

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based Workbook 6
(PCDA) - BMPP 6006D**

12 Elements 10,000 words

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

**Learner name: Leah
Jeffries**_____

Learner's University Registration Number:
1910665_____

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (PCDA) - BMPP6006D
Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

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 BSc programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

This workbook differs from those that you have already completed in that Task 3 -it has an options section giving you the opportunity to answer on an 'advanced learning' area.

Complete the question relevant to the area that has been agreed with the force to study in year 3.

You are expected to answer only **1 of the 5** options below:

1. Response Policing.
2. Policing Communities.
3. Road Policing.
4. Information and Intelligence.
5. Conducting Investigations.

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio. Wherever possible we are looking for you to reflect on your personal experience. However, if for any reason there are areas that you feel that you can only answer from a 'hypothetical' perspective, then make this clear within your answer.

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/academicoffice/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. However, you must:

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

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

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

NOTE

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

Competency Based Workbook 6 - Learner Workbook

Guidance:

- Your workbook must contain tasks 1 - 4 below (in the order given);
- You should use the pro-forma to insert your text within each section;
- **Note that this module has 4 compulsory tasks with Task three being a choice of 'advanced learning area' relevant to the area that has been agreed with the force to study in year 3.. Choose only 1 of the 5 options; as only one of these options will be considered for marking.**
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc 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

	Area of Professional Practice	Word count
TASK 1	Learning Plan / Personal Development Plan	2000 equivalent
TASK 2	Occupational Competency Portfolio (OCP)	2000 equivalent
TASK 3 OPTIONS SECTION	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 3.	All options are 6000 words
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	
TASK 4	Bibliography	

Task 1

Personal Study programme / Individual Learning Plan

One of the learning outcomes identified in the accompanying module descriptor (BMPP 6006D) asks that you formulate and implement a personal study programme to further enhance the development of your professional police practice. A template has been added for an 'Individual Learning Plan' that you can use for this task.

This task builds upon the last personal study programme/Individual learning plan completed in a previous workbook. Again this learning plan allows you to assess what level you believe you are in key knowledge, skills and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months. Some elements within it will be the same or similar to those identified before, however the ratings and your development needs would have changed.

2000 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

ANSWER - please complete the template on the next page:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
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KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High	
Giving evidence at court as officer in the case. Building case files in preparation for court process		I feel I am currently within this scale but aim to achieve higher in the future.				I wish to achieve a 9 or possibly 10 with regard to evidence and court process.	I am confident with my knowledge in regard to investigating crimes, building the case files and attending court to give evidence. I completed an attachment with the investigating/interviewing department where I was able to familiarise myself with relevant and complex case files. I am confident with regard to how to put them together with the relevant required forms. I was also able to attend court as officer in the case which meant I had to familiarise myself with preparing and giving relevant evidence. I am

						confidently able to distinguish the difference between hearsay evidence and relevant evidence. In the near future I want to be able to confidently take a case from initial attendance through to attending court without needing to ask my colleagues for guidance. To accomplish this, I plan to attend as many incidents which will require more of an enhanced investigation as I can, I will try to obtain as many statements from witnesses as I can and also take charge with the investigation. Completing these as regularly as possible should allow me to build my skill and confidence to take a case on from the start to attending court and allow me to be able to produce all evidence in a court setting. I have set a time frame of 6 months to achieve this goal, by completing smaller goals along the way I am confident I can achieve my objective and be capable in this area of policing.
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SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Response driver Taser Communication Interview skills		I believe I am at a 7 in regard to my skill set as I have tried to take part in as much training as possible, but am aware that I have improvements to make.				I am aiming to be within this score in regard to my skill set and the skills I want to achieve within the near future. I feel I have accomplished a lot within the last three years and gained many new skills within my role. I have been able to complete the response driver training which I thoroughly enjoyed. I am now also a qualified taser carrier which is something I add to my team. I am also confident in my ability to conduct complex interviews due to my attachment within the criminal investigation department. My communication skills have dramatically improved as I have worked on this throughout my time on shift In regard to future goals for my skill set I wish to attend training in relation to sexual offences and also to become a qualified child and vulnerable person interviewer. To achieve these goals, I have set myself a task of attending as many sexual offences calls as I can. I have arranged an attachment with the rape investigation team which	

						I hope will provide me with stronger knowledge and skills with regard to dealing with sexual offences and vulnerable people. I hope that by doing this I will be put forward by senior ranking officers to attend the sexual offences course. With regard to becoming a qualified child and vulnerable person interviewer, I have the intention of being tutored by my qualified colleagues, I hope that they will allow me to attend incidents where these specific interviews are required and conducted so I can learn first-hand. I am hoping to complete these courses with the experience within the next year. I am aware that such incidents require compassion and professionalism at all times. Again, by arranging small achievable goals it puts me in good stead to achieve my objective within the time frame I have set.
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							I have set both a realistic time and realistic goals to compete.
EXPERIENCE	Low 1-4	Med 5-7 I feel I am within this scale with regard to my experience on shift. I am aware I am still very young in service and have a lot more to learn and experience.	High 8-10	Low 1-4	Med 5-7	High 8-10 With time and experience I aim to be within the higher scale in regard to experience but am aware this will take time.	I am aware of the 3 parts to the caution When questioned Now Restricted caution

Arresting suspects and supporting victims							I am aware of when to use the three different cautions and what they mean should I need to explain this to the suspect or at court. I am confident in taking statements from victims and providing support such as completing public protection notices and any relevant support charities available. I am able to support victims through the process including expectations and court and afterward. I am aware of the process when it comes to vulnerable persons or juveniles and feel confident to support any of these individuals. I am very aware that I am still very young in service and have much more to learn. I plan on gaining more skills, knowledge and experience by applying for further attachments with different departments such as the public protection department and also the rape investigation team.
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						To be able to get myself in the higher scale bracket, I have set realistic goals such as arresting for more serious offences should the opportunity to arise. Attend court even if just with a colleague who can explain the process to me in order for me to become more confident. I intend to accompany colleagues from specialist departments who are trained to take statements from vulnerable persons in order for me to understand what is expected and required. I have made these realistic goals in order to achieve the main goal of overall becoming more competent in these areas, such as, taking statements, using all three cautions and attending court. I hope to achieve this within the next two years.
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TASK 2

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

By signing the section below, you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 6006D; Policing in the Workplace 3 and in signing it will be equivalent to 2000 words towards the 10000 words total.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance with the regulations.

Signed: Leah Jeffries _____ (Learner – electronic signature accepted,

or type name in.)

Date: 13/06/2022_____

TASK 3

This is a reminder that this TASK 3 section is an opportunity for you to answer a question on an 'advanced learning' area - RELEVANT TO THE AREA THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 3.

You are expected to answer only 1 of these 5 options:

**Response Policing.
Policing Communities.
Road Policing.
Information and Intelligence.
Conducting Investigations.**

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

Wherever possible we are looking for you to reflect on your personal experience. However, if for any reason there are areas of your essay that you feel that you can only answer from a 'hypothetical' perspective, then make this clear within your answer.

In your answer to this task, you may also wish to consider how this links into your final year 3 project.

Were there any practical solutions that you were able to derive from an incident, an investigation, or a case that you attended in year 2/3?

Did this play any part in your choice of the topic area you have agreed and intend to study in your final year 3 project?

There will undoubtedly be areas of common research and learning opportunities that you can utilise for this task and for your final year 3 project.

Whatever option you study for your task 3 it is will be beneficial for you to use a recognised reflective model.

Within your answer you should consider 'what went well', 'what not so well' and 'what you would do differently next time'; consider both your performance and the performance of others around you.

TASK 3 Option 1

Relevant areas of the National Policing Curriculum:

Response Policing

You should choose **a policing incident from year 2/3 that was of a complex nature**, in which you played a significant role in providing a response.

Critically analyse the social/political/strategic drivers that impact upon the response to this incident.

You could consider the strategic priorities of your Force; for example, victim led crime, harassment, racially motivated crime, or domestic violence.

Consider how strategies are evolved for those involved in response policing can remain effective in an increasingly challenging environment.

6000 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

TASK 3 Option 2

Relevant areas of the National Policing Curriculum:

Policing Communities

You should choose **a policing problem relating to policing communities from year 2/3 that was of a complex nature**, in which you played a significant role in providing a response.

Critically analyse the key emerging issues and potential challenges faced to 'problem solve' a solution.

Consider how this could then help to reduce community tension and promote community cohesion.

Consider the competing priorities, any cost/financial constraints and availability of resources. Also consider community expectations against the capability of your force to respond

6000 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Within this paper I am going to discuss the key emerging issues and potential challenges faced within local communities. I am going to discuss and reflect upon an incident I dealt with recently within my role as a Police Officer, where I used Restorative Justice as a disposal method. I will discuss and reflect upon this incident and how my actions impacted on community cohesion and how community expectation impacts my role as Police Constable.

This essay aims to critically reflect on an encounter with problem-solving in a community using restorative justice. Learning from experience is linked to reflection. It is a critical strategy for professionals who value lifelong learning (Schon, 2017). Gibbs's (1988) reflective cycle was

chosen as the preferred framework for directing my reflection to ensure I was strategic in examining the procedures involved. As a result, I could evaluate my involvement in problem-solving within my community using the six fundamental principles of reflection identified by Gibbs (1988). They comprise a description of the issues, the feelings produced, problems occurred during the incident, an assessment of strengths and weaknesses, an analysis of the intervention method and execution process, a conclusion, and a development plan.

The incident I will reflect on occurred while policing within the local community. The incident I will discuss, was an assault that involved two males at a birthday party. Witnesses reported that during the party, one of the males picked a fight that resulted in minor injuries on the other party's side. The subject has struck the victim to the head following a verbal argument, as a result the victim's head hit a wall, resulting in a cut that required several paper stitches. Although the injuries he received were not believed to be life-threatening, the incident left the victim upset and traumatised. I attended the scene of the party and spoke to the member of staff who had reported the incident to police. I also watched CCTV which clearly showed the two people involved and the assault take place. Going from what the reporting person had disclosed and the evidence available I went through the National Decision-Making Model to ensure I was able to make the right choice in moving forward with this particular incident (Byant, Bryant, Robin & Bryant, Sarah, 2020 P77).

After reviewing the evidence and considering the options, I attended the home address of the victim. I provided reassurance to the victim and advised him of the options available to him, after evaluating the options the victim decided to use the Restorative Justice approach to manage the incident. South Wales Police are a victim led organisation, with this in mind I conducted relevant background checks to ensure both persons involved met the criteria for the restorative justice process, which they did. To be eligible to take part in restorative justice the offender must admit the offence, I was mindful of this when considering restorative justice as a disposal method. In order to be eligible for this disposal method the offender must not have taken part in this process before. Restorative Justice is only something you can participate in once. I then attended the home address of the subject and spoke to him. I explained the reasons why police were involved and the wishes of the victim. The subject agreed and was apologetic for his behaviour.

The initial step in restorative justice is to identify the perpetrators of the crime and their motive for committing a specific crime (Sandwick et al. 2019). Restorative justice can be undertaken in different forms such as, face to face meeting, which is supervised, a written letter, or a simple signature on a form completed by police which will state that the offender admits the offence and agrees to take part in the restorative justice process. The subject opted for the face-to-face meeting as he wanted to be able to apologise for the incident and to ensure there was no animosity going forward. I was aware of the impact this incident could have on not only the two persons involved but on the local community who witnessed this incident. I also did not want any further issues to occur between the pair as they were next door neighbours. I was considerate of how this may appear to the local community and how they would also react to the two individuals involved. As previously mentioned, the community in which they lived amongst is close with many families being friends and even family.

The restorative justice process involved a victim impact panel organized within three weeks of the incident. The participants included me being the officer in charge of the case and restorative justice convenor, the victim, the offender, and the participants' families. The offender displayed high levels of emotion during the process, including sadness and embarrassment. As the restorative justice practitioner, I was silent when the participants narrated their stories to enable them to compose themselves. The victim informed the offender of the frustrations that arose from the incident and the ongoing impact it had on his daily life, such as being embarrassed as the incident happened in front of people that he not only knows but are some of his close friends and family. The offender gained a better understanding of the consequence of his actions on another person's life. This was clear when he indicated he would think twice before doing something similar in the future. The participants of the restorative process spoke at length, both detailing the impact it had on them. They also spoke about the reasons why it occurred to begin with which was evident had an impact on the offender who apologized throughout. The victim's wife was present during the meeting, and she spoke at the end, this helped as she encouraged the pair to put the incident behind them as they were both friends before. The victim was grateful and stated police intervention was a positive way in dealing with this particular incident as it was a sensitive one.

As per GIBBS reflective cycle, when I was first aware of the incident and

the details surrounding the assault, I felt a little concerned as I was aware of the impact police intervention can have when it has not been requested directly by the persons involved. As part of the team involved in the restorative justice process, I was moved by this event and empathized with the victim. This is because victims of physical assault can experience a range of negative impacts, such as physical injuries and psychological consequences, including stress, anger, shame, depression, a sense of lack of control, and feelings of being unsafe (Fuller, 2015). Although some of these effects are short-term, some may cause long-term psychological effects such as severe depression and post-traumatic stress disorder, which may require professional treatment. I felt that the restorative justice process gave the offender a chance to face the avoidable consequences of his action and its impact had on the victim. Given consideration to the possible effects mentioned above I felt slightly apprehensive and very aware of the repercussions should this disposal method of restorative justice not work. I was invested in this incident as I am all the incidents, I deal with but, somehow this particular incident made me feel like I could achieve a goal but could also genuinely help restore a friendship and aid a community in becoming happier. I also felt I had a lot of responsibility to build trust with the members of the community in which this incident had taken place.

Before the restorative process began, I had the feeling that it would be successful given it was dealt with promptly and effectively. The rationale is that most of the individuals invited to the restorative meeting attended. To me, that was a good sign that individuals were willing to restore justice and harmony among the offender, the victim, and his family. Although the victim and his family were angry about the situation, they were willing and ready to listen to the offender and the officers who had come to facilitate this process. Additionally, the cost of treatment for their physical and emotional injuries increases their financial burden leading to strife. Additionally, it offered relief to the victim and his family and created room for reconciliation and peace restoration. I feel like this process was important to the victim and his family because they were happy that the offender had realised his mistake and was getting what he deserved. I also feel like hearing from both sides informed the decision-making of the officials, and they were able to make sound decisions. I was happy that the two parties were solving the problem.

I considered different options and contingencies should I need them. I also thought about the community in this incident, the offence of assault took place within a local club at a birthday party, which meant there was a large gathering of people from the local community. This meant they were

aware of the assault, and I believe they would have formed their own views and opinions on this. Local communities within the valleys tend to be close and very much aware of each other, especially in this incident where many people would have been a witness to an offence. An issue surrounding community policing is they become very involved in on-going issues, and often create more of an atmosphere between people.

In order to maintain a rapport and confidence, members of the public should be informed about any problems within the community in which they live (Carter et al, 2014). This is always something I consider when dealing with such incidents which could impact community cohesion, such as the incident I dealt with. When I attended the scene of the crime originally there were a number of individuals present who approached me stating they had either witnessed the incident or had heard about the incident, all of them made comments about being upset or being angry about this incident. With this in mind I felt I had to consider this when agreeing an appropriate investigation and disposal method. I have worked hard over the past three years in the community in which I serve to try and engage with people whenever the opportunity arose. Police gain a lot of information and intelligence from the general public and often gain vital evidence to crimes. I know this is true as I have encountered this first-hand. A number of witnesses to this particular incident were individuals I have met previously, I felt I had a rapport immediately with them, but this came with expectation upon myself also.

In regard to the community, I felt it was appropriate to engage with them in some way due to the number of persons who would have witnessed the incident, for the persons whom I did not manage to speak to first-hand, I left my contact details at the club whereby the assault happened and spoke to staff there to provide reassurance. I asked the staff to inform any persons who returned of my contact details and advised that the incident had been dealt with appropriately. As (Carter et al, 2014) states members of the public should be made aware of any problems within the community, I ensured I updated all persons involved with the outcome in order to maintain civility and confidence amongst all.

The implementation of restorative justice in the community faced several challenges. The first challenge was convincing community members of the significance of using restorative justice instead of a formal court procedure. It was evident from communicating with members of the community who witnessed this incident believed that justice cannot be

achieved through the restorative justice because the perpetrators do not get punished in the process, and neither is the victim compensated for the damage and loss suffered. However, I explained to the community members that criminal perpetrators could only get one chance to use restorative justice in solving their criminal cases. Consequently, according to Darlin et al. (2020), this approach to criminal justice is recommended in cases where the damage caused to the victim is negligible. Therefore, restorative justice allows first-time offenders to rethink their life and behaviour. For example, in the case where I applied this approach, the parties involved were first-time offenders and were also intoxicated from alcohol during the birthday party occasion. As the community were aware of both the victim and subject in this matter it was difficult as different people appeared to want to hear different responses. I was aware of the importance of dealing with any issues as they arise rather than attempting to address them once the incident had been completed. Local communities are often where I as a Police Constable get information regarding anti-social behaviour, criminal activity, or general information about what's happening within the area I work and serve, with this in mind I ensured I dealt with issues appropriately whilst maintaining a relationship and confidence with all persons involved in this incident, no matter how small their involvement. Members of the community turn to police when in need of help, this goes both ways as police officers turn to the general public for their help and assistance. It is important this is always kept in mind when dealing with incidents important to the community. Police need the community as much as they need us when in need.

Another challenge that I faced during the implementation of restorative justice in the community was maintaining equality and inclusivity during the resolution process. During the process of restorative justice, the victim wanted more attention and favour from the regulators of the process. The victim felt that an apology and accountability for the mistake was not enough punishment for the perpetrator. Therefore, the regulation team was faced with the challenge of ensuring the victim and the perpetrator all agreed on forgiveness and understanding. Community cohesion is, consequently, a critical objective of restorative justice. However, achieving cohesion between the victim and the perpetrator presented a small challenge but one I was able to overcome by communication and understanding.

A problem which presented itself whilst arranging a disposal method was that the CCTV that captured the assault had been wiped and was no longer available to me should I need it. The issue with this, is that there

was clear valuable evidence, which was now gone, this could have given the defense cause for concern at court. It was considered throughout my time dealing with this incident.

The primary reason for choosing restorative justice in solving the assault case at the birthday party was to reduce community tension and promote community cohesion. The fight during the party involved individuals who lived in the same neighbourhood. When conflict arises between individuals in the same area, there is a tendency to revenge the criminal act to achieve justice. According to Loney (2019), acts of revenge often involve more people than the individuals who disagree. Community members, including family members, friends, and relatives, often join the fight to achieve justice. Therefore, encouraging the individuals involved in the quarrel to restore peace played a critical role in enhancing cohesion among the community members. The use of restorative justice was also essential because it allowed the criminal perpetrators to understand the physical, financial, and emotional stress they impact on the victims. The therapeutic justice session was attended by various community members, including victims and perpetrators of crime. The session allowed the perpetrators to listen to the impact of their actions and thus make an informed decision to change their behaviour. Therefore, in addition to restoring peace among the victims and perpetrators of the crime, the approach to criminal justice also safeguarded the welfare of the community through promoting peace and coalition. I was, therefore, pleased with the impact that restorative justice played in creating peace and understanding among the family members and relatives of the victims of the fighting incident.

In hindsight, the restorative process had both positives and negatives. Using restorative justice worked well in providing an alternative framework for solving the assault. Rather than emphasizing on the punishment, the process held the young offender accountable and helped him understand the impact of his behavior, while providing him with an opportunity to address the harm he caused (Cunneen, 2015). In addition, the process assisted the two parties in communicating their thoughts without resorting to violence. This was helpful as it promoted community cohesion. By involving the victim, offender, their families, and

the community, this process met the needs of participants. Another thing that worked well for this process was community involvement. The restorative justice process plays a vital role in the wider community. One role is that this process ensures peace and harmony among the members of the community. Sandwick et al. (2019) explain that this process is a teachable moment for the community as they learn about forgiveness and peace. This, I believe that the community being actively involved in this process worked well. I would suggest the negatives to using restorative justice as a disposal method was that it took up a great deal of time, which is something I did not prepare for. It also left my police force and I open to scrutiny should such incident happen again in the near future it may lean toward the fact restorative justice wasn't the correct approach.

Putting the negatives aside but not forgetting them, the two males involved in this incident stated they were pleased with police intervention and appreciated the chance to manage the situation between themselves whilst adopting the restorative justice approach. The victim also reported feeling intimidated and unsafe after the incident. However, the restorative process assisted in reducing this fear when he saw the offender apologizing and showing remorse (Camp & Wemmers, 2017). This is something I believe would have had a positive impact in relation to overcoming this incident and the victim being able to move forward. However I was mindful of this when both considering restorative justice and during the meeting. The safety of the victim and how he felt was my main concern and priority.

I felt the situation was successfully resolved as the offender expressed remorse and demonstrated an understanding of how his actions affected the victim. Despite the effectiveness of the process, I noticed this process placed an unfair expectation on the victim to forgive the offender. From this, I learned that although forgiveness may happen during the process; it is not the goal of restorative justice. The goal is to define a mutual understanding designed to address unmet needs identified during the mutual understanding stage.

My contribution to this situation and process was to ensure that peace was restored in the community and that the victim and the offender reconciled and forgave each other. Other individuals who attended the restorative justice meeting also contributed to the process. They gave their account of events and supported the reconciliatory process. If the victim and the offender do not reach a level where they have a mutual

understanding with one another during the restorative justice process, then the entire process will have failed.

As per Gibbs reflective model, the restorative justice process offered the victim an opportunity to be heard. It gave him a voice during the justice process, helping him understand more about the offence, providing him with a chance to give input into the justice process. This process also allowed the victim to move through the various stages of anger or grief when the crime was committed against him. The process allows the victim's emotions to be expressed, promoting healing and assisting the victims in regaining a sense of control over their lives. Restorative justice projects are being investigated by criminologists to determine if they provide better results than traditional criminal justice procedures. Various researchers have established the importance of restorative justice in the victims' lives and promoting community cohesion. A meta-analysis conducted by Wong et al. (2016) found that "Restorative techniques are a potential strategy to fight delinquency among youth, and they should be

applied and assessed in the future". Similarly, another meta-analysis by Wilson et al. (2018) established a statistically significant reduction in delinquency. According to the study, youths who engaged in the out of court disposals were less likely to re-offend than the ones who were put through the court systems.

Compared to standard court proceedings, restorative justice such as restorative justice participants also reported less favorable views toward delinquent actions, along with having greater satisfaction with the process and a sense of equality and fairness in resolving their cases.

By emphasizing the victims' emotions, empowerment and deliberate democracy, we create a procedure that promotes community cohesion and helps to prevent any bad feelings and corporatism. As part of this process, it must be truthful and have ventilation for these crimes while simultaneously pursuing peace and repairing broken relationships, thereby forming competing and appropriate priorities. Finding the right balance between these goals, demands not just leadership's judgment and evidence to support such changes, but also ethical considerations. (Crocker, 2016).

At present my police force is encouraging officers to consider the expense when managing low level offences. It costs a significant amount to produce a suspected offender to the court and is not always the best option, although it may often seem like the obvious solution to crime it doesn't always mean it is. Producing someone to court also takes a large amount of time and takes that particular officer away from front line duties when it isn't necessary. Out of court disposals such as restorative justice allow the police to deal with minor offences quickly without adding the cost of court proceedings. They can also provide a satisfactory outcome for the victim, suspect, and public whilst allowing officers to devote more time to their response policing duties (Neyroud, 2018).

The incorporation of restorative justice in the birthday party assault played a crucial role in reducing the financial damages in the quest for justice by the victims. The victim of the assault was faced with the choice of seeking court justice or accepting restorative justice. The use of court justice could have incurred the victim additional costs to achieve justice. Transportation cost to attend the court sessions is a critical cost associated with court cases. Court cases also utilise the time resource of community members when attending the court proceedings. The time that individuals use in attending court proceedings can be used in the

production process to generate income in society. Consequently, court cases take a relatively long time to achieve justice. According to Susanto & Supriyatna (2020), some court cases take up to several years before the victims of the crime are punished for their actions. On the other hand, the restorative justice approach allowed the case to be heard three weeks after the incident. The case was heard, and justice was achieved within a single day. Neither the perpetrator nor the victim incurred any costs during the restorative justice process. Therefore, restorative justice reduced the financial cost and time resources that could have been incurred by using another approach to criminal justice.

A big consideration of mine was the cost court proceedings could have on my force without any benefit. In regard to evidence at court it was unlikely we would achieve any sort of conviction as the victim did not support this which in turn meant it would be only a waste of money but officers and other professional's time. The restorative justice process required little financial resources and proved cost-effective. It was done swiftly and required very little resources from the policing profession as I was able to arrange and manage this myself. This is supported by research, which suggests that restorative justice significantly reduces costs in terms of cost-effectiveness. The New Zealand Ministry of Justice (2016) determined that restorative justice can be cost-efficient, particularly when substituting traditional judicial processes. The House of Commons Justice Committee (United Kingdom) concluded in a report in 2016 that "there is significant evidence that restorative justice may deliver value for money by both decreasing re-offending rates and giving concrete benefits to victims." This was one of the reasons I considered Restorative Justice as it appears to be a disposal method that works well and helps reduce reoffending, which in turn helps reduce the cost to the Police force in which I serve. According to research Restorative Justice is beneficial to both the victim and the offender. It made sense to choose this disposal method after considering the options available to me.

I believe that the process went so well because of the technique we applied to solve this problem. The type of justice applied in this situation was restorative justice.

The process also gives the offender a chance to listen to the impact of their actions on another individual's well-being. Listening to the victim narrate their ordeal is useful in triggering remorse and regret from the offender. Through this process, the offender learns about the consequences of their actions and makes the decision not to repeat a

crime. It is believed that Restorative justice is more efficient than retributive justice because it ensures that the victim gets the appropriate apology from the offender. Therefore, this process gives the offender an opportunity to understand the impacts of their actions and make the decision to alter their behaviour.

During the restorative justice process, the community is usually excessively optimistic about what it expects. It envisions a society where victims need to be gracious in the face of crimes, perpetrators can be sincerely repentant, and the greater community is ready and willing to assist both parties. It envisions a society where victims must be gracious in the face of crimes. Perpetrators can be repentant, and the greater community is ready and willing to assist both parties; however, the victim still suffers damage. Although the victim stated they were happy and reported high satisfaction levels, it is unclear how much this can be attributed to the programs as opposed to the restorative justice process.

The incorporation of restorative justice in the birthday party assault played a crucial role in reducing the financial damages in the quest for justice by the victims. The victim of the assault was faced with the choice of seeking court justice or accepting restorative justice. The use of court justice could have incurred the victim additional costs to achieve justice. Transportation cost to attend the court sessions is a critical cost associated with court cases. Court cases also utilise the time resource of community members when attending the court proceedings. The time that individuals use in attending court proceedings can be used in the production process to generate income in society. Consequently, court cases take a relatively long time to achieve justice. Some court cases take up to several years before the victims of the crime are punished for their actions. On the other hand, the restorative justice approach allowed the case to be heard three weeks after the incident. The case was heard, and justice was achieved within a single day. Neither the perpetrator nor the victim incurred any costs during the restorative justice process. Therefore, restorative justice reduced the financial cost and time resources that could have been incurred by using another approach to criminal justice.

During the restorative justice process, I also acknowledged that both parties in the case had competing priorities that affected the process of criminal justice. The victim of the crime had the focus of achieving justice

through the punishment of the offender. On the other hand, the perpetrator of the crime prioritised achieving peace between the two parties. The competing priorities presented a challenge because the victim expected the law enforcement officials to support their focus. However, because the perpetrator was a first-time offender, law enforcement was forced to defend the objective of the perpetrator by encouraging peace and cohesion between the parties involved in the disagreement. According to Kirkwood (2022) law enforcement officers are encouraged to employ critical thinking while conducting restorative justice. Thinking critically allows law enforcement officers to examine both sides of the divide and determine which decision will achieve peace and understanding in the community. Punishing the perpetrator can affect the justice restoration process by making them angry and likely to repeat the same mistake. However, forgiving first-time offenders gives them a second chance in life to reflect on what they want for themselves. The application of restorative justice in the case played a critical role in restoring peace in the neighbourhood.

Overall, I was pleased with how the incident was managed from the initial enquiry to the disposal. This experience taught me what restorative justice could and cannot do. When facing a similar scenario, I would still use the restorative justice process as it assists in restoring both individuals to a community. However, I will be careful not to put the expectations too high. The only ethically and politically responsible way of going about forgiveness from the perspective of restorative justice is to acknowledge the sincerity of the unforgiving victim.

The restorative justice meeting was a positive method taken as both persons involved got to have their say and express the impact this incident had not only on the victim but the subject also. One thing in particular which worked well was that I supervised the meeting but did not get involved in how they expressed their issues to each other. The two people clearly had a good relationship prior the assault and allowing them to communicate in a way which suited them went in my favour as the result was positive, by the two people being able to rekindle their friendship and move forward. The possible negative in this incident and disposal was that there were many witnesses who may have been affected by this, were not involved in the investigation or disposal.

It appears that what may be a minor offence to some can have a bigger impact on others and I tried to consider this throughout my time handling this particular call. In this incident restorative justice worked well and is something to consider when dealing with similar incidents. Policing communities can be beneficial as long as all possibilities are considered, and the community are aware that police are there as a form of help and are approachable.

One thing I learnt from this situation is that restorative justice is not the only way to solve issues in the community. Restorative justice can be a positive method because it allows the victim to be involved in the justice process and gives the offender the opportunity to see how their actions impact others and their well-being. I also learnt that timing is key, on reflection I feel that the 3-week period between the incident and the restorative justice meeting may have been too long and in future cases this may not be acceptable.

The process may not run as smoothly like in this particular situation. The victim may refuse the offender's apology, or the offender may refuse to show remorse and apologise to the victim.

The situation also enabled me to think critically about the challenges of restorative justice. One challenge is that it may be difficult to know the true intentions of either the victim or the offender. The two groups may pretend to have a mutual understanding to evade the consequences when in reality, they still harbour ill thoughts against each other. I also learnt the importance of considering the wider picture and wider impact such occasions can have on not only victims but witnesses. Investigating and managing this incident from start to finish has allowed me to gain wider knowledge and understanding regarding both restorative justice and crimes that can impact the community

In the future, I aim to be more proactive when using restorative justice. This is because evidence has supported that when compared to traditional approaches, restorative justice initiatives are more effective. I will ensure that the victims do not feel pressured to forgive their perpetrators. If I were to use restorative justice again within a similar incident, I was ensuring I dedicated the time to deal with crime effectively and to allocate time to support any witnesses alongside the victims, I can forget how important witnesses are along with overlooking the effect witnesses a crime can be, no matter how small It may appear to me I must consider how someone else may feel.

In the future I aim to have more confidence in my own decisions

and ability, at times during this incident I lacked confidence. I remember a member of the public challenging my decision and I felt I lacked confidence in my response which in turn doesn't create confidence in myself or the police. This doesn't mean I wasn't confident in the decision I had made; I sometimes struggle to show my confidence, this is something I will work on for the near future.

I will ensure that I undertake more research on the specific needs of victims in different situations; I will then use this information in my criminal justice practice. I will raise awareness of the importance of the process in promoting community cohesion and empowering the victims. Using Gibbs' ongoing paradigm, I will continue to engage in frequent professional reflective practice (1988).

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TASK 3 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

You should choose a serious collision that you have been involved **from year 2/3 that was of a complex nature**, in which you played a significant role in providing a response.

Critically reflect upon the management of a serious collision in which you played a significant role in. What were the causes and what strategies, and initiatives could be implemented to reduce the likelihood of it reoccurring?

6000 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

TASK 3 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

You should choose an investigation that you have been involved in **during year 2/3 that was of a complex nature**, in which you played a significant role.

Critically evaluate and reflect upon how information and intelligence was used to progress a given policing operation.

Consider the role of the National Intelligence Model and reflect on how information and intelligence was critical to the outcome of the situation and analyse how the role of NIM as a business process is used to shape a wider force policing objective.

Examples of policing operations could be relating to cannabis factory, organised crime groups, or handling of stolen goods.

6000 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

TASK3 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an investigation that you have been involved in **during year 2/3 that was of a complex nature**, in which you played a significant role.

Critically evaluate the role of the victim, or the witness in the investigation and the strategies employed to manage their journey through the criminal justice system. Consider the role of specialists in relation to complex live (or cold) cases.

Critically reflect on how you have ensured the wellbeing and resilience of the investigative team and self during the investigation.

Consider the professional support involved for victims and witnesses and how you maximise the evidential opportunities they present.

6000 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

TASK4 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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