

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: Rhys Edwards

**Learner's University Registration Number:
1920844**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

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

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

The purpose of this essay is to discuss and compare the different coping strategies I have used to develop resilience and minimise stress. I will be focussing my thoughts specifically on the initial 6 months of learning and since being attested as a Police Constable, as this was a period of significant personal change for many of us as new student constables. Not only was there the pressures that come with starting a new job, but this was then coupled with the Coronavirus pandemic which lead to a complete overhaul of the way our course was presented to us. Obviously this was not something anybody can control, however, according to the mental health charity 'Mind', this lack of control accompanied by the significant change in career path and pressures of starting a new job are all factors that could trigger feelings of stress (Mind, 2020).

For the benefit of the reader I will define the two key terms in this essay, the first of these being 'resilience'. Resilience is defined in the Cambridge Dictionary as 'the ability to happy, successful etc. again after something difficult or bad has happened' (Cambridge Dictionary, 2020). More specifically, I will be talking about 'emotional resilience'. Emotional resilience refers to a person's ability to adapt to stressful situations and overcome adversity (Scott, 2020). A more resilient person is able to cope with stress better than a less resilient person, and even thrive within stressful conditions (Bounce Back Project, No date).

The second key term I would like to define for the reader is 'stress'. Stress is defined in the Cambridge Dictionary as 'great worry caused by a difficult situation, or something that causes this condition' (Cambridge Dictionary, 2020). According to mental health charity Mind, there is no medical definition for stress but there is a definite link between stress and mental health, this being that stress can cause mental health problems and mental health problems can cause stress (Mind, 2020). I think this is worth noting as it highlights how important it is to be aware of the impacts stress can have on a person.

I propose to answer the question by firstly identifying the strategies I used to develop resilience and minimise stress during the initial learning period, highlighting some advantages and

so possible disadvantages of each strategy. I will then go on to compare each strategy and attempt to provide a reasoned argument as to why I feel these particular strategies worked for me.

The first coping strategy that I would like to discuss is the use of exercise to minimise stress and build resilience. Prior to joining Gwent Police in March of 2020 I had already signed up for Ironman Wales in Tenby which was due to take place in September 2020. Ironman events are long distance triathlons and thought of as one of the toughest endurance events possible for an amateur athlete. An important part of endurance sports and in particular long distance races, is the ability to be resilient, as this allows the athlete to endure severe discomfort or tiredness and be able to continue on, not only on race day but during the months of training, often consisting of 12 hours a week or more, leading up to the race (Gossage, 2018). I found training for the Ironman triathlon not only a great way of developing resilience as I often had to push myself to bounce back from an injury or bad training session, but also a way of minimising the stress associated with starting a new career with police service. I found training for the triathlon provided me with an alternative focus, which allowed me to completely forget the stresses of work for a period of time. Furthermore, during the initial learning phase of the DHEP course I was following a structured triathlon training plan and I feel this structure and organisation also helped keep me focussed and motivated to achieve my goal of completing the Ironman triathlon. I feel without such a plan in place, the levels of stress may have increased and I may have become overwhelmed by the task of completing the required hours of training on top of the necessary work and revision for the DHEP course.

The idea that exercise helps to reduce stress and anxiety is one that has been the subject of many studies. For example, De Moor et al. 2006 found when examining whether regular exercise was associated with anxiety, depression and personality, using a large population- based sample, that those who exercised were on average less anxious, less depressed and less neurotic. These are all behaviours linked closely with stress. The Anxiety and Depression Association of America (ADAA) which is a non-profit organisation dedicated to the prevention, treatment and cure of anxiety, depression and other disorders linked to stress, also states how exercise can reduce stress and is invaluable when it comes to maintaining good mental health (ADAA, no date). According to the ADAA, "exercise and other physical activity produce endorphins – chemicals in the brain that act as natural painkillers – and also improve the ability to sleep, which in turn reduces stress" (ADAA, no date). I feel it is clear that exercise has helped me manage stress and anxiety levels during the last 6 months and these aforementioned studies back this up further.

Another coping mechanism I used to handle stress during the initial 6 months learning period was to spend time with my pet dog. Studies have shown how the presence of a dog in the workplace affected the levels of stress in employees, that the stress levels in those who did have access to a dog decreased during the course of the day (Barker et al. 2012). The complete opposite was seen in the group of employees who did not have access to a dog, where their stress levels increased

during the course of the day. More specifically, I feel like spending time outside in nature with my dog, going on walks was particularly good for decreasing stress.

When comparing these techniques for reducing or managing stress, the common factor appears to be that the activity takes place outdoors for the majority of the time. This is true for both exercise and spending time with my dog. I personally feel like being outside in nature, especially with other people i.e. close family, training partners, friends, or my pet dog, really helps me maintain a positive and appreciative mind set and helps reduce my stress levels. This is supported by research carried out by a group at Cornell University who carried out a study which aimed to provide physicians with an 'easily-achievable' time frame (in regards to time spent outdoors) which they could prescribe to students suffering with high levels of stress and anxiety (Cornell University, 2020). They found that as little as 10 minutes a day spent outside in nature was enough to help reduce the effects of physical and mental stress.

I also found that talking to my support network of friends and family about what I was doing over my initial 6 month learning period, particularly when levels of stress were building prior to exams for example, helped me to manage stress levels effectively. It was often the case that after a conversation with friends or family I was able to relax and take my mind off the work for a while. According to Dr Paul Brewerton, high levels of social support have been associated with a reduction in stress-related illnesses, increased self-confidence and improved problem-solving therefore it is vital to build a good support network to help build resilience (Brewerton, 2020).

In conclusion, over the initial 6 months of learning and since being attested as a Police Constable, I have applied many different coping strategies in order to minimise stress and develop resilience. I have talked about the main strategies in this essay and looked at comparing them to see how they are possibly linked. There are many different strategies and techniques available, however I feel we as police officers should take personal responsibility to ensure we are mentally fit and capable of dealing with the demands of the job.

Word count: 1356

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

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

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

Reflect on your application of the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Describe the process for determining whether the use of force was necessary in a conflict situation (including a **critical evaluation** of any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

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

ANSWER:

Conflict is something that police officers, particularly patrol officers will deal with on a regular basis. It is vital that officers have the ability to deal with and manage these conflict situations efficiently and professionally to ensure the public are protected and their confidence in the police is preserved. The purpose of this essay is to firstly, identify and describe a policing incident that I have been involved in where there has been an element of conflict. I will then be reflecting on this incident using Gibbs Reflective Cycle (Gibbs, 1988). This model of reflection was developed to help those partaking in reflection to apply some structure when writing about their experiences and also help with the understanding of those experiences (University of Edinburgh, 2019). According the College of Policing guidelines for conflict management, there are many benefits for the use of communication and de-escalation skills to reduce the needs for using force (College of Policing, 2019). I will describe what communication skills I used in this particular incident and reflect on these to identify what went well and what I could do better next time. To further my understanding of the incident I will be critically assessing what happened, why it happened and then exploring the relevant social and legislative contexts that were apparent during

the incident. I will also look to apply the relevant written theories or models applicable to the incident and critically evaluate them to try to understand the outcome of the incident. This evaluation will then provide some areas of improvement for future reference in similar situations.

Firstly, in order to provide some context for the reader I will describe the incident I am going to reflect on in this essay. The incident occurred on the in October 2020 during a night shift in company with my tutor constable and another student constable. At approximately 2230 hours we attended a Children's Home to investigate a report of three missing persons. The call started off as expected, with myself and my colleagues speaking with the staff to gather information and complete an initial missing person report for each missing person. We obtained descriptions and some background history on each individual. It was noted that the three missing persons were all 15 years old, had severe behavioural issues and had gone missing on a number of previous occasions. Shortly after leaving the address to begin our search, we were made aware by our control room that 2 of the 3 missing boys had returned, so we made our way back to the address to carry out a welfare check and see if we could get any further information on the whereabouts of the third missing boy. This is where the conflict began.

As we approached the entrance of the premises, I could hear shouting coming from inside as if there was an argument ongoing. We then entered the property to find one of the boys who had returned arguing with the manager of the children's home. Unfortunately our appearance only seemed to make the boy more angry and aggressive and he began to shout and swear at us also. There was a brief verbal exchange between my tutor and the boy before he walked off upstairs and slammed a door behind him. We confirmed with staff that this was in fact one of the missing boys. I waited a couple of minutes for him to calm down, then told my tutor I would like to go upstairs to see if I could talk to the boy alone to see what the issue was. My reflection will be focussed on the time I have arrived at the room and tried to begin communicating with the boy in order to get a resolution and what happened as a consequence of that. I implemented various communication techniques in order to try and resolve the situation and these will be discussed later. It was made clear to us by the manager that the boys were not allowed to be in the same room due to safeguarding issues so I, along with my colleagues and the staff had to come up with a suitable way of removing the boy without the situation becoming out of hand if possible. To avoid unnecessary use of force and minimise the possibility of having to arrest the boy it was decided that the staff would use force to remove the boy under our police supervision. Thankfully the outcome was a good one in that with the help of the staff we were able to remove the boy from the room and resolve the situation without the need to use force or powers of arrest.

As this incident was one of the first that I attended that involved an element of conflict, I remember feeling slightly apprehensive as we approached the door and heard arguing, as I did not want anything to go drastically wrong. My thoughts were primarily based on the National Decision Model (College of Policing, 2013) i.e. what information did I have already, what risks or threats may

be present inside, what powers or policies do I have available to me and also ensuring that any action I take was in line with the police code of ethics. I was aware that we were going to be dealing with children so it was important to think about how this may affect my decision making. For example, the policy in Gwent Police when dealing with children is to safeguard first and to arrest only if absolutely necessary, as a last resort. I feel this approach is certainly more beneficial to the children we deal with and has been praised by the Howard League for Penal Reform, which is a charity campaigning for the reduction of people in prisons (South Wales Argus, 2017). According to research carried out by the Howard League for Penal Reform, children in care, more specifically residential care homes, are being criminalised at much higher rates than others, often leading to adverse effects on the children's mental health and a feeling of rejection which can in turn lead to more contact with police and further criminalisation (The Howard League, 2017). Throughout the incident, I also felt a certain amount of pressure due to the fact that the members of staff at the children's home were observing the situation and relying on me and my colleagues to de-escalate the situation. When we entered the property, the subject immediately began shouting and swearing at us, this led to an increase in the feeling of pressure to act. Soon after, when the boy had calmed down slightly, I approached him to try and speak to him alone but he was reluctant to engage with me. He made it clear on more than one occasion that he did not trust the police. According to an inquiry carried out by the All Party Parliamentary Group for Children (2014), this is not uncommon and in fact there are many young people feel this way often as a result of 'poor and unconstructive communications and a lack of mutual respect'.

Looking back at the incident, I feel that there were good and bad experiences which I can learn from. I feel that myself and my colleagues, worked well together to de-escalate the situation by remaining calm and using effective communication techniques such as active listening, the 5 step appeal and non-verbal communication i.e. body language (College of Policing, 2019). When faced with verbal aggression from the subject, I did not raise my voice but continued to speak in a calm but assertive manner, explaining to the subject that we were there for a legitimate reason, primarily for his welfare. According to Mazerolle, et al., 2010, the cooperation and compliance of a subject can be positively influenced by the legitimacy of policing, therefore it is important to be clear to the subject in terms of what you are asking them to do and why you are asking them to do it. I think that the decision by us not to use force to remove the subject from the room and leaving this to the staff at the children's home worked out to be a good decision. We decided this by using the National Decision Model (College of Policing, 2013) after thinking about the powers available to us and considering the range of options we had. As we were inside a private dwelling, we were unable to arrest for a public order offence other than a breach of the peace, however there was insufficient evidence at this point to suggest that the subject would go on to cause injury or damage because he was sitting calmly. We also considered the force policies of using force as a last resort and as discussed earlier regarding the arrest of children and avoiding this if possible. When

considering what things perhaps did not go as well, I noticed that when we first entered the children's home and the subject began shouting at us, my tutor immediately interrupted, this seemed to have a negative impact on the subject's behaviour as he became more irate and verbally aggressive at this point. I also feel as though it may have taken us too long to come to the decision that it would be best for the staff to remove the subject from the room rather than us. However, I was conscious of the fact that I needed to be patient and make the subject feel like I had time to listen to help build rapport (College of Policing, 2019).

When looking to analyse the incident I think it is important to apply academic research and theories to gain a better understanding of why something did or didn't work well. Firstly, when looking at the decision not to use force in order to remove the subject from the room and instead to just supervise the staff removing him we can apply Betari's box model of behaviour to see that this may have prevented the subject becoming more aggressive and potentially physical with police which may have led to his arrest, which we were trying to avoid. The Betari's box model of behaviour is a model that shows how the behaviour and attitude of one person will affect the behaviour and attitude of another in a cyclical way. If a person is displaying negative behaviour and attitude towards another, who then displays negative behaviour and attitude in response, then this is likely to continue until a conflict occurs (Police Geek, 2012). Therefore it is important as police officers to recognise this and to 'break the cycle' or not to become involved in the cycle at all in order to effectively de-escalate a situation. In this particular situation, by deciding not to escalate the situation by using force on the subject it is possible that this was reflected in his decision not to use force and become aggressive with the staff when they removed him from the room. Similarly, I think by communicating with the subject in a calm manner caused the subject to calm down from the initial aggressive state that he was presenting when we first arrived. I think the negative impact that the Betari's Box model shows was also demonstrated when our tutor interrupted and raised his voice to the subject, which led to an increased level of verbal aggression, which continued until I went to talk to him soon after. Throughout the incident I feel I communicated well with the subject. I used active listening techniques to try and build rapport with the subject and although they were unsuccessful at first I showed patience and managed to get the subject to engage more as the situation progressed. I made an effort to keep eye contact with the subject to show that I was listening and also show empathy towards him. When talking I tried to remain fair and show that I was not picking a side as I thought this could lead to a lack of trust. I also feel the fact that my colleague who was a female officer could have had a positive influence on the incident as the subject seemed to respond to her questions or requests quite quickly in comparison to when I asked as a male officer. There are a number of possible reasons for this, i.e. subject could have had a negative experience with a male police officer in the past, or has more complex issues with taking instructions from males in general, however it was clear that he seemed to trust my colleague more than myself or my tutor who is also a male officer. I feel that this has something to

do with the natural communication style of a women being more softly spoken, nurturing and empathetic as opposed to the more direct, honest style of communication often seen in males, thus allowing them to build rapport with people more easily than males in general (Mohindra & Azhar, 2012). Alternatively it may be assumed that in some cases female officers are not as effective as male officers when dealing with male offenders or subjects due to their generally smaller stature or less dominating appearance, however I am unable to find any evidence or theory to support this and it was not evident in this particular incident.

In conclusion, I feel the key learning points are firstly the importance of effective communication skills situations that require immediate de-escalation. As per the College of Policing guidelines, communication should always be used where possible to resolve a situation and the use of force should come as a last resort (College of Policing, 2019). I feel we followed these guidelines and were able to achieve a good outcome for those involved. The importance of staying calm when faced with a difficult or challenging person was also something I learnt from this incident as this was certainly reflected in the change of behaviour seen in the subject. In order to handle this situation better in the future I feel it would be beneficial for me to develop my negotiating skills so I can resolve the situation quicker. I feel like the biggest issue with the way that we dealt with the situation was the length of time it took for us to get a resolution for the staff at the children's home. However, as discussed previously I recognise that it is important not to try and rush through this type of incident as this would likely be to the detriment of all involved.

If I was to deal with this type of situation again in the future, I would be sure to use similar communication techniques, however in order to resolve the situation faster I would perhaps think about better applying the National Decision Model to aid my decision making process and ensure that any decisions I do take are justifiable and proportionate to what is in front on me. As a police officer I expect to attend many more situations of a similar nature and I hope with experience the decision making process does become more fluid and effective. In turn I would hope that this would lead to faster resolutions which would be of benefit of all involved.

As a conclusion to this essay on reflection of an incident involving conflict, I have provided a detailed description of the incident to provide context for the reader. I have used Gibbs' model to provide an in depth reflection on the incident, firstly by describing the incident in detail and then going on to talk about how I felt during the incident. I have then gone on to critically evaluate the incident and discuss what I think went well and what didn't go well. I have also described the process for determining whether the use of force was necessary in this incident and our reasoning as to why we did not do so. I have provided an analysis of the incident and discussed in depth why I think the different actions I took worked or did not work. To support this I have included references to various academic research and theories. Lastly I have provided a conclusion to my reflection and talked about an action plan so I am better prepared to deal with this type of incident in the future.

Word Count: 2719

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:

One of the primary reasons I joined the police service was to enable me to protect the vulnerable and help and support victims and witnesses. Although the circumstances are often difficult and it does take up more time, providing support to these individuals is something I enjoy doing and provides me with great satisfaction. As discussed by Mawby (2007), there are three important reasons why the needs of victims should be at the forefront of the police officers mind when dealing with an incident. Firstly, the police rely on victims to report crime – without cooperation from victims and witnesses it would be impossible for the police to function (College of Policing, 2013). Secondly, the police are the main agency that deal with any victims or witness of a crime. Lastly, the police have a historically poor record of dealing with victims of crime. Taking this in to account, legitimacy of the police is clearly a vital attribute and I feel it is possible to increase public confidence and legitimacy by providing a high level of service to victims and witnesses following a crime.

The purpose of this essay is to reflect on an incident where I have supported a victim and witness through the criminal justice system. I will begin by describing the incident to give context to the reader. I will discuss and critically assess the incident, taking in to account the social and legislative factors that came in to play when dealing with the incident. I will look to reflect on how I

followed procedures in line with the Codes of Practice, specifically the Victim's Code in order to provide the victim and witness with the appropriate support following the incident. I will also discuss how policing values were considered and how these values affected my actions and decision making when dealing with the situation.

In order to provide some structure to the essay I will be using Gibbs' model of reflection (Gibbs, 1988).

The incident I am going to discuss in this essay is a shoplifting incident that occurred in the small valley town of Abertillery, Blaenau Gwent. The incident has been caught on CCTV so is clear to see in retrospect, however the employee who was working in the shop at the time was unable spot this due to some diversion tactics used by the suspects. The actual offence of theft is only committed by one of the males but the second male and female seem to play their part by distracting the employee whilst the third male walks out of the shop with the stolen good. Shortly after the three individuals had left the premises, one of the shop regulars walked in to the shop and questioned the employee as to why she had sold the three individuals alcohol at such an early hour in the morning. This led the employee to check the CCTV footage from inside the shop which showed clearly the male picking up the alcohol and leaving the shop without paying for it. The employee then proceeded to call the police and report the incident. This resulted in my attendance at the shop later that morning where I spoke with the employee as a witness to the incident and took a formal statement. From this statement I discovered that one of the males was known to the employee as he had been in the shop previously and was notorious for causing trouble in the area. This was the male who had provided the distraction at the counter while the other male stole the goods. The employee stated she felt intimidated by the three individuals as she was alone, it was still dark outside and she was unsure of their intentions. I also discovered that the shop was owned by an Asian male who was not available at the time. I took contact details for the owner and made arrangements to call back to talk with him as he was the victim due to owning the business that suffered the loss. I also took the contact details from the employee so we could provide her with an update regarding the incident.

Following this statement, I had a discussion with my tutor regarding the next steps in the investigation and we agreed that our best lead was to carry out a background check on the male that was known to the witness. This led to a positive identification of the individual by the witness and a last known address. Since the time of the incident, we have attended the address on numerous occasions but have been unable to locate the individual in question. I did later speak with the owner of the business and questioned whether he wanted to submit an Impact statement for Business (IBS), however he advised this was not necessary due to the relatively small value of the goods that were stolen and the fact that it was not a regular occurrence. An IBS gives the owner of the business the opportunity to state how the crime has impacted the business. This will then be taken in to consideration by the courts when determining any sentences for the

perpetrators (Ministry of Justice, 2013). Before leaving I made clear our intentions in terms of the investigation and ensured the business owner that we would be in touch with any further developments.

At the time of dealing with the incident I felt complete empathy towards the witness and I tried to show this by using active listening skills whilst listening to the witness's first account, such as keeping eye contact and asking appropriate questions. As noted in the College of Policing 'Competency and Values Framework' an important competency for a police officer is to be emotionally aware of the situation (College of Policing, 2020). I could see from the body language and tone of voice that the employee was disappointed and angry with herself so I felt it was important to make her feel like I was taking the incident seriously and acting professionally. When I began taking the formal statement from the witness I felt slightly nervous as I had only taken one other statement during my first few weeks as a police officer and I found this quite a difficult thing to do.

In terms of others feelings, the witness stated that she felt intimidated at the time of the incident, as it was dark outside and she was alone in the shop. She also mentioned that she was concerned that they would return and do the same again and there was nothing she could do about it. This prompted me to think about what I needed to do to help the situation. In terms of legislative context, I began thinking about the definition of theft according to the Theft Act 1968 and the points to prove that would need to be met in order to secure a conviction for theft, if we were able to locate the perpetrators.

When discussing the statement and the next steps in the investigation, I made it clear to the witness that she may be required to go to court and answer questions regarding her statement. A key policing value is transparency so it was important to explain from the beginning what may be required of her in the future and why. The witness did express some concerns due to the fact that she knew who the one individual she spoke to was and she believed they lived locally, as did she. I then thought about the special measures available to intimidated witnesses and explained to the witness that we could look to apply for these if the case did end up going to court. Special measures and a number of provisions that were introduced under the Youth Justice and Criminal Evidence Act 1999, with the aim of reducing the stress on vulnerable and intimidated witnesses and enable them to give their best evidence in court (Crown Prosecution Service, 2020). Again, it was important to be transparent and not promise these measures would be accepted by the courts as it was not our decision.

On a whole, in terms of my development as a police officer I feel the experience was a positive one for myself. This was the first incident of shoplifting I have attended, therefore I believe there was a few things I could have done differently, however there were things that went well also. With regards to my initial response to the incident, I feel I dealt with the witness professionally and respectfully, in line with the values and principles set out in the 'Competency and Values

Framework' (College of Policing, 2020). I was able to get the witness to open up and engage with me in order to get a good written statement. The statement itself included all that it needed to i.e. well structured, points to prove, clear and concise timeline of events etc. I also provided safeguarding advice to the witness and explained what we were going to do next to the witness and agreed a contact strategy going forward.

In terms of improvements to be made, I feel the process of taking the statement took longer than it needed to. I found it difficult to concentrate fully on what the witness was saying whilst trying to write the statement at the same time and ensuring nothing was missed and the statement was structured properly. As noted previously, at this point the investigation is still ongoing and we have still been unable to track down any of the suspects involved in this incident. I did agree to contact the witness and victim when we had any further developments, so this is not an issue at the moment, however I do feel I could have managed expectations slightly better at the initial response to the incident. The main issues we are having is locating the known suspect and identifying the unknown male involved as he was wearing a hat and face mask (due to covid-19 regulations) which made any chance of recognition very difficult. I feel I could have identified this as a potential issue earlier on and highlighted it to the witness and victim in order to manage expectations better. Furthermore, in terms of social context, after the incident I thought about the possibility that the incident was racially motivated due to the fact that the shop was owned by an Asian family. According to a Home Office report, hate crime figures hit record over the last year following events in America and the subsequent Black Lives Matter protests (Dearden, 2020). Taking this in to account and considering the current climate, although there was no mention of any racial issues from the witness or the owner of the business, I feel I could have asked the question in order to cancel out the possibility.

I feel my initial response to the incident and how I dealt with the witness went well overall. As discussed above I was emotionally aware of what the witness had been through and showed understanding. The witness did comment that she 'felt silly' reporting this to the police as the value of the goods was only small, however I reassured the witness that she did the right thing and explained to her the importance of reporting crime.

In addition to this, I feel I covered much of the key rights of the victim set out in the Code of Practice for Victims of Crime (the Victims' Code). The Victims Code was established by the Domestic Violence, Crime and Victims Act 2004 and sets out the minimum level of service a victim should receive from the various agencies involved in the Criminal Justice System (Victim Support, No Date). I discussed with the witness and victim were the requirement to keep them updated with any progress of the case. I advised the witness of the possibility of special measures for the witness as she felt intimidated by the perpetrators. Furthermore I asked the owner of the business whether he would like to submit an Impact for Business Statement, which takes the place of a Victim Personal Statement when the victim of the crime is committed against a business. With

regards to the witness being intimidated, the Ministry of Justice (2011) Vulnerable and Intimidated Witness Police Guide, recognises that there is different levels of intimidation ranging from level 1 (life threatening intimidation) to level 3c (fear of the court system or procedure) and describes the potential responses to this for police (College of Policing, 2020). I believe the witness on this occasion would be subject to level 3b (fear of low level intimidation or harassment) as she stated she feared the suspects coming back to the shop as she knew they lived locally.

Continuing with the Victims' Code, there was also some sections that I did not discuss with the witness and victim that I feel I could have. Firstly, I did not discuss the possibility for the victim to claim compensation for the loss of the goods. I feel this could have been discussed given the fact it was alcohol that was stolen and therefore it would be unlikely that we would be able to bring this to the victim before it had been consumed. Another thing I could have discussed when speaking to the victim would be whether he would consider taking part in a restorative justice scheme as a potential disposal for the offence (Victim Support, No Date). Restorative Justice is a process where the victim of a crime meets the offender and explains to them the impact of the crime, empowering the victim by giving them a voice. According to the Restorative Justice Council, "Government research demonstrates that restorative justice provides an 85% victim satisfaction rate, and a 14% reduction in the frequency of reoffending" (Restorative Justice Council, No Date). The evidence appears to show the restorative justice approach can be beneficial for the victim, however in order for this to work the offender needs to admit the offence and be willing to take part. Until we manage to identify and locate the offender this approach will unfortunately be unavailable.

In conclusion, I feel like I learnt a lot from this as the first incident of shoplifting I have attended. Firstly, from the subsequent investigation I learnt how difficult it can be to identify and locate a potential suspect, especially if they have taken measures to hide their identity. I feel this experience will allow me to manage expectations better in the future as I now understand better that it is not always possible to locate and deal with a suspect in the following days. As discussed previously, I found taking the witness statement difficult, however after discussing this with my tutor I feel this will improve with experience. I also learnt the importance of understanding the Victims Code. This will allow me to ensure I am treating all victims appropriately and providing them with the necessary level of service.

In terms of an action plan to ensure that I can be better next time, both for my own development and for the witness and victim, I feel there is a few things I can implement. Firstly, I will practice writing witness statements in order to make this process smoother for the victim and take up less time. I will look to get a better understanding of the Victims Code so I can ensure every victim I deal with is treated appropriately and is fully aware of their rights. I feel this will benefit me greatly, especially as I get more experienced as an officer and begin to deal with more serious crimes such as high level domestic violence and sexual offences.

In conclusion to this essay, I have described an incident where I have played a significant role with both the witness and the victim and I have reflected on this incident throughout the essay. I have considered the different social and legislative contexts of the incident and how they affected the incident, how I dealt with it and the outcomes. I have considered and reflected on my responsibilities as a police officer when dealing with victims and witnesses, more specifically how the Victims' Code as had an impact and what this means for victims. I have then ended the reflection by summarizing and forming an action plan identifying key areas of improvement for the future.

Word count: 2734

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:

Police officers are faced with making difficult decisions on a daily basis, with the possibility of some of these decisions having a profound impact on others. In order to give police officers the best possible chance of making a good decision, the National Decision Model (NDM) was implemented by the Association of Chief Police Officers (ACPO) in 2011 (Lander, 2011). The NDM is underpinned by the code of ethics and the principles and standards included in the code of ethics should be considered at every stage of the decision making process as there is an emphasis on making the right decision not only technically, but ethically also (Lander, 2011).

The purpose of this essay is to reflect on an incident where the NDM has been used to come to a resolution. I will do this by describing, evaluating and analysing a situation I dealt with using the Gibbs model of reflection (Gibbs, 1988) in order to provide some structure to the essay. I will also look to discuss how the role of discretion. Furthermore, throughout my reflection I will discuss my responsibilities under the provisions of the Criminal Procedures and Investigations Act 1996 (CPIA) with respect to the investigation I carried out for this incident. Lastly, I will attempt to illustrate how policing values were engaged during the investigation and provide examples of how bias can have an effect on the decision making process.

The situation I am going to reflect on is one where I was not actually involved in the initial incident. However, I have been involved in the subsequent investigation of the offence. The initial incident involved a stop and search of a young male who was seen leaving a property that was due to be searched imminently as there was intelligence to suggest there was firearms on the property. When searched, the male in question produced 6 bags of white powder, scales and empty snap bags believed to be used to distribute drugs. He was also in possession of a mobile phone. It was deemed at the time that the more pressing matter was that of the property search for firearms, therefore rather than arrest the male at this time, he was given two choices. Either hand over his phone so officers could seize it along with the drugs and other paraphernalia found in his possession, then arrange a voluntary attendance interview to discuss why he was in possession of the drugs and also talk about anything found on the phone that may link him to the supply of drugs. Or alternatively, if he did not want to hand over his phone willingly, officers would arrest him there and then, take him to custody then apply for a warrant in order to carry out the necessary examination of the mobile phone. The male decided to hand over his phone to the police willingly and arrange a voluntary interview at a later date. This meant that police could continue with their property search as planned. I became involved at a later date when asked to carry out the examination of the data on the mobile phone which was seized. This was something I had not done before. I also arranged and lead the voluntary attendance interview for the suspect. During interview the suspect denied all allegations of being involved with the supply of drugs at any time and that the drugs he was found with were for personal use only, therefore we then had to decide how to proceed with the investigation. I gathered all evidence for and against the suspect and presented this to my supervisor for their thoughts. They decided at this point that as there was minimal evidence provided from the examination of the phone that would suggest large scale drug supply and due to the subject having no previous drug offences on his record, we would go down the route of charging him for possession only, rather than possession with intent to supply. This is an example of where discretion has been used to decide on the most suitable outcome. Due to the fact that this was a first offence and possession is an either way offence, the decision to charge can be made by the police and therefore no file was required for submission to the Criminal Prosecution Service on this occasion (College of Policing, 2013). However, as discussed in the introduction, I will discuss the relevant CPIA conditions that would need to be adhered to if a file was required later in this essay, along with how discretion has played a part in the decision making process during the initial incident and also later in the investigation.

As I was not involved in the initial incident, I am unable to reflect on this part of the investigation, however after speaking with the arresting officer it has been valuable to listen to and understand his decision making process. I will discuss how the NDM and discretion was used effectively by the attending officer during the initial incident later on in the essay. With regards to my feelings about my role in the investigation, I was very happy to assist in what was probably the most

serious offence (possession with intent to supply) I have been involved with to date (even though as noted above this was eventually reduced to possession only). This is an either way offence, meaning it can be dealt with in either magistrates or crown court, under the Misuse of Drugs Act 1971 and carries a maximum sentence of life imprisonment (Bryant & Bryant, 2019). Prior to the interview, we believed that the case may require the submission of a file to the CPS. The file would contain all the evidence for and against the suspect then they would decide if they were going to charge the subject and with what offence. As part of my development, my tutor discussed the process of submitting a file with me at this point, which included going through the provisions of the CPIA. I found this very helpful as we could apply these provisions to a real life example. The CPIA is made up of a number of different sections and includes many different provisions, however in terms of the responsibilities of those conducting criminal investigations, it is part II of the CPIA that defines a criminal investigation and sets out the roles of those involved in an investigation and is therefore of particular importance to me as a police officer and investigator (College of Policing, 2013). The key provisions for an investigator to consider are in relation to the identification of 'relevant material', the process of handling the relevant material i.e. record, retain, reveal and lastly the disclosure of material. Under the CPIA, any material which has a bearing on any offence or person under investigation, or any surrounding circumstances should be regarded as relevant. Bryant & Bryant (2019) describe material as 'any information and objects obtained in the course of a criminal investigation, and includes written materials, videotapes and information given orally'. In terms of our investigation, this would include things such as the evidence seized from the subject, the information found on the phone, interview notes etc. Recording, retaining and revealing the relevant material is the responsibility of the officer in charge of the investigation. Material should be recorded in a 'durable or retrievable' form and should be retained (even if it is not used by the prosecution) for a period of time dependent on whether the court case is ongoing, the outcome of the case and the length of sentence (Bryant & Bryant, 2019). It is important to note that all material should be recorded, retained and revealed to the CPS, even if it supports the defence. The CPS can then decide what material should be 'disclosed' to the defence. Particular care should be taken at this stage as failure to disclose certain information to the defence can lead to convictions being overturned, as was the case in *R v Barkshire and others* (2011) where the prosecution failed to disclose the actions of an undercover police officer to the defence (Bryant & Bryant, 2019).

In terms of my involvement in this investigation I feel there were a number of things that went well. Firstly as mentioned previously I feel I really benefitted from being involved in a more serious investigation as it gave me an insight in how an investigation is conducted from start to finish. I had the opportunity to carry out the examination of mobile phone data using the XRY software and get an understanding of how those involved in the supply of drugs may communicate. As lead interviewer of the suspect I was also responsible for putting together an interview plan and carrying out the interview. My previous suspect interview was a 'no comment' interview so it was helpful for

me on this occasion to have an interview that involved more of a dialogue between myself and the suspect. I feel that because I prepared well for the interview using the PEACE model, I was able to carry out the interview in a confident manner and put together some good challenges for the suspect which he was unable to provide answers to. The interview is a vitally important stage of the investigation process and the outcome of the case may depend on it, therefore proper preparation and planning is essential (College of Policing, 2013).

I believe the attending officer used the NDM and his powers of discretion really effectively at the initial incident, which allowed him to deal with the suspect quickly, professionally and ethically which in turn allowed him to continue with his primary objective at the time which was the search of the property. We also implemented the NDM when carrying out the investigation after the initial incident. The NDM includes different stages of the decision process and highlights the different considerations to be made at each stage (College of Policing, 2013). The first stage involves gathering information and intelligence. The information we had was that the suspect had been seen leaving an address that was of interest to the police due to intelligence suggesting there may be firearms on the premises. The suspect had also been found with a quantity of class A drugs in his possession along with scales, empty snap bags and messages on his phone that suggested possible involvement in supply of the drugs. The next stage is to 'assess the threat and risk and develop a working strategy'. We considered the risk to be low at this stage. The amount of drugs was quite small and the suspect had no warning markers or any previous for drug offences on his record. Our strategy was to arrange a voluntary interview which I did by attending his home address and from there decide what charge we would proceed with. The next stage is to 'consider powers and policies'. Here we considered our voluntary interview policy and the process that is to be followed with regards to arranging this. We also considered our powers of arrest under section 24 of PACE and our responsibilities under the CPIA. The next stage is to 'identify the options and contingencies'. The options we considered were in relation to what charge to go forward with following the interview. We considered the suspect and his background, the offence, and the evidence. We also considered a number of possible contingencies for the suspect such as alternative methods of disposal (in this case we considered a diversion programme as it was a first time offence and the suspect fit the age bracket), however these were not appropriate as the suspect would not admit to the offence. A diversion programme is a voluntary programme that, subject to criteria, an offender can take part in as an alternative method of disposal. This is aimed at first time offenders of low level crime and prevents the subject going through the criminal justice system and possibly getting a criminal record (Centre for Justice Innovation, No date). This is another example of where we have looked to use discretionary powers to find the most suitable outcome for all involved. The last stage of the NDM involves 'taking action and reviewing what happened'. The action we decided to take given the outcome of the interview was to charge the

suspect with the lesser offence of possession of a Class A drug. I then reviewed the investigation as a whole with my tutor to cement my understanding of what we did and why we did it.

I also feel that I was able to demonstrate certain police values throughout the investigation. The police values under the competency and values framework are integrity, public service, transparency and impartiality (College of Policing, 2020). As the suspect was a young adult who was still living with his parents, when arranging the voluntary interview at their address I made sure I was respectful and courteous and remained emotionally aware of the circumstances, demonstrating the value of public service. I was also open and honest with the suspect's parents with regards to our investigation (with consent of the suspect as he was an adult), demonstrating the value of transparency. I endeavoured to act professionally throughout the investigation as I understood the importance of gathering and handling evidence, carrying out the interview, talking with the solicitor etc. I also used the resources available to me (background checks on the suspect and XRY software for examining the mobile phone data) effectively and efficiently and did not abuse this privilege. This demonstrates the value of integrity.

In keeping with the value of integrity and 'doing the right thing' it is important to note how police bias may affect decision making. In this situation, I do not believe police bias played a part. The suspect was found to be leaving an address that was of special interest to the police and admitted to being in possession of drugs prior to being searched, so it is difficult to see where bias would have played a part in the attending officers' decision to search the suspect. However, according to the College of Policing all police officers will be guilty of some sort of bias and this is particularly apparent when it comes to using the stop and search powers (Dodd, 2016). It was found by the police watchdog that police had used their stop search powers unlawfully and disproportionately against black people. This could indicate that bias in the form of prejudice views towards black people was leading to officers making poor decisions in terms of the use of their stop search powers.

To summarise, I feel I have learnt a lot from being involved in this investigation. Although I was not involved in the initial incident, I feel I have more clarity on the different stages of an investigation and how to progress through each. It was also good to get experience of using the XRY software to carry out mobile phone data examinations as I believe not many officers have experienced this. I also had the opportunity to use the NDM in a non dynamic situation to think about what the most suitable outcome would be. I do feel it would have been beneficial for me to be involved in the initial incident so I could have used the NDM in a fast paced dynamic situation to see what outcome I would have reached, however I believe I will have plenty of opportunities to do this in the future. I also feel that doing some further reading and learning around the CPIA and the associated provisions will better equip me to deal with any future investigations that involve case files.

In conclusion to this essay, I have begun by describing an incident that I have been involved with and critically assessed how I dealt with the incident throughout. I have reflected on the use of NDM and discretion by myself and others involved in the investigation. I have discussed how the CPIA could have affected the case and what my responsibilities would have been if we were required to submit a file to the CPS. I have discussed the different policing values that have been engaged throughout the investigation and talked about briefly how police bias has had an effect on decision making in real life scenarios. I have then concluded by summarising what I feel I have taken from being involved in the investigation and what I could do to improve next time.

Word count: 2749

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
I feel I could develop in terms of my use of the NDM to resolve and manage conflict situations more efficiently and effectively.	I can do this firstly by attending more incidents that involve an element of conflict to gain more experience. Further Officer Safety Training (OST). Read up and familiarise myself with OST material provided to us including de-escalation techniques and communication techniques.	Colleagues and supervisor to provide advice on how I have dealt with conflict situation. OST trainers for training.	0 – 6 months. I can gain access to learning and guidance material immediately. Within this time frame I expect to be able to attend a good amount of conflict incident to gain more confidence and experience when dealing with conflict situations. However I feel this will continually develop throughout my career.
I feel I could improve my statement writing to make the process smoother for victims and witnesses.	I can do this by writing more statements when the opportunity arises. I could also ask colleagues and my supervisor to review statements and provide feedback on areas to improve. I can also read up on statement writing techniques.	Supervisor Colleagues Tutor constable	0 – 3 months. I can access statement writing tips and guidance immediately and over the next 3 months I should have opportunity to write a number of statements and get these reviewed by a supervisor for feedback.
I feel I could develop further by improving my knowledge of legislation such as CPIA 1996 and Domestic Violence, Crime and Victims Act 2004 (Victims Code).	I will make it a primary objective to ensure all victims are dealt with according to the Victims Code therefore learning by applying the code in real situations. I will also be working on attachment to the CID unit in the coming months, which I believe will assist with my knowledge of case file building and necessary CPIA provisions. I will also look to improve my understanding by studying the Victims Code.	CID attachment. Supervisor Tutor constable.	0 – 6 months. I can access necessary guidance on Victims Code and CPIA provisions immediately in order to increase my understanding. I feel in 6 months time I will have dealt with more victims and had opportunity to apply the Victims Code enough to have gained a better understanding. However I feel that this will be enhanced further when I am deployed on a CID attachment due to them dealing with

			more serious offences where Victims Code and CPIA provisions have a more significant impact.
--	--	--	--

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.

Bibliography

- ADAA. (no date). *Exercise for Stress and Anxiety*. Retrieved from Anxiety and Depression Association of America: <https://adaa.org/living-with-anxiety/managing-anxiety/exercise-stress-and-anxiety>
- All Party Parliamentary Group for Children, 2013 - 2014. *"It's all about trust": Building good relationships between*, London: National Children's Bureau .
- College of Policing, 2013. *National Decision Model*. [Online]
Available at: <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/#the-model>
[Accessed 20th October 2020].
- Barker, R., Knisely, J., Barker, S., Cobb, R., & Schubert, C. (2012). Preliminary investigation of employee's dog presence on stress and organizational perceptions. *International Journal of Workplace Health Management*, 15-30.
- Bounce Back Project. (No date). *Resilience*. Retrieved from Bounce Back Project: <https://www.bouncebackproject.org/resilience/>
- Brewerton, D. P. (2020, July 6th). *Building Resilience - 4 things you and your team need to do*. Retrieved from Strengthscope: <https://www.strengthscope.com/building-resilience-4-things-you-and-your-team-need-to-do/>
- Bryant, P., & Bryant, S. (2019). *Blackstone's Handbook for Policing Students*. Oxford: Oxford University Press.
- Cambridge Dictionary. (2020). *Cambridge Dictionary*. Retrieved from <https://dictionary.cambridge.org/dictionary/english/resilience>
- Cambridge Dictionary. (2020). *Cambridge Dictionary*. Retrieved from <https://dictionary.cambridge.org/dictionary/english/stress>
- Centre for Justice Innovation. (No date). *Diversion*. Retrieved from Centre for Justice Innovation: <https://www.justiceinnovation.org/areas-of-focus/diversion>
- College of Policing. (2013, October 23). *Engagement and communication*. Retrieved from College of Policing: Authorised Professional Practice: <https://www.app.college.police.uk/app-content/engagement-and-communication/engaging-with-communities/#:~:text=As%20the%20effects%20on%20crime%20are%20largely%20preventive,enforcing%20the%20law%2C%20detecting%20crime%20and%20processing%20offenders.>
- College of Policing. (2013, October 23). *Investigation*. Retrieved from College of Policing: Authorised Professional Practice: <https://www.app.college.police.uk/app-content/investigations/introduction/#:~:text=The%20Code%20of%20Practice%20to%20the%20Criminal%20Procedure,charged%20with%20an%20offence%20is%20guilty%20of%20it.>
- College of Policing. (2013, October 23rd). *Investigative Interviewing*. Retrieved from College of Policing: Authorised Professional Practice: <https://www.app.college.police.uk/app-content/investigations/investigative-interviewing/#peace-framework>
- College of Policing. (2013). *National Decision Model*. Retrieved October 20th, 2020, from <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/#the-model>
- College of Policing. (2013, October 23rd). *National Decision Model*. Retrieved from College of Policing: Authorised Professional Practice: <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/>
- College of Policing. (2013, October 23rd). *Prosecution and case management: Charging and case preparation* . Retrieved from College of Policing: Authorised Professional Practice: <https://www.app.college.police.uk/app-content/prosecution-and-case-management/charging-and-case-preparation/>
- College of Policing. (2019). *Conflict management using de-escalation, communication and negotiation*. Retrieved October 17, 2020, from https://www.college.police.uk/What-we-do/Standards/Guidelines/Documents/Conflict_management_consultation260219.pdf
- College of Policing. (2020, November 5th). *Competency and Values*. Retrieved from College of Policing: <https://profdev.college.police.uk/competency-values/>
- College of Policing. (2020). *Competency and Values*. Retrieved from College of Policing: <https://profdev.college.police.uk/competency-values/>

- College of Policing. (2020, October 23rd). *Working with victims and witnesses*. Retrieved from College of Policing: Authorised Professional Practice: <https://www.app.college.police.uk/app-content/investigations/victims-and-witnesses/#witness-intimidation>
- Copley, S. (2011). *Reflective Practice for Policing Students*. Exeter: Learning Matters
- Cornell University. (2020, February 25th). *Spending time in nature reduces stress*. Retrieved from ScienceDaily: <https://www.sciencedaily.com/releases/2020/02/200225164210.htm>
- Crown Prosecution Service. (2020, March 20th). *Special Measures*. Retrieved from CPS: Legal Guidance: <https://www.cps.gov.uk/legal-guidance/special-measures>
- Dearden, L. (2020, October 13th). *Hate crime in England and Wales hits new record as racially motivated offences rocket by 4,000*. Retrieved from Independent: <https://www.independent.co.uk/news/uk/crime/hate-crime-police-england-wales-record-b1010765.html>
- De Moor, M., Beem, A., Stubbe, J., & De Geus, E. (2006). Regular exercise, anxiety, depression and personality: A population-based study. *Preventive Medicine*, 273-279.
- Dodd, V. (2016, October 27th). *Police officers must be aware of biases, says training college*. Retrieved from The Guardian: <https://www.theguardian.com/uk-news/2016/oct/27/police-officers-must-be-aware-of-biases-says-england-training-college>
- Gibbs, G. (1988). *Learning by doing: A guide to learning and teaching methods*. London: Further Education Unit, Oxford Polytechnic Unit, Oxford.
- Gossage, L. (2018, January 1st). *Resilience*. Retrieved from Lucy Gossage: <https://lucygossage.com/resilience/>
- Lander, P. (2011, May 12th). *ACPO launches decision model for all policing*. Retrieved from Police Professional: <https://www.policeprofessional.com/news/acpo-launches-decision-model-for-all-policing/>
- Mawby, R. (2007). *Public sector service and the victim of crime*, in Walklate S (ed) *Handbook of victims and victimology*. Cullompton: Willian
- Mind. (2020). *How to manage stress*. Retrieved from Mind: For Better Mental Health: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/causes-of-stress/>
- Ministry of Justice. (2013, November 11). *Victim Personal Statement*. Retrieved from Victims of Crime: <https://www.gov.uk/government/publications/victim-personal-statement>
- Mohindra, P. V., & Azhar, D. S. (2012). Gender Communication: A Comparative Analysis of Communicational Approaches of Men and Women at Workplaces. *IOSR Journal of Humanities and Social Science*, 2(1), 18-27.
- Police Geek. (2012). *The Cycle of Conflict*. Retrieved October 26, 2020, from <https://policegeek.wordpress.com/2012/05/22/the-cycle-of-conflict/>
- Restorative Justice Council. (No Date). *Criminal Justice*. Retrieved from Restorative Justice Council: <https://restorativejustice.org.uk/criminal-justice>
- Scott, E. (2020, April 28th). *Why emotional resilience is a trait you can develop*. Retrieved from Very Well Mind: <https://www.verywellmind.com/emotional-resilience-is-a-trait-you-can-develop-3145235#what-is-emotional-resilience>
- South Wales Argus. (2017). *Praise for Gwent Police as child arrests in region fall by 63%*. Retrieved October 25th, 2020, from <https://www.southwalesargus.co.uk/news/15456918.praise-for-gwent-police-as-child-arrests-in-region-fall-by-63/>
- The Howard League. (2017). *Ending the criminalisation of children in residential care*. Retrieved October 25th, 2020, from <https://howardleague.org/publications/ending-the-criminalisation-of-children-in-residential-care/>
- University of Edinburgh. (2019). *Gibbs' reflective cycle*. Retrieved October 17, 2020, from <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>
- Victim Support. (No Date). *Victims' Code*. Retrieved from Victim Support: Your Rights: <https://www.victimsupport.org.uk/help-and-support/your-rights/victims-code#:~:text=The%20Victims%E2%80%99%20Code%20applies%20to%20all%20criminal%20justice,Act%202004%20and%20came%20into%20effect%20in%202006.>

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: Rhys Edwards

Date: 27/11/2020