered whether arresting the male on suspicion of assault, without the victim supporting such action was the right course of action. I considered this carefully and deemed it not only the sole option, but one which was necessary, proportionate and in compliance with the code of ethics. This was therefore put into action - the male was arrested at the scene and his detention in custody was authorised. As per Code G of the Police and Criminal Evidence Act 1984, all arrests have to be necessary in the circumstances otherwise the arrest is unlawful. In this specific scenario, I considered the necessity for the male's arrest before arresting, and recorded the necessities for his arrest were to allow for the prompt and effective investigation into the suspected offence, to prevent physical injury and to protect vulnerable persons. Local force procedures require me to record this a typed entry on the digital detention log, which I did. I saw this arrest as a measure to safeguard the victim and her child, which was different to most of the other arrest's that I have made which have happened as a result of a victim coming forward and making an official police complaint, thus supporting positive police action.

My decision making process as per the National Decision Model indicates that at this scenario, I exercised discretion in the execution of my duty. As observed, this involved me exercising a positive arrest policy as stipulated by South Wales Police, and it has been observed through academic research that such policies have reduced the room for police discretion (Rowe, 2007). I would suggest however that discretion led me to the best outcome, as I stated, several different options, not involving making an arrest were considered first such as removing one of the parties from the household. Walking away from the scene would be a viable option if this was not a domestic related case, as the aggrieved party repeatedly stated they would not support any police action. In all instances where discretion is utilised, it is even more important that the decision making process is clearly logged and recorded. Following the arrest, I justified my actions in my electronic pocket notebook and as stated, the necessities for the male's arrest were recorded on the digital detention log also. This ensures that I am accountable for my actions and that I am demonstrating transparency, should another officer or my supervisor see the need to assess and scrutinise the actions I took at the incident.

I was responsible for making initial investigative enquiries following this incident. Importantly, I conducted an interview of the suspect whilst he was held in custody. I had to ensure during this interview that it complied with the Police and Criminal Evidence Act 1984 and its related codes of practice. I demonstrated compliance with Code C by cautioning the suspect before his interview. I also had to stress to the suspect during his interview of his entitlement to free and independent legal advice as he did not elect to have a solicitor be present at the interview. The suspect was reminded that he should interrupt and stop me at any point should he feel the need to consult with a solicitor. My interview with the suspect was also visually recorded with sound, which meant that I was under clear obligations to comply with Code F.

I gathered lots of material whilst investigating this matter, a lot of which proved to be material which was unused in the case that was brought forward. I eventually handed over to the case to a specialist unit who deal with domestic related cases and in keeping with guidelines as set by The Criminal Procedure and Investigations Act (The Health and Safety Executive, 2019), which I have been taught in my initial training. I conducted house to house enquiries in the surrounding area of the alleged incident, and all of the people I spoke to neighbouring the property reported to me that they did not hear any sounds of a disturbance or incident taking place at the property. This information was recorded in my PNB along with the names of the people I spoke to. This information was added to the case file, and I disclosed it to the officers who were taking the investigation forward for their own enquiries and for the disclosure which may have followed, had the case gone to court. I recognise that it is my duty to keep accurate records and to be transparent in producing them in all of my work, whether they help the investigation, provide no value, or undermine the prosecution's case.

Responding to an instance of domestic related violence often presents an ethical dilemma for police officers and this happened to me in this incident. I understood the need for positive action however the victim in this incident made it clear that she did not want the suspect to be arrested and that the police should leave and not take any action. The investigation was made difficult as I could not connect with the victim or get her to talk about why she made the initial call for help. On reflection, I feel that should I be faced with a similar incident in the future, I should make more of an effort to understand that a female victim may be more likely to talk about such matters with a female police officer, and that I should call for assistance from other units when tackling such an incident.

In this task, I have utilised an incident involving a domestic related incident in order to demonstrate how I used the National Decision Model at the scene to resolve the incident. In this specific scenario, despite having several options my disposal to resolve the incident, police powers of arrest were deemed to be the most appropriate course of action. Being able to choose one course of action when multiple are available is a demonstration of the discretion that is utilised by front-line police officers on a daily basis. It is however accepted that in this circumstance, force policies and procedures reduced the discretionary power available to me at the time.

Word Count: 2279

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
Tactical communication with offenders/suspected offenders in order to negate or minimise the use of force at live incidents	Mainly, this can be achieved by attending a variety of calls and seeing how different officers communicate in conflict situations. After seeing a few situations, I should then take the lead at incidents to put this all into practice. Practice will make me a better communicator in this regard.	• Senior colleagues who have vast experience in policing • My supervisory sergeant	I will need to demonstrate strong communication skills in order to achieve independent patrol status. I will therefore be aiming to develop on this area immediately, with a deadline of two months to make noticeable improvement. My progress can be tracked in this regard by reflecting on my own incidents with colleagues and my sergeant.
Decision making	Whilst I am satisfied with the dynamic decision making skills I have so far demonstrated, going forward, I would like to see improvements in how efficiently I can reach ethical and proportionate decisions.	• Academic tools and research • UWTSD library facilities • Fellow colleagues on probation	Three months, with regular check-ins on progress

	I can mostly achieve this goal through the continued engagement with relevant decision making and problem solving frameworks such as OSARA and the National Decision Model. More effective and efficient decision making can be supported through the continued reflection of my actions at the incidents I attend. I should not only reflect personally, but keep in touch with fellow colleagues on probation, talk about their own incidents, and compare and contrast what we'd do in the given situation. This 'peer review' process has helped me a lot in the past.		
Interpersonal skills – communicating and empathising with vulnerable victims/witnesses	Ultimately, nobody wants to be a victim or witness of a crime. When they are in this situation, they want the police to demonstrate strong levels of empathy and professionalism. Whilst I feel that I possess these qualities, I have at	• South Wales Victim Focus • Colleagues in the Neighbourhood Policing Team	I will check back in on my progress for this identified area of development in three months time. Ultimately the timeline for making improvements in this area rest on my ability to sit in on some of the work of other teams, outside of

	times struggled to confidently talk to the most vulnerable victims at incidents I have attended. I can get anxious as I understand that my actions and what I say are crucial to ensure the continued confidence of victims and witnesses in the police to deliver a quality service. I aim to improve these skills moving forward by asking to accompany my colleagues in our Neighbourhood teams to some of their calls. The nature of their job means that they possess strong interpersonal communication skills, they speak to our diverse communities on a daily basis and demonstrate high levels of integrity and professionalism. I can also gain an understanding of how to speak to victims by consulting with South Wales Victim Focus, who provided a helpful input during my training. They have welcomed contact by any		my substantive work on response.
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	new officers who are looking to improve on these skills as they progress.		
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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: **Harry Edgeworth**

Date: **04 April 2021**