



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 1 (DHEP)

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: Abigail Fletcher

**Learner's University Registration Number:
2024065**

**FACULTY OF BUSINESS AND MANAGEMENT
PUBLIC SERVICE PROGRAMME**

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the Graduate Diploma programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

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

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. Therefore, you must:

- adhere to guidance in the Student Handbook about unfair practice and plagiarism;
- not identify individuals including witnesses, victims or offenders by name;
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions;
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- Your workbook must contain the items specified in the table below (clearly identified and in the order given);
- You should use this particular document to insert your text / answer within each section of this workbook;
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

This essay will discuss the coping strategies I have applied to develop resilience and minimise stress since being attested to be a Police Constable. I have used Borton's model of reflection during this essay (Borton, 1970).

Theorists argue this is a model particularly suited for students in their practice as the model is simple and straightforward to apply (Jasper, 2013).

When it comes to the workplace, the common mental disorders of stress, depression and anxiety are enormous in terms of sickness absence and lost productive value (Dewe and Cooper, 2017). The impact of stress on the workplace is huge, especially in the role of a police officer.

From the start of training it was an open conversation that the job role is like no other and that the events and incidents you will attend can have a lasting impact. Research from the University of Cambridge conducted a major survey of serving police officers and operational staff and found that 90% who responded had been exposed to trauma which resulted in one in five of these experiencing either PTSD or complex PTSD (University of Cambridge, 2019)

Developing coping strategies to develop resilience and minimise stress has been at the forefront throughout training. I have used the 6 months training to identify triggers and recognise the signs of stress. The Mental Health Charity Mind has identified some triggers of stress as being under lots of pressure, being worried about something, uncertainty, being overwhelmed, losing control and facing big changes (Mind, 2021a).

The charity goes on to recommend coping with stress at work by 'recognising the signs of stress and learning about the causes of stress is a good place to start (Mind, 2020).

After researching what Mind suggests you can do to tackle stress. I completed and implemented their Wellness Action plan and it has helped me manage my own mental health at work (Mind, 2021b). This has enabled me to identify what I need to stay well at work.

I have taken the approach that is cannot be a one size fits all approach for minimising stress. Therefore, I have utilised my training months to test out what works best for me. I will now discuss and compare different coping strategies.

COVID 19 impacted the training experience significantly. It changed exams, lesson input moved to a large segment being online, in the classroom many activities could not be conducted due to social distancing, we were unable to socialise as a class, practicals were limited and in general a huge change and limit on all of our day to day lives.

Working from home was sometimes problematic, sometimes tackling challenging and difficult topics online. It is key to have that separation between home and work life, which working from home impacted on. Dr E Shiu from the University of Birmingham conducted a study that identified an enhancer of work stress was being unable to separate personal life from work whilst working from home (University of Birmingham, 2020).

To counteract the negative effect of working from home, instead of working out before work which would be my normal routine I instead would wait until the online lessons had finished. This would allow me to have at least 30 minutes out of the house and having a break from the environment I would have been in all day and associated with the difficult topic and allow me to recover from the difficulties faced that day and switch off from work. This was very effective as a coping mechanism when dealing with negative or distressing topics, it has helped to build resilience and I plan to use this going forward throughout the next stages of my policing career.

According to the NHS keeping active is a key stress-busting suggestion. The website states that whilst exercise will not make the stress disappear, it does reduce some of the emotional feelings and will help in clearing thoughts and allows you to deal with problems more calmly (NHS, 2021a).

Therefore, I added to my normal exercise routine, increasing the amount. I would at lunch times, go for a walk near to my home and listen to a playlist that I created. The walk would allow me to process what I had learnt about that morning and any feelings I had towards the topics. Exercise is certainly a coping strategy that I will continue to use moving forward, not only does it contribute to my physical well-being but also my mental. I feel that it will be a

productive method to use when dealing with stress, particularly after dealing with traumatic incidents.

This strategy in comparison to the others is useful however not as robust. It can be affected by external factors, such as weather impacting an outside workout or walk. If lockdowns were to come back into effect this could also hinder using a gym. To make it more robust I have considered investing in subscribing to an online fitness account to enable workouts to take place at home at a last resort.

A further coping strategy that I rely on is being optimistic. I often try and think of what I am grateful for and what are the positives in my life. I am so grateful to have a job in times of uncertainty. Professor cooper recommends “try to be glass half full instead of glass half empty” (NHS, 2021a). I have found this This coping strategy to be extremely reliable. On days when the weather was poor so I couldn’t exercise, or lockdown prevented me from meeting with friends, being positive and looking at ways to amplify that helped to carry me through and minimised stress. This led me to create a gratitude board, which is where I would place post-it notes with positive ideas, thoughts or experiences from that day.

Research from Fredrickson (2001) shows that:

“not only do positive emotions make people feel good in the present, but also, through their effects on broadened thinking, positive emotions increase the likelihood that people will feel good in the future.”

(Fredrickson, 2001)

It is easy to become wrapped up in negative thoughts when others are expressing them. To counteract this, I have developed not to get into a vicious circle of negative thinking and instead when somebody is being negative either remove myself from the conversation or try and add a positive to change the dynamic of the conversation. Often other people’s negative views and opinions can be easily absorbed by others around them. There is evidence that positive emotions expand awareness, better than they would throughout negative states (Fredrickson, 2013). This coping strategy I feel makes me more resilient as it changes my way of thinking; it is the most reliable of coping strategies as if I develop an optimistic outlook it will help carry me through and deal with difficult decisions. Whereas say the strategy of having me time is not always possible, I could have other commitments and be unable to

schedule time for myself. In addition to this there is research that suggests that “Resilient people are able to look at negative situations realistically, but in a way that doesn't centre on blame or brooding over what cannot be changed.” (Cherry, 2019).

As per Borton's reflective tool I have found it useful to discuss something that has happened or something that we learnt about that was quite difficult and emotionally challenging has been a great help with developing resilience. Resilience is “our bounce-back ability in the face of difficulty or challenged. Resilience is the ability to adapt and grow following adversity” (NHS, 2021c).

This is even more so when talking with other colleagues on the cohort as some are experiencing things like myself for the first time, for example learning about sexual offences or child abuse. I have learnt from others how they cope and relieve stress. In addition to talking and offloading to family, friends and colleagues. It has been hugely important to also celebrate and discuss the positives. For example, passing an exam or practical. This goes both ways and it is important for me to recognise others good work and give the encouragement and recognition.

Here in the UK, we work the longest hours in Europe, meaning we often don't spend enough time doing things we really enjoy (NHS, 2021a). To deal with this a coping strategy a coping strategy that I have used is allowing myself some me time. I have identified that removing myself from busy situations and giving myself time to reflect and relax in a quiet peaceful environment has been so impactful. I would do this by either going for a walk away from busy areas or baking, something I really enjoy. I feel that it is almost like a sanctuary away from the stresses of daily life. Being in a stressful environment does not allow you to deal with pressure. This coping strategy is effective at building independent resilience, I place importance on this as while it is good to have friends and family to rely on, they may not always be there at the time you need them due to their own commitments. With taking time for myself it allows me to process any stress doing an activity that I enjoy.

To conclude ‘In life, there's always a solution to a problem’ as stated on the NHS website by Professor Cary Cooper (NHS, 2021a), This is exactly what the coping mechanism I have developed. It was inevitable through training to develop stress as a result of exams, career changes, lockdowns, practical evaluations and many more contributing factors. However, developing the outlook regarding solutions to problems has enable me to build resilience to

these issues through my coping strategies. They have been tested through the initial six months of learning and I have developed which situations they are most effective. I seek to take this forward for the next stages of my policing career.

Word Count: 1650

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:

For this essay I am going critically assess, reflect and describe an incident involving conflict, I will use Gibbs' reflective cycle to aid my reflection. The model seeks to explore an experience, looking at exploring an experience: description, feelings, evaluation, analysis, conclusion and action plan (The University of Edinburgh, 2020).

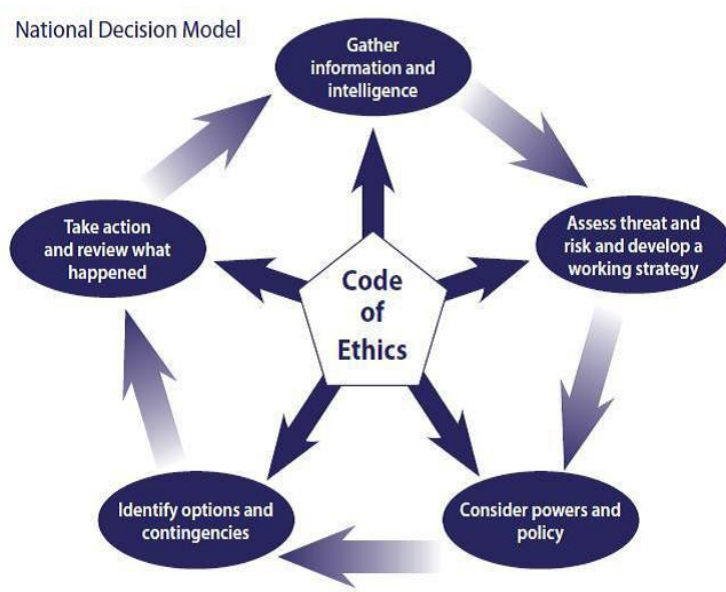
A call was made reporting an incident of indecent exposure. Whilst on mobile patrol myself and two other colleagues made our way there. This had come through as a priority call, I used my mobile device to run checks on those involved, this process allowed information and intelligence to be gathered the first step when following the National Decision Model (College of Policing, 2013). Warning markers came back for the reporting person and the subject, which included mental health, drugs and self-harm, I ensured to relay this to my colleagues to ensure we were all aware of the threat and risk posed.

When arriving at the scene I ensured I was wearing personal protective equipment and that my body worn video was activated, to ensure my safety and make sure that the incident was captured for evidential and safeguarding purposes. At first, I spoke with the reporting person, who had approached myself, I obtained a pocket notebook entry from the male gaining a brief description and as much details of all those involved. Other officers and I approached the window of the ground floor flat, which is where the subject lived and had been reportedly exposing himself from. The flat was extremely messy, we could see that he was laying in the corner of the room, slowly moving when I knocked the window. His flat door was locked, and we could not gain entry. Throughout this time, I was constantly using the National Decision Model (College of Policing, 2013) to assess what powers and policies were available to us to gain entry to the property.

To get hold of the landlord, I enquired with a neighbour who lived in an adjoining property, she asked me to come inside as she had more information to give. I assessed was this appropriate and felt that my two colleagues were able to deal with the ongoing situation and would allow me to gain hopefully more useful information, again using the National Decision Model. Whilst inside of the neighbour's home she gave me the contact details of the landlord and informed me that the reporting person and the subject have had ongoing issues where they both antagonise each other. Whilst gaining this information and inputting it into my pocket notebook, I heard my colleague who was outside go over the airwaves and ask for an ambulance. Immediately I left the neighbours home to give assistance to other officers, as this was more important. The subject had now crawled towards the window and was displaying behaviour that was disturbing and his health became a real concern. The subject was exposing himself through the window as he was only wearing a t-shirt, he was not communicating with officers and refusing to open the door. His health was a concern to other officers and I, as he would seem to drop in and out of consciousness and being sick. Using the National Decision Model and considering Human Rights (Human Rights Act 1998, 1998), it was agreed that the necessity for power of entry had been met, to ensure the safety and life of the male inside, protecting his right to life and under Section 17 Pace to save life or limb (Police and Criminal Evidence Act 1984, 2019).

An officer from the Roads Policing Unit made their way to the property and used method of entry. Upon entering the property, I observed that there were many obstacles on the floor

that would hinder a quick exit should it be required. As I was the third officer entering the property I assessed and felt it more imperative to start to move these items out of the way in case the two officers in front of me needed to make a quick exit, I repeatedly risk assessed the room and the safety of my colleagues by asking them for updates and if everything was under control. This followed step three of the National Decision Model by assessing threat and risk, and then developing a strategy to mitigate that risk, by removing the obstacles.



National Decision Model (College of Policing, 2013).

Whilst inside the property the male was arrested by another officer and placed in handcuffs. In the course of a “police officer’s duty, sometimes force is needed to control a situation or to allow them to carry out their duties” (Bryant and Bryant, 2019b, p.339). Whilst he was in handcuffs, he was lunging towards myself and other officers therefore, restraint and force was used to hold the male at a safe distance from officers.

I assisted with getting the male to his feet, dressing him and removing him from the property. I used tactical communications to try and get the male to engage and gather information, such as if he had taken any drugs, alcohol or medication. Whilst communicating with the male I utilised, LEAPS, which is a “simple mnemonic that offers a flexible and structured approach to communicating in all situations, not just those that are confrontational” (College of Policing,

2020). It stands for stands for, listen, empathy, ask, paraphrase and summarise. I did this by listening to the male, empathising that he was very distressed, I asked if there was anything I could do to help, I rephrased some of the questions to ensure he could understand and I would often summarise what was going to happen to keep him in the loop.

Before using any force, I considered the five-step appeal (College of Policing, 2020). At first, I asked the male to sit back onto the bench to ensure his safety and stop him from falling, and to keep him at a safe distance from officers. Secondly, I explained to the male why he was being asked to sit down, to ensure both of our safety, this failed to work. I further went on to make the appeal more personal, explaining to the male that if he was to sit down it would allow us to speak with him more easily and give him some rest as he was not steady on his feet. Upon refusal to cooperate still a final appeal was given to the male, telling him to sit down on the bench and stop lunging towards officers, otherwise he would be placed into a holding cell. The male refused to co-operate, and this time landed onto myself, it was then deemed proportionate to place him into the holding cell to allow him to calm down and ensure officers were not at risk. Upon placing him in the cell, the male again exposed himself and shouted to myself and other female colleagues' obscenities regarding his genitals, this has resulted in a warning marker being added to police system regarding his behaviour.

Above all during this experience, I wanted to ensure the males safety, and whilst he had committed a crime, his welfare and wellbeing was my main priority. I attempted several times to get into the flat through communication as his health and behaviour was my greatest concern. Whilst inside the property and establishing that his health was ok, and the need for an ambulance was no more this is where ambulance was stood down. The male was able to communicate and move around by himself, there were no drugs, medication or alcohol in the property, and he was able to communicate with officers to establish what had happened.

Arriving at the incident, I felt calm and open-minded about what would unfold. I felt prepared as I had obtained background checks on those involved. However, being honest with myself, as the situation unfolded and the male inside the property became distressed and aggressive, I felt concerned and worried for his safety and my own. As the male's behaviour became more alarming, I felt concerned for how the situation would escalate. It was clear that the neighbours observing the ongoing incident were frightened and alarmed at the behaviour of

the male. I feel that my colleagues shared the same worries and concerns as I did, regarding how would we get into the property to help the male and what dangers he posed, as he had a screwdriver in his hand at some points and his home was so messy it was not clear what other items he may have. Reflecting on the situation now I feel pleased with how I coped, it was extremely fast paced, alarming and frightening, but I kept my composure and ensured to do the very best for the concerned male whilst keeping members of the public safe. I also feel some sadness for the male involved as he had quite clearly some issues that he requires help with, as a result of this a vulnerable adult form was submitted to try and identify and source help for those issues, he would also be subject to a health assessment in custody, from this I feel relief that he can seek the help he requires.

From this incident, I have been able to deal with a live ongoing situation where conflict is present. It has been useful to deal with this incident whilst at the training department, as I was accompanied by my tutor and could gain experience from her regarding how to contact the control room to start to process of method of entry.

The communication between all officers' present at the scene went well and teamwork really allowed the situation to be controlled and handled as best as possible. Further to this we each took on roles and contributed to the effort, one officer contacted ambulance, one officer contacted control room to sort out method of entry and I kept contact with the male, ensuring he was breathing and moving, and keeping neighbours at bay and calm during the ongoing situation.

Those involved should be clear about their roles and responsibilities, particularly where partner agencies are involved in delivering the strategy. (College of Policing, 2019).

The reporting person was negative during the situation and did try to antagonise the male inside of the property. I appropriately dealt with him and asked him to move away from the window.

Upon reflecting on what took place during this call, I feel that whilst at custody we waited with the male in the holding area for over an hour where he became agitated and aggressive both verbally and physically. It would have been appropriate to approach the sergeant and make him aware of this. It would have reduced the time officers had to deal with the male, where as time went on, he became more aggressive and lunged and made obscene comments.

I think the reason for the situation being dealt with well and it not resulting in needing assistance from other units was down to the communication of officer's present. We each listened and communicated clearly, and each took relevant and productive roles throughout the situation. I think that this approach saved us time and allowed us to move more quickly and gain entry to the property.

I feel the reason it was successfully deescalated was due to communication skills and attitude. "It has been established that communication skills and empathy are highly important for police officers" (Inzunza and Wikström, 2020).

"Officers should be aware of not just what they verbally communicate to member of the public but also the non-verbal signals sent out." (College of Policing, 2020). During this incident I ensured to keep a relaxed approach towards the male, not shouting but also with my physical stance remaining relaxed but keeping safety in mind and utilising the fighting arc.

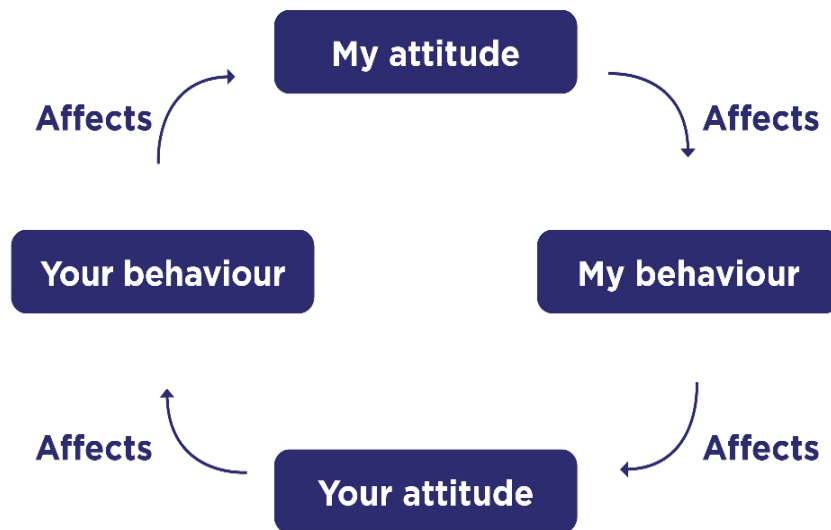
Despite the male's difficult behaviour and actions, myself and other officers remained professional and courteous to the man, ensuring his modesty when removing him from his home into the public, and being patient with him when he used expletive and obscene language. I ensured that I did not escalate or aggravate the situation. As stated on the College of Policing website, it is vital to "Be aware of your own non-verbal signals – signaling a non-aggressive response can help defuse a situation" (College of Policing, 2020).

The college of policing website goes on to say:

"Betari's box describes how people can get locked into a vicious or virtuous circle of communication, based on how their attitudes and behaviour respond to each other"

(College Of Policing, 2020).

This is apparent in this incident, if I behaved in an aggressive way to the male this would have further intensified the situation. As the "Betari Box illustrates how our attitudes and behaviors directly affect the attitudes and behaviors of people around us." (MindTools, 2019). Instead I used a calm but stern manner and as a result he did at times placate.



Beatri's Box (College Of Policing, 2020).

I hope to improve on being more assertive when asking members of the public to stay back away from the ongoing incident and not to antagonise the situation.

Reflecting on this incident I have learned that my communication skills are developing well, and my understanding of other colleagues and working well with them, using their strengths alongside my own help to add to the success of dealing with an incident. I was able to look at other officer's body language to ensure that they were ok and did not need assistance.

If I were to attend an incident similar to this in future, I would be more self-confident.

I plan to develop the necessary skills by attending incidents as back up to other officers and while they deal with the ongoing incident, I would plan to develop my skills of controlling the public and ensuring they stay away from the ongoing incident whilst it is being dealt with.

I would ensure that for next time I inform the custody sergeant as soon as possible on the behavior of the subject to ensure they are processed as quickly as possible to minimise the danger to myself, other officers and the subject. The reflection I have under taken from this incident, will allow me to improve on my skill set and the service I can give to the public

Further to this it also adds to a step in the National Decision Model (College Of Policing, 2013) I have reflected on what went well and reviewed what has happened.

During this incident there was no culturally sensitive practice or language preference.

Human rights are the basic rights and freedoms that belong to every person in the world. In the UK human rights are protected by the Human Rights Act 1998. (Citizens Advice, 2019). Whilst being arrested, the male was informed promptly, in a language he understood and the reason as to why he was being arrested. This was to ensure that the arrest complied and did not breach his human rights, particularly regarding the arrest Article 5, the right to liberty and security was considered, along with Article 3 prohibition of torture, the handcuffs were placed on the male safely and comfortably to ensure he did not endure any pain (Human Rights Act 1998, 1998).

The right to life, article 2 of the Human Rights Act 1998 was at the core of police action during this incident. Upon seeing his behaviour and state deteriorate, my focus was to be able to get to the male and ensure his safety. "Human rights values enable police in the UK to better endeavour to do the right thing" (Poolman, Wilshaw and Grace, 2019).

"The Code of Ethics is incorporated as a central feature of the National Decision Model" (Bryant and Bryant, 2019b, p.75). The nine policing principles originate from the 'Principles of Public Life' published by the Committee on Standards in Public Life in 1995, as these continue to reflect public expectations (College of Policing, 2014).

The foundations of equality and diversity in the UK are enshrined in legislation. 'Under the Equality Act 2010 it is unlawful to discriminate on the grounds of certain 'protected characteristic'. These characteristics are: age, disability, race, religion or belief, sex, gender reassignment, sexual orientation, marriage and civil partnership, pregnancy or maternity'(Bryant and Bryant, 2019b, p.66). During this incident there were no issues regarding equality.

Word Count: 2726

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:

For this essay I am going critically assess, reflect and describe an incident involving criminal justice, valuing difference and inclusion. I will use Borton's model of reflection during this essay (Borton, 1970). The model is based upon three simple questions: What? So what? Now what?. It is a generalized model that can be applied across many different disciplines and subjects (Jasper, 2013). At this last stage of this model you need to consider the steps you will be taking in order to improve your practice and learn from the initial experience by completing an action plan so that you know what you will do and how you will decide that your practice has improved. This is hugely important in policing, in order to learn and improve.

Addressing the first question posed by (Borton, 1970). The incident in question was a report from a male stating that whilst out on a walk he had been subjected to eggs thrown at him and he felt that he was targeted because of his race. The call log did not have much more information; therefore, it was my role to attend the victim's home address and speak with

them about the incident to try and obtain as much information as possible and take action. Before attending the address I made myself further aware of the Hate Crime/Incident process map that Gwent Police use, and I ensured to use this to guide me through the process to ensure I did not miss any steps and the victim received a comprehensive and effective service. I attended the home address of the male and obtained a first account of what happened. The male spoke limited English and therefore the use of a translator was decided by myself as the best course of action, to ensure that the male understood what action I would take but also more importantly how he felt and what he had experienced would not be lost.

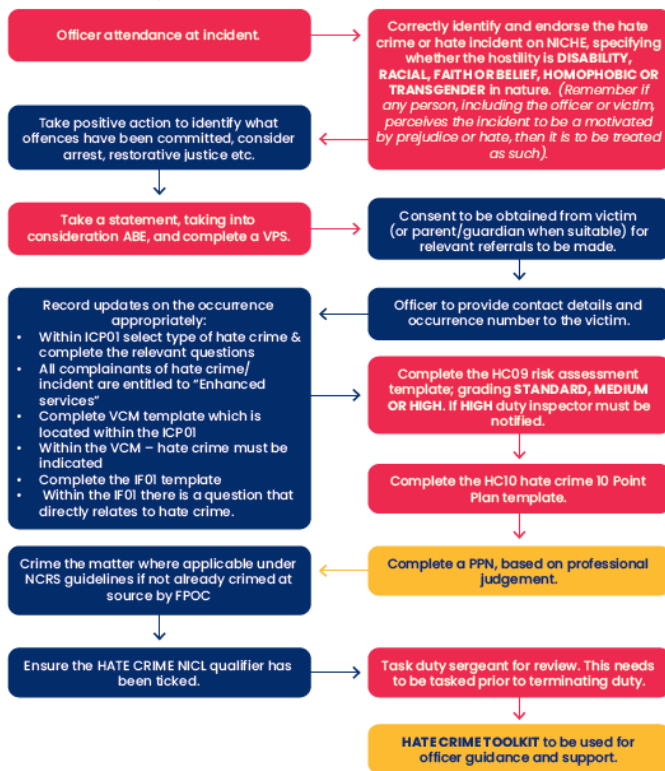
Throughout this I reassured the victim that the police would look into this further and that he had taken the right action by contacting the police. I explained to the victim about giving a statement, to which he did and also completed a Victim Personal Statement (VPS) (Victim Support, 2021a).

I gathered images the male had taken right after being attacked and exhibited them. I also spoke with the male gaining permission to make the correct referrals to ensure that the Victim Care Unit would contact him, and a hate crime officer would be allocated. Further to this, I also acted by conducting golden hour enquiries. I did this through house-to-house enquiries, CCTV, speaking with members of public in the area, and nearby office workers. The response from those in the community was utter dismay when I explained that I was investigating a hate crime that had taken place within the local area. In addition to the enquiries, one of the most important elements for me in dealing with this was safeguarding and reassuring the victim. I gave advice on keeping safe, always keeping mobile phone on and charged, and to call 999 if any further issues arise. I reassured the male that during my shift I would be patrolling the area and the information would be passed on during handover to inform the next shift of what had happened.

During this incident, it was challenging, I felt upset for the victim that he had been subjected to such an incident as a result of his race. He made clear that he was understandably very upset, but also extremely confused why someone would target him.

HATE CRIME PROCESS MAP INVESTIGATORS

HATE CRIME/INCIDENT ALLOCATED VIA FORCE CONTROL ROOM



This is the Hate Crime Process Map used by Gwent Police, which I followed during the incident.

It was good to put into practice the Hate Crime/Incident Plan that Gwent Police uses, whilst still in my tutorship. This allowed me to have the confidence to deal with the incident but be reassured that my tutor was present and could step in if I made any mistakes or forgot part of the process.

I think having that reassurance for the incident allowed me to have confidence to complete the necessary steps.

What was not so good about the incident, was the limiting lines of inquiry which we had. There were no witnesses, and because the incident happened so quickly and surprisingly to the victim, he was unable to get a description of those involved or the vehicle they made off in. This part of the incident troubled me, as I found it frustrating not to be able to have strong lines of investigation to try and identify the offender.

Moving on to the 'So what' part of the reflective model. Dealing with this incident has enlightened me that I am a very empathetic person, and despite not experiencing anything similar to what the victim had, I could still show him empathy and compassion. Empathy 'is the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation' (Cambridge Dictionary, 2019).

The college of policing makes the point that:

“Empathy is particularly important, especially if we are to engage and involve some of the most vulnerable individuals, we encounter we may not be able to fully express or articulate their thoughts or feelings” (The College of Policing, 2021).

As I was dealing with the incident, what was going through my mind was that the victim needed to feel supported. Constantly running through my mind was the Victim’s Code (UK Government, 2021).

The Victims’ Code is issued by the Secretary of State for Justice under section 32 of the Domestic Violence, Crime and Victims Act 2004 (Victim Support, 2021a). The Code brings together 12 overarching rights that are straightforward, concise and easy to understand – outlining the minimum level of information and service victims can expect at every stage of the justice process (UK Government, 2021).

I wanted to ensure that even if we were unable to find the offender and bring them to justice, the victim would still know and feel that the police care and take matters like this seriously. I ensured the victim felt this by explaining in detail about the Victim Personal Statement and using a translator to ensure full understanding. I ensured the victim was aware that the VPS would give him the opportunity to explain in his own words the impact that the crime had upon him, and that it is taken into account by all agencies involved in the case and it can have a bearing on sentencing (Victim Support, 2021a). This is one of the 12 rights in the new victim code that came into effect from 2021. “Experiencing crime can affect you in different ways, be it emotionally, physically, mentally or financially” (Victim Support, 2021b). I ensured I was there for the victim, I frequently checked in on the victim, and I made the correct referrals to Victim Support and assigned a Hate Crime Officer who would have more background and expertise regarding this type of incident.

Currently the investigation is still ongoing, and lines of enquiry are still being exhausted. There is potential CCTV showing the suspect that is being circulated both amongst officers and members of the public in hope of identification. The victim is regularly updated by myself and victim support with regards to the situation and any new developments. This is to check

on them and see if they need any further help or referrals. It is also to explain to the victim at what point the investigation is and whether there are any updates.

The values of the police service are detailed within the Code of Ethics which set out the nine principles which underpin and strengthen the existing procedures and regulations for ensuring standards of professional behaviour for both police officers and police staff. Respect for human rights will be central to everything we do, as is the commitment to policing by consent (National Police Chief's Council, 2016).

It ensures that there are clear expectations of everyone working in policing. It defines relevant behaviours, competencies and values which uphold the principles of the Code of Ethics (The College of Policing, 2020).

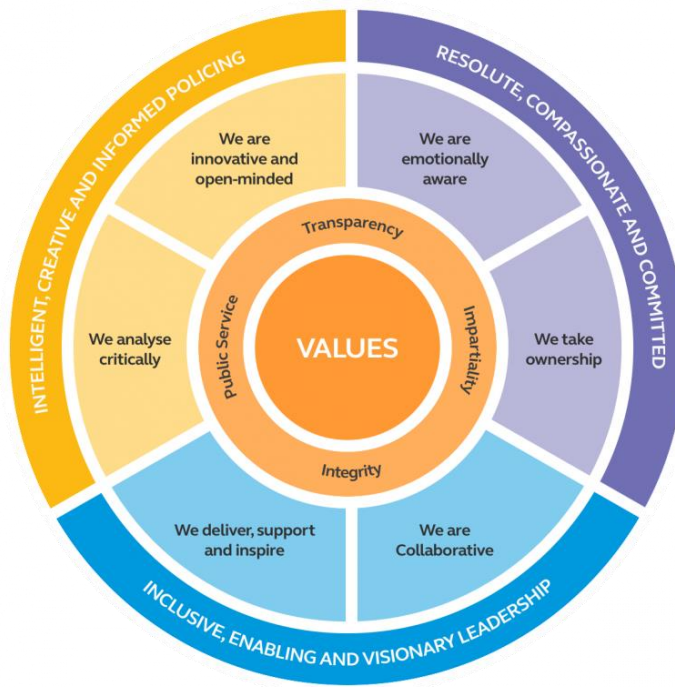
It has been argued that:

“The actions and attitudes of police organisations, their police officers and staff must be characterised by integrity, independence and impartiality. This applies not only to police dealings with individuals but also in their dealings with other agencies and this parties who are neither victims, suspects or witnesses”

(Grieve Smith, Harfield and Macvean, 2007).

Throughout this incident I ensured to be governed by integrity, being honest and open with the victim and ensuring a thorough investigation.

The Competency and Values Framework (CVF) sets out nationally recognised behaviours and values to support all policing professionals. The CVF has six competencies that are clustered into three groups. All of the competencies are underpinned by four values that should support everything we do as a police service.



The Competency and Values Framework (CVF). (The College of Policing, 2020).

The four policing values as shown in the diagram are, transparency, impartiality, integrity and public service. During this incident I ensured public service, by taking action as it is in the interest of the society that we all live free from prejudice and racism. By not taking action would go against the police force's values regarding racism, therefore for myself it was imperative to investigate, safeguard and take action for this hate crime. Further to this I showed integrity by remaining professional at all times, I kept the victim informed, I gave contact details and I showed real empathy from both myself and the police force. Additionally, transparency was very important during this incident and meeting the victim's expectations was a high priority of mine. I felt that it was important to be realistic and honest which in turn would create a trusting relationship between the police and the victim. Moreover, impartiality was key to the incident, and I acknowledged and ensured that victim was aware that discrimination, racism or any injustice is questioned, and action will be taken by the police.

The mission of policing is enshrined in the Police Service Statement of Mission and Values, the mission is: "to make communities safer by upholding the law fairly and firmly; preventing crime and antisocial behaviour; keeping the peace; protecting and reassuring communities; investigating crime and bringing offenders to justice" (National Police Chief's Council, 2016). During this incident I have added to protecting and reassuring communities. I achieved this

by making a referral to the local neighbourhood policing team, this would reassure communities and show a police presence.

During this incident I considered how social contexts may affect the victim. In particular as this hate crime was regarding race, I reflected on my learning from the initial training whereby we looked into racism in the police and in particular the case of Stephen Lawrence.

Following the police handling of the case an inquiry led by Sir William Macpherson Made “A total of 70 recommendations designed to show “zero tolerance” for racism in society were made. They included measures not just to transform the attitude of the police towards race relations and improve accountability but also to get the civil service, NHS, judiciary and other public bodies to respond and change.” (Quinn, 2019).

Then in 2021 a report was conducted looking at the ‘Macpherson Report: Twenty-Two years on’. The report published in 2021 stated that:

“In 1993, Stephen Lawrence, his family and Stephen’s friend, Duwayne Brooks were all victims of a racist crime. The Macpherson report was highly critical of the police investigation, the lack of understanding of racist crimes, and the treatment of Duwayne Brooks and Stephen Lawrence’s family. It made far reaching recommendations on the tackling of racist crimes and the monitoring of racist incidents, and the support that should be given to victims and their families.”

(Home Affairs Committee, 2021).

The report also goes on to state:

“the number of racially or religiously aggravated offences in June 2020 was a third higher (34%) than in June 2019. Increases were seen across most forces, with 27 forces seeing an increase of a quarter (25%) or more. The level of these offences remained high in July. The Home Office suggests that the increases in June and July 2020 were likely to be related

to the Black Lives Matter protests and far-right groups counter-protests following the death of George Floyd.”

(Home Affairs Committee, 2021).

The above findings show that Hate Crime is a serious issue within the United Kingdom. In particular racially and religiously aggravated offences have been on the rise in recent years. This is why it is imperative for the police to take action and show those who are victims that we care. I feel that I gave a good service to the victim and have learnt what to take forward and what to improve on. For example, I am happy with how I communicated and listened to the victim and how I sought the help of a translator to ensure his views were heard. Additionally, I have learnt how to use the Hate Crime plan and how to record these incidents on police systems.

In conclusion I feel that I valued differences in this incident, I was understanding and empathetic. I did this via communication, I listened to how the victim felt and I also provided clear communication throughout the incident and investigation to confirm the victim was up to date. Furthermore, I have reflected on my knowledge of the Codes of Practice for victims and ensured to deepen my understanding to make me a better police officer. Finally, I have taken on board social factors that have shaped the police force but also different communities' expectations and opinions of the police.

Word Count: 2294

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:

For this essay I am going critically assess, reflect and describe an incident involving Decision making and discretion, Conducting Investigations and Criminal Justice, I will use Gibbs' reflective cycle to aid my reflection. The model encourages reflection and learning and enables the user to develop an action plan for future similar incidents (The University of Edinburgh, 2020).

A call was received reporting from a victim that her car window had been smashed and her purse had been stolen from her car. The caller only became aware as they had been notified by their bank that their debit card had been used in local store, the exact location was not given by the bank only the name of the store and that it was in Newport.

Officers attended and obtained a statement from the victim and she stated she was willing to attend court. I explained to the victim about the Victim Personal Statement and what it would entail, at the time as she was upset, she requested to complete this later, which she did around ten days later. When taking the statement from the victim, she did become very

upset and in fact blamed herself for leaving her purse in the car. I reassured the victim and stated that she was not to blame and that we would try our best to investigate this crime. The investigation then focused upon identifying the offender. First, I tasked Crime Scenes Investigation with attending the motor vehicle to see if there were any fingerprints or DNA on the car. Upon completion of this, the Crime Scenes officer completed a report stating that no DNA or fingerprints were found at the scene, but he had obtained glass shards that could be compared if any items of clothing were found.

Further to this, there were further lines of enquiry as we now had the name of a shop as to where the car had been used. There were six shops in total in Newport which had the same name. I made a list of the shops and then based on the distance from the crime scene I then visited each shop in question and asked to view the CCTV. By this time, I had already obtained from the victim, the times and amount the card had been used for, which made viewing the CCTV easier as there was a time frame when the debit card was used. Having viewed the CCTV in each of the possible stores, there was only one which matched the same times as the bank had confirmed. This was then further bolstered by exhibiting the till receipts which proved the card which had been stolen was the same one being used in the CCTV. I am aware that when “conducting an investigation, the investigator should pursue all reasonable lines of inquiry, whether these point towards or away from the suspect” (Ministry of Justice, 2015). I have ensured to comply with the CPIA as even after viewing the CCTV and showing that a male was purchasing items at the time which matched the fraudulent actions, I ensured to further confirm this by seizing the relevant till receipts which further confirmed the CCTV was definitely showing the suspect using the card which had been stolen from the victim’s purse.

“Identification by an eye-witness arises when a witness who has seen the offender committing the crime is given an opportunity to identify a person” (The Crown Prosecution Service, 2018). Therefore I then spoke with the shop assistant who was a witness to the male using the card, at first the witness was very hesitant to give a statement or speak with myself as the shop was very busy and I feel that he did not want to receive backlash from customers in an area where there is already a negative relationship with the police and members of the public, it seemed he had a fear that others might judge him for helping us. Noticing this, I asked what time the shop closes and asked if he were happy for me to return at this time, to which he agreed. Upon returning later, the witness obliged with a statement

which included a detailed description of the event and of the male suspect and exhibited the CCTV. He stated he was willing to attend court if necessary, he was just wary about speaking to officers in front of customers. I noted this on the occurrence to inform other officers if they were to attend.

With regards to the investigation whilst we had images of the CCTV, I was unaware of any further information of the individual shown. In order to combat this I produced stills that were then circulated amongst officers on the intranet via a medium of 'Caught on Camera', this allows officers dealing with incidents that have been captured on CCTV to share the incidents to identify the offender as officers may have dealt with the individual prior. It is noted that any identification should be in line with Code D of the Police And Crime Evidence act 1984 (Home Office, 2017). After uploading the images, four officers replied to the post, all identifying the same male.

Upon receiving this information, I then researched the male on police systems to gain a full background check for safety reasons. The male had warning markers for drug use, conceal weapons and drugs and violence. Using the National Decision Model (College Of Policing, 2013) and considering the element of assessing the threat and risk it was decided it was safest to attend with other officers, therefore I requested the help of two other officers and ensured one was a male to enable the search of the suspected offender. After arresting the male on suspicion of theft from an unattended motor vehicle and fraud, The arrest was in accordance with Police and Criminal Evidence Act 1984 Code G, which ensures that:

"a lawful arrest requires two elements: A person's involvement or suspected involvement or attempted involvement in the commission of a criminal offence; AND Reasonable grounds for believing that the person's arrest is necessary."

(Home Office, 2012)

The male was cautioned, the necessity of the arrest was relayed, and he was searched under Section 32 of the Police and Criminal Evidence Act 1984. The reason the search was conducted is as stated under PACE 1984:

“A constable may search an arrested person, in any case where the person to be searched has been arrested at a place other than a police station, if the constable has reasonable grounds for believing that the arrested person may present a danger to himself or others.”

(PACE, 1984).

The criteria were met as the male had several warning markers for violence and concealment. The arrest was captured on my body worn video and exhibited.

After the circumstances of the arrest were relayed to the custody sergeant and the male suspect was detained. The male was given his right to a solicitor which he exercised. An interview was conducted following PACE guidelines, the suspect answered all questions as ‘no comment’. He was shown the CCTV in the interview and provided with exhibits of the till receipts showing the transactions. Upon speaking with the Custody Sergeant following interview and relaying the facts and what happened in interview, it was decided that no further action would be taken on the theft from unattended vehicle as there was no evidence, but for the fraud the male was charged. The result from court resulted in the male being sent to prison for eight weeks. I updated the victim of this outcome, and she was overjoyed with the effort the police had gone to in order to identify the offender and act. In accordance with the Code of Practice for Victims of Crime, the victim was kept up to date throughout by myself, and informed of the court outcome, was able to provide a victim personal statement and received contact from Victim support (Ministry of Justice, 2020).

As stated by the College of Policing “being aware of an offender’s modus operandi (MO) helps the investigator to: predict future offending patterns, which may enable preventive or protective measures to be take” (College Of Policing, 2010).

This is relevant as I submitted an intelligence log regarding the individual modus operandi and while he was awaiting court, a Capture Car, which is an unmarked Gwent Police Car fitted with cameras was placed in the same location as to where the original offence took place. This then captured the male re-offending which led to a longer sentence being handed down.

Discretion can be described as 'the right to choose something or to choose to do something, according to what seems most suitable in a particular situation.' (Cambridge Dictionary, 2021). Regarding the decision to take no further action for the offence of theft from the unattended vehicle, this would be a clear example of exercising police discretion. There was no evidence to link the male to the offence and therefore the threshold was not met.

"Discretion is involved at different level and stages of police work, ranging from the operational policies laid down by chief constables to the individual discretion available to the front-line officer, on where to stop, search, arrest and charge"

(Scruton,1985).

From this incident I have learnt that discretion can be implemented and used throughout policing role, as long as in accordance with the Code of Ethics (College of Policing, 2014) it can be a useful tool.

Before attending the incident, I felt optimistic about dealing with this event. It was still early on during my tutorship however; I had received guidance from my tutor regarding statement taking and golden hour enquiries. I conducted the relevant golden hour enquires, CCTV, house to house, CSI and obtaining as much information as possible from the victim. Nevertheless, when attending the suspects address to conduct arrest enquiries, I was apprehensive as to the dangers that had been recorded regarding the male due to past encounters. This apprehension was diluted by ensuring I considered the National Decision Model. I had gathered the information and intelligence regarding the male and upon assessing the risk I developed a working strategy which included attending his home address with two other officers, including a male who could conduct a search. Powers and policies were considered regarding arrest and obtaining of any evidence. Further to this I reviewed what happened and I was happy that risk was minimised as the NDM had been adhered to.

Being honest with myself and reflecting I did at first assume that the victim would not be as upset, as she was not at the scene when it took place. However, from this I have learnt that following an invasion of her privacy and her car being damaged and purse taken, it is completely understandable that she would be upset. I showed empathy and reassured the victim and helped to settle her worries.

It has been a learning curve that different incidents can affect people differently.

It was challenging to see the victim very shaken but after evaluation my actions I am happy with how I approached and supported the victim, offering her reassurance and by contacting a family member for her to relay the information and ask for them to come to her home to spend time with her after officers left.

I do not have any past experiences to compare with this as it was the first incident I had attended of this nature.

For the future I have learned about how I would identify a suspect in accordance with PACE guidelines. I have become aware that victims who do not witness the event but feel the effects of what has taken place, like this incident, can be just as affected as those who witness it. I have adapted my approach to expect this and prepare for this in all incidents.

If a similar situation arose like this again, I would know to check for intelligence on the area that the crime took place, to check for background information and whether anything similar has taken place before.

If I were to take a witness statement similar to the one like this incident I would ensure to arrange with the witness a suitable time, to ensure they did not become the victim of repercussions from those who may feel hostile towards them as they are helping the police.

A criminal investigation is as stated by the College of Policing '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.' (College of Policing, 2010). Throughout this investigation I ensured to keep in line with CPIA. As stated in the CPIA I ensured to pursue all reasonable lines of inquiry, regardless of whether these pointed towards or away from the suspect, I ensured this by attending each shop to view the CCTV and to check the card was not used there also or by another suspect (Ministry of Justice, 2015a).

I made sure to keep in line with the CPIA, particularly in paragraph 5.4 (Ministry of Justice, 2015b) of the codes of practice by recording and retaining information through different means. Some of those being in my pocket notebook, witness statements, victim statement, exhibits, interview records, arrest records and report from Crime Scene Investigation. All of this material was then submitted. From the outset of an investigation "the police have a duty to record, retain and review material collected during the course of the investigation. The

police reveal this material to the prosecution to allow for effective disclosure to the defence.” (The Crown Prosecution Service, 2017). “Disclosure is providing the defence with copies of, or access to, any material which has not previously been disclosed, and which could possibly be used to undermine the prosecution case against the accused, or otherwise assist his/her case.” (Bryant and Bryant, 2019)

Everyone can at some point think in a way that ‘involves unconscious bias at some point, but it's important to be aware of it and not let it affect behaviour or decisions.’ (ACAS, 2020). I ensured when dealing with this incident to not allow bias impact the decision making. Despite the male having previous history of a similar nature I ensured to stick with PACE and CPIA guidelines and conduct a thorough and fair investigation and allow the court to determine guilt. I will endeavour to take this learning experience with me throughout my career, as each incident and crime should be taken on its own merit and investigated thoroughly to ensure fairness. There are many policing values central to an officer’s job. “As a police service, we must show impartiality throughout all our dealing with colleagues, partners and members of the public. This is achieved by being unprejudiced, fair and objective.” (College of Policing, 2017). I ensured to use this value throughout the investigation and ensure never to assume based on the history of the suspect.

Upon reflection during this incident I played a key role with an offender and victim. I ensured to refer back to the National Decision Model throughout. I used discretion to aid the decision-making process regarding the investigation. I ensured to follow the Criminal Justice procedure in all elements, and in particular developed good knowledge regarding disclosure. I became aware of many new elements involved in the investigation process like identification of suspects from other officers. Conclusively this was a very positive incident in which I have developed and adapted skills.

Word Count: 2594

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
Airwaves- Using the Radio: - Becoming more confident when using the radio - Using the Phonetic alphabet	- Regarding becoming more confident with using the radio, this will come with time. Each shift I will use the radio more and more and this will encourage confidence and development. This is attainable as already just in the time whilst in the Professional Development Unit I have become more confident; this has been noted by my tutor. The importance of this development is key and the target is relevant due to the nature of needing to use the radio continuously throughout work. - Using the phonetic alphabet at first was sometimes difficult as this was something I was not familiar with. I have improved this by testing myself regularly and also practicing whilst at home by spelling names and places. This is relevant to improve as it is used throughout airwaves and it helps to ensure accuracy. It is	- My tutor who has over twenty years' experience has guided me with key information regarding how to talk clearly and pass important information to the control room and my colleagues via the airwaves. - I have spoken with my sister who has five years' experience working in the control room and asked her what her tips to an officer were to ensure I get the best information to the	- I set myself a target to become more confident and pass messages independently without assistance from my tutor. The target date was halfway through the Professional Development Unit. - Moving forward I would like to see myself become more confident with the phonetic alphabet. I think it is realistic to set myself three months and hope to see further improvement.

	achievable as I am improving each time.	control room. Read the guide provided by the airwaves department	
Reflections	- Regarding reflections I would like to improve the way in which I reflect back on incidents and calls that I have attended. - The reason as to why I have chosen this, is because during my first five-week review with my sergeant he stated that my reflections were very brief. - Therefore, this is something specific that I wish to improve as it will help me to improve and pinpoint weak areas. - This target is measurable as already during my ten-week review it has been noted that my reflections are improving. This is something I seek to build on and this will be reviewed at my next reflection. - This target is achievable. It is possible to improve my reflective practice; I have done this so far by doing research and looking at reflective models. - I plan to further achieve this by seeking advice from the university, reading documents that are provided by them and by utilising the university library.	- Sergeant - Assessor - University - Myself - My colleagues	- The first deadline that I set was for my ten-week review. Improvement was identified during this. - Moving on from this I have set a deadline to be more reflective when I next have a meeting with my assessor which is set for the end of October.
Electronic Pocket Notebook	This is specifically something I noticed I wished to develop and	Tutor	I first sought to improve this by the end of the

	improve on from day one of the professional development unit. • When first attending calls I was always reluctant to use my pocket notebook due to feeling that it was rude and looked unprofessional. • I felt this as when attending an incident and speaking with a victim or witness I felt that it was not personal to be tapping away on my phone as they spoke to me. • It worried me that by going on to my pocket notebook it looked unprofessional to the member of the public. However, by not completing the pocket note book I was coming away without any information written down and it worried me that information could be forgotten. • I chose this to develop as it is measurable. I am able to look back through my pocket notebook and see that I now have good detailed notes on there. The amount has improved. • It was attainable as I spoke with my tutor regarding my concerns. She advised me to first engage with the person by talking to them to gain a first account and then explain to them that I would then note this down in my pocket notebook. • By doing this it keeps the person in the loop	• Other experienced colleagues	time at the professional development unit. • Whilst I have improved there is still room for development. • I am seeking to keep improving and for my communication and use of the pocket notebook to become more natural. I am aiming to achieve this within six months which I feel is a realistic time frame.
--	--	--	---

	and ensures professionalism.		
--	------------------------------	--	--

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.

Reference list

ACAS (2020). *Dealing with unconscious bias: Improving equality, diversity and inclusion in your workplace* - Acas. [online] www.acas.org.uk. Available at: <https://www.acas.org.uk/improving-equality-diversity-and-inclusion/unconscious-bias>.

Borton, T. (1970). *Reach, touch, and teach*. New York McGraw-Hill.

Bryant, R. and Bryant, S. (2019). *Blackstone's handbook for policing students 2020*. 14th ed. Oxford: Oxford University Press.

Cambridge Dictionary (2019). *EMPATHY* | meaning in the Cambridge English Dictionary. [online] Cambridge.org. Available at: <https://dictionary.cambridge.org/dictionary/english/empathy>.

Cambridge Dictionary (2021). *DISCRETION* | meaning in the Cambridge English Dictionary. [online] dictionary.cambridge.org. Available at: <https://dictionary.cambridge.org/dictionary/english/discretion>.

Cherry, K. (2019). *How Resilience Helps With the Coping of Crisis*. [online] Verywell Mind. Available at: <https://www.verywellmind.com/what-is-resilience-2795059>.

Citizens Advice (2019). *What are human rights?* [online] Citizensadvice.org.uk. Available at: <https://www.citizensadvice.org.uk/law-and-courts/civil-rights/human-rights/what-are-human-rights/>.

College Of Policing (2010). *Introduction*. [online] Police.uk. Available at: <https://www.app.college.police.uk/app-content/investigations/introduction/>.

College Of Policing (2013). *National Decision Model*. [online] College of Policing. Available at: <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/> [Accessed 14 Sep. 2021].

College Of Policing (2014). *Code of Ethics*. [online] College of Policing. Available at: <https://www.college.police.uk/ethics/code-of-ethics>.

College Of Policing (2019). *Core principles*. [online] Police.uk. Available at: <https://www.app.college.police.uk/app-content/operations/operational-planning/core-principles/> [Accessed 13 Sep. 2021].

College of Policing (2014). *Code of Ethics: Supporting Documents THE PROFESSIONAL BODY FOR POLICING*. [online] Available at: https://assets.college.police.uk/s3fs-public/2021-02/code_of_ethics_summary.pdf [Accessed 14 Sep. 2021].

College of Policing (2017). *Competency and Values - College of Policing*. [online] College of Policing. Available at: <https://profdev.college.police.uk/competency-values/>.

College of Policing (2020). *Conflict management skills*. [online] College of Policing. Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills> [Accessed 14 Sep. 2021].

Dewe, P.J. and Cooper, C.L. (2017). *Work Stress and Coping: Forces of Change and Challenges*. Sage Publications Ltd.

Fredrickson, B.L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), pp.218–226.

Fredrickson, B.L. (2013). Updated thinking on positivity ratios. *American Psychologist*, 68(9), pp.814–822.

Gibbs, G. and Andrew, C. (2001). *Learning by doing: a guide to teaching and learning methods*. Geography Discipline Network.

Grieve Smith, J., Harfield, C. and Macvean, A. (2007). *Policing*. Los Angeles, Calif. ; London: Sage.

Home Office (2012). *G POLICE AND CRIMINAL EVIDENCE ACT 1984 (PACE) CODE G REVISED CODE OF PRACTICE FOR THE STATUTORY POWER OF ARREST BY POLICE OFFICERS Commencement -Transitional Arrangements*. [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903814/pace-code-g-2012.pdf.

Home Affairs Committee (2021). *The Macpherson Report: Twenty-two years on*. House of Commons.

Home Office (2017). *CODE D Revised Code of Practice for the identification of persons by Police Officers C o d e D*. [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903812/pace-code-d-2017.pdf.

HSE (2018). *Stress at work - Work-related stress and how to tackle it - HSE*. [online] Hse.gov.uk. Available at: <https://www.hse.gov.uk/stress/what-to-do.htm> [Accessed 24 Aug. 2021].

Human Rights Act 1998 (1998). *Human Rights Act 1998*. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/1998/42/schedule/1> [Accessed 1 Sep. 2021].

Inzunza, M. and Wikström, C. (2020). European police recruits' views on ideal personal characteristics of a police officer. *Policing and Society*, 30(10), pp.1243–1262.

Jasper, M. (2013). *Beginning reflective practice*. Australia: Cengage Learning.

legislation.gov.uk (2012). *Police and Criminal Evidence Act 1984*. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/17> [Accessed 13 Sep. 2021].

Mind (2020). *Work and stress*. [online] www.mind.org.uk. Available at: <https://www.mind.org.uk/information-support/tips-for-everyday-living/how-to-be-mentally-healthy-at-work/work-and-stress/#HowToCopeWithStressAtWork>.

Mind (2021a). *Causes of stress*. [online] www.mind.org.uk. Available at: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/causes-of-stress/> [Accessed 24 Aug. 2021].

Mind (2021b). *Wellness Action Plan download*. [online] www.mind.org.uk. Available at: <https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-your-staff/employer-resources/wellness-action-plan-download/>.

MindTools (2019). *The Betari Box: Linking Attitude and Behavior*. [online] Mindtools.com. Available at: https://www.mindtools.com/pages/article/newCS_82.htm.

Ministry of Justice (2015a). *Criminal Procedure and Investigations Act 1996 (section 23(1)) Code of Practice Revised in accordance with section 25(4) of the Criminal Procedure and*

Investigations Act 1996. [online] Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/447967/code-of-practice-approved.pdf.

Ministry of Justice (2015b). *Criminal Procedure and Investigations Act Code of Practice*.

[online] GOV.UK. Available at: <https://www.gov.uk/government/publications/criminal-procedure-and-investigations-act-code-of-practice>.

Ministry of Justice (2020). *Code of Practice for Victims of Crime in*. [online] Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936239/victims-code-2020.pdf.

Ministry of Justice (2021a). *Code of Practice for Victims of Crime in England and Wales (Victim's Code)*. [online] GOV.UK. Available at:

<https://www.gov.uk/government/publications/the-code-of-practice-for-victims-of-crime/code-of-practice-for-victims-of-crime-in-england-and-wales-victims-code>.

Ministry of Justice (2021b). *Joint Agency Guide to the Victim Personal Statement A guide for all criminal justice practitioners*. [online] Available at:

https://www.cps.gov.uk/sites/default/files/documents/legal_guidance/joint-agency-guide-victim-personal-statement_0.pdf.

National Police Chief's Council (2016). *Policing Vision 2025*.

NHS (2021a). *10 stress busters*. [online] nhs.uk. Available at: <https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/tips-to-reduce-stress/> [Accessed 4 Sep. 2021].

NHS (2021b). *Stress - Every Mind Matters*. [online] nhs.uk. Available at:

<https://www.nhs.uk/every-mind-matters/mental-health-issues/stress/> [Accessed 24 Aug. 2021].

NHS (2021c). *What is resilience – Our NHS People*. [online] people.nhs.uk. Available at:

<https://people.nhs.uk/guides/health-and-wellbeing-conversations-support-for-facilitators/steps/what-is-resilience/>.

NHS INFORM (2017). *Beat stress at work*. [online] Nhsinform.scot. Available at:

<https://www.nhsinform.scot/healthy-living/mental-wellbeing/stress/beat-stress-at-work>.

PACE (1984). *Police and Criminal Evidence Act 1984 Section 32*. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/32>.

Police and Criminal Evidence Act 1984 (2019). *Police and Criminal Evidence Act 1984*. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/contents>.

Poolman, S., Wilshaw, R. and Grace, J. (2019). Human Rights in Policing: The Past, Present and Future. *The Political Quarterly*, 90(3), pp.449–456.

Quinn, B. (2019). *Macpherson report: what was it and what impact did it have?* [online] the Guardian. Available at: <https://www.theguardian.com/uk-news/2019/feb/22/macpherson-report-what-was-it-and-what-impact-did-it-have>.

Rolfe, G., Freshwater, D. and Jasper, M. (2001). *Critical reflection for nursing and the helping professions: a user's guide*. Basingstoke: Palgrave Macmillan.

Scruton, P. (1985). *The state of the police*. London: Pluto Press.

The College of Policing (2020). *Competency and values framework (CVF)*. [online] College of Policing. Available at: <https://www.college.police.uk/career-learning/career-development/competency-and-values-framework-cvf>.

The College of Policing (2021). *We Are Emotionally Aware*. [online] College of Policing. Available at: <https://staging.profdev.college.police.uk/competency-values/we-are-emotionally-aware/> [Accessed 6 Oct. 2021].

The Crown Prosecution Service (2017). *Disclosure | The Crown Prosecution Service*. [online] www.cps.gov.uk. Available at: <https://www.cps.gov.uk/about-cps/disclosure>.

The Crown Prosecution Service (2018). *Identification | The Crown Prosecution Service*. [online] [Cps.gov.uk](https://www.cps.gov.uk). Available at: <https://www.cps.gov.uk/legal-guidance/identification>.

The University of Edinburgh (2020a). *Gibbs' Reflective Cycle*. [online] The University of Edinburgh. Available at: <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle> [Accessed 31 Jul. 2021].

The University of Edinburgh (2020b). *Gibbs' reflective cycle*. [online] The University of Edinburgh. Available at: <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective->

cycle#:~:text=Gibbs%27%20Reflective%20Cycle%20was%20developed%20by%20Graham%20Gibbs.

UK Government (2021). *New Victims' Code comes into force*. [online] GOV.UK. Available at: <https://www.gov.uk/government/news/new-victims-code-comes-into-force>.

University of Birmingham (2020). *COVID-19 pandemic creates new causes of "workplace" stress*. [online] University of Birmingham. Available at: <https://www.birmingham.ac.uk/news/latest/2020/11/covid-19-pandemic-creates-new-causes-of-workplace-stress.aspx> [Accessed 24 Aug. 2021].

University of Cambridge (2019). *Police workforce: almost one in five suffer with a form of PTSD*. [online] University of Cambridge. Available at: <https://www.cam.ac.uk/policeptsd> [Accessed 24 Aug. 2021].

University of Cumbria (2016). *Rolfe et al.'s (2001) reflective model*. <https://my.cumbria.ac.uk/media/MyCumbria/Documents/ReflectiveModelRolfe.pdf>.

University of Leicester (2016). *The Centre for Hate Studies*. [online] Le.ac.uk. Available at: <https://le.ac.uk/hate-studies/research/identifying-and-dismantling-barriers-to-justice> [Accessed 13 Jan. 2020].

University of Leicester (2017). *Hate Crime: Identifying and Dismantling Barriers to Justice*.

Victim Support (2021a). *Victim Personal Statements*. [online] Victim Support. Available at: <https://www.victimsupport.org.uk/help-and-support/your-rights/victim-personal-statements/>.

Victim Support (2021b). *Victims' Code*. [online] Victim Support. Available at: <https://www.victimsupport.org.uk/help-and-support/your-rights/victims-code/#:~:text=The%20Code%20of%20Practice%20for%20Victims%20of%20Crime> [Accessed 6 Oct. 2021].

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: A.Fletcher

Date: 11/10/21