

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

6,500 Words

(SOUTH WALES POLICE, GWENT POLICE AND UWTSO)

Learner name: India Howells

Learner's University Registration Number: 2222285

**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.

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

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 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	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2000
Task 3	Criminal Justice, Valuing difference and inclusion	1750
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	1750
	Bibliography	
Task 5	Independent Patrol Status Confirmation	Equivalent 1,500words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

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.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Throughout my initial learning I have applied various coping strategies to develop my resilience and to minimise my stress levels. In this essay I will identify methods that I have implemented throughout my training in order to go on to discuss and make a comparison between these methods. The way in which I will do this will be based on Driscoll, 2007 model of reflection which is a simplistic three stage model questioning 'what?' which looks at an event or issue, 'so what?' which looks at providing an explanation or what was does in relation to the issue and finally 'now what?' which looks at reflecting upon what was does and what can be done next time (Nursing answers.net, 2018).

Using the reflective model, an identified issue within the policing profession is the impact that the role can have on police officers. It has been evidenced that through the exposure of high intensity incidents and general high demand, the physical and mental health, performance and police officers' ability to communicate with members of the public is negatively impacted (Queiros, Passos, Bartolo, Marques, Silva and Pereira, 2020). The challenging environment that officers are placed in often leave them vulnerable to chronic stress, burnout and compassion fatigue (Turgoose, Glover and Maddox, 2022). The Police Federation of England and Wales conducted a survey which found that 79 percent of officers have experienced feelings of anxiety and stress with 94 percent of those stating they were as a result of or enhanced by their job role (Mind, 2019).

In order to reduce the impact of this a variety of coping strategies can be adopted to develop resilience and minimise stress. Resilience is a term used in relation to an individual's ability to adapt, cope and a disturbance or challenging situation (Aburn, Gott and Hoare, 2016). The characteristic of resilience enables an officer to mentally prepare allowing them to process information and think strategically in order to make accurate decisions (Andersen, Papazoglou, Nyman, Koselainen and Gustafsberg, 2015). This is a key component within the policing role to achieve both organisational and personal success and growth (King, Newman and Luthans, 2016). Resilience is a learned characteristic that can be developed through an educational setting that is learning centred that is surrounded by a support group of colleagues, friends and family (McAllister and McKinnon, 2009).

Throughout my time in initial training the environment within working hours was learning centred focusing on my academic development. The vast majority of learning was based around offences and case laws meaning the volume of literature that was provided each day

was excessive. In an attempt to reduce these issues various strategies can be adopted to minimise stress levels, a way in which I did this was through socialisation. Within training itself I developed professional relationships with trainers as well as with other colleagues. Socialising with colleagues outside of work is important to allow you to take a break and change the environment that you are in. Forming relationships with people from within the workplace allowed me to seek support and guidance in relation to the work I was carrying out. Having these support networks from within the workplace are essential as often those that are working around you have a better understanding of the pressure that you are faced with but are also able to provide you with a different point of view or help you gain clarity around a particular issue (Murden, Bailey, Mackenzie, Oeppen and Brennan, 2018). I found that speaking to colleagues that were carrying out the same work as me useful and helped me improve my ability to deal with problems consequently, helping me manage stress level and develop my resilience. I believe this was because it made me more self-aware as I was able to identify my strengths and weaknesses. Having discussions with my colleagues made me understand that each individual was finding a particular part of the course more challenging than others and we were able to support each other to achieve the same overall goal.

Another coping strategy that I adopted throughout training was participating in regular physical activity. Participating in physical activity has been directly associated with both psychological benefits such as reduction in stress and anxiety and an increase in mood and self-esteem as well as physical health benefits (VanKim and Nelson, 2013). Within the role of a police officer both the psychological and physical element is vital to carry out our role effectively keeping both ourselves and members of the public safe. Prior to joining the police I have always taken part in physical activity through different sports in particular, Taekwondo. During initial training I ensured that I continued to allocate time within the week to take part in this. Taekwondo is a high intensity sport that requires high levels of cardiovascular endurance due to its fast-paced environment. The training also consequently has a positive effect on well-being by increasing self-confidence and discipline (Rios, Marks, Estevan and Barnett, 2017). It is known for being a particularly disciplined sport, throughout the training you are required to remain focused and overcome any adversity that you face quickly within a dynamic environment. A recent study evidenced that regular training within Taekwondo has the ability to improve your cognitive functions, particularly enhancing reaction time and processing time (Rios et al., 2017). I believe that this has helped me become more resilient and minimise my stress levels by focusing my mind on another goal and creating an environment where I am challenged and required to make decisions, reflect on them and make further decisions based on this information instantly.

Each type of coping strategy highlighted in the above has its own benefits and has helped me in different ways. The social element within a professional setting enabled me to rationalise my thoughts and break down any concerns that I may have. I was then able to resolve these concerns using the social environment by gaining further support and guidance from colleagues around me. In comparison, taking part in physical activity enabled me to take my focus off the work-related stresses allowing me to enjoy taking part in an alternative activity with friends. Subconsciously this benefited my learning by enhancing my skills and ability to adapt to challenging situations. Although both coping strategies focused on differently elements and helped in different ways collectively, I believe that they have helped me become more resilient and allowed me to minimise my stress levels.

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.

Consider the use of effective communication skills that you used within the incident.

Reflecting upon your incident, critically evaluate any theories or models underpinning the causes of conflict within policing interventions. (Examples would include, Betaris Box, The Drama Triangle).

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In order to minimise the potential of conflict occurring it is important to have an understanding around the way in which an individual's actions can impact the way in which another individual reacts to a situation.

The Betaris Box is a simplistic model that breaks down the impact that a persons attitude and behaviour can have on another individuals attitude and behaviour.

Alongside this it also demonstrates the vicious circle of communication when

Within this model it states that my attitude affects by behaviour which affects your attitude which affects your behaviour. This continues around in a circle fluctuating at each stage as a result of the previous stage (College of policing, 2020).

College of policing. (2020). *Conflict management skills*. [Online]. College of policing. Last Updated: September 2020. Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills> [Accessed 7 June 2023].

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 explore a policing incident that you have attended and examine how you dealt with competing issues such as legalisation, social issues, culture and language.

Consider the victims code of practice and how it was used to support your victim/witness through the criminal justice system.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights.

1750 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

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 a policing incident that you have attended, where you played a significant role with an offender/victim and reflect upon what happened.

Reflect upon your use of the National Decision-Making Model and the Code of Ethics and review this impacted upon your decision making and use of discretion within the incident.

Critically review your responsibilities regarding the provision of CPIA when conducting this investigation.

1750 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

This compilation of this task shall be confirmed by the employer once independent patrol status is achieved.

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.

Aburn, G., Gott, M. and Hoare, K., 2016. What is resilience? An integrative review of the empirical literature. *Journal of advanced nursing*, 72(5), pp.980-1000.

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Murden, F., Bailey, D., Mackenzie, F., Oeppen, R.S. and Brennan, P.A., 2018. The impact and effect of emotional resilience on performance: an overview for surgeons and other healthcare professionals. *British Journal of Oral and Maxillofacial Surgery*, 56(9), pp.786-790.

Nursing answers.net. (2018). *Driscoll's model of reflection.* [Online]. Nursing answers.net. Last Updated: November 2018. Available at: <https://nursinganswers.net/reflective-guide/driscoll-model-of-reflection.php> [Accessed 6 June 2023].

Origua Rios, S., Marks, J., Estevan, I. and Barnett, L.M., 2018. Health benefits of hard martial arts in adults: a systematic review. *Journal of sports sciences*, 36(14), pp.1614-1622.

Queirós, C., Passos, F., Bártoło, A., Marques, A.J., Da Silva, C.F. and Pereira, A., 2020. Burnout and stress measurement in police officers: Literature review and a study with the operational police stress questionnaire. *Frontiers in psychology*, 11, p.587.

Turgoose, D., Glover, N. and Maddox, L., 2022. Burnout and the psychological impact of policing: Trends and coping strategies. *Police psychology*, pp.63-86.

VanKim, N.A. and Nelson, T.F., 2013. Vigorous physical activity, mental health, perceived stress, and socializing among college students. *American journal of health promotion*, 28(1), pp.7-15.

CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Please sign to confirm the work submitted is your own work and has not been copied from another.

Signed:

Date: