

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based Workbook 1
(DHEP)**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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:

In this essay I will be looking at my initial six months training as a Police Constable, which consisted of classroom-based learning as well as remote learning, practical assessments and examinations. I will be discussing the coping strategies that I utilised during this time to develop resilience as a response to feeling stressed in what could in some ways be considered a challenging time. Resiliency is viewed “as the capacity to rebound or bounce back from adversity, conflict, failure of even positive events, progress and increased responsibility” (Luthans, 2002). This is prevalent in a training environment where it is important to remain resilient even when faced with changes that could result in increased stress levels, such as meeting new people, adapting to different shift patterns and returning to classroom-based learning after being out of full-time education for several years.

Reflecting on the time I spent in training I found that focusing on my well-being was the most important means for staying motivated and finding a good work life balance. By doing this I developed some coping strategies that enabled me to minimise stress and remain optimistic throughout my training. I will discuss how being organised in having a good daily routine including exercising and a healthy diet was beneficial to me in relieving stress as well as having a support network from friends, family and work peers. I will be referring to Gibbs’ (1988) reflective cycle throughout this essay to evidence what personal skills I identified during training and areas I can develop in moving forward into my new demanding role as a Police Constable.

Firstly, returning to an educational environment was challenging for me as I have been out of education for several years, therefore I found I had to adapt to the role of a student again. My previous job role involved shift working where I worked 12 hours shifts including nights which I had become accustomed to, consequently changing to Monday-Friday office-based hours was completely different to what I have been used to. In a way, this allowed me to develop a routine of getting up early and exercising before leaving for work, by doing this it would prepare me for my day ahead. Elmagd (2016) claims “exercise is linked with many physical and physiological benefits that help an individual to function effectively and feel good” as well as to “help manage physical and mental stress”. I would argue this benefited me as I was able to get into a better sleep routine as a result of being more fatigued from exercise. I would always make time in my day to go for a walk with my dog especially if I found myself feeling overwhelmed or unable to focus after a day of learning. There appears to be a clear correlation between exercise and minimising stress, as Berger (1994) identified “exercise is associated with short-term mood benefits, it is an

effective approach to stress reduction for members of both normal and highly stressed populations.” As well as walking daily, I signed up for a gym membership during my time in training and would aim to go between 2-3 times a week, particularly when finishing work, I would go straight to the gym and almost immediately feel better for doing so.

Conversely, during the build up to my examinations I would feel overwhelmed and attempt to revise as much as I could. As a result of this, I would feel tired after revising and on some occasions, neglect going to the gym or not feel up to going for long walks. As found by Stults-Kolehmainen *et al* (2015) “episodic stress – for example, during periods of varying stress such as final examinations and work demands – predicts less physical activity/intentional exercise and more sedentary behaviour”. Therefore, I would feel more stressed as a result of not exercising or getting out after a day in work. On reflection, this was an ineffective way of dealing with stress and I will learn from this moving forward, to ensure I always make time for my well-being and exercising as a way of managing this.

From an alternative perspective, I found that having support from family and friends as well as colleagues was an important coping strategy for me which consequently had a positive influence on my well-being. Initially when I began training, it was a daunting experience joining a team whereby I would meet new people of a range of ages who had different life experiences. However, I was fortunate to form good relationships with my work peers which allowed us to support each other throughout our training. It has been found that “co-workers who have a positive disposition and are emotionally supportive have a positive impact on performance and act as an effective buffer for stress” (Smith *et al.*, 2012). A way in which we would support each other was by creating small study groups whereby we could have sessions both online and in person to discuss certain topics, revise and prepare for our practical assessments. Equally, due to us all having the same workload, we were able to work together as a team and assist with tasks such as practicing our presentations or scenarios with each other and providing constructive feedback. Furthermore, if I noticed anyone in the group appear disengaged or not their usual self, I would check in on them and provide support where needed. As police officers in training, the topics we were learning about could be quite sensitive at times and difficult to discuss as a group, although very important to learn as very soon in our career we will be expected to respond to calls of similar nature. Working together closely as a team, we were able to recognise if someone was finding a certain topic tough and ensure the right support was put in place. As Barrientes (2003) suggests that “the resilience of an individual affects the group in which he/she is inserted and can generate behaviours of collective resilience”. As a result of this, it is important to be aware of how those around you are feeling as their feelings can have an impact on the group as a collective. This will remain integral as I become independent and work on shift as a police officer, I will always be aware of those around me and consider the well-being of my team.

On the other hand, I found it equally important to rely on social support from my family and friends outside of the learning environment where I could meet up and have a break from studying or discussing work. This is required when focusing on minimising stress, as Foy *et al* (2019) indicates “social support is critical in most contexts of organizational life”. Due to our training schedule it meant I had weekends off work where I made sure I would spend that time detached from work, it allowed me to have a healthy balance by switching off and spending time with friends and family. I am fortunate to have a good support network around me and generally would refer to myself as being open and honest particularly if something is on my mind so will always prefer to seek support when required. The most

challenging part of training for me was practical assessments, whereby we were tasked with role play scenarios and assessed on these. I found the process unnerving, as it felt unnatural having to act but throughout the course, I gained confidence going into each assessment and found a way to overcome my initial nerves. Youssef & Luthans (2007) implies that “resilience allows for not only reactive recovery but also proactive learning and growth through conquering challenges”. Albeit a small challenge to overcome, I managed to identify my weaknesses, namely getting nervous for practical assessments yet work towards improving how I would deal with it to succeed. A way that worked for me was practicing the scenarios with my friend, I found it beneficial to do so as my friend did not know what the scenario was about so felt more realistic than practicing with colleagues who knew what to expect.

To conclude, throughout my time in training I think I discovered some personal skills that overall helped me develop resilience. During an exciting yet daunting experience, I challenged myself by learning new skills, meeting new people and foregoing intensive training as well as examinations which subsequently resulted in completing my initial police training. This allowed me to attain skills that will later assist me in becoming a competent officer and look forward to the challenges this will entail.

Word count – 1429

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:

In this essay I will be discussing a policing incident I responded to whereby I played a significant role with the offender, in this situation I had to draw on communication techniques that I learnt during my officer safety training. When dealing with situations involving conflict as a police officer, it is important to focus on the safety of yourself, your colleagues and the offender as well as maintaining a constant risk assessment of the situation to prevent any further issues arising. Throughout this essay I will be reflecting on the incident I attended whilst referring to how I managed it and ways that worked well in order to diffuse a situation of conflict. In order to do this, I considered different options at the scene which would be most effective, and I resorted to using communication techniques such as the 5-step appeal, this was used to manage the conflict as well as focusing on the safety of those involved.

During my initial several weeks being tutored on shift, I responded to an emergency call whereby a female had reported being assaulted by her partner during an argument, resulting in him leaving the address taking their young baby. Prior to attending the call, I automatically began the process of going through the national decision-making model (NDM). "The national decision model is suitable for all decisions and should be used by everyone in policing" (College of Policing, 2013). The first step of the NDM being gathering information and intelligence, by doing this it will assist with the next step which is assess threat and risk and develop a working strategy. I was able to gather information and

intelligence by asking the control room to repeat the initial call to me and providing me with all the available information, so beforehand I am aware of the situation I am going to. I already knew that the female reporting the incident had an argument with her partner and has been assaulted, therefore I knew I needed to consider resources at the scene and would require another unit to attend so one officer can speak with the victim while another officer speaks to the offender in order to keep both parties separated until we find out what has happened. Additionally, being aware of any potential risks prior to attending the call will help to both safeguard the victim, protect officers but also prepare them and identify early a contingency plan. In light of this, asking the control room if there are any warning markers relating to either of the parties involved will make the attending officer aware of any additional risks. An example of this could be, if either of the individuals have displayed any violent behaviour before or if they have assaulted police before, it could also inform officers if either of the parties suffer with mental health conditions which also could have an impact on the situation. Calls of a domestic violence nature can cause conflict for police officers attending the incident particularly as they must separate those involved and more than likely arrest the suspect at the scene. As identified by Trujillo and Ross (2008 p. 455) "what police do when they encounter a domestic violence incident is likely to be strongly influenced by their judgements about the immediate and future risks involved". This emphasises the importance of assessing the risk both prior to attendance and the risk that is posed in front of you at a call, especially when responding to domestic incidents as safeguarding the victim and reducing risk and conflict takes precedent.

On arrival at the incident, speaking to the reporting person was the main priority to ensure she was safe and well and as an officer to gather as much information relating to the incident. The female disclosed she had been kicked to the leg by her ex-partner causing swelling and bruising, this was following a verbal altercation and he had left the address with their baby as soon as police were called. The female informed us that he was at a neighbours' address and she was concerned for the safety of her child. From speaking to the female and having a first disclosure, I could see the level of injury to her leg was consistent with a Section 47 Offences Against the Person Act, 1861 whereby assault has been caused occasioning actual bodily harm. Therefore, the police powers I considered in this instance would be to arrest the male for this offence with considerations being that it meets the arrest necessity as he would require interviewing in relation to what happened and to prevent any further injury to the victim, additionally this allows for initial safeguarding measures to be put in place for the victim. My colleague stayed with the victim in order to offer her to make a statement regarding the assault and to discuss and offer a domestic abuse stalking and harassment (DASH) risk assessment referral form. While making the decision to progress with arresting the male, it is vital to ensure it meets the policing criteria to be justified, proportionate, legal, accountable and necessary. Therefore, "all police actions must have a legal basis and should not interfere unnecessarily with an individuals human rights and freedom" (College of Policing, 2013). By taking time to consider the options available in order to effectively respond to this incident, it ensures that all decisions made conform with the individual's human rights. Due to the Human Rights Act (HRA) being brought into effect in 1998, it has encouraged "officers to demonstrate awareness and respect of the range of human rights embedded in the HRA" (Bullock and Johnson, 2012, p. 6).

On reflection of speaking to the alleged offender, I prepared to do so by ensuring my body worn video was activated prior to any communication. The reason being for this is the impact that body worn cameras can have on both alleviating a situation as well as allowing

officers to be held accountable for any actions they take at an incident as well as recording any significant statements made by the offender. There are several aims that body worn cameras are “commonly believed to achieve, including: reducing police use-of-force and complaints against officers, enhancing police legitimacy and transparency, increasing prosecution rates and improving evidence capture by the police” (Ariel et al, 2015, p. 3). Upon speaking to the male, I could see he was not going to engage with police presence, and I would have to consider what options are available in order to effect the arrest with as little confrontation. On attendance at the neighbours’ address, the male was holding his baby in his arms and when I explained the reason for police attendance, he refused to put his child down. Reflecting on this situation, I felt the only way to keep the baby safe would be to effectively communicate with the male because any other option could put the baby at risk. Furthermore, communication is always the initial starting point when attending any call regardless of whether there is any conflict. As scholars such as Zaiser and Staller (2015, p. 2) highlight “the social nature of conflictual encounters makes communication the primary tool for preventative approaches.” I approached the male by reasoning with him and asked him if he would come with officers to take the child back to his mothers’ address in order for us to speak with him regarding the alleged offence. Although the male initially refused to cooperate with me, I thought that by engaging with him and asking open questions it would encourage the male to listen to me. However, on reflection of this I can now see that by asking the male questions it made him more difficult to manage as he was resonating his argument. In this situation, actively listening to him worked to a certain extent however I could not allow him to discuss the incident due to him not being under caution and considerations needed to be made as he would be offered the right to a solicitor for interview who may advise him differently.

At this point, I continued to verbally communicate and actively listen to the subject when needed but instead I decided that it would be more beneficial to resort to using the 5-step appeal. This model is used to “provide officers and staff with a way of dealing with resistance and involves giving the person every chance to comply with their requests” (College of Policing, 2020). When basic open and closed questions are not working to reduce confrontation, reasoning with the subject appeared to be the next step in my opinion. By resorting to this option, it gives plenty of opportunity to the subject to understand the request made by officers as well as to comply with the request, if each step doesn’t work it progresses to the next step of the model. The first step being to simply ask the offender, in this case to return the child to his mother so officers could speak to him. Secondly, reasoning with the offender by explaining why police have attended and what has happened. Thirdly, the personal appeal by reminding the offender the impact will have on them for instance his child being present and how it is unfair for him to be in the middle. The final appeal being to inform the offender it is their final chance and ask if there is anything that can be done to encourage that. Finally, the only remaining option is to take action and use any reasonable force that may be required. However, on this occasion I felt it was not appropriate to result to final stages due to the male holding his child, fortunately this male was compliant with officers after reaching the personal appeal. Consequently, the male did not agree with police attendance but after being reminded of the impact it could have on his child therefore it resulted in him eventually allowing us to return his child to the mother which alleviated the risk toward the child.

As a result of the main risk being removed from the situation, the male still needed be informed of the allegation and arrested. Due to the previous behaviour this male had displayed, I had to consider options and assess the risk that could be posed. I had to

consider the threat and risk of the call, that a female had been assaulted by this male therefore he does display violent behaviour as well as his non-compliance with police when I initially spoke to him. The behaviour he was presenting underpins the theory of emotional versus rational brain whereby an individual can respond to a situation using either their emotional side where their decisions are not thought through and can be impulsive compared to the rational side which is analytic and reasoned. The reason for this approach could be that the male be under increased stress as a result of having police there and without effective communication it could affect how he responds. On the contrary, being in situations where you are forced into a situation of conflict especially for police officers, where they are forced to subconsciously use their emotional versus rational brain. "Officers work in a profession where their lives depend both on recognising danger signals and on responding appropriately" (Pinizzotto et al, 2004, p. 4). This relates to being in a situation of conflict and having to act rationally in order to achieve an outcome which minimising risk to both the subject and officers. On reflection of the incident discussed, officers recognised potential danger signals by the male initially due to him refusing to engage. Therefore, force was used to effect the arrest by putting handcuffs on the male to transport him to the van. Section 117 of Police and Criminal Evidence Act 1984 was required in this situation where reasonable force was needed. "Force should only be used by police officers when justified and must be applied proportionately to protect the officer or others from harm or when detaining a person after arrest of for the purpose of a search" (Bryant and Bryant, 2021, p. 360). The need to use handcuffs was proportionate and justified as a result of the behaviour he displayed to officers and did not exceed reasonable force used as well as acting in line with the human rights act where we responded and only used powers and policies available to us. An alternative option that could have been considered would have been to request more officers to the scene to deal with the male if he continued to disengage and may have required further force. As there were only two officers including myself engaging with the male, we had to consider subject profile such as the size of the male and that he is known to be violent to ensure we were considering our own safety. Therefore, effective communication and active listening played a significant role in effecting the arrest of this male and managing the conflict in this situation.

In conclusion, this situation could have progressed very differently and resulted in further force being used however I found that by effectively communicated and managing the conflict at the scene it encouraged the male to eventually engage with police. Especially with using minimal force to effect the arrest and ensuring the male understood what was happening and why an arrest was necessary in this situation. I also found that by actively listening to the male and remaining transparent to the incident was also effective. I referred to the theory of the emotional versus rational brain as a way of understanding the behaviour presented by the male and in ways could be compared to the response of police officers as well in situations of confrontation. I have considered ways that I would have dealt with the situation differently and ways to improve my approach in the future.

Word count – 2316

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

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

Critically assess a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Consider and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

In this essay I will be discussing an incident I dealt with during my initial several weeks being tutored, whereby I responded to a hate incident that involved a Muslim female being racially abused by a member of the public. I will be focusing on the incident itself, the process I followed and the support I provided for the victim throughout. Responding to this particular policing incident has encouraged me to educate myself on different issues that members of the public face in our society and how the police force can provide support after being victims of crime. I will refer to Gibbs' reflective cycle throughout this essay to discuss what happened and from drawing on this incident, I will reflect on what I did well when dealing with the victim of crime as well as anything I could change or improve on, if faced with a similar incident in the future.

The initial call made to police control room was from a female reporting that she had been queuing in her car at a local petrol station when she looked out of her driver's side window to see a male also sat in his car, this male was mouthing something at her while shaking his head. The male proceeded to lift his hand up either side of his head and lower them, the female perceived this act to be mocking the start of Muslim prayer. As a result of this, the female reporting this incident explained she felt targeted and wanted police involvement. Before responding to this call, I began thinking through the National Decision-Making Model by gathering information and intelligence from what is available to me from the disclosure made by the victim. By doing this, I could identify what crime had been committed and how best to respond to this incident and what can be offered to the victim. I recognised this incident to be a hate crime, which "involves a perpetrator deliberately and consciously

choosing and targeting a victim because of a real or perceived protected characteristic” as well as “the motivation of bias, prejudice and hostility that constitutes the enhancement to a hate crime” (Chahal, 2017, p.4). Focusing on this particular incident, from the initial disclosure it would appear to be a section 5 racially or religiously aggravated public order offence under Section 31 of the Crime and Disorder Act 1998.

I contacted the victim to find out where would be the most convenient place for me to meet her, whether that be at her home address or at the police station and it was decided I would attend her home address where she would feel more at ease. When responding to any victim of crime there is importance on getting it right and being efficient, nevertheless it is vital with victims of hate crime where there may be fear around reporting incidents to the police. As found by Marshall and Webb (1995) that minority communities are less likely to consider reporting crime to the police. There are many reasons why people face barriers in regards to reporting being a victim of hate crime, however findings from HMICFRS (2018) inspection found that “people are more likely to report any further incidents if they are confident that the police will understand and listen to them”. Therefore, providing a good level of victim service is important to provide reassurance and to build trust between the public and the police.

Whilst at the victims’ address, firstly I introduced myself and explained my role as a police officer attending the call, I could see the victim was initially quite hesitant and appeared nervous to discuss anything, I started conversation with her by asking questions about herself to get to know her before asking her to explain what happened in detail. By doing this, I was able to build a rapport with the victim, allowing her to feel comfortable and knowing she had my full attention and enough time to go through the process. It has been found by Vallano and Compo (2011) that “rapport-building improved the quality of witness reports primarily by decreasing the amount of total inaccurate information reported”. The victim did not speak English as a first language, therefore her daughter was also present in the room in case there was anything I said that the victim may need explaining further. Although there was a slight language barrier, it was a contingency we were able to overcome and did not have an impact on the way we continued to discuss the incident. The victim explained that she had been waiting in the queue for petrol and that the man in the car next to her was clearly saying something but she couldn’t hear due them both being in their cars, whilst doing this he was shaking his head in disgust and proceeded to lift his hands up in a way that the victim perceived his actions to be mocking Muslim prayer. The victim felt targeted by his actions and initially didn’t even consider reporting this to the police, it wasn’t until she returned home and spoke to her daughter who noticed how upset she was that the decision was made to contact the police. One of the first barriers to reporting crime is victim perception as “the victim needs to acknowledge that a crime has been committed” (Cuerden & Blakemore, 2020). In this case, the victim didn’t know what to expect when contacting the police and how we could help.

From speaking to the victim, she explained how much the incident had an impact on her both emotionally and mentally, and that she wanted to do something about it to stop her being subject to anything like this again. Throughout speaking to the victim, I focused on asking open questions so I could comprehend how she was feeling and get a full picture of what happened, “effective communication and interpersonal skills are important to understanding and achieving the victim’s perspective” (Chahal, 2017, p.77). Due to this incident being the first time the victim has had any police involvement; I could see she appeared apprehensive about the process and had lots of questions about what would

happen next. Therefore, I made sure I explained thoroughly not only my role but the options that are available to her with how to proceed with this offence. Due to the incident being considered a low-level form of hate crime, a community resolution could be considered in this instance. Therefore, I explained the options of a community resolution whereby the offender would not be criminally dealt with in effect and we could consider a range of options that are suitable for her where she would feel some form of justice from what happened. I discussed options such as a written apology from the offender or even a pre-arranged meeting that could be mediated where the offender could apologise. I explained a range of options, however the victim felt more at ease at the thought of the offender being dealt with by other means, via the criminal justice system. This seemed like a suitable option because the offender may not have admitted to the offence therefore making a community resolution inadmissible. The victim explained she would feel that by holding the offender accountable for his actions, it would have more of a positive impact for her.

I explained the process of providing a statement and ensuring the victim understood that by doing so it could result in her attending court for this matter and whether she would be willing to do so. I was reassuring the victim of the process and the idea of attending court as a victim can be daunting, however I explained the support that is available for her going through the criminal justice system. I made the victim aware of the support that police can offer her, with there being the victim hub team in force it allows the victim to be kept up to date with the investigation and to speak to someone and be offered help if needed. The victim also voiced potential concerns over attending court due to it being the first time she would have done so, nevertheless I made her aware of the support offered at court and that she may be entitled to special measures. The victim stated that she would consider herself to feel intimidated if she had to see the male again especially in the circumstances of giving evidence in court. By making her aware of the support available to her such as having a screen up so she wouldn't have to see the defendant or giving evidence via a video link gave her reassurance. In reference to a survey conducted by Hamlyn et al (2004) on special measures used in court, found that "25% of participants found special measures completely stopped them feeling intimidated and 53% said it stopped them to some extent feeling intimidated". With results like these discussed, it would be beneficial for the victim to be offered special measures due to the intimidation she may be subject to if attending court. I made the victim aware that receiving special measures would be considered however it is not always a guarantee, therefore this prepares the victim in case she is not able to receive additional support which could ultimately change her decision on whether she would attend court as a result. Being honest about the criminal justice process to the victim and making her aware of all eventualities is important in order to gain her trust but also as a police officer being open and honest are core policing values, I ensure I adhere to.

While taking a statement of complaint, it can become quite an emotive time for a victim of crime as they are effectively reliving the event by describing what happened and how it made them feel and the impact it has had after the incident. Thus, it is important I adhered to the police code of ethics when interacting with the victim and ensuring I remained respectful, open and honest at all times as well as being professional. Although the victim did not suffer any physical impact from the incident, it does not ignore the emotional effect that hate crime can significantly have on a person. "Hate crime causes particular distress for and wider impacts on its victims. It can also cause significant harm to their families and those around them" (H M Government, 2018, p. 17). The victim and her daughter were present while taking the statement, whereby they both discussed previous experiences of

being subject to hate crime. Consequently, this encouraged the victim to report her experience to police in order to receive the support she rightly needs. Not only does the victim feel individually targeted but as a victim of hate crime it could be argued that the incident is “directed not only at the individual victim, but also at his or her community” (Perry & Samuels-Wortley, 2021, p. 70). This can encourage victims to report incidents, not only to protect themselves but also to protect and represent their communities.

Providing support and listening to the victim was my main responsibility when responding to this policing incident but secondly making sure all the relevant referrals on behalf of the victim was crucial. I felt that I remained professional and empathetic when responding to the initial call and provided the victim with the first-hand support she required, however on reflection of this I wasn't fully aware of the referrals that could be made and the additional support that is available for her. I explained the role of the victim hub that the victim could contact for additional support, however upon speaking to my sergeant I am now familiarised with the process of responding to hate crime incidents and ways of safeguarding victims. To elaborate on this, the victim can receive support from the local neighbourhood teams for reassurance calls and have regular contact with the victim care unit who will act as a first point of contact for the victim as well as keeping them informed in relation to the criminal justice process. Since attending this policing incident, I feel I have a better understanding when responding to hate incidents and the relevant processes and paperwork that are required, as well as flagging the incident up as a hate crime so referrals can be made to the applicable agencies. Additionally, as a police officer I have a duty of care to victims of crime, reflecting on this incident in particular, I think I put the victim at ease by providing safety advice. Although, this appeared to be an isolated incident and the offender is unknown at this time, it is still important to brief the victim and to provide safeguarding advice such as to carry her mobile on her at all times, fully charged and to contact the police in an emergency or if she feels intimidated or threatened by anyone. I also advised her to drive to a place of safety for example a nearby police station if she believes anyone is following her or she is unable to safely get out of her vehicle.

Since the initial response to the call, I have been in contact with the victim to provide her updates in relation to the investigation and to ensure she is engaging with the victim support team. I have also been able to progress enquiries to locate the offender and updated the victim on this. Due to this incident being the first hate crime incident I have attended, my initial response and the support I provided to the victim is how I would expect to respond to the call. The main area of development that I will focus on, is familiarising myself with the process of the criminal justice system and when answering questions from either witnesses or victims to make sure I seek advice from the relevant departments if I am unable to answer a question. It is reassuring to know I can always seek advice from my sergeant or colleagues on shift if there is something I am unsure on, as well as this if there are any questions relating to the support for victims I am aware of the victims hub in Gwent Police where I can contact them and refer victims to them for additional support.

Word count - 2390

Task 4

Relevant areas of the National Policing Curriculum:

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

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

Critically assess the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Evaluate** the role of discretion in the decision-making process.

Determine your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through **an assessment** of the potential impact of bias on the decision-making process.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this essay I will be discussing a policing incident whereby I played a significant role with an offender and subsequently considered the role of discretion in the decision-making process. I will be reflecting on an incident I dealt with during my initial several weeks being tutored and how I responded to a situation as a police constable using the national decision making model and refer to any considerations that needed to be made to manage the offender in this situation. Throughout this essay I will be using Gibbs reflective cycle to critically assess the situation and refer to any alternative considerations that could have been made to best deal with the situation.

I assisted with the local neighbourhood policing team on a warrant under the Misuse of Drugs Act that was executed at an address in search of drugs following police intelligence of drug involvement at the property. I attended with officers to gain more experience with searching and potentially seizing any items found as well as to familiarise myself with decision making if any offences have been committed. Prior to the search I was briefed on the intelligence known about the individual and what the aim of the search was. Due to there being intelligence of drugs being kept at the address that was the focus of the search. A search of the address was conducted, and a quantity of drugs were located therefore they were seized under section 19 of the Police and Criminal Evidence Act. Contrary to Section 5(2) of Misuse of Drugs Act, 1971, 'it is an offence for a person to unlawfully have a controlled drug in his / her possession' (Bryant and Bryant, 2021: p. 268). I seized the drugs while wearing protective gloves and sealed them in a clear plastic evidence bag and completed the required information on the bag before booking them into the property system

on arrival back at the police station. However, I was unable to determine what classification the drugs were at this point other than they were a bag of tablets and a tub of what is believed to be magic mushrooms. "Recognising controlled drugs is very difficult as there are so many different forms, shapes, colours, and sizes including pills, tablets, powders and resins" (Bryant and Bryant, 2021: p. 267). As a result of this the drugs would need to be sent off for forensic testing to determine the classification and exact weight of the drugs.

With considerations made to the national decision model as well as being in line with the code of ethics, each component was thought through prior to making any decisions in relation to the offender and how to deal with the offence appropriately. "Police officers routinely exercise discretion in a broad range of decisions affecting the life and liberty of citizens" (Walker, 1993, p. 3). Discretion can be used in many ways as long as there is no threat, risk or harm that would be inflicted by police officers deciding to use their discretion. In this instance, discretion was used when considering the way to deal with the offender following his possession of drugs. The option that could have been used would be to arrest him as there is as a necessity for a prompt and effective investigation to interview him and to later evidentially test the drugs. In order to gain information and intelligence on the male, I used my Samsung device and conducted a search on the police national computer (PNC) database. "The PNC is a national database of information available to all police forces and law enforcement agencies" and provides details such as personal descriptions, custodial history, convictions, warning markers, etc. (Home Office a, 2014). By doing this, I was able to see the history of convictions and if the male had any previous for possession of drugs. I could see that the male had not been in trouble with the police for several years which weighed into the decision-making process as well as this the drugs would need to be tested which could be done over time. Additionally, taking the males' human rights into consideration and not arresting the subject if there is an alternative option that could be explored, the reason for this is by arresting someone "in the technical case, it is seen as a lawful deprivation of liberty made for the purpose of bringing a prosecution against the person arrested" (Eryilmaz, 1999, p. 51). I considered the fact that there was an option to provide the offender with freedom of liberty and to be fair in the process of discretion. As well as this, the male was open and honest with officers on attendance at his address which encouraged the decision. I was also emotionally aware when making this decision due to the male making me aware that he suffers with mental health issues, I took this into thought and made the decision that arresting the male and taking him to a police cell would have a negative impact on his mental health. Discretion may not have considered if the male had been obstructive towards police. The option decided was to allow the male to voluntarily attend the police station at a date convenient for both him and I to conduct an interview.

I arranged the voluntary interview with the male and made him aware of the process that needs to be adhered to, this is to ensure it is being conducted accordingly. By doing this, I offered him the right to have a solicitor for interview which he accepted, in line with Code C of the Police and Criminal Evidence Act 1984. On speaking to the male, I recognised vulnerabilities in the sense he did not understand all of my questions as well as this with him currently suffering with mental health issues, I thought it would be beneficial for him to have an appropriate adult in interview with him to assist him if he lacks understanding at any point. "Appropriate adults are called to the police station as an important safeguard, providing independent support to detainees who are: aged under 17 or maybe mentally disordered or mentally vulnerable" (Home Office b, 2011). A voluntary interview would allow the male to mentally prepare himself to be interviewed by police and to have the comfort of a family member, friend or someone he knows to sit with him as appropriate adult. In this case, I

spoke with the male and it was decided that his housing support worker would act as his appropriate adult. I liaised with her and arranged a date and time of convenience to book the voluntary interview. By arranging the voluntary interview, it allowed me time to get the drugs forensically tested and receive the results back which puts me in the position of being able to evidentially ask questions relating to the drugs. Conversely, if I had made the decision to arrest the male and interview him whilst in police custody, the disposal would have been to release him under investigation to await the evidential results of the drugs, therefore from my point of view it appeared to be the right decision to deal with the male via voluntary attendance at a later date. A consideration I had to apply to my decision-making process was also the necessity test, due to the warrant being conducted at his home address I did not feel arrest would be necessary in all areas as there was no necessity to prevent the person disappearing as I would be able to locate him at his home address. Additionally, I had already ascertained his name and address due to the warrant being executed at his home address, therefore there was no ambiguity in relation to the identity of the offender. Thereby, these are more reasons to not only use discretion but also because it was more suitable to conduct a voluntary interview in terms of the investigation.

Following the forensic testing of the drugs, the results showed that all the drugs were classification A. Thus, I was able to distinguish the drugs from these results and prepare for the interview accordingly. Due to classification A possession of drugs being an either way offence it allowed me to begin making considerations for what the possible disposal outcome could be following interview. In relation to the investigation of possession of drugs, after forensically testing the drugs there were no other lines of enquiry to pursue before conducting the interview. Prior to conducting the voluntary interview, as per Gwent Police force guidelines I completed a mandatory pre-attendance risk assessment with the male. As a result of this risk assessment I could understand that he was not only suffering with his mental health but also was struggling with drug abuse. Due to being made aware of this information I would be able to explore what help is available for him. On the day of the voluntary interview I attended the property store to collect and book out the drugs that had been seized as part of the investigation. The reason for doing this was so that I could present the exhibits in the interview to remind the offender what drugs had been seized and to refer to them when I asked the relevant questions. I conducted the interview with the male with both his appropriate adult and solicitor present as the suspects rights in line with codes of practice. I made considerations to the Criminal Procedure and Investigations Act (1996) throughout the investigation as a "criminal investigation is an investigation conducted by police officers with a view to it being ascertained a) whether a person should be charged with an offence or b) whether a person charged with an offence is guilty of it".

Furthermore, following the interview I had to review all the evidence I had as well as the account given by the male in interview which was that he admitted the drugs seized at his address were his and they were for personal use. I conducted a further search on the police national computer (PNC) which revealed the male had received a caution for drug offences several years ago. However, upon speaking with the VA sergeant I made him aware of the males' previous criminal history. Due to the male not having any police involvement for several years and there being minimal risk involved with the offence he was being investigated for it was decided that he would be offered a conditional caution. The reason being for this, the male had admitted possession of drugs and had been open and honest with officers in relation to any question asked. As well as this, he had not been in any trouble with the police for a long time. Due to his previous offences this male could have been charged with this offence following his offence however the decision had been weighed

up with the national decision model and discretion had been applied to this. "Discretion is often exercised by the police in a sincere effort to accomplish a social good" (Goldstein, 1963, p. 143). In this case, the decision-making behind this disposal was that due to the male admitted fault for the possession of drugs and the amount being a low quantity, instead of charging the male to attend court, which is something I did taken into consideration. Consequently, a more suitable outcome would be a caution with conditions, whereby the conditions of this caution are to attend and participate in a drug awareness and rehabilitation scheme that is offered through a multi-agency. This course not applies as a condition for the caution but will also provide the male with support and guidance with his drug misuse, which will benefit him. I felt that this was a more suited outcome for the male, particularly as he had voiced concerns prior to interview that he is struggling with drug misuse. In addition to this, I submitted a public protection referral on behalf of the male in relation to his mental health and drug use which will be shared with multi-agencies and will provide the male with any additional support that can be offered to him.

Overall, I think the role I played in this investigation from start to end provided the male with a positive outlook on the criminal justice system and on the police. I have reflected on this incident and I think that the role of discretion has been used to progress this investigation and the disposal outcome has worked in favour of the offender as it has not allowed him to get away with committing an offence as he has had to undergo a police investigation and is being held accountable for his actions by receiving a caution on his record. However, he has also been provided with additional support for his issues that have played a part in the reason for him offending. I think my approach was well thought through in line with the national decision model and I considered each step and referred to the code of ethics when making any decisions which allowed me to reach an approved outcome. I approached the sergeant with the investigatory actions that had been completed as well as with the previous history of the male before reaching an agreed disposal which was offered to the male. I maintained a professional standard throughout this investigation in line with the codes of practice and conducted the interview accordingly, the decision to voluntary interview the male was a decision made with discretion and consideration to the male and his mental state. As well as this, the decision for the disposal was an agreed outcome that would suit the males needs as well as dealing with the offence appropriately and diligently.

Word count - 2292

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
Radio use	I would like to gain more confidence using the radio and broadcasting updates over the air particularly when using the phonetic alphabet. I think this will be achievable by gaining more experience and gradually becoming more confident over time and with practice. I can make direct 'point to point' calls to colleagues or request call backs from the control room as a way of getting familiar with using the radio.	My colleagues on shift are very supportive and will assist me if I require any help. If I have any issues with my radio or unsure how to make full use it, I can contact the radio team based in HQ for any queries.	1 month maximum. I think as soon as I progress to independent patrol and will be using the radio more frequently, I will become more comfortable using the radio by making updates and responding to calls over the air.
Statement writing	I have completed several statements, both my own arrest statements and taking statements from victims and witnesses over the past several weeks. However, this is an area I think I could improve on. I think it would be beneficial	The learning and development sergeants can provide me with existing example statements that I can read through. I could also go with a colleague when they next take a statement for me to	3-6 months Over time I will be completing statements either with witnesses, victims or my own arrest statements most shifts and by doing so I will gain more confidence and finds way that suit

	to watch someone else take a statement so I can pick up anything they do differently to me that could assist. I would also like to read through some example statements relating to different offences so I can see how they differ. By taking more statements, I would gradually become more confident in listening to the victim / witness and including the relevant information.	pick up on any skills. Preparing myself before taking a statement, making sure all my notes are ready, also taking a statement on my laptop I find is easier than on my mobile. I will also open up a word file with 'what to include' in a statement to make sure I am not missing any relevant details.	me when it comes to wording the statements and listening to witnesses to find what is relevant to include.
Case files	I have completed one guilty anticipated plea case file while in my tutorship and I think I would benefit from some more practice. I will be booking on to a case file workshop class when I finish my tutorship, therefore I can speak with the officers who run the workshops and look at an example file to see what needs to be included.	I can rely on the help of my colleagues, who have completed many case files and have offered their assistance when I have my next case file to submit. My sergeant, who also gets tasked with making sure all case files are ready for submission and can provide feedback where necessary.	6-12 months Case files may not be as frequently use as other areas such as statements therefore I won't have as much practice. I will observe colleagues completing their case files for practice over the next few months and ask for assistance when completing my own case files.

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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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: E J Gabbins (Learner, Electronic signature or type name)

Date: 03/04/2022_ _ _ _ _