

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.

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
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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 demonstrate how exercise and mindfulness can be advantageous to health and wellbeing, particularly in relation to managing stress and increasing resilience. The strategies I have tried and tested for coping with stress will be discussed and compared, along with how some of these strategies have aided me in enhancing resilience and motivation. The essay will consider how high stress levels coupled with lack of resilience and determination can have a damaging effect on performance. The strategies that will be discussed include outdoor running or walking and Pilates as together, they have proven to positively impact my physical and mental health throughout my initial six months of Police Constable training. This is not to claim stress was completely eliminated as that would be untrue but knowing the importance of coping mechanisms has allowed me to be successful in the initial stages of training and I will continue to adopt these strategies throughout the next two years and beyond.

Stress is a term that can be used in several contexts and has been much debated over the years in relation to its physical, biological, and psychological aspects. Until the 17th century, stress was seen as a physical injury or condition of the environment but in more modern terms, it has been stated that it can be defined as an internal response to a combination of external forces (Hayward, 2005). Every individual will be impacted differently by stress however research has shown that stress can negatively impact students' performance. A study conducted on 154 students in Malaysia found a statistically significant correlation between stress and academic performance at the end of a semester (Rafidah, et al., 2009). Thus, highlighting the significance of managing stress to ensure minimal impact on studies.

In addition, I believe it is imperative that students develop sound resilience to deal with their studies and any emerging issues, but especially within the policing world due to the unprecedented and unpredictable nature of the job. Resilience has been defined by psychologists as "adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress" (Palmiter, et al., 2012).

Therefore, being able to adapt, overcome challenges, and not allow stress to consume you is vital to ensure success. Research into this relatively new psychological focus has shown that resilience is not a personality trait of an individual but is determined as a result of coping strategies used by them (Rutter, 2007).

Pilates, an exercise of control and a balance of the body and mind, was first developed by Joseph Pilates between 1920s and 1960s, which he outlined in two books; firstly formulating his concepts of breathing, centre control, good posture and a second describing the exact strength and flexibility movements that should accompany the deep breathing focus (Latey, 2001). This form of exercise was introduced to me during my years at dance school and is something that I enjoyed but due to an accumulation of factors, is something that did not continue with. Moving forward, March 2020 saw the beginning of the Coronavirus (COVID-19) pandemic which resulted in a full UK lockdown and being unable to leave the house to socialise or exercise. Lockdown and civil restrictions had a substantial negative effect on mental health, particularly that of young female adults, a category that I fall in to (Banks & Xu, 2020). I made the decision to subscribe to The Pilates Class (TPC) which allowed me to engage in an array of exercises at home as well as practice mindfulness, this notably improved my physical and mental strength.

Commencing Police Constable training in March 2021 I was cognisant to the fact that it would bring a breadth of new challenges, thus I was determined to continue to utilise TPC as a coping strategy, to minimise stress and maximise my focus. A study into increasing success through resilience in students has demonstrated that practising mindfulness and exercise reduces stress and anxiety, as well as working as an effective coping strategy to improve resilience (Moore, et al., 2021). TPC has been a valuable strategy for me and proved its success in allowing me to reduce stress and improve my mindset albeit there are some minor counterarguments. One potential drawback in utilising Pilates, or TPC, is that I do not remove myself from the environment that I am working in as the class is carried out via a mobile phone application. Consequently, it may be argued that I am not providing myself with a complete break from studies if working from home or revising for exams. That being said, to overcome this I ensure to use different rooms within my home to ensure a clear divide between the two.

An alternative coping strategy I have adopted during my initial Police Constable training is outdoor running and walking. This is something that I have utilised particularly around exams whilst revising for long periods as it has afforded me time to wholly remove myself from that environment and recharge. Studies have shown that aerobic exercise is effective in the role of stress management, particularly when taking a break from studies to exercise (Jackson, 2013). Moreover, being fortunate enough to live in a village surrounded by mountains and rivers, the many scenic routes to take while

running and walking have had a further positive influence on my mental health in allowing me to de-stress. There is evidence to suggest that performing physical activity outdoors as opposed to indoors has an increased positive impact on stress management (Puett, et al., 2014).

It has been said that running reduces stress and increases the production of endorphins linked to a sense of 'euphoria'. Research conducted on mammals has shown that running alone produces a positive reinforcement without the need for external rewards. (Schulkin, 2016). Therefore, supporting my ideology that running has been a constructive coping strategy in minimising stress, and has assisted me to feel uplifted and optimistic. Additionally, running has not only acted as a coping strategy for stress management but it has improved my physical fitness which is vital in my role as a Police Constable, and thus contributes to another aspect of training. The only negative aspect to this strategy is that, due to not being a keen runner, I sometimes struggle to build up the motivation to physically go running. Though the feelings and end results are positive, the lead up or lack of enthusiasm immediately before can often be challenging.

To conclude, there has been mention of running or walking in an outdoor environment having supplementary benefits to mental health. However, a combination of physical exercise and practicing mindfulness has been the most beneficial to me in improving resilience as well as minimising stress. Mindfulness is one strategy that I particularly believe in as it promotes clearing your mind of negative energy, refocusing on what is important and being completely present in the moment. The success of mindfulness training was measured in a Randomised Control Trial (RCT) on 114 police officers and demonstrated how practising mindfulness can be beneficial in the police officer role (Grupe, et al., 2021).

Identifying coping strategies that develop strong resilience and are effective in minimising stress for that individual is crucial to the success of any police officer, but particularly so whilst going through training. The importance of developing resilience in police officers has been considered and is strongly recommended due to the complex nature of the job, and the traumatic incidents that police officers attend on a daily basis (Andersen, et al., 2015). Pilates is a coping strategy that has allowed me to take time to shut off from external stressors and refocus my mind, as well as increasing my physical strength and flexibility. This statement, in addition to the fact that I believe practising mindfulness through this method has effectively enhanced my academic performance, is supported in a study on the impact of Pilates (Memmedova, 2015). Further, outdoor running and walking has not only benefitted my physical fitness but also allows complete disconnection from working and studying for that short time, therefore affording me opportunity to be relieved of stress and improve my mental strength and resilience. In closing, the strategies I use for coping and have discussed in this essay have assisted me throughout my initial six months of Police Constable training and this was reflected

in my academic performance. Consequently, I will continue to utilise these throughout my training and career.

Word count: 1400

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 is something that police officers will inevitably face throughout their careers due to the nature of the incidents they deal with, it is unavoidable no matter how you approach the situation. That said, there are several options that can be considered when faced with conflict and how you respond often influences the outcome. This essay will discuss some of those potential decisions, and more specifically the decision making I undertook when faced with conflict in one incident in particular involving a highly intoxicated, aggressive female. I will assess and evaluate my communication styles used throughout the incident, looking at why the end result was positive but also what could have been done differently. The critical reflection on this incident will be structured through Gibbs Reflective Cycle, which is comprised of six stages that focus on learning from experiences using feelings, analysis and action planning for future events (Gibbs, 1988). An evaluation will be constructed on Betari's Box theory, which was utilised throughout this incident and how it proved a successful means for conflict management as well as reducing verbal and physical aggression. Finally, a brief discussion on the diversity in social backgrounds and experiences will be composed as this has a part to play in understanding and dealing with our communities.

Betari's Box is a model that has played a significant role in policing and the way in which officers approach incidents, especially when dealing with conflict. The theory is a constant cycle which states that your attitude affects your behaviour, and this affects their attitude and their behaviour therefore when dealing with conflict there is potential to become stuck in a negative cycle (College of Policing, 2020). Consequently, it is understood that if a police officer actively demonstrates a positive attitude and demeanour, that in turn controls their behaviour and will be reciprocated by the person they are communicating with (Wall, 2019). It has been said that engaging with communities and using an interactive approach to incidents will assist in minimising conflict (Keefe & Furlong, 2011). Moreover, a considerable amount of research has been conducted on police use of force and there is evidence to suggest that when a subject is displaying active conflict and resistance an officer is more likely to use force. In addition, the probability for use of force is increased when a subject is intoxicated through alcohol consumption (Klahm & Tillyer, 2010). These scenarios do not support Betari's Box theory as it suggests officers are not attempting to adapt their attitude or behaviour to influence, but instead are avoiding tactical communication and empathy to go straight into use of force. In the incident that I refer to during this essay, Betari's Box was successfully used to contain the conflict and allowed minimal force to be used.

I was working a night shift on a response policing team accompanied by my tutor constable when I received information via my police radio that there had been several calls to the Public Service Centre reporting an intoxicated, violent woman in the street. On route to the location, we received further information that there had been additional calls in connection to this female and reports of fighting ongoing between around four people. On arrival at the address, which was located within a small cul-de-sac, I immediately noticed the slight crowd gathered outside a block of five flats. There was one female who appeared to be highly intoxicated through alcohol as she was unsteady on her feet, her speech was slurred, and eyes glazed although she was engaged in a heated verbal dispute. There stood two males either side of her, who I believed to be a father and son, and another female who was also shouting. My colleague and I managed to separate the two females and I asked the older male to step aside in order for me to talk to the seated female.

The female did not appear to understand that we were there, so I explained it was the police and we had reports of disturbance. She immediately stood up and charged at me with her fists clenched, raised at the side of her head and shouting "I HATE THE POLICE". At that point I believed she was going to hit me or my colleague, so I took hold of her left wrist in order to restrain her, and this allowed my colleague to take control of her right wrist. Taking consideration of the female's intoxicated state, I spoke to her in a calm manner and explained we were there to ensure her wellbeing and safety, as well as that of everyone else. This appeared to ease her aggression and hostility which then

encouraged me to pursue a composed, more lenient approach. We were then able to release the restraint which alleviated the conflict.

An additional two police officers arrived approximately five minutes later as I had requested their assistance prior to my arrival, this was because I anticipated physical conflict. We worked together to ascertain what had happened and manage the situation to prevent it from escalating again. Further to speaking to all parties involved, it was realised that the incident had stemmed from the drunk female being unable to gain access to her flat due to losing her keys. There was no spare key that her sister or neighbours were aware of and so I made the decision to contact Firearms officers to attend the address and, with the female's permission, break the locks on the door and replace them with new ones. Once we had finally gained access to the property, I assisted the female into her flat and continued with my supportive, encouraging words and manner. Finally, when we were comfortable that all four persons were safe and well and the risk had been eradicated, we were able to leave the location.

On receiving this call, I immediately had concerns for the neighbours and any members of the public present, as well as the subject's safety if she was intoxicated. In addition to this, the time was nearing 01:00am which constitutes antisocial hours and heightened my concern for community welfare. As we arrived at the location, I felt apprehensive as to what I would be faced with as I expected conflict and resistance from the female and potentially other persons present. My initial thoughts were to remain calm and not display any nervousness, to be assertive but still friendly and polite. Throughout the incident there were times where my attitude was challenged, and I could feel myself becoming frustrated with the female who was blatantly ignoring what I was saying and had total disregard for her neighbours. However, whilst exhibiting assertiveness to gain control, I made sure to stay fair and respectful. Following the closure of the incident I felt relieved and satisfied with the outcome, I was pleased with my attitude and behaviour and that it had impacted the female to the extent that no offences were committed, and the situation was resolved without the need for arrest or other formal routes. In addition, my tutor was contented with my performance and the way I had dealt with the incident.

There were several things that contributed to the success of the incident, one valuable tool was that I ensured my Body Worn Video camera was activated on route to the location so that all interactions would be captured. In addition, I felt satisfied that it was recording before approaching with caution, and I made my presence known by instantly attempting to engage in communication which would have been captured as evidence. A potential drawback of Body Worn Video camera is that some individuals may not respond well to it and respond in a different manner, or not respond at all. However, that was not the case in this incident which worked to my advantage.

Moreover, because of the reports of fighting, I decided it was appropriate to request assistance from further police units for the protection of myself, my colleague and the public as we were unaware of what we would come to face. I believe this was a sound swift decision and was beneficial to me in dealing with the incident as it meant there were additional bodies to ensure equal numbers and prevent further conflict. Another aspect I believe went well was that upon discovering that the female was unable to gain entry to her flat and that this being the root cause of the issues, I exhausted all options before calling firearms to attend to assist with breaking the locks and replacing them. This meant we were able to get the female into her flat safely and it prevented the situation from escalating further by removing the main problem of the female being locked outside disturbing neighbours. Although at times it became challenging trying to manage conflict, maintain control over the situation and going through a decision-making process to ensure the best possible outcome. Using my initiative to call for assistance to split up the involved subjects meant that we were able to diffuse the situation and gather all the information required to build up a picture of what had happened.

In contrast, it could be said that at some points I was too composed and allowed the female to express some hostility and aggression. This was not for the entirety of the time we were there but there were a few occasions whereby the female would shout abuse and become overly defensive. Whilst I am aware this is unacceptable and the way in which her hostile behaviour was managed was not wholly agreed on by my colleague and I, it can be accounted for to some extent. I was conscious that there were underlying issues that the female had disclosed to me, one being her previous negative experiences with the police, and a second being her domestic violence history with male ex partners. These factors are considered as causes of hostility, noting the individual is not openly aware that they are at fault, thus supporting my decision to take a more relaxed, empathetic approach (Poorani & Arulsamy, n.d.).

Moving forward, one positive outcome from this scenario was the minimal use of force I was required to use as a result of my successful utilisation of tactical communication, rapport building and emotional awareness. The use of tactical communication has been discussed as an effective method for police officers to reduce the need to use force in stressful situations such as conflict or arrest (Miller, 2008).

During the course of this occurrence, the neighbour repeatedly approached me to check on the welfare of the female and determine what was happening. It was evident that the male did not speak English well, however his son had a slightly better understanding and so I asked him to explain to his father that following the conclusion of this matter, I would use our interpreter services to communicate with him. My use of language line to communicate with the neighbour to ascertain whether any offences had been committed made him feel valued and not overlooked or ignored.

In my opinion, the reason this incident was successfully dealt with was due to my calm and collected manner, the effective communication skills utilised, the respect shown to all parties present at the scene and use of the National Decision Model when considering my options. The fact that I was empathetic and understanding in my communications, showing active listening and care for the subject meant that she was more open with me and her behaviour was more reasonable. Additionally, I demonstrated assertiveness without being aggressive which allowed me to get my point across and take control without making the subject feel as though I was targeting her. An example of this is when I said to her "I WANT TO HELP YOU, BUT YOU ARE MAKING IT DIFFICULT WHEN YOU START SHOUTING AND SWEARING AT ME AND MY COLLEAGUES". Words such as these compelled the female to consider the way she was acting.

As a consequence of still being new to my role as a Police Officer I am constantly learning and developing new skills. I believe I handled the situation well and was praised by my tutor following the incident which I am pleased with due to this being the first conflict I have been involved in. Each call I attend comes with new learning and experiences for future, this incident demonstrated to me how successful the use of Betari's Box can be and how my attitude and behaviour can influence that of others. In hindsight, I could have taken control and been firmer from an earlier stage however I think my judgement of situations will develop with time and experience. Having said that, I am aware that the same models and theories will not work in all scenarios and this was confirmed to me more recently whereby a teenage male was extremely aggressive and confrontational, and simply would not engage with me. After a lengthy talk with him trying to utilise Betari's Box I realised it would not work and resorted to using the five-step appeal, which resulted in my colleague and I having to use force to gain compliance.

In future situations whereby I may be faced with conflict, I will remember how my attitude and behaviour has impacted other person's attitude and behaviour in this example and attempt to utilise these methods whilst exercising discretion. Additionally, I will continue to use active listening to build rapport and trust with the subjects in conflict and try to understand why they are acting this way. This incident taught me that more often than not, people are against the uniform and not me as a person, this may be because of past experiences and thus I remember to maintain a compassionate nature and not allow negative behaviour or attitudes to impact mine.

To conclude, a critical reflection has been made using Gibbs' Reflective Model (1988) for an incident whereby conflict was managed successfully through the use of Betari's Box, good communication and decision making. This incident had potential to deteriorate if I had acted on impulse and allowed myself to become frustrated by the demeanour of the female. Reflecting on the incident using Gibbs'

model has encouraged me to consider the positive and negative aspects of how it was dealt with and allows me to learn for future experiences.

Word Count: 2395

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:

The role of the victim within the Criminal Justice System is one that has been much debated as, historically, they have been overlooked or excluded from the investigation of offences and prosecution of offenders but merely compensated for their traumas (Shapland, 1984). Moreover, the justice process as a whole has been deemed to be systematically discriminatory toward gender and race, particularly that of minority ethnic women (Farrant, 2009). Therefore, it is of high importance to police forces not only to ensure there is a focus on victims but also to consider their individual needs and assume a process that values difference and supports equality. Throughout this essay I aim to demonstrate how this was taken account of throughout an investigation of an alleged sexual assault for which I was the Officer In Case (OIC). Not only this but having due consideration for the offender when faced with a challenge. I will utilise Graham Gibbs' 1988 reflective learning cycle to form a critical evaluation of the investigation and my role within that, exploring the six stages of reflection (Gibbs, 1988). In addition, paying particular attention to the vulnerabilities of both victim and offender, I will review the use of National Decision Model and safeguarding measures in attaining a suitable outcome. Finally, I will discuss the Victims Code of Practice and how it was applied, along with the issues that arose relating to culture, additional needs and mental capacity.

Victims are now at the centre of investigations at South Wales Police and one of the policing priorities in the 2021-2025 Police and Crime Plan is to “make the local Criminal Justice System efficient and effective to meet the needs of victims” (South Wales Police and Crime Commissioner, 2020). However, this has not always been the case and there is evidence to suggest that victims’ needs and welfare have previously been disregarded, while they are used as information sources for the investigation (Shapland, et al., 1985). The United Kingdom follows an Adversarial Justice system which denotes a process involving two parties, the prosecution and the defence, presenting conflicting arguments with evidence to support it. The judge and jury or Magistrates will then make an impartial decision based on the facts presented to them, this completely removes the victim from the process and does not consider their perspective (Damaska, 1997). For many people, the initial point of contact with police when they have been a victim of crime will be the first experience of the Criminal Justice System and so it is imperative that they are treated with utmost care and compassion, and according to their individual needs, this also applies to that of suspected offenders. The National Police Chief’s Council Victims & Witness Strategy sets out the vision for victim and witness care across UK police forces and encompasses 14 principles which define officer’s requirements when dealing with victims (NPCC, 2019).

I have recently applied the principles for victim and witness care when dealing with an allegation of sexual assault. During a day shift on my response policing team, I was allocated as OIC to investigate a report of a historical sexual assault that had occurred on a staff member at a local college. Initially, I felt incredibly nervous as this is not something I had dealt with before, but I remained calm and firstly made a phone call to the reporting person to gather further detail regarding the allegation, which is also in line with the first stage of the National Decision Model to gather information and intelligence (College of Policing, 2013). The informant was the manager of the victim who explained she had a duty of care to report the incident subsequent to it being disclosed to her, albeit the victim did not want to support a police investigation. As a result of the risk and harm identified, I decided it was necessary to speak to the victim directly to discuss the incident and affirm her decision not to support.

The victim informed me that she is an agency worker who was undertaking a shift at the college one evening when a male resident took pulled his trousers down and exposed his genitals to her, then when she had asked him to stop as it was inappropriate, he began touching his penis and making crude gestures. The female started to feel extremely uncomfortable so backed away from the male which initiated him following and cornering her before grabbing her hand and forcing it to his penis. The female screamed which forced the male to move out of her pathway and allowed her to escape

the situation. Immediately, this information caused high degrees of concern and I explained the options to progress this investigation in hope that the victim would support. In addition, I took immediate safeguarding measures by requesting the college to ensure the victim and offender do not work together whilst the investigation was ongoing. Additionally, I submitted a Public Protection Notification for sharing with partners in regard to both victim and subject as this required a level of multi-agency safeguarding.

The victim had also noted that she had recently moved to Wales from India and was not familiar with the UK criminal justice system, so I fully explained to her the possible avenues that she could proceed with and what they entail. The victim was also educated on the support services available to her and special measures that could be introduced should the matter progress to court. This course of action was positive as it complied with some of the 12 rights of the victim including understanding, reporting the crime, information on support, the trial and prosecution which all come under the Victim's Code (College of Policing, 2021). In line with the Code of Ethics and treating everyone with respect, I ensured the victim had opportunity to communicate in a language of choice and for her to feel comfortable by being solely led by her.

As an aside, I was informed that the college was in fact a residential college for young adults with additional learning needs or disabilities which caused me to reconsider the risk assessment as I was not aware of how complex the suspects' needs would be. Meanwhile, I arranged for officers to attend the home address of the victim to complete an initial investigation booklet (PPD3) which she had agreed to. Panic hit when discovering that the subject may lack of capacity as I felt immensely inexperienced and incompetent through inadequate training for these incidents or vulnerability in offenders. Nevertheless, I wanted to remain fair and respectful taking account both parties' needs so further to considering all powers and policies available to me and discussing options with my supervisor, I felt that a restorative justice approach or voluntary attendance interview with a Registered Intermediary could be suitable. Restorative Justice allows the victim to have an element of control over their complaint, particularly in sexual assault cases where they can notify the perpetrator of the impact caused. It is also a way for offenders to be accountable for their actions, as penalising is not always effective (McGlynn, et al., 2012) .

Conscious that it was imperative to the investigation and wanting to remain fair, I contacted the manager to determine the extent of the offender's additional needs to which I discovered he had severe learning disabilities, Autism Spectrum Disorder and the mental capacity of a child, amongst a multitude of physical disabilities. The manager also confirmed that the male would be unable to acknowledge any wrongdoing or inappropriateness in his behaviour and could not take accountability

for his actions. Consequently, I realised a restorative approach would not be possible as he would be unable to show remorse for what he had done.

A few days later I contacted the victim to update her with the status of the investigation, and she advised me that she had thought at length about her report to the police and decided she was withdrawing consent. Further, she stated that she was conscious the male would not be able to understand what he did wrong, that he would not have intended to be sexual or cause harm in his actions and so she did not want him prosecuted. Therefore, I decided to visit the college and have a discussion with managers there to ensure appropriate safeguarding was in place which ensured the victim and subject did not work together again and offer support from police and partners. The staff confirmed he would be unable to recognise what he had done and does not have any capacity to be able to communicate or discuss, and so a voluntary interview would be futile. Finally, I updated the victim on the outcome and liaised with the Multi-Agency Safeguarding Hub to establish a course of action to mitigate risk and prevent the likelihood of a reoccurrence.

Although there was no further action taken with the subject for this reported incident, I feel satisfied that I considered all options before making any final decisions. This was positive as there were no hasty actions as the investigation and subsequent decisions were rational based on reliable information. Research has shown that rational decision making positively correlates with rationality and reasonable outcomes (Curseu & Schrujier, 2012). On the other hand, it could be said that my inexperience caused indecisiveness and hesitancy in committing to a verdict. In addition, it has been suggested that police officer training school is lacking in appropriate training on more specific “social and judicial issues” but is instead focusing on basics of policing and physical aspects (Millar, et al., 2021). Furthermore, I feel that the six months initial police constable training, that I underwent, is tailored to cover university and educational elements of the programme and does not prepare you for the real world that you come to experience. The preparation for responding to sexual assaults is therefore basic and may be putting response policing officers at a disadvantage when dealing with such cases, which could have been a downfall in this scenario. A study was conducted on this idea, and the results show that when officers had specialised sexual assault response training the outcome was improved (Lonsway, et al., 2001). This could have impacted the incident discussed above as, although I investigated to the best of my ability giving due consideration to both persons diverse needs, response police officers do not have the acquired specialist knowledge on sexual assault investigations. This was supported in a comparative analysis of performance outcomes by specialist and non-specialist rape investigation teams, whereby the findings suggest specialist teams are crucial especially when dealing with vulnerable people (Rumney, et al., 2019).

In respect of diversity and inclusion, and both victim and offender vulnerabilities, I believe I managed these well which was important to ensure my actions were respectful and fair in line with the Code of Ethics. Failing to address the individual needs (e.g., culture, disability, race) that make the victim or offender vulnerable has been recognised as extremely detrimental for the policing service (Asquith, et al., 2017). I feel that my act in identifying the offender's learning disabilities at such an early stage was advantageous to the investigation as it prompted me to explore alternative routes to formal prosecution and prevented this individual from entering the criminal justice system. This was significant as it disproves previous research which suggests that these first encounters are usually overlooked and law enforcement agencies tend to fail in recognising disabilities (Mercier & Crocker, 2010).

As aforementioned, victims are at the heart of investigations in South Wales Police and the overarching aim is to be led by their desires and individual needs. It is therefore a priority to update the victim at regular intervals and ensure they have the support they require. This is something I feel I did proficiently throughout this case as I was consistent in my telephone contact with the victim which meant she was well-versed on what actions officers were currently taking, she could ask questions and felt respected. I was always honest in my updates, displaying transparency throughout, so that the victims' expectations were managed effectively, and she was aware of the status of the investigation and potential pathway. In addition, I safeguarded the victim by explaining the Victim Support services that could be offered to her and encouraged her to consider these which she did, hence my referral was made. These actions guaranteed I was following the Code of Ethics and meeting the rights of the victim under the Victims Code (College of Policing, 2014) (College of Policing, 2021). Moreover, another positive aspect of this was paying attention to the victim's diversity as she was not from the UK, I discussed with her the use of a translator service should she wish to speak in her first language and although she declined, this made sure her culture was respected. Previous research has suggested black and minority ethnic females are not reporting sexual assaults due to barriers they come to face and not being successful in attaining justice (Walker, et al., 2019). Therefore, I was determined to make sure the victim felt satisfied that her allegation was taken seriously and fully investigated.

This incident was a unique experience and something I had not dealt with before, which presented challenges throughout. However, due to the victim satisfaction and safeguarding of both parties I believe it was managed accordingly and provided a good learning experience. Going forward, especially further to research discussed in this essay, I will make contact with relevant specialist departments to seek advice and guidance on how to progress an investigation in future. Still, I am content with how I addressed vulnerable needs of the victim and offender and will continue in my compassionate approach but remaining objective and impartial to the investigation.

In closing, this essay has discussed the importance of victims within the criminal justice system and demonstrated how I have complied with Victims' Code throughout the said incident. Reflecting on the incident as a whole, the positive aspects have included my victim contact and management and the identification and addressing of vulnerabilities. In contrast, there were some shortcomings in my role within the investigation such as my lack of experience, inadequate training for dealing with unusual sexual assault allegations and absence of involvement from specially trained sexual assault departments. Overall, I am satisfied that I have carried an investigation through start to finish, built rapport and maintained contact with both victim and offender, albeit through his support services. I have demonstrated my adherence to Code of Ethics and Code of Practice's and resolved an incident, keeping a vulnerable person out of the criminal justice system while safeguarding both parties.

Word count: 2444

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:

The role of a police officer involves making decisions on a daily basis and these decisions will impact people in some way whether it be victim, offender, yourself and colleagues or the organisation itself. There are several factors that contribute to decision making in everyday life which may include personality, prior experience, personal opinion, awareness of the problem faced with etc. (Klein, 2017). However, within the policing world this is not the case as there is a plethora of things to be considered and decisions will predominantly be based on law, powers and policies, knowledge and professional judgement (Roycroft, 2019). Said decisions and the use of discretion are usually the inaugural actions taken at the start of criminal investigations and often shape how the investigation is conducted. A criminal investigation has been defined under the Code of Practice to Criminal Procedure and Investigations Act (1996) as “*an investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it*” as cited by College of Policing (2013). The topics of decision making, discretion and criminal investigations will be discussed throughout this essay in relation to a specific policing incident where I took responsibility of leading. In addition, I will outline how the CPIA Codes of Practice were complied with when managing the investigation and preparing case files, highlighting the importance of disclosure.

Police forces in the UK use the National Decision Model when making any decision big or small, this model has six elements to contemplate before reaching a final decision and has the Code of Ethics at the centre to ensure standards of behaviour and policing principles are considered (College of Policing, 2013). That said, officers cannot always make decisions purely based on information or intelligence available at the time and occasionally must apply discretion to matters they are faced with. Discretion means having choice and law enforcement personnel i.e., police officers, are trusted to use discretion as they will not just be guided by personal preference or “whim” but will use professional knowledge and wisdom whilst having regard for their position (Hart, 2013). Police officers use discretion in a number of circumstances such as when an offence has been committed, what they will arrest the offender on suspicion of as they may have a number of options, or if the person is not liable for arrest, they must decide how else to progress and deal with the matter. Discretion is also used when determining to what degree use of force is required, if any, when managing subjects at incidents. This has been criticised in the past as it is said that there was no level of scrutiny by an independent authority on police actions in their daily duties, however it has improved in recent years and there is now an element of control over police discretion (Walker, 2011).

The particular incident I am going to reflect on utilised the National Decision Model throughout, as well as discretion whilst ensuring my decisions were consistent with the policing principles and the investigation that followed had due regard for the CPIA. It occurred during an afternoon shift; I was on mobile patrol with my tutor constable when I received information via my personal radio to attend an emergency response at a local takeaway whereby a member of staff reported being assaulted. On route to the incident, we received further information that another call had come in from a member of public stating there was commotion outside the takeaway with a group of males one was covered in blood. Considering the potential threat and risk of this incident, we did not know exactly what had happened and how many people were involved, nor did we know how the male was bleeding from his head and how the injury was caused. Therefore, I requested another unit to attend and assist us which I feel was a sensible decision made in order to protect myself and colleagues.

On our arrival at the scene there was approximately six males outside the shop and I immediately noticed the one who had blood running down his face and was holding his head so I approached him but quickly realised he could not understand or communicate in English. There was one male there who appeared to proficient in both languages and so I asked him to assist in translating in the first instance for us to establish the facts. The injured male began pointing at another male who was walking in our direction from across the street and indicated that he was the person who had caused his injury. I asked my colleague took the male to the marked police van to obtain an initial account to which the male stated he was attacked and hit across his back with a metal object. After a short time,

it became apparent that there was no clear victim and so using the information and intelligence I was presented with and giving consideration to the threat and risk of both persons, I made a decision that both subjects should be arrested on suspicion of affray. This situation could have been influenced by bias due to the blood on the males head, however I exercised impartiality to explore further before reaching a conclusion which led to locating injuries to the other male's back.

I discussed this with my colleagues who concurred with my views as it was not possible to identify a victim and offender as both parties had injuries and no other person present was willing to provide any information. Consequently, both subjects were arrested and detained in custody so that I could begin conducting enquiries including collecting CCTV footage from surrounding shops and speaking to witnesses of the incident. The subsequent investigation consisted of speaking to an impartial witness who knew both the male subjects but was not close friends with them, however he was not able to speak or understand English therefore I utilised our Language Line interpreter service to communicate with him and arranged for him to attend a police station with an interpreter to provide a statement. This assisted the investigation as he offered valuable information that offered a plausible explanation of why and how the violent encounter had transpired and allowed me to make sense of the incident. Following the witness account, I attended two supermarkets who had CCTV facing the outside of the takeaway and obtained footage that displayed the manner of one male in approaching the other. Despite this, there was no footage capturing the physical violence and there was no CCTV within the takeaway as it was in the process of being refurbished. I prepared a case file to the best of my ability with information I had, and the males were put to interview based on the information and evidence gathered.

I dealt with this incident based on the information I was presented with at the time and as no one was willing to assist at the scene, an element of discretion had to be applied in order to make a decision. A differing result in this scenario could potentially have been that the "victim" was identified as the man covered in blood and the "perpetrator" being the one crossing the road as he had no visible injuries until removing his shirt. Therefore, my use of discretion was advantageous as I ensured to remain fair, objective and impartial by delving deeper which led to the successful dealing of this incident. This has been supported in research on police discretion which suggests eradicating its use in decision making would be disadvantageous for the efficiency of dealing with incidents (Tillyer & Klahm IV, 2011).

As alluded to previously, the National Decision Model was used throughout this incident as I repeatedly revisited each of the six elements, this model of decision making has been recognised as ethical and valuable (Edwards, 2012). In addition to continually gathering new information while at scene, I reassessed the threat by means of dynamic risk assessment to ensure the strategy we took

was appropriate, for example by discovering the location and protecting public by using the police vehicle to block access, asking for further officers' attendance for safety, searching the area for weapons used to seize. Subsequent to considering what powers could be used to manage the incident, I then identified options and contingencies based on the information before me which consisted of arrest of the first male, arrest of both males or attempting to diffuse the situation and ensure both parties went their separate ways for the night. Finally, I confirmed my decision to have both males arrested on suspicion of affray and I believe this was the most effective option as it was objective, in the public interest and the most appropriate to allow the investigation to be conducted.

In conducting investigations there are many steps that should be taken including initial fast track actions at scene, this involved me protecting life by offering the injured person medical attention, identifying and obtaining details of relevant persons, preserving evidence such as the metal object used by one of the subjects, photographing injuries and any evidential items in situ, and recording all pertinent information in line with CPIA (1996). As there was not sufficient evidence to bring the investigation to a conclusion following initial actions, I had to identify what actions were required and pursue further lines of enquiry. One action I took was securing CCTV footage from the time leading up to the incident which was beneficial as although it did not capture the main incident, it negated the allegations of attack against the male I had arrested by displaying the demeanour of the other male approaching him and instigating the affray. Morgan and Dowling (2019) have claimed that the use of CCTV footage significantly increases the success of police investigations and is particularly valuable in assault cases which supports its use within the incident discussed above.

Furthermore, another positive aspect of the investigation process was my witness interview with an impartial person who I had identified at the scene but was unable to communicate with effectively due to him being unable to understand or speak English. I displayed integrity and leadership through my efforts in arranging a witness interview with an interpreter which led to fundamental information being unveiled, contrary to a study which implied that police tend to overlook the importance of witnesses and neglect their potential input where interpreters are required (Wakefield, et al., 2014). While the communication barrier may have seemed a challenging obstacle initially, I persevered and found a way to overcome it albeit there may have been some hassle which may have caused other officers to disregard the witness entirely. One other aspect I found to be a drawback was that obtaining the witness statement and the structure of the witness interview was not as efficient as it could have been as I felt the interpreter was slightly swayed to the account of the victim and seemed to assist them as opposed to just translating verbatim, which is something that has been referred to during research (Goodman-Delahunty & Martschuk, 2016). Further, I found a culture barrier in that the interpreter being from the same home country as the witness meant that they shared understanding and commonality of beliefs, morals and values. I feel this potentially impacted the viewpoint of the witness

in sharing information as they perceive things differently to what we may in the UK when observing violence and giving evidence which has been suggested in recent studies (Hope, et al., 2021).

Throughout the investigation I ensured to document any actions taken on the occurrence log for transparency and to ensure my accountability, which also falls in line with CPIA codes of practice. I pursued all possible lines of enquiry before making any decisions and made sure to accurately record and retain information that I had gathered. Moreover, when conducting this investigation, more specifically when managing one offender and preparing a case file I was meticulous to comply with responsibilities in disclosing the evidence I would be utilising in the prosecution e.g., notifying the solicitor of the CCTV footage obtained before putting their client to interview to build a positive rapport. Finally, I made sure to reveal all relevant materials during the investigation to the Crown Prosecution Service and any disclosure consistent with CPIA.

Reflecting on this incident has demonstrated how my use of the National Decision Model coupled with professional discretion has been advantageous to a policing incident as without this, there was potential for the impact of bias. I believe the leadership and accountability I displayed at this incident by voicing my opinion and putting forward a suggestion for managing the situation to my colleagues allowed for the successful dealing of this incident, and the importance of these policing values has been documented in research (Pearson-Goff & Herrington, 2014). I have made reference to some potential disadvantages of the investigation process which included the use of an interpreter and cultural differences; however, these were overcome and overall, the outcome was positive as the information provided was useful to my understanding of the incident. Furthermore, I have assessed my use of CCTV and witness interview and noted how these benefitted the investigation before then identifying my responsibility under the CPIA Codes of Practice and ensuring this was complied with. Finally, I have evaluated the role of discretion within the police decision making process and concluded that it can prove a crucial aspect in successful management of incidents when exercising fairness, objectivity and integrity.

Word Count: 2272

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
Case file building	By taking more of an active/leading role when attending incidents and putting myself forward to be OIC for cases so that I am building files more frequently. Also, by familiarising myself with the process when other colleagues are preparing files, seeking clarity on things I am unsure on from appropriate departments when necessary. Finally, by undertaking an attachment in the Hub so that I am given new prisoners and case files to deal with each day.	Colleagues within my response department who have experience in building case files. Officers and detectives within the hub and case progression unit whose daily role consists of building case files. My supervisor or any other person who is available and willing to assist.	Six months
Proactive Policing	Start perusing the daily briefing summary and intelligence documents at the start of each set, if not each shift in order to have an understanding of local issues and outstanding suspects so that when I am on mobile patrol, I will be able to identify and act on this. In addition, as I become more comfortable with my sector, I can begin proactive patrols during quieter shifts and start building local knowledge. Engage with communities and use high visibility patrols to promote safety and prevent disorder. Being confident to initiate a stop-search when I feel it is JPLANE. Also, submission of intelligence.	The neighbourhood policing team within my station who will have enhanced roles within the local communities and better knowledge of local issues. My colleagues i.e., whoever I am double crewed with can assist if I make them aware of my intentions before the start of a shift so that they are in the same mindset as me and are on lookout for similar things.	Three to six months
Efficient working	Utilising technology provided to me such as laptop and works Samsung mobile to update occurrence logs between incidents as opposed to	Any person who I am on mobile patrol with by encouraging them to do the same, and	Three months

	waiting until the end of a shift back at the station. Completing victim codes and PPN's on my mobile device whilst at the scene if it is appropriate to do so. Utilise time between incidents to go through my workload and try to complete any outstanding actions while out of the station.	potentially working while they are driving if this is achievable. Onus is predominantly on me to ensure I am making a conscious effort to utilise my devices whilst on mobile patrol.	
Enhanced leadership at incidents	Having confidence to take the lead at calls where I may not have felt comfortable to before and stepping out of my comfort zone. Improve my confidence in my own knowledge and ability so that I hesitate less and make more decisions without seeking reassurance from colleagues. Going into calls first and initiating contact as opposed to allowing the more experienced officers to take the lead. Knowing that my colleagues are there to assist if I require them to,	Supervisor and colleagues that I work with on a daily basis who have already confirmed they feel confident in my dealing with incidents.	Three months

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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: __ *S Joseph* _____ (Learner, Electronic signature or type name)

Date: __ 02/01/2022