

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: Ffion Barry

**Learner's University Registration Number:
2117796**

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:

The role of a Police Officer involves dealing with incidents that may be distressing and traumatic, and often involves exposure to stress (College of Policing, 2020). If not managed correctly, this short-term exposure to stress can lead to ill mental health in the long-term. Therefore, it is important for Police Officers to develop coping strategies that can be utilised to build a resilience to stress and prevent risk of any long-term effects (Robertson, 2012, p.7).

During my initial six months of training to become a Police Officer, I was required to undertake and pass four exams which tested knowledge on legislation, police powers and Force policies. Prior to this, I hadn't been in a classroom for over two years and so I had to teach myself how to revise again and remind myself of revision methods as well as learning new information and legislation. I found this overwhelming at times and often felt stressed, so I adopted strategies that I found useful in improving my mental wellbeing and building resilience to minimise stress. I developed this strategy to suit my needs and lifestyle with the view that it can be adapted and applied in the future when working as a response officer.

There are many different methods that can be applied to cope with and help relieve stress. It can be argued that these methods are subjective however, meaning that they do not work for everyone. Therefore, it is important to find a strategy to suit personal needs and lifestyles.

Arguably one of the most popular methods of dealing with stress is exercise. According to Harvard Health Publishing (2020), exercise reduces adrenaline and cortisol stress hormones and encourages the production of endorphins which are responsible for relieving pain and improving mood. This suggests that participation in physical activity that involves taking in a lot of oxygen in a short space of time and raising the heart rate can help to improve mood. However, this does not consider whether exercise is an effective method in relieving stress and preventing the risks of prolonged exposure to stress over time. An opposing point is made by Jackson (2013) who maintains that although exercise can ease feelings of tension and encourage calmness, it is not an effective problem solver of regular stressors and prolonged stress.

On the other hand, Otto and Smits (2011) contradict this with the view that exercise itself causes stress and forces the body to adapt to the demand, therefore over time this activity may improve the way the individual copes with everyday stress.

Critically evaluating this, one can argue that exercise may only provide short-term improvement in mood since the production of endorphins are only temporary, which is not

sustainable to build resilience to stress in the long-term. This raises the question as to whether a different coping mechanism is more effective in achieving this.

These findings reflect my own experience of adopting exercise as a coping mechanism for stress. I opted to exercise at my local gym as it was easily accessible and provided an abundance of equipment that was not otherwise available. After attending the gym on a few occasions, I realised that I did not enjoy it and this method of exercise was not helping to reduce stress levels.

Firstly, when exercising I was surrounded by people who were more experienced than me, which prompted feelings of intimidation and anxiousness. I felt uncomfortable being in that environment which knocked my confidence and deterred me from attending again.

Furthermore, the post-workout soreness made me feel very fatigued and unmotivated for the following few days. This played on my mind when sitting in a classroom during training and did not help my concentration during the lessons.

Personally, I did not find that this type of exercise helped me build resilience to stress. My lack of motivation to concentrate in the classroom sparked more feelings of stress, especially when trying to revise for upcoming exams. Therefore, I decided to explore other options and find an activity that was more effective in reducing stress levels and elicited enjoyment simultaneously.

During my 6 months of initial training I also began practicing mindfulness to develop resilience to stress. Mindfulness involves grounding yourself and bringing awareness to the present moment to notice thoughts and feelings and encourage relaxation. It can be practiced through breathing exercises and is often utilised during Yoga sessions (NHS, 2018).

I explored this by watching videos regarding breathing exercises and following the guidance provided. Whenever I felt overwhelmed, I would take some time to unwind by implementing a breathing exercise and focus on my feelings during the present moment. I found this to be effective in improving mood and encouraging positive thinking, however as soon as I faced further stressful situations, my thoughts reverted back to how I was prior to completing the mindfulness activity. Therefore, I feel this was only effective as a reactive coping mechanism rather than as a preventative measure to reduce the risk of prolonged stress.

In summary, I personally had a mixed experience with mindfulness and found that although the breathing exercises helped me feel relaxed and relieved tension, it did not develop a resilience. It taught me about how deep breathing can ease stress and gave me the tools to cope with temporary stress, but not how to deal with stressful situations in the long-term.

However, I may not have practiced it for long enough to see any long-term benefits, so in order to come to a balanced conclusion I would need to continue the activity for a longer period of time.

In comparison to exercise at the gym, I found this method more effective overall. When practising mindfulness, I could be in an environment where I felt comfortable and there wasn't any pressure, this alone was enough to relax me and relieve stress, whereas at the gym I felt anxious which prevented me from performing the activity well.

Regarding the effectiveness in building resilience, neither coping mechanism was sufficient.

Another coping strategy I applied to help build a resilience to stress is taking my dog hiking. Getting some fresh air in nature and exercising outdoors surrounded by greenery is

a recommended method to improve mood, reduce stress and build confidence according to Mind (2021). This is supported by a study conducted by Mackay and Neill (2010) which resulted in a positive correlation between participation in outdoor activity and reduced perception of stress.

I found that this method was very effective in not only reducing my stress levels in the short-term, but also helping to build a resilience to stressors in the long-term. I enjoy hiking because it allows me to combine exercise with exploring new scenery and I feel a sense of accomplishment when completing the route, subsequently building confidence and promoting feelings of positivity. After training in the classroom, I would go home and seek inspiration for new hiking routes and places to visit on rest days. This gave me something to look forward to and encouraged positive thinking rather than focusing on feelings of stress due to upcoming exams and assessments. My experience of this activity reflects the findings of Mackay and Neill's (2010) study.

Additionally, after completing a challenging hike I felt empowered and capable of tackling any issues I would face going forward. This encouraged a positive mindset approaching assessments during training, so I felt more confident in my ability which greatly improved my performance as a result.

In conclusion, I found that hiking outdoors with my dog coupled with exploring new places was the most helpful overall in building a resilience to stress.

My experience with this activity reflects the findings from the study conducted by Mackay and Neill (2010) as mentioned above, whereby my perception of feeling stressed was significantly lower during and after hiking outdoors in nature. This short-term reduction of stress formed a foundation of a happier mood and boosted confidence, which subsequently helped to build a resilience to stress and lowered the risk of any adverse effects such as ill mental health in the long-term.

Whilst exercise has been found to produce endorphins and improve mood for many people, unfortunately it did not work for me. Upon reflection this may have been due to the environment I was in at the time of performing the activity and not the actual activity itself. Therefore, in order to measure its effectiveness properly, it would require finding a more comfortable environment which better suits my needs. Furthermore, as I did not enjoy this activity, I did not continue to participate in it, so it is difficult to measure the effectiveness of the coping mechanism in relation to building resilience. Hence the requirement for find a more comfortable environment where I can participate in the activity over a longer period. To arbitrate on my experience of exercising at the gym, and to compare, I found that both mindfulness and hiking in nature were more effective coping mechanisms for reducing my stress and building resilience because ultimately, I enjoyed them more.

Practicing mindfulness was effective in reducing temporary feelings of stress and it did improve my mood. However, I did not enjoy the activity enough to participate in it often. I tended to only utilise the coping mechanism when I felt particularly overwhelmed with stress. Therefore, it was more beneficial in reaction to feelings of stress, rather than preventing further stress and was essentially ineffective in building a resilience. I enjoyed hiking in nature more and opted to continue the activity more often than mindfulness which consequently deterred feelings of stress in the long term.

After comparing the three coping strategies I applied to develop resilience and reduce stress, hiking in nature with my dog was the most effective overall. Therefore, I will adopt this method to aid me going forward during my career as a Police Constable to prevent any risks of long-term exposure to stress.

Word Count: 1648

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:

Reflective practice, as explored by Moon (2004, p.4) is “the process of learning and the representation of that learning”. There are different methods of reflective practice which can be utilised to learn from experiences and improve future performances. Throughout this essay, The Gibb's Reflective Cycle (Gibbs, 1998) will be applied during the reflection and evaluation of my performance to encourage structured discussions of thoughts and feelings and how they have impacted decision making.

During my tutorship, I handled an incident involving managing conflict in line with National and Force values. I attended an emergency whereby a male reported that two males jumped him in the street and threw a recycling bin at his front door, smashing the window panel and lacerating his arm. Upon attendance I completed initial enquiries by obtaining an account and description of the persons responsible. He identified one of the males, providing a name but claimed he did not know the other person who threw the bin. He saw them both entering a house opposite prior to police attendance where they had remained ever since. Satisfied the necessity for the male's arrest was complete, I approached the house to conduct arrest enquiries.

A male opened the door and was immediately hostile, refusing us entry stating we needed a search warrant. He would not let us talk to his friend who was still inside but identified himself. This matched the name provided by the victim, but he refused to disclose any information about the other male who was allegedly responsible for the criminal damage and actual bodily harm. He also refused to disclose anything about the reported incident.

He was projecting his voice loudly in an aggressive manner and was stood in a defensive stance, with his legs apart and his chest puffed out slightly. His one arm was by his side and his fist was clenched. At this point I identified that this male was displaying passive resistance, so conducted a dynamic risk assessment using the National Decision Model. The National Decision Model (NDM) is a tool used by Police Officers during dynamic situations. It has six elements which not only assists the officer in making decisions, but also encourages reflection on the decision to determine the effectiveness and whether a different option should be considered (College of Policing, 2014b). After applying the NDM to the situation based on the information I knew at the time, I decided that tactical communication was the most appropriate option.

Tactical communication is a non-physical aspect of conflict management which involves situational awareness, active listening, and negotiation skills (College of Policing, 2020). As discussed by Fielding (2006), there can be barriers to effective communication such as poor listening, insensitive language, and asking too many closed questions. This suggests that in order for communication to be effective, the individual must be actively listening, being empathetic to the other person's needs and also asking open questions to gain detailed information about the situation. This is supported by Kuhnke (2012) who maintains that listening is an important part of communication as it helps to create an understanding of underlying feelings without making assumptions. By actively listening, situational awareness can be improved by picking up on the other person's body language, and threat can be properly risk assessed as a result.

As well as actively listening to the other person to obtain information, the right type of questions should be asked to ascertain more details. As mentioned by Fielding (2006), asking too many closed questions is a barrier to effective communication and does not allow for rapport to be built, subsequently affecting negotiation when trying to gain compliance. An advantage of asking open questions is that it allows a wider range of information to be gained by the answer, in comparison to closed questions which will only encourage yes or no answers (Ellis, 2009).

Upon reflection, I feel I displayed effective communication with the male when speaking to him in the doorway of his house. I demonstrated I was actively listening to the male by asking him follow up questions to better understand his view and why he was not willing to allow us entry. I ensured the questions I asked were open, in order to gain as much detailed information as possible to achieve the gather information and intelligence element of the NDM. For example, instead of asking him closed questions such as "is your friend inside?", I asked, "who else is inside your address?". Rather than limiting the male's answer to yes or no, the open question encouraged a more detailed answer. This provided me with more information so I could better assess the situation.

In reference to Gibb's Reflective Cycle (Gibbs, 1998), during the incident I felt confident in my communication skills and my attempt to gain compliance in a non-physical manner. However, I quickly became frustrated when my attempt failed. Looking back, this was the first time I faced an individual who was refusing to engage or listen to my explanation of our intentions. This knocked my confidence in my ability to diffuse the situation without needing to use force. I felt like I was hitting a brick wall. This made me realise that the NDM needed to be revisited as my initial risk assessment didn't relate to the increasing threat the male presented. I then decided to take a step back and rethink my options. Regarding what I could do differently next time I face a situation involving conflict management, my negotiation skills could be improved. After consideration, I could've tried harder to find a common ground with the male and try to reason with him rather than becoming defensive as soon as he displayed aggression. On the other hand, due to his behaviour becoming increasingly aggressive, I didn't have much of a chance to negotiate because he was too irate and unwilling to listen or compromise.

Furthermore, I believe he was not willing to listen to me because he did not respect me. The comments he made about myself and my tutor being unable to do our jobs properly due to our gender indicated that he was not prepared to engage with us. Hence my decision to request further units to assist in gaining entry without using force. This was a dynamic situation and tactical communication clearly wasn't effective in managing the conflict situation, I decided to revisit the NDM to assess other options.

I identified that our presence was aggravating him, and he was starting to display active resistance, threatening to release his dog and command it to attack us. He also made sexist and derogatory comments towards myself and my tutor, implying that we wouldn't be able to arrest him because we are women and can't do the job properly because it's a man's job. Whilst he was shouting at us on the doorstep, he stepped forward and I could see into hallway and kitchen of the house. I saw a male matching the description provided by the victim as the person responsible for causing the damage and injury. He was shouting and swearing whilst being restrained by another male. This indicated to me that he was being restrained to prevent him from running out of the house and attacking us. After seeing this and hearing the threats made, I retreated away from the house with my colleagues. The male came out of the house a few times shouting at us to get off his property. At one point he removed his top and waved it around his head, stating he wanted to fight us and would attack us if we approached him.

The decision to use force during an incident should be made after conducting a dynamic risk assessment and by implementing the NDM. The level of force will be proportionate to the level of risk and threat posed (College of Policing, 2014). During the gather information and intelligence phase of the NDM, the officer will be observing the individual's behaviour and assessing any impact factors which can contribute to the level of threat. For example, if the person is displaying aggressive resistance, has a tall and muscular build, is under the influence of drugs and has a weapon, then the level of force required may be higher than someone who is only displaying verbal resistance, and has a small build. There are different tactical options officers can use including presence, tactical communication and offensive/defensive skills. In some circumstances the presence alone of the police can deter people from committing offences and encourage compliance. Offensive/defensive skills include restraints, baton strikes, taser, firearms, spit guards, handcuffs, and pressure points (Avon and Somerset Police, 2022).

To determine whether the use of force was necessary in a conflict situation, different theories should be discussed and applied to the reflection. Betari's Box is a useful model demonstrating how the attitude and behaviour of one person can affect the attitude and behaviour of another. It suggests that behaving in a calm and reassuring manner can influence an aggressive person to calm down, hence breaking the cycle of conflict (Blagden, 2012). This model has been criticised by Kilgallon and Wright (2022) who argue that the model may be too simple. It does not consider internal and external variables such as whether the other person is under the influence of a controlled substance or if they are having a mental health episode. These factors can have an adverse effect on the individual, causing irrational aggressive behaviour which does not respond to the calmer influence of the other person (Baron and Richardson, 2004).

This suggests the model is only useful when dealing with conflict from a person who is able to respond rationally and may not be applicable to someone under the influence of a substance or having a mental health episode.

Another model that underpins the cause of conflict within policing interventions is Karpman's Drama Triangle. Introduced in the 1960's, it illustrates three roles involved in conflict: victim, rescuer, persecutor. It suggests that roles can change depending on the situation and that each person switches positions to meet their needs. In the model, the

victim is portrayed as feeling hopeless and seeks others to solve problems on their behalf, and the persecutor is portrayed as blaming others for their problems and is angry, resentful and dominating. According to this model the rescuer gains self-esteem by helping others and feels the need to fix problems (Weinhold and Weinhold, 2014). This model proposes that everyone maintains roles in society and the negative traits of these roles can cause conflict.

A criticism of Karpman's Drama Triangle is made by Regier (2017) who claim that it makes generalised assumptions about personal traits and does not consider individual circumstances and situations. However, Weinhold and Weinhold's (2014) view acts as a counter argument, illustrating the model suggests an individual may adopt and display traits of each role depending on the situation, rather than assuming the person owns those traits indefinitely. This emphasises the point that the Drama Triangle can be applied to individual situations to gain an understanding of why conflict may have arisen.

Returning to the situation, when more units arrived to assist, an officer attempted tactical communications with the male enabling him to gain entry into the house. Once inside, he requested to speak with the male's friend in relation to the allegation. The male refused and began to obstruct and push the officer who reacted by deploying his PAVA incapacitant spray and performing a takedown. As this male was now compliant and listening to instructions, I entered the kitchen to assist my colleagues with restraining the other male who was also displaying active resistance. Handcuffs were applied to the rear and once the male had stopped shouting, I arrested him on suspicion of criminal damage and actual bodily harm. He was then escorted out of the property by two other officers. I followed them to the police van and saw that he was pulling away and subsequently fell to the floor. I approached and restrained his legs to prevent him from trying to kick out whilst the other officers regained control. When attempting to get the male up onto his feet, I released his legs ready to place them into a position where we could help him up. He then turned onto his back and kicked out at me with force. I blocked the kick to prevent his foot from making contact with my head, but instead the kick caught my arm. My colleague then further arrested him for assaulting an emergency worker and he was escorted into the police van cage.

To reflect on the outcome of the incident, overall it was successful as ultimately the goal to arrest the male responsible was achieved using the least amount of force and causing the least amount of injuries.

Throughout the incident I remained calm and didn't react to any provocation. If I displayed anger or frustration, this would've encouraged the male to continue his aggressive behaviour making the situation worse, as highlighted in Betari's Box.

In compliance with Force training, I conducted a dynamic risk assessment using the NDM to aid my decision making. I based my decision to use tactical communications as I felt it was the most appropriate option given the level of threat posed at the time. When the male's aggression increased and tactical communication was not working, I took a step back to re-assess the situation and consider another option. When inside the house and arresting the other male, I decided to use offensive/defensive force to conduct an entangled arm lock to gain control. This allowed me to place handcuffs on him safely. Throughout the incident I was mindful of the males' human rights and took the Code of Ethics into full consideration when deciding to use force.

The College of Policing (2014a) introduced the Code of Ethics, which consists of the legislative standards of professional behaviour and policing principles. One of the Policing Principles is openness, whereby "you are open and transparent in your actions and decisions". UK Police Forces uphold the Code of Ethics and officers are expected to be able to honestly justify their decision rationale, especially when deciding to use force. This is due to the aim of improving public confidence to maintain policing by consent, the idea

that the Police force cannot function without the support of the public, which originally derives from the Peelian Principle, “police are the public and the public are the police” (Police Federation, 2022). The Code of Ethics is at the heart of the NMD and should always be considered when deciding whether to use force.

Human Rights contribute to the decision to use force also. Article 3 of the Human Rights Act 1998 states “no one shall be subject to torture or to inhumane or degrading treatment or punishment” (Human Rights Act, 1998). This is an absolute right, meaning it cannot be breached under any circumstances. When police officers use force, it must be reasonable under the circumstances otherwise it may be deemed as torture which will breach the individual’s absolute human right. An example of this is pressure points; if a pressure point is held for too long it can be a form of torture.

Article 5 Human Rights Act 1998 is the Right to Liberty and Security, which is a limited right (Human Rights Act, 1998). Thus, it can be breached but only in limited circumstances such as carrying out an arrest and using force in order to do so. Therefore, police officers are trained to only use force when it’s justified, proportionate, legal, accountable, necessary and ethical (Gwent Police, 2022).

With this in mind, I ensured that my rationale for using force was clear. I didn’t want to breach Article 5 unnecessarily so when assessing the situation using the NDM, I ensured the necessity test for arrest was met. When deciding to use force to execute the arrest, I considered all available information including the threat posed based on behaviour and impact factors to determine what level of force would be proportionate and ethical under the circumstances. For instance, I understood it would be unethical to carry out a baton strike, since it was not proportionate and therefore unjustifiable. Ideally, I would’ve preferred not to use any force and gain compliance through non-physical methods such as tactical communication. However, this tactic did not work so I had no other option but to use force in order to arrest the male and prevent any further damage and injury.

Word count: 2750

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:

During my recent tutorship, I dealt with an incident and played a significant role with a victim. I was called to attend an address where a female reported that her ex-partner hit her twice on the head the night before. Upon arrival I was met by a male who allowed me entry. I saw the female who was very upset, and her eye makeup was smudged. She was cowering in the kitchen and signalled to me that the male was her ex-partner by gesturing to him and whispering, "that's him". I took her into the lounge away from the male and asked my colleague to stay with him in a different room. The female disclosed that he slapped her twice the night before, threw her phone at her and left. She explained that he does not live at the address but came over to apologise approximately 20 minutes prior to my arrival. She stated that a verbal argument ignited, and he was becoming aggressive so she was thankful that I arrived when I did because she was concerned that she would be hit again. Due to the information disclosed, I informed my colleague that the male would need to be arrested for common assault as it was necessary for a prompt and effective investigation, to prevent further injury, and to protect a vulnerable victim. We then conveyed him to custody and booked him in.

After this, I went back to the victim's house and obtained a statement and completed a DASHRA. She was happy to engage with both and was supportive in a police investigation. Whilst completing these enquiries, the female explained that she ended their relationship approximately a year and a half ago, but they had been on and off ever since. She broke up with him because he found a new partner and wanted to be with them both at the same time, as his religion allows. He participated in an Islamic marriage to the new woman in Pakistan and brought her back to the UK to live with her. The victim did not wish to adopt the Polygamous lifestyle he was proposing, and he did not accept her decision

and started to become defensive over the situation. The perpetrator would often come to visit the female as they have an 8-year-old daughter together, who is profoundly Autistic. Whilst he was there, he would bring up the discussion regarding the multiple wife situation and she would get upset, explaining that she did not want to get back together with him if he was still with his other wife. The perpetrator would become angry and aggressive, and on this occasion, he physically assaulted her causing bruising to her head and arms. Their child was present at the time and witnessed the incident.

After completing the DASH, I graded the incident as medium risk. My rationale for this was that there were identifiable indicators that the perpetrator could cause serious harm but was unlikely to do so unless the discussion around the status of his relationship with the other woman was mentioned.

This incident was challenging to deal with as I had to overcome a barrier of cultural differences and my knowledge of the Islamic culture was very limited.

In Islam, marriage is seen as sacred and polygamy is acceptable as long as the man treats his wives with respect (Al Islam, 2022). Additionally, although both wives may reside separately, the larger family concept is supported in Islam as consolidation and protection of affection of different families into one unit is promoted as a positive (Ahmad, 2021).

I was not aware of this but knew that it is illegal to be lawfully married to more than one person in Great Britain. Therefore, in order to investigate a potential bigamy offence, I asked the victim to explain more about whether the Islamic marriages are legally binding in the UK. I had to tailor my questions and tone to ensure that I was not being insensitive, as I did want to be disrespectful towards the Islamic faith.

The incident also challenged me when trying to converse with the child witness. Due to her Autism Spectrum Disorder, she was non-verbal and unable to express herself. This made communication difficult, so I had to adjust my tone and approach when conducting the welfare check. People who are Autistic often need more time to process information and answer questions and have difficulty in reading other people's feelings and intentions. Autistic people can struggle to express their own emotions and navigate the social world (National Autistic Society, 2022).

Whilst I recognise some characteristics of Autism and have some experience of speaking to Autistic people, I have never experienced someone who is non-verbal and therefore was not aware of how best to engage with them in order to conduct a welfare check.

I asked the victim how best to engage with her to gain a better understanding of her individual needs. She informed me that her daughter was very sensitive to noises and bright colours, so before I spoke to her, I took my high-visibility tactical vest off so that she was not distressed by the colour. When speaking to her I lowered the volume of my voice and spoke in a calm tone, so that she was not startled by a loud voice talking at her. This was effective and she was able to engage with me and respond to a couple of questions, which satisfied the welfare check and indicated to me that she was safe and well. She was not able to form sentences so I understood that it would not be possible or fair to obtain any sort of witness statement or first account from her.

Upon reflection, during this incident I learned a lot about the Islamic faith and about the Autism Spectrum. I would like to learn more about Autism Spectrum Disorder and other developmental disorders so that I can be more understanding and recognise their traits and how best to communicate with them to better suit their needs. This is important in improving the quality of service I deliver. Although I recognised that I needed to adjust my tone and approach to communication with the child, I was not fully aware of the factors which can cause her to feel overwhelmed and distressed. Therefore, improved knowledge surrounding this would aid me when communicating with Autistic individuals in the future and improving service delivery.

Similarly, I learned more about the Islamic faith and their beliefs, including what constitutes an Islamic marriage which may not be legally binding in the UK. This knowledge may assist me in future incidents where there is a barrier of cultural differences and will recognise the value of being culturally sensitive when delivering a good service to victims, witnesses and offenders. Therefore, this incident provided a learning opportunity which is useful for my personal development as a police officer.

The Victim's Code is statutory and sets out the standard and minimum level of service that victims should receive when going through the criminal justice system (Victim Support, 2022). It highlights 12 rights that victims have and lists which organisations are responsible for meeting and delivering these rights (Ministry of Justice, 2020).

To reflect on my responsibilities in line with relevant Codes of Practice to support a victim through the criminal justice system, I will be referring to the Victim Code and the rights that must be adhered to as a police officer investigating a crime.

As an investigator and the officer in case for this incident, it was my responsibility to ensure that the victim received regular updates in regard to the progress being made with the investigation. Right 6 of the Victim's Code outlines the right to be provided with updates and be informed of decisions made (Ministry of Justice, 2020). It is recommended that updates are to be given every 5 days as standard service. Victims can be offered an enhanced service if they are identified as being vulnerable or intimidated, especially if they experience fear or distress about testifying in court and the quality of their evidence is likely to be diminished by this (Ministry of Justice, 2015b). If the victim is eligible for enhanced services, it is recommended that they are provided with a daily update. During my investigation into this incident, I complied with the Victim's Code by providing regular updates, and I would get in touch to inform her about any decisions, such as the bail conditions of the perpetrator. Due to the nature of working a shift pattern, I recognised that it would not always be possible to update her via telephone during the daytime if I am working a night shift. To overcome this, I obtained her email address so I could still provide updates in accordance with her rights as a victim whilst avoiding calling her at inappropriate times. I provided her with my work email address also so that she could contact me if she has any questions in between updates. On reflection, this worked very well, and the victim was happy that she was able to contact me if she had any questions or concerns. I will seek to obtain email addresses from other victims in the future.

One of the rights devised by this Code of Practice is the right to make a victim personal statement. A victim personal statement is an opportunity for the victim to explain in their own words how the crime has impacted them and affected aspects of their life. This statement will be read out in court and will be considered by the judge when deciding an appropriate sentence for the perpetrator (Nottinghamshire Police, 2022). It gives the victim a voice in the criminal justice system and can be used as a form of closure for them when processing what happened to them.

It was my responsibility to offer the victim the opportunity to make a victim personal statement in line with the Victim's Code of Practice. After taking a witness statement from her I explained what a victim personal statement is and what it can be used for. She was happy to engage with this as she felt it was important to express her feelings regarding the assault. Reflecting on this incident, I have learned about the value of victim personal statements for the victim and how it can help them to overcome the distress and emotions that the incident has caused.

Another right under the Victim's Code is the right to be referred to victim support services and to have their needs assessed so that services can meet their needs through tailored support (Ministry of Justice, 2015b). It was my responsibility to ensure that the victim of this incident was referred to relevant agencies for support, and for her needs to be assessed. When initially writing up the incident on Gwent Police system, I completed a Public Protection Notification (PPN) report. When police officers attend incidents involving

a vulnerable adult or child, a PPN is conducted. This procedure is carried out to make referrals to relevant agencies that can provide support to people depending on their needs. In this case, I completed a PPN report in reference to a vulnerable child and also an adult and child at risk of domestic abuse. The information obtained in the report can be shared with relevant partner agencies if necessary. With regards to the vulnerable child aspect, I noted that the child witness involved in this incident may benefit from additional support for her Autism. Regarding the domestic abuse aspect of the PPN, I completed this to make social services, victim services and Women's Aid aware of the incident so they can offer to help support the victim through the criminal justice process.

In order to assess her needs and what level of support she requires, I completed a Domestic Abuse, Stalking, Harassment and Honour-based violence (DASH) Risk Assessment. A DASH is a tool that police officers use to establish the level of risk to the victim or other individual involved. The form entails 29 questions which are designed to cover all bases and the answers provided will help to measure the risk level (Norfolk County Council, 2022). There are three risk gradings: standard, medium, and high. The level of support offered will depend on the risk grading perceived by the officer and endorsed by the sergeant upon review. I graded this incident as Medium risk and wrote a clear rationale as to why I perceived it to be medium in the officer's observations section. Therefore, I complied with my responsibility as an investigator in line with the Victim's Code by upholding her right to be referred to victim support services and completing a PPN and a DASH.

Upon reflection, as an investigator I adhered to the Victim's Code of practice. I was aware of my responsibilities and ensured that these were followed through during the investigation. Unfortunately, I did not always meet the recommended 5 days per update due to other commitments and ongoing investigations, however I made sure that the victim was updated approximately every set of shifts, which she was happy with.

When dealing with this incident and making decisions, I ensured that I was complying with the Code of Ethics and Policing Principles.

The Policing Principles reflect the ethical considerations of police officers when making decisions and when executing their duties. They include; accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect, and selflessness (College of Policing, 2014a). The Code of Ethics encompass both the standards of professional behaviour as well as the policing principles, to establish a statutory and standardised outline of professional conduct that every police officer should follow and uphold.

The policing value of fairness and respect can be demonstrated in this incident when I was dealing with both the victim and the suspect. I endeavoured to treat them both fairly in an impartial manner, regardless of who had made the accusation, and who had allegedly committed the accusation. I understood that it is not my job to judge who may be telling the truth, but it is my job to investigate the offence and gather evidence supporting both the prosecution and the defence. When deciding to arrest the suspect, I did so according to the available evidence at the time and using my professional judgement, therefore displaying objectivity and integrity.

Additionally, when making a decision I displayed openness when explaining my rationale. For example, the perpetrator raised the question as to why he was being arrested. I explained that an allegation had been made against him which is being investigated, and the arrest is necessary for a prompt and effective investigation. I also explained my decision not to place him in handcuffs and my rationale for why I considered him to be compliant. I was open and transparent throughout as I understood I was accountable for my decisions.

Furthermore, I demonstrated honesty when explaining the investigation process to the victim. I ensured that she was aware of evidential difficulties that may arise due to there being no CCTV and no other witnesses. Also, when she asked me a question that I did not

know the answer to, instead of fabricating an answer I was open with her about being relatively new and informed her that I would ask my sergeant for the answer. I believe my honesty showed that I was trustworthy which subsequently allowed a rapport to be built with the victim.

Reflecting on the incident, I was culturally sensitive throughout as I recognised that cultural differences exist and may be a barrier when building a rapport with victims and witnesses and gaining their trust. I understood that whilst a polygamous lifestyle is not adopted or accepted in British culture, it can be promoted in Islamic culture, and may be perceived as normal to some practicing Muslims. Therefore, I did not judge the perpetrator for wanting that lifestyle and did not treat him any differently due to his beliefs.

To conclude, an incident has been critically assessed including social contexts and relevant cultural issues. My responsibilities as an investigator in line with the Victim Code of Practice has been discussed and I reflected on my involvement with supporting the victim through the criminal justice system. Finally, the policing values and principles have been discussed and I have reflected on my engagement with them during the incident, including my considerations on culturally sensitive practice.

Word Count: 2740

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:

Recently I attended an emergency to assist in an area search for a drink driver. A staff member at a bar reported that they stopped serving a male because he was too drunk. When he was removed from the premises, he entered a vehicle and drove off. They provided a description of the vehicle including the make, model, registration number and the colour. They also provided a detailed description of the male also.

I arrived at the location and conducted a nearby area search for the male and the vehicle, which was negative. Another call came in reporting that the male had returned to the pub and was attempting to get back in, so I headed back to the pub. Unfortunately, the male had already left before myself and my tutor got there so we continued the area search. After approximately 15 minutes, I decided to go back to the pub once more just in case the male had returned again. As the police vehicle I was in turned the corner onto the road outside the pub, I saw a car matching the description and it had the same number plate as the one provided by the reporting person. I observed it driving along the road past the pub, turn around at the top of the street, drive back down the road towards the police vehicle. I ran over to it and stopped the vehicle. I saw a male sat in the driver's seat who matched the description provided by the reporting person. I noticed that his eyes were glazed, his speech was slurred, and I could smell alcohol on his breath when he spoke. Coupled with the report, this gave me reason to suspect that he had driven the motor vehicle whilst under the influence of alcohol and subsequently gave me the power to require the male to co-operate with a preliminary test under Section 6 Road Traffic Act 1988.

The male identified himself and I asked him to take the keys out of the ignition and step out of the vehicle, to which he refused. I tried to persuade him using tactical communication and the 5-step appeal taught in Officer Safety Training, however he continued to refuse so I reached in and took the keys out of the ignition. I did this because

I was concerned that he would try and drive off, which would present a danger to other road users and pedestrians, as well as a risk of damaging other vehicles on the road, including the police car. As he was already refusing to follow my instructions, this heightened the risk of him not co-operating with any enquiries such as the preliminary test. He tried to block me from taking the keys and started shouting at me and I was aware that the male was now displaying active resistance but instead of using force straight away to physically remove him from the car, I tried to reason with him. This appeared to be effective as the male then got out of the car and apologised to myself and my tutor. As he was willing to engage and listen to me, I explained the reason why I stopped him and that I require him to co-operate with a roadside breath test, which he accepted. I also explained that it is an offence to fail to provide and so if he does not co-operate, he will be arrested. I subsequently carried out a roadside breath test on him which provided a reading of 96 micrograms. As the legal alcohol limit is 35 micrograms, I arrested him on suspicion of driving whilst over the prescribed limit. As soon as I informed him of this, he started shouting "I'm not coming with you, no way" and tried to walk away from me. Due to his behaviour becoming aggressive, I applied handcuffs in a front stack position to prevent his escape and he was resisting by trying to barge into me. More units arrived with a police van so with assistance from my tutor I walked the male to it using the escort position and helped him into the cage and conveyed him to custody.

To reflect on this incident and evaluate my performance, I will be applying The Gibb's Reflective Cycle (Gibbs, 1998). This model will aid me in analysing the incident in a structured manner and will encourage the discussion of thoughts and feelings which may have impacted on my decision-making rationale.

Throughout the incident, I utilised the National Decision Model to help make decisions and assist in resolving the incident. The National Decision Model (NDM) has six elements which provide areas to focus on; gather information and intelligence, assess threat and develop a working strategy, powers and policies, options and contingencies, and take action and review (College of Policing, 2014b). The Code of Ethics is at the heart of the NDM, emphasising that any decision made should be in line with the core values, principles and standards of professional behaviour that all officers are expected to adhere to.

When making the decision to stop the vehicle, I already had the suspicion that the male was driving whilst under the influence of alcohol, based on the information reported by the staff member. In order to gather more information, I conducted a PNC check on the vehicle whilst participating in the area search. This provided me with the registered keeper's details including his name, date of birth and address. From there I was able to search this male on Gwent Police's system to check if he was wanted for another offence, or if he had any warning markers. This information contributed to my threat and risk assessment of the male as I discovered he had warning markers for assaulting police previously. Upon reflection, I could've gathered even more information by speaking to the reporting person before conducting an area search. For example, I could've established if this male was a regular customer, or what behaviour he was displaying to cause the staff member to stop serving him. However, looking back I had enough information to suspect that the male had driven whilst under the influence based on my observations alone. Therefore, although asking the staff member for more information may've provided a clearer picture of events, it was unnecessary.

When making a threat and risk assessment, I considered the information already gathered through PNC checks and observation. The male was initially presenting as obstructive and aggressive which indicated active resistance. I weighed up the impact factors and what could potentially go wrong if I didn't respond in the right way. Alcohol can be a contributing factor to aggression so I considered how it may influence his actions. I was aware that if I used force straight away to get him out of the vehicle, it was likely he would react

negatively and respond with more aggression, putting myself at risk of getting assaulted. Therefore, I thought about other options in line with powers and force policies which may be more ethical and decided to use tactical communication as it was the most likely method to gain compliance and prevent risk of injury. This was successful as the male calmed down and co-operated with the preliminary test.

My decision to use Section 6 Road Traffic Act power came down to utilising the NDM. When I was running through the model, I considered what powers were available to me at the time and I realised that Section 6 can be applied. I reasonably suspected him to have driven a motor vehicle on a road whilst having alcohol in his body and still has alcohol in his body (Road Traffic Act, 1988). Therefore, I knew this was a valid option for me to undertake during the incident in order to confirm whether or not the offence of driving whilst under the influence was likely to have taken place.

Discretion is an important part of policing and allows for decisions to be made on a case-by-case basis. Reiss (1984), as cited in Palmiotto (1999, pp. 60-61), explains that “an officer who has discretion exercises individual judgement in making a choice”. This suggests that when making decisions, police officers use their own judgement of the situation. Arguably, this indicates that unconscious bias can be a contributing factor since two different police officers may deal with the same situation differently. Kinsey and Young (1982) as cited in Poyser (2004) support this argument as they uphold the view that discretion involves application of the law based on the officer’s interpretation of the situation.

Discretion allows the officer to choose how to deal with an incident based on the justification of their decision rationale. Most incidents are not black and white and there may not be an easy solution, so discretion enables police officers to deal with the situation as they see fit based on the six elements of the NDM. Often, no two incidents are the same and decisions made may be appropriate for one incident, but not for the other.

To evaluate the role of discretion in the decision-making process, I will refer back to the drink driver incident I attended. When initially stopping the vehicle and speaking to the male sat in the driver’s seat, I noticed that he was not wearing his seatbelt. As this is an offence, I could have made the decision to issue him with a Traffic Offence Report. However, I chose against this since I already intended to investigate an offence of driving whilst over the prescribed limit.

Comparing the severity of the offences, I decided that driving over the prescribed limit was far more serious than not wearing a seatbelt. My rationale for this mostly involved consideration of the potential for injury. Driving whilst over the limit can easily cause a road traffic collision, which can subsequently cause severe injuries to other road users and pedestrians, as well as the driver. In comparison, not wearing a seatbelt is unlikely to be the cause of a collision, only an adverse factor in causing injury if a collision was to occur. Since I have discretion as a police officer and can decide how to deal with the situation before me based on my interpretation, I decided not to pursue the Traffic Offence Report as I felt it was unnecessary given my intention to deal with the more serious offence. Other officers may not have overlooked the seatbelt offence and decided to deal with it as well as the driving whilst over the limit offence. This shows how discretion can influence the outcome of an incident.

The Criminal Procedure and Investigations Act 1996 (CPIA) introduced standards and procedures for investigators to regulate recording and retention of material during investigations (Health and Safety Executive, 2022). It created a Code of Practice which set out standardised procedures that police officers must follow during an investigation (Home Office, 2015). It states that investigators have a responsibility to pursue all reasonable lines of enquiry regardless of whether it will support or undermine the prosecution or defence. In regard to recording information, the investigator should record any relevant

material in a retrievable format, such as in writing or a digital document. For example, if there is relevant CCTV footage available of the incident, the investigator should ensure that this footage is obtained and secured by burning it onto a disk or by another method so it can be used as evidence.

Additionally, the Code of Practice emphasises that even if information is relevant but does not hold any evidential value, it must still be recorded regardless (Ministry of Justice, 2015a). For example, if as a result of house-to-house enquiries it is identified that a neighbour was home at the time of the incident but did not see or hear anything, this must still be recorded even though a witness statement is not required of them.

When building a not guilty anticipated plea case file, the investigator must disclose any relevant unused material to the CPS if it would assist the defence at a bail hearing.

As an investigator during the incident discussed, it was my responsibility to ensure that the Code of Practice set out by the CPIA is fully complied with. That includes investigating all reasonable lines of enquiry to gather as much evidence as possible. In these circumstances, it was not necessary to obtain a witness statement from the staff member as the incident was witnessed by police officers. However, if this was not the case then it would be a reasonable line of enquiry to obtain the witness statement and identify any other potential witnesses and gain accounts from them also. As an investigator, it would've been my responsibility to ensure that was completed, as per the CPIA Code of Practice.

With regards to the provision of the CPIA when recording and retaining significant information, it was also my responsibility to ensure this was done correctly and up to standard. Whilst being booked into custody, I heard the male make a significant comment in relation to the offence. He stated that he had been drinking for a few hours prior to being arrested and had drunk a small bottle of vodka. As this was relevant material that can be used as evidence, I recorded the significant statement in my pocket notebook and asked the male to sign it, which he did. This complied with the standard set out in the Code of Practice which states that material must be recorded as soon as reasonably practicable.

As previously mentioned when discussing discretion, unconscious bias can have an impact on the decision-making process of police officers when dealing with incidents.

Unconscious bias is prompted by assumptions made by individuals based on past experiences, which can act as a hidden influence on decision rationale. This means that any decisions made with a contribution of unconscious bias could be unfair or unethical (University of Edinburgh, 2020).

Upon reflection, it is likely that I had unconscious bias when making decisions without realising it. However, when utilising the NDM and thinking through my options I was aware that bias could have an influence. Due to my awareness of this, I made sure that my decision was purely based on the information and evidence I had at the time.

In my personal opinion, people who drive vehicles whilst under the influence of alcohol are selfish because they unnecessarily put others at risk of harm. However, I did not allow this judgement to affect my decisions when dealing with this incident. Although it was difficult, I remained impartial as I understood it is not my job to judge people, I am simply there to collect evidence and investigate the suspected offence, so I put my personal opinion to one side and focused on the information in front of me.

Reflecting on this, I can say that the policing values of fairness, respect, and objectivity were engaged as I did not let personal opinions cloud my judgement and influence my decisions.

The other policing principles include; accountability, honesty, integrity, leadership, openness, and selflessness (College of Policing, 2014a). These values contributed to my decision-making thorough the incident as I wanted to be accountable, open and honest in my rationale whilst taking the lead. Looking at my decision-making process using the NDM, I believe I was fair in my treatment of the male and the level of force used was

proportionate, necessary, justifiable and ethics under the circumstances, and I remained professional throughout.

Word count: 2578

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 would like to learn my Policing area better and improve my knowledge of crime hotspots within the area	I can achieve this by speaking to my tutor and other officers on my shift and ask them to point out the crime hotspots. I will analyse incidents and identify any offenders who repeatedly commit crime within the area. I will also drive around the patch more often in order to learn the names of roads and places	My tutor. Members of my team. Officers on the Neighbourhood Policing Team who are aware of local criminals and youths causing anti-social behaviour.	I will aim to achieve this area of development within the first 4 months of being on shift.
Improve my knowledge of traffic legislation, namely The Road Traffic Act, 1988.	I will achieve this by going on an attachment with the Roads Policing and Specialist Operations unit and observe. I will also ask them questions I will conduct my own research on the legislation and revise to remember it I will be proactive in seeking opportunities to	Traffic Officers can provide support as they have specialist traffic knowledge. My tutor can provide support in arranging an attachment with the road traffic unit. My sergeant can also arrange this for me and provide support in my learning	I will aim to achieve this within the first 6 months of being on shift.

	undertake Traffic related duties, such as checking if vehicles are insured and issuing Traffic Offence Reports		
I would like to develop my skills and knowledge of case files.	I will achieve this by undertaking a case file course to learn more. I will seek advice from my tutor and ask them for any helpful documents to aid in my learning I will save any MG files I complete so that I can use them as a template for future reference	My tutor can provide support as well as other members of my team. My sergeant can provide support and arrange to put me on a case file workshop. I can ask CID officers for advice	I will aim to achieve this within the first year of being operational.

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
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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: _____F.Barry _____ (Learner, Electronic signature or type name)

Date: _____ 09/07/2022 _____