

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.

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- Your workbook must contain the items specified in the table below (clearly identified and in the order given);
- You should use this document 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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Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2000
Task 3	Criminal Justice, Valuing difference and inclusion	2000
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2000
	Bibliography	
Task 5	Development Plan	Equivalent 1000 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

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.

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

ANSWER:

During this essay, I will be discussing what I have learnt with respect of coping strategies, with the aim of developing resilience and what I have done to minimise stress. This is based on the initial six months of training to become a Police Constable. I will be aiming to discuss and compare these coping strategies to identify if there are any similarities between them and I will be using the Bortons "Model of Reflection" (Borton, 1970) to assist me in identifying the above. The first element of the Bortons reflection model is "What?" which can assist me in identifying the importance of managing stress and developing resilience. The second stage is "So what?" This is where I will be able to detail the methods used to manage stress during the six months training. This would be based on not just mental strength, but also how this affected me psychologically and physically. The third and last stage is "Now what?". This is the stage where I will be able to evaluate and reflect on the coping strategies discussed. This will provide me with the opportunity to reflect on "What went well?" and "Even better if?". This reflection would then provide me with the opportunity to identify 'What Went Well?' and the 'Even Better If' stage will enable me to identify areas to develop my own knowledge and experiences.

The word stress can be defined as "any strain, pressure, or force applied to a system" (Selye, 1974, p.3). The above definition is relevant in relation to policing as it can be an incredibly challenging and stressful job on times with stress having a severe impact on your well-being through both mentally and physically.

The word resilience can be defined as a "Personal quality" and can be a "Adaptive stress resistant personal quality" (Ahern et al, 2008, p32). The word resilience is something that as a Police Constable this would come in abundance as you would require resilience for the day to day needs and expectations as it can be a very stressful job at times, especially when you have calls to update even when there are outstanding emergency calls to be actioned and certain targets to be met.

In terms of policing, both stress and resilience come hand in hand, as the policing profession is a very demanding role, with a lot of expectation of you as a Police Constable, not only to protect and serve the members of the public for the area that you police, but also the wider impact on serving your King and Country.

During my six months of initial training, I utilised three key elements for coping strategies, that were beneficial to myself to help manage stress and resilience. Here is where I discuss the second stage of the 'Bortons Reflection Model' which is the "So what?" stage. This is where I can explain what worked well for me to be able to tackle stress and resilience in the workplace.

The first element of a coping strategy that I used during the initial six months training was exercise. I attended the gym at least three times a week, mainly concentrating on cardiovascular by using the tread mill, rowing machine, spin bike and attended circuit training classes. According to the NHS;

Research shows that physical activity can also boost self-esteem, mood, sleep quality and energy, as well as reducing your risk of stress, clinical depression, dementia and Alzheimer's disease. (NHS, 2021)

I also went swimming at least once a week, which is also a great aid to maintain the cardiovascular and can also assist in reducing blood pressure.

The second element of coping strategies that I used which coincides with exercise is a balanced diet. Concentrating on four specific meals a day and to consume plenty of water to prevent becoming dehydrated, where I based this on a ten on and four off day period. As the British Nutrition Foundation States;

It is difficult to lose weight just by getting more active and it is still important to control your calorie intake for weight control. The most effective weight programmes include both a controlled diet and increased physical activity. It is also important to be active to keep weight off after weight loss. (BNF, 2020).

On reflection with what was discussed above, with the continued use of exercise and a balanced diet where I achieved a weight loss of three stone, I was able to complete the mandatory bleep test (5.4 on shuttle run) and the Occupational Safety Training with ease during the 6 months training.

The third and final element of the coping strategy to develop resilience and minimise stress was by playing music. Music has been in my family for many years, where from a young age I have learnt the piano and drum kit to a high standard. After a stressful day in training, I would often find myself in my music room at home on the piano, playing various types of music where I would find myself reflecting on how I felt from that day. i.e. harsh and dissonant music to happy and melodic music. I find music is a great way of expressing your thoughts and feelings. I also record my own songs whilst playing the piano from time to time and then play the music back to myself. This gives me a great sense of achievement, as this can provide detail as to what emotions I was feeling at the time, by being able to express my own thoughts and feelings through song. Music is also a good way to relieve stress but can also become an exhaustive task if played for too long. Music can also have a positive mental impact on your thoughts and actions as it "has proved effective for stress management and for improving overall well-being" (Casey, 2013; Thayer et al,1994).

To conclude, I will discuss the third and final stage of the 'Bortons Reflection Model' namely, "What went well?". I believe that if you compare both forms of coping strategies to develop

resilience and minimise stress, all exercises such as going to the gym, swimming and playing music at leisure, are all quite similar. As Larbi states, “Music provides a clinically significant boost to mental health. And what’s more, that boost may be equal to the improvement we get from exercise” (Larbi,2023). Having completed the initial six months of training, I aim to continue going to the gym and playing music, which will only benefit my own well-being by minimising stress levels and to become more resilient. This can then assist me in ensuring that I can provide the best service to the members of the public as possible and that it will assist me in knowing that I am fit for the job that is required of me.

Word Count: 1048

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.

Consider the use of effective communication skills that you used within the incident.

Reflecting upon your incident, critically evaluate any theories or models underpinning the causes of conflict within policing interventions. (Examples would include, Betaris Box, The Drama Triangle).

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

ANSWER:

The information below is where I will be discussing a policing incident involving conflict. Conflict can be described as “a condition or state of human interaction in which there is disharmony or a perceived difference in interests, needs or goals”. (Bhasin, 2023). I will be aiming to critically assess the incident, where I can discuss if the communication skills used was effective? Also, to evaluate the incident, where I can identify if a positive outcome was achieved and to reflect upon my actions within the incident to identify any areas for development. For this reason, I will be using the ‘Gibbs Model of Reflection’ (Gibbs, 1988) to assist me in achieving the above. The first element of the ‘Gibbs Model of Reflection’ is the description of the incident. The second element is feelings where I will be able to explain people’s thoughts about the experience. The third element is evaluation where I will be able to evaluate what happened. The fourth element is analysis where I will be able to analyse the situation and the fifth and final element of the ‘Gibbs Model of Reflection’ is the action plan, where I will be able to reflect upon the incident and identify the areas for development, where I will be able to utilise these in future incidents similar to this one.

I first became aware of this incident during briefing for a night shift, where I was asked to relieve colleagues of mine who were on a two to one with a male suspect at a local hospital, who was receiving treatment for a drug overdose and injuries sustained from fighting. On arrival at the hospital with a colleague of mine, we received the handover details from officers for the male suspect where it was disclosed that the male suspect was arrested for suspicion of assault and rape. The aim was for the male suspect to be treated by the doctors for his injuries, who would then determine if he was fit enough to attend police custody. In terms of timeliness, it was imperative that he was treated as soon as possible due to the opportunity for forensic examinations to assist with the enquiries of allegation of rape. The College of Policing describes the importance of forensic opportunities as:

Investigating a crime scene and forensic analysis using specialist procedures and techniques can provide evidence to: prove that a crime has been committed, exclude a suspect from a scene. Link a suspect with a scene.

(COP, 2022).

With these allegations disclosed and with the use of the second element of the 'Gibbs Reflection Model' being feelings, I knew that I had to respond to this incident in a professional manner, as I would in all other situations due to seriousness of these allegations and the tensions raised as these allegations can have a massive impact on a victim.

The evaluation stage of the 'Gibbs Reflection Model' is where I first had sight of the suspect. He was sat in a waiting room with two other members of the public as the hospital was very busy and inundated with patients waiting to be treated. At this point, the suspect was calm and compliant, but also very needy as he was requesting several things at once. It was identified that the suspect main request was for him to have a cigarette. He was advised by doctors that due to him receiving treatment via a drip, to reduce his toxin levels in his blood due to the amount of drugs he consumed, that him having a cigarette was strongly discouraged. I then reiterated this advice to the suspect, but came to an agreement that he could have ten minutes outside on the hospital grounds to have some fresh air. It was disclosed by the suspect that he had already been at the hospital for twenty-four hours and that he had now had 'enough'.

Shortly after we returned inside the hospital, the suspect was spoken to by a nurse who advised him that his blood results showed that his toxin levels in his blood stream were still too high and that he would require a third drip to try and assist with reducing the toxin levels in his blood. With this information received, the male refused to accept this and stated that he has had 'enough' and was not willing to have a third drip. My colleague then stated to the suspect, that because he was becoming agitated and not cooperating that he would have to wait in the police van which was on hospital grounds to wait to be seen by a doctor for a further update on his condition.

The suspect refused with this request, where my colleague then handled the male by his right wrist to obtain control of the situation. Several impact factors were coming into play here, with a few notably being; "Exhaustion of the subject, injury of subject, drugs taken by subject, state of subject's mental health, subject's perception of the officer's level of force". (NPIA, 2012, p.15). As my colleague had one of the suspects arms, I had the other arm as I tried to reason with the suspect as I had built a good rapport with him having already spent several hours with him at the hospital. I used my communication skills, by just simply talking to the male with the aim of calming and alleviating the situation as the College of Policing states; "Building rapport, active listening, using a procedurally just approach, for example, being open, respectful and honest and minimising bias and judgement" (COP,2023). These are all key skills of being a good communicator within the policing profession. Even with the attempt of communicating with the male, the male was still quite agitated. This is where I then utilised the five-step appeal, "Step 1- simple approach, step 2- the reasoned appeal, step 3- the personal appeal, step 4- the final practical appeal and step 5- action" (Teaching and learning toolbox, 2019). The five-step appeal was repeated to provide the male with the opportunity of recognising and understanding each step. The five-step appeal eventually worked, as the male agreed to have the third drip as advised by the doctors and the nurses of the hospital, which would then aid his recovery and waiting time at the hospital, but also

most importantly a police investigation into the alleged offences. To keep him on side, as it were, the male was also provided with a cup of tea and a sandwich as he disclosed to me that he had not eaten for several hours. With the simple gesture of offering a cup of tea and a sandwich, this changed the outcome of this situation completely, as the male then became calm and compliant again. Shortly after, myself and my colleague were relieved of our duties at the hospital by two colleagues of ours as it was coming to the end of our shift.

On reflection of the above incident, I believe that the “Betari Box” model had a significant impact on the above situation as; “The Betari Box, is a simple model that can help us to understand the impact that our attitudes and behaviours have on the attitudes and behaviours of the people around us”. (Mind Tools, 2022). The ‘Betari Box’ model consists of four key stages which is: 1. My attitude (affects), 2. My behaviour (affects), 3. Your attitude (affects), 4. Your behaviour (affects). All of which I believe was implemented in the incident above to good effect. I would also suggest that managing conflict is not an easy task, however, a mnemonic that I was taught during the initial six months training, being JPLANE which stands for:

- Justified
- Proportionate
- Legal
- Accountable
- Necessary
- Ethical

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 explore a policing incident that you have attended and examine how you dealt with competing issues such as legalisation, social issues, culture and language.

Consider the victims code of practice and how it was used to support your victim/witness through the criminal justice system.

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.

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

ANSWER:

Task 4

Relevant areas of the National Policing Curriculum:

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

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

Critically assess a policing incident that you have attended, where you played a significant role with an offender/victim and reflect upon what happened.

Reflect upon your use of the National Decision-Making Model and the Code of Ethics and review this impacted upon your decision making and use of discretion within the incident.

Critically review your responsibilities regarding the provision of CPIA when conducting this investigation.

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

ANSWER:

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 1000 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
<u>Specific-</u> To continue and maintain my fitness levels by continuing to attend the gym and swimming sessions.	<u>Measurable. Achievable and Realistic-</u> This is measurable by the number of times I have achieved this on a weekly basis with the aim of completing a form of exercise at least three times a week. I believe this is a realistic aim as I would be able to conduct this on rest days and before/after work.	The persons who can provide support are: Friends of mine who are personal trainers. Family members who would attend the gym and swimming sessions with me which would provide me with another support network and would also provide me with the encouragement to be able to achieve my set goals. Staff members from the Occupational Safety Training department where they will be able to assist me with my current fitness levels by conducting practice runs of the recognised bleep test requirements for serving officers (5.4)	<u>Timely-</u> Ongoing task, as I must maintain a certain fitness level in readiness for the fitness tests conducted on an annual basis throughout my policing career.

<u>Specific-</u> To achieve and continue a level of independent patrol on response.	<u>Measurable, Achievable and Realistic-</u> This is measurable by achieving independent patrol as required within the first three months of tutorship. This has become a realistic achievement, as I now have independent patrol status.	I can call upon my PDU tutor for continued support. I can also call upon my current sergeant. I can also call upon my work colleagues from my shift who would be able to assist me with advice and support with certain topic(s).	<u>Timely-</u> Independent patrol has been achieved within the first three months of being on response. Having now achieved independent patrol status, I aim to reflect on my own progression every three months with the aim of identifying areas for development. My progression can also be proven with feedback provided by my line manager (sgt) during Perform reviews.
<u>Specific-</u> To attend any courses and attachments that are available to me with the aim of further developing my own knowledge and experience within the policing world.	<u>Measurable, Achievable and Realistic-</u> This is measurable by the number of courses/ attachments that are available to me within a certain time frame. It is achievable and realistic as I can nominate myself for certain courses (i.e., Case file and interview courses).	The personnel who can provide me with support are: My sergeant who would be able to authorise certain courses and attachments. My colleagues / peers who would be able to suggest certain courses that would be relevant to me which can only enhance my own personal development. Learning and development who is the department mainly responsible for set courses- for	<u>Timely-</u> I would suggest that this would be within the period of 12 months as I can then reflect on my own learning outcomes and experiences during my main review with my line manager (sgt).

		example: Interview training, case file inputs. The FMU (File management Unit) in relation to advice and support with Case Files. My PDU tutor who would still be available to me for advice on how I can further develop my own knowledge and experience.	
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Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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