

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: Oliver Grimas

Learner's University Registration Number: 2134363

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	2000
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2000
	Bibliography	
Task 5	Development Plan	Equivalent 1000 words
	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:

In this piece of academic writing I will be exploring the coping strategies that I used and developed over my first 6 months of initial training following being attested as a Police Constable. I will discuss these strategies and compare them against each other, concluding with the strategy that I found most effective for myself during this period.

Firstly I'd like to start by discussing the different sources of stress that presented themselves during this period. The first coming at the very start of the course, which was the starting of a new job, and the meeting of new colleagues. This is a stressful period of time for most people (Werbel, 1983), and having left a job in which I had worked for several years previously, and had established good working relationships with colleagues, this change did result in stress being felt in the situation, characterised by over-thinking before the event, coupled with a difficulty sleeping.

This same stress was mirrored at the end of my 6 month initial training period, before deployment to division. Although the stress felt for meeting new colleagues and building new relationships was the same, the difference here was that instead of feeling stress for a career change, it was more of an anxiety over career progression (Carlson & Rotondo, 2001, p. 99-110), as I was taking the next steps in my career in policing.

The second main source of stress was centred around the examinations in the initial 6 month training period. I have completed many examinations in my academic career, however, still find exams stressful, which is commonplace for many students (Kumari et al, 2014). The stress altered slightly between the first exam I sat and the second. These differed because for the first exam, I felt as though I was entering the unknown, as I had no previous experience of examinations with UWTSD, nor of question-style related to policing. As such the stress came from not knowing how to best prepare for this exam.

For the second examination, the stress came from a difficulty to motivate myself following on from the first exam, coupled with the fact that the content needed to cover was perceived by myself as more difficult, and having a lot more depth to it.

There were two main coping strategies that I used in order to deal with the stresses presented by each of the stressors identified above. The first coping strategy that I am going to discuss will be the use of exercise. Prior to my joining of Gwent Police, which was in July of 2022, I used exercise as a way of getting out of the house, and it would usually consist of walking along the footpath next to my local river, the Afon Llwyd. During this walk, I would usually do one of a few things; listen to a podcast, have a conversation over the phone with a friend, or have a friend join me on the walk.

I found this was a good technique for several reasons. Firstly, due to the weather being sunny and warm, it was excellent for boosting my mood, and with sunlight proven to be a natural mood booster (Barnston, 1988, p134-143) this is not surprising. Exercise has multiple times been found to benefit mood and reduce stress (Jackson, 2013, p. 14-19), therefore it is of no surprise that I also found that the exercise itself was beneficial for my mood, and that I would always feel better when I returned home than before I had left.

This technique however was less successful in easing stress for the transition between training school and PDU deployment. I attribute this to the fact that this was in the winter period (December 18th-January 4th), and as a result, the nights had drawn in a lot earlier, so it was dark at the time that I would originally have gone for my walk in the summer, and the fact that the weather was miserable, mostly consisting of being wet, windy and rainy. As such, there was a lot less of a desire to be going for a walk in these conditions, and as such, for the majority of the time, I did not go.

The second coping strategy which I employed during my initial 6 month training period was that of preparation and revision. As a person I find that preparing and being on top of a work load is much more beneficial for my mental health than letting work build up and trying to attack it all in one hit (Chraif, 2015, p. 419-424). I employed this strategy by coming home from work and doing approximately 2-3 hours of revision and consolidation per evening, and continuing this on weekends also. I guided my learning by drawing myself up a revision countdown calendar approximately 6 weeks away from each exam, planning what I would need to cover each day.

This strategy allowed me to know that as long as I followed the plan that I had written up, I knew that I would pass the exams. That being said, it meant that I spent a lot of time revising, and with thoughts of the examination in my head. As a result, I believe that this merely helped preparation, rather than so much easing the stress. I felt that this technique meant that my stress for examinations ranged from a 4/10 to a 7.5/10 over the 6 week periods, rather than had I not doing it, allowing my stress levels to sit at a 1/10 for weeks, but then jumping up to a 10/10 in the immediate time before the exam due to feeling unprepared.

When comparing these two techniques to each other, it is important to bear in mind that they were employed to deal with different types of stresses at the time. As referenced previously, I feel as though my walks in the summer were effective for stress relief, whereas the planned revision was less effective for relief, and more of a suppression tactic. As a result, I would conclude that exercise and walking in good weather was much more an effective tactic for stress relief in its respective situation that planned revision was, however, I would like to caveat this piece by noting how effective I feel a combination of these two strategies could be in the future, as the walking, although weather dependent, is a stress relief tactic that if used alongside the planned revision, could provide the breathing space in the day need to be able to switch off from work and revision.

Word Count: 1093

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:

This piece of academic writing is going to focus on an incident that I attended with my tutor, involving a male which was stop-searched during on a Saturday, early hours in the morning. I will refer to the “What? So What? Now What?” stages of Rolfe’s reflective model (Rolfe et al, 2001) to assess my actions throughout the incident, and the effectiveness of Betaris Box (College of Policing, 2020) in this incident.

During foot-patrols of the City Centre that evening, myself and colleagues made ourselves visible to members of the public, most of whom were intoxicated at the time, and were customers in the night-time economy, frequenting many of the area’s pubs and clubs. During these patrols, vigilance from officers is key, ab being \able to spot the initial stages of conflict may increases the chance of the incident not being able to escalate further. as well as positive engagement with the public, which would help increase public confidence in the police. This increase in public confidence will only contribute towards more crime being reported, as the public will be more willing to interact with the service in the future (Sindall and Sturgis, 2013).

During foot patrols, a male was spotted loitering alone on a street where numerous pubs and clubs are situated, with no clear purpose. Due to the male’s attire, which was joggers, dirty trainers and a hoody, it was clear that he was not in the area to frequent any of the bars or pubs, as door staff would not have allowed him to enter their premises.

Colleagues made their presence visible to this individual, by standing within 5 metres of him. The male was spotted using a “burner-style” phone, consistent with those used by drug dealers, as well as a small man-bag on his person. I engaged in light-hearted conversation with the male, in order not to draw attention to the fact that we were suspicious about his presence. The male presented as being drunk, which would act as an impact factor (College

of Policing, 2020) throughout this incident, and disclosed to myself that he was in the area to “make money”. Due to these compounding factors, I had suspicion that he may have been dealing drugs in the area, and therefore detained him in order to conduct a stop-search under Section 23 of the Misuse of Drugs Act 1971. The male was co-operative at this stage, and the search was conducted to the side of the street by myself, with body-worn video recording, and in the presence of my tutor. All principles of GO WISELY were followed, ensuring compliance with Code A of PACE 1984 (*Police and Criminal Evidence Act 1984 Code A Revised*) and the search concluded with no drugs found.

The ‘What?’ stage of Rolfe’s reflective model will now be explained. The initial point of conflict then arrived when the male did not want to provide his details, in order to receive a copy of the search record. When asked for his details, the male became verbal aggressive towards officers, which aroused suspicion, as he had previously been compliant when searched.

The male then proceeded to give us a name and a date of birth, however he was very verbally very unclear when giving these to us. I processed these details through PNC however this came back as no trace. It was at this point that the situation escalated even further. Upon hearing of the details being passed over Airwave, the male began to get agitated. He was now saying that he wanted to leave and made various attempts to push past officers. At this point the male was sitting in a zone between verbal resistance & physical resistance.

As per Rolfe’s reflective model, this is where I entered the ‘So what?’ stage and decided how I would attempt to resolve this situation. At this point it was explained to the male that he would continue to be detained until correct details were provided. I used the National Decision Model (College of Policing, 2013) here in order to consider my options. Currently, although the male provided false details, I did not think it proportionate in that moment to arrest, as previously he had previously shown a level of compliance, and my aim was to de-escalate the situation to a point where that level of compliance could be reached again. Therefore, I employed the five-step appeal process (College of Policing, 2020) in order to justify my decision to arrest, should the male continue to fail to comply.

I was now cognisant of the principles of Betari’s Box, and how my attitude and behaviour would affect the attitude and behaviour of the male that was involved. As a result, I was sure not to be verbally oppressive to the male when interacting with him. I gave the male his personal space and made sure not to infringe on this. I spoke in a friendly tone, whilst going through the five stages of the appeal, and ensured to display signs of active listening. I was friendly but firm when explaining that repeated failure to provide details would result in his arrest, in order to try and get him to engage with me, but also so that he understood the severity of what would happen should he fail to provide true details. This was executed by the tone of voice used, accompanied with the language that I used. The language used was always friendly, however in moving up the stages in the appeal process, my tone of voice gradually got slightly deeper.

Unfortunately after the final appeal this was still ineffective and I had no choice in this instance but to arrest the male for suspicion of providing false details. The necessity for the arrest was to ascertain the name and address of the person. The male was then conveyed to custody, where it transpired that he had provided false details as he had been in breach of bail conditions by being on the street on which he had been stopped.

The male was volatile throughout the custody process. At times the Betari's Box principle was very effective, and I managed to establish a rapport and de-escalate the situation in that moment. Other times, the male was aggressive, and offered both physical and verbal resistance, as well as threats of violence towards both myself and my tutor.

As per Rolfe's reflective model, I will now explain the 'Now what?' stage, where I explain how effective the action that was taken was, and what action may be taken in future to address any short comings. Firstly, as previously mentioned, the male was intoxicated, which I believe greatly affected how effectively Betari's box could be used. Due to intoxication, the male was volatile, going through periods of aggression, to calmness, to crying. Positive results from these principles were only obtained when the male was in a near-calm state. I believe that intoxication may be a factor affecting the use of Betari's box due to the unpredictable nature of a person's behaviour whilst intoxicated.

Another factor affecting the use of the Betari's Box principle would be the attitude and behaviour of colleagues that were also present during the incident, which I believe is not accounted for in the model. My tutor throughout this instance showed a lot lower of a patience level than myself, which I do not think benefitted my efforts in employing Betari's Box principles. My tutor has more experience than myself, and I do not doubt his approach when it comes to conflict management, and execution of duties. I did however find that with conflicting approaches towards the subject, my calmness and wanting to build a rapport was not effective. I would be interested to see whether had my tutors approach had matched mine, whether or not Betari's Box would have been more effective in this particular instance.

Although ineffective in obtaining the details that we required at the time, the use of the five-step appeal was one which I believe was beneficial and is something that I will be looking to use again. As previously mentioned, when using the National Decision Model in this incident, I decided that a use of the five-step appeal process would be beneficial in justifying any potential decision to arrest should it have occurred. Moving forward this is something that I would look to use again, as it will either yield me the outcome I want during the incident, or will provide me with justification for the exercising of my powers of arrest.

Overall, the incident was dealt with effectively, as no conflict was able to escalate to the point of physical violence. To be critical, I would have preferred for the incident to not have gotten to the point of physical resistance at any stage, however I am aware of the fact that models such as Betari's box have limitations, and due to the fact that the male was intoxicated, at times no ability to de-escalate exists due to the volatile nature of their behaviour. I would like to caveat that although reducing the level of resistance shown was not always possible, preventing the level of escalation from increasing was possible, and at peak resistance this was achieved by use of restraint, specifically placing the individual in handcuffs, and also by allowing the male to express his aggression verbally for a short period of time by shouting (whilst being conveyed to and inside of custody) without replying to him. This allowed for the male to go through the cycle of emotions that he was feeling at the time, having been detained, and also worked well for exhausting him as well, as each subsequent bout of shouting was less aggressive than the last, due to reduced energy levels, and the fact that he knew he would not get a reply out of officers.

In future I would like to explore the option of use of another conflict management technique, such as the drama triangle, as per Johnson (2021) whilst also being cognisant of the problem

analysis triangle (College of Policing, 2013), for how the situation has been able to occur in the first instance. Here I would explore identifying the different roles that people present in an incident are taking up within the drama triangle, and how I could best adapt my communication style for each in order to de-escalate the situation at hand. This would be with a view to enabling myself in the future to select which conflict management technique would be best suited to a particular situation, or potentially by employing a hybrid of more than one in order to effectively de-escalate and resolve the situation at hand.

In this situation, there were no relevant cultural or language barriers present, however I will now explore how I would approach the situation should there be. A victim has a right to understand and to be understood (UK Government, 2021). As a result, an appropriate tool must be used in order to facilitate the victim being able to communicate with officers, and this principal stands up for subjects and witnesses also. As a result, should there be language barriers, then in the first instance, Language Line should be used to facilitate conversation for the person, as it is significantly easier for a person to express their views in their first language than it is in a second, which will in turn improve the quality of evidence which can be gathered (LanguageLine Solutions, 2023).

Cultural issues are best overcome through patience and understanding, whilst keeping an open-mind to others views and beliefs. As such, when attending incidents of this nature, I would endeavour to come across as understanding, which I would do by being respectful in both tone of voice and body language. An example of which would be if attending a call entering a mosque, where culturally it is unacceptable to wear your shoes inside. Due to operational safety, this is not always feasible for officers. For this reason, I always carry protective plastic shoe coverings in my vest, that cover the soles of my boots. These would be put on, and I would have a calm conversation with a person if confronted over this, explaining that I am aware of the custom, and in other situations would remove my boots, however due to safety in this situation I could not, but have applied shoe coverings as a next best solution.

Word count: 2072 words

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, as well as any relevant Code of Practice considerations.

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

ANSWER:

In this piece of academic writing, I am going to focus on a crime that I was able to manage from start to finish. I will explain the circumstances surrounding the incidents, as well as steps taken throughout the investigation, and how and when contact was made with both the offender and victim. I will then proceed to reflect on how effective this communication was with the respective parties, how this could be improved in future, and whether or not my performance, in relation to the victim especially, meets the standards required as set out in the victim's codes of practice.

The case in question was one of Fraud by False Representation (Fraud Act 2006 – Section 4) and was allocated to myself by my sergeant. This was essentially a diarised call, due to the original call being handled by a different force due to the victim's home location. Due to the victim living some distance away, I made first contact with them via telephone in order to gain greater clarity and understanding regarding the circumstances surrounding the case.

Retrospectively, telephone is not the ideal channel for an officer to make initial contact with a victim, as being able to speak to the victim in person would provide a more personal approach, and the officer would be able to display compassion through other channels rather than just voice (i.e. body language and gestures), however, in this instance, an in-person meeting was not achievable, so I endeavoured to try and provide this higher level of care via the means available. At the time, I had not considered the possibility of using a video-chat service such as Microsoft Teams in order to contact the victim, however this is a tool that I am considering for use in the future, should the circumstances be appropriate to do so.

Initial circumstances were obtained from the victim, and it transpired that the case was pertaining to the fraudulent use of a fuel card over a 6 month period, suspected to have been committed by an ex-employee of the business that the aggrieved was both the owner and director of. The aggrieved was able to provide myself with a transaction history for the fuel card, which gave the amount that each transaction totalled to, as well as the times, dates and locations where the card had been used over the past 6 months. Following the codes of practice, I informed the victim as to the next possible lines of enquiry for this investigation, which would be to attend some of the locations in which the fuel card had been used in order to ensure the best possible chances at securing any CCTV evidence that was present at these locations.

I liaised with the victim in order to arrange for a statement to be taken. I offered to travel to the victim, however the victim was happy to attend my police station. As per the 10th point of the Victims Code 2022 (UK Government 2021), the victim was offered information in order to have their expenses paid, however they declined this. The victim attended the station and gave a statement, and ensuring compliance with the Victims Code 2022 once more, was offered to make a Victim Personal Statement (Victim Support, 2022), but declined to do so at this time. As such I provided the victim with my contact details and informed them that they were welcome to contact myself anytime should they change their mind. I informed the aggrieved that they should block the fuel card in order to prevent any further loss to themselves.

I found being able to sit across from the victim very good for being able to establish a rapport with them, and as well as taking the statement engaged with them in general conversation also, in order to build this rapport further. I did so as I firmly believe that the more positive an experience that victims have with officers, the more likely they are to report crime to us in the future (College of Policing, 2013). I do however appreciate that the ability to achieve a positive outcome for the victim will overwhelmingly influence this, which, although a complex case and by far not the only factor influencing this, can be evidenced in mainstream media at the moment with the reporting of the low justice gap in rape cases, and the amount of rapes that go unreported due to this reason (Moore, 2018).

Following on from this, my tutor and I attended one of the locations detailed on the fuel cards transaction history. We successfully obtained CCTV of the subject filling a vehicle with fuel and paying using the fuel card of interest at the kiosk. In order to confirm the subject's identity, I ran a PNC check on the vehicle that was being filled, to which he was a named driver on the insurance policy. From here, I was able to bring up the subject's profile on NICHE, which showed a picture that matched the individual using the fuel card. The subject of this case was indeed the person that the aggrieved had suspected to have committed the fraud.

As a result of the new evidence obtained, using the National Decision Model (College of Policing, 2013), I arrived at the conclusion that I had no reasonable grounds for arrest of the subject, due to their being no risk of further loss to the aggrieved, as the fuel card had been cancelled, and the fact that the subject had no previous allegations or convictions for any acquisitive crimes. As such, I decided that arrest in this instance would not only be unnecessary, but would also potentially infringe on the right to liberty, as per the Human Rights Act (*Human Rights Act 1998*). Due to this fact, I contacted the subjected and informed them that they would need to attend the police station for a voluntary interview regarding the matter, to which they obliged. I then proceeded to contact the victim and inform them of the

evidence obtained, and the fact that the subject had agreed to be interviewed about the matter.

Prior to interview, I liaised with the aggrieved in order to discuss his thoughts around action that they would like taken against the subject, dependant on the content and outcome of the interview that was to take place later that day. The aggrieved expressed that they wanted compensation for this, in the form of payment of the amount that was defrauded, and due to the fact that they had previously had a good relationship with the subject, and had always gotten on well with them, the victim was initially reluctant about going through the process of court but would do so if they felt it necessary.

Following this victim contact, I conducted the voluntary interview later that day. This was my first voluntary interview, so I made sure to have an Aide Memoire to hand in order to ensure that I was fully compliant with PACE 1984 Codes E & F (*Police and Criminal Evidence Act 1984 Code E and F Revised*), surrounding the recording of regarding both the audio and visual recording of the interview. During interview, the subject made a full admission to the fraud, and discussed the fact that they felt as though their employment had been terminated unfairly, so committed the fraud out of spite. The subject presented as genuine and expressed remorse for their actions, as well as the fact that they had children and had been out of work since their employment was terminated, and was currently approaching the final vetting process for a well-paid job in a respected profession. The subject also expressed that they would be willing to pay back the full amount defrauded to the aggrieved via a payment plan.

As a result of the interview, again using the NDM, my tutor and I discussed potential options for disposal of the offence. The first being to refer to CPS for a charging decision, and the second being to dispose of it via a community resolution, whereby the subject and the aggrieved would both agree upon a payment plan for the money to be repaid. I wanted to ensure that our response to the offence was proportionate to that which had been committed, but also wanted to ensure that the victims views were respected, and that any potential prosecution would be in the public interest.

There were several social issues in this case, particularly regarding the subject. Unemployment and child welfare are both recognised social issues as stated by Spacey (2016), and at times are very highly correlated. The thought process here was that if the aggrieved was able to obtain employment, then the welfare of their children would increase due to the parent being able to provide more for them and reinforce positive values to the children that it is important to go out and work when they become older.

On the other hand, should the subject had been prosecuted, and potentially serve a custodial sentence, this would have a dramatic impact on the welfare of the children, losing stability and a parental figure. It is a recognised Adverse Childhood Experience (ACE) for a child to have a parent who serves a custodial prison sentence (Manchester University, 2021), which would affect their development, and increase their risk of experiencing mental health issues, substance abuse or potentially going to prison themselves later in life (Belsky, Biroli and Graf, 2021). As such, I wanted to ensure that prosecution was absolutely necessary should this be the route that is followed.

Due to the victim stating that they were initially uncertain on going to court, before contacting them, I spoke to the head of community resolutions in my station, as well as my sergeant,

in order to explore whether this would be a viable option. After a discussion of the evidence, the victims' views, the admissions of the subject in interview, and their lack of offending history, as well as the social issues in the case, we came to an agreement that should the victim be happy with a community resolution, then this should be the route we follow. Following on from this, I got in touch with the victim, again via telephone, and discussed with them the content of the interview. I unbiasedly outlined the options to them, in order not to influence their view at all. They decided that as a business, the main goal for them was to have the money repaid, and therefore were happy to settle this matter with a community resolution. The case was then handed over to the community resolution team in order to finalise the disposal.

Throughout this case I tried my utmost to stay in regular contact with the victim, providing them any updates as they came through to myself, adhering to both the Victim Code 2022, and the Code of Ethics (College of Policing, 2014) principle of transparency by doing so. I showed an element of being able to think critically in this case in terms of the investigation, by being able to identify new lines of enquiry, secure evidence and corroborate suspicions of the subject's identity.

My performance was also supported by use of a decision model (NDM) in order to support decisions made in key points during the investigation, such as the decision not to arrest the subject, and to deal with the case via an alternative disposal. I am pleased with my performance in this area as it is a skill that although developed in previous employment, is still being adapted and further developed in order to ensure I am performing competently as a police officer, and effective critical thinking has in this case, which took some effort to investigate, and contained social issues, boosted my confidence in this area.

However, my performance was not without criticism in this case. Although distance between my patrol area and the victim was an issue, I am certain now that this could have been overcome by more effective means than a telephone call. As previously stated, I believe that using a video-chat service to converse with the victim in the first instance would have been a more appropriate first police contact for a mildly complex investigation, and should it have been executed in the first instance, would have provided a face of the police to the victim, which they ultimately may have found more reassuring in the early stages of our contact with them.

I am however cognisant that this may not have been possible to have been carried out throughout the process, because although most mobile phones have capacity to video-chat, it may not have been suitable for both parties in every instance. For example, I made a call to the victim updating him on the evidence obtained from the local fuel station, whilst my tutor was driving us back from this fuel station. I do not believe that video-chat would have been a professional means of communication in this instance, and the surrounding public may have had a negative perception of this had they been able to see it taking place.

Total: 2187 words

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.

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

ANSWER:

Throughout this piece of academic writing I will be critically assessing an incident in which I acted as the officer in case, responsible for the investigation into an offence of domestic common assault. I will reflect upon my use of the National Decision Model and the Code of Ethics by using the Gibbs Reflection Model and will review how I handled my responsibilities in regard to how the investigation was conducted against the provisions set out in the CPIA (*Criminal Procedure and Investigations Act 1988*).

In this incident, the suspect is a male and the victim is a female, who had a child once in relationship together, however had separated since the child had been born. The male moved out of the family home however was a supportive father nonetheless, and the couple had been attempting to re-kindle their relationship for the benefit of their daughter.

The couple had been on a night out and an argument had ensued over comments of a sexual nature that the female had made about other members of the male's family, and other males that were present in the same establishment as the couple that evening. This resulted in the male pleading with the female to return home, as she was heavily intoxicated, and ultimately using excessive force to usher her out of the establishment, and into a taxi in order to return her home.

A report of this incident came to me whilst on shift the next morning. I used the National Decision Model (College of Policing, 2013), and understood that I was at the 'Gather Information' stage. As a result, I would need to ascertain whether a complaint from the victim was still willing to be provided. I attended the victims home address, where a full

statement was provided, which also exhibited photographs of injuries sustained during the incident. The statement was uploaded to NICHE (NICHE RMS, 2021) and the photographs of the incident to NICE investigate (NICE Investigate, 2023), in order to be able to be used as evidential material at any subsequent trial.

Still in the gather information stage, I attended the establishment where the couple had been drinking, and obtained CCTV footage documenting the incident, as well as statements from two members of staff who were witness to the incident itself.

With all lines of enquiry exhausted, I moved on to the 'Assess Threat and Develop a Working Strategy' stage. I researched the subject on NICHE, where I found that he had previous convictions for violence, including one for causing Grievous Bodily Harm contrary to Section 18 of the Offences Against the Person Act (*Offences Against the Person Act 1861*). As a result I considered there being a medium level of risk towards the victim, and that she was at ongoing risk of harm as a result of the incident. The working strategy was that the suspect would need to be interviewed as a result of the evidence obtained.

I considered the powers and policies available to me, as per PACE 1984 (*Police and Criminal Evidence Act 1984*) and the Codes of Practice (UK Government, 2021) and decided that it was necessary to arrest the suspect in order to allow for a prompt and effective investigation to allow evidence to be obtained by way of questioning, and in order to prevent injury to the victim. Due to the history of violent offences that the suspect had, I considered it a risk to the victim were I to inform the suspect of the allegations made against him and invite him to attend the police station for a voluntary interview at a later date. As such, the next stage of the NDM, 'Outline options and contingencies' had been completed also.

As such, the suspect was promptly arrested, where he was interviewed in a police custody unit. Prior to interview, an interview plan was created, and written disclosure was prepared on an MG6A form, which was given to the suspect's solicitor. This ensured transparency in the investigation, and all of the documents had been uploaded to NICHE, in order to ensure that all material relating to the investigation had been retained. The interview of the suspect was conducted whilst I was still early on in my tutorship period. As a result of this, I took a copy of my force's Aide Memoire with me, in order to ensure that I was compliant with PACE 1984 Code E and F (*Police and Criminal Evidence Act 1984 Codes E and F Revised*) which revolves around the audio and visual recording of the content of the interview.

In interview, the suspect made a partial admission to the assault, however stated that it was in order to protect the victim, by not leaving her heavily intoxicated and alone in a busy place, as he thought she would be vulnerable. I took written notes in a notebook whilst the interview was taking place, in order to keep a running record of what had been said in the interview, allowing me to contest points made by the suspect during the challenge phase of the interview, as per the College of Policing's recommended Cognitive Interviewing style, and per McLeod (2023). In order to ensure further transparency, I uploaded a copy of these notes to NICHE at the conclusion of the interview. I also contacted the victim in order to update her as to what had been said in interview and outline the next steps to her.

Due to force policy, a charging decision in a domestic violence case cannot be made by the police, and instead must be referred to the Crown Prosecution Service for said charging

decision to be made. As such, the suspect was released on conditional bail, with prohibitions on being in contact with the victim or members of her family, and that any contact between the suspect and his daughter would need to be facilitated by social services.

I will now review how I handled my responsibility to ensure that CPIA provisions are followed. CPIA provisions are in place in order to ensure that the police act honestly and transparently as investigators. During the investigation, I pursued all reasonable lines of enquiry which were available at the time (victim statement, CCTV, witness statement and suspect interview). Between my tutor and I, no further lines of enquiry which were reasonable of that would add evidential value could be pursued.

All material that was collated in the process of the investigation, including my own handwritten notes taken during interview, were retained. All of the material was uploaded to NICHE, and CPS would have the capacity to access it. In respect of the above

I will now reflect upon the incident, and how the NDM and the Code of Ethics has influenced how I dealt with incident.

Gibbs Reflective Cycle

The first part of the cycle, where the incident is described, has been completed as above, and as such I will move on to the second part of the cycle feelings. Initially, when I was made aware of the call, and the fact that it came the morning after the incident took place, rather than when it had happened, it took away from how serious I perceived the situation to be.

After having seen the previous convictions of the suspect, I realised how much more serious the assault could have been, and it made me even more motivated to gather all of the evidence possible, and to frequently update the victim, in order to support her the best way that I could.

As a result, the 'gather information' stage of the NDM greatly influenced my outlook on the incident itself, meaning that I ensured that I acted even more diligently when conducting the investigations.

The third stage of the cycle is the analysis/evaluation stage. When analysing how I dealt with this incident, I will focus on the areas that I felt were positive or negative in relation to my performance. An area in which I feel that I performed well was interviewing. I demonstrated Fairness, as per the Code of Ethics, which was helped via the Cognitive Interviewing style encouraged by the College of Policing, by allowing the suspect to give his account of events, along with any defences or mitigating circumstances, or further lines of enquiry which he felt needed investigation.

I allowed the suspect free recall of the event before asking questions to fill gaps that he left out in his account. Once these gaps were filled, I then moved on to the challenge phase of the interview, where I contested points in the suspect account which did not align correctly with the evidence available. As a result of this, I was able to obtain a lot of evidence from the interview, which was ultimately put forward as part of the evidence package on which the CPS will be able to make a charging decision. I demonstrated Transparency as per the

Code of Ethics, by making all interview material, including the handwritten notes that I made during the interview.

An area in which I performed negatively during this incident was during the 'Consider Powers and Policies' stage. At first, I struggled with assessing the necessity to arrest the suspect and relied heavily on my tutor for guidance in relation to this. My internal conflict came over the fact that the incident had happened the evening prior, and that the two parties did not reside together. As such, I was initially of the mind that a Voluntary Interview may have been more appropriate. After discussion with my tutor, the fact that the suspect had an extensive history of previous convictions for violence meant that the arranging of a voluntary interview could have posed a risk to the victim. This is an example of how use of the NDM, alongside outside guidance has influenced the way in which I would go on to deal with this incident.

The fourth stage of the cycle is the conclusion stage. In conclusion, the incident was one of the first in my policing career where I was responsible for an investigation. As such, I have learned how to identify potential lines of enquiry, and how keeping an open mind during the initial stages of an investigation is an important factor in influencing its outcome.

I believe that I acted with honesty and integrity during this incident and informed all relevant parties of the appropriate information promptly, whether that be providing the victim with updates, or disclosure of all of the evidence to the suspects solicitor prior to interview. I followed the steps of the NDM, which I found as being an extremely useful roadmap for helping me through the steps of one of my first investigations, as it ensured that I paid enough attention to each of the actions that I was taking throughout the process.

I recognise the need to keep developing my investigatory skills in order to maintain my professional development over the course of my policing career and adjust to new forms of evidence which become available in the future, which may not be available now (e.g. XRY technology would not have been present 25 years ago for response offices to utilise).

The final stage is the action stage. In order to put the above into action, I will continue to ensure that I am conducting my investigations diligently in the future. By doing so would, over time, increase the exposure I have to a wide scope of incidents which I will be faced with over my policing career. There is potential to seek an attachment with CID, an investigation-heavy department, in order to broaden the range of investigative techniques which I am aware of, and to be able to gain knowledge from colleagues, who are more well experienced than myself in this area.

Word Count: 1965 words

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 1000 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
One key area of development will be improving my understanding and use of arrest powers and necessity in practical situations, as thus far I have had a few occasions where detention has been refused in the custody unit.	This can be achieved by increasing the percentage of occurrences that I deal with via VA/Community Resolution, which should then in turn decrease the percentage of occurrences in which I am refused detention of a prisoner by the custody sergeant. The percentages of this may be tracked via a spreadsheet recording the total number of occurrences dealt with, and the total number of each disposal method used.	I believe that my own sergeant will be able to provide me with support/advice on when this might be applicable, and also an attachment inside the custody unit would also help better my understanding of the underlying reason behind how in some situations it is necessary to arrest for an offence such as theft, and others where it is not (e.g. prolificacy of offender, frequency of thefts, how recent the thefts have occurred, value etc.)	I believe that a realistic timeframe in order to be able to achieve this should be over the next 8 sets of shifts. This should give time for a wide enough sample to be drawn, and would almost double the number of sets which I have completed to date. As such, this should see me more knowledgeable, and in turn should see improvement of my understanding of arrest and necessity in real-life situations.
One key area which I will look to develop is my reliability for keeping in touch with victims, and provide them updates on their case. In the past I have not been doing this with any regularity, and I understand that this heavily impacts the level of victim care that I am delivering, as well as adding to the workload of the control room in instances where victim I am responsible for contact them on 101 for an update.	This will be achieved by agreeing a timeframe by which I will contact the victim as an update is given to them, and will look to implement this by setting up a calendar on my work laptop which will push notifications through to me on the days which victims are due to be contact by myself. In order to track whether I am keeping to this, I will also start a spreadsheet, on which I will record the dates on which victims are due to be contacted by me. I will record this by either filling the box with the	In terms of support in this area, I believe the main source will be through software programs such as Microsoft Calendars, as this will enable me to keep track of who needs to be contacted by me and when. Colleagues may also support me in this area by ensure they are adding OEL entries with any relevant update on the occurrence, as this will allow me to provide the victim with the most accurate information available at the time.	I believe that a realistic timeframe in order to be able to see improvements in this area is 2 months. By allowing myself this amount of time, I am able to work my way through a few cycles of this method of keeping contact with the same victim, in order to establish if it is effective or not (E.g. a victim contacted every 2 weeks for an update on a CPS charging decision would be contacted four times in this timeframe). By allowing the above timeframe, and with the method of scheduling

	contact date in green if they are update, or red if they are not. The percentage of boxes which are green will allow me to track whether or not I am improving in this area.		contact, I believe that this goal is achievable, with the results of its efficiency being measurable also.
The final area in which I will look to develop is the speed at which I complete golden hour enquiries, such as CCTV possibilities and house-to-house enquiries, as in the past I have not completed these as a priority and as a result, the ability of a case to progress has been significantly hindered.	In order to improve this, I will create a spreadsheet with the occurrence number of the call in rows, and several columns, with witness statements, CCTV, house-to-house etc. I will look to complete these within 24 hours of the occurrence being allocated to me, and will record the amount of time since the occurrence has been allocated that it has taken to complete the task in the relevant box for that occurrence, which should hold me accountable, and allow me to see if I am hitting these targets or not.	The spreadsheet programme Excel should assist me in this, however there are also possibilities for colleagues such as CSO's to assist in some of these enquiries, particularly in relation to house-to-house enquires and CCTV.	A realistic timeframe in order to improve on this would be with immediate effect, with some awareness that this target may not always be hit, however the percentage of the time that it is should increase gradually the more I become familiar with this process of tracking progress with these enquiries

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.

Barnston, A.G. (1988) 'The effect of weather on mood, productivity, and frequency of emotional crisis in a temperate continental climate', *International Journal of Biometeorology* 32, pp. 134–143 <https://doi.org/10.1007/BF01044907> (Accessed: 21 January 2023)

(Barnston, 1988, p134-143)

Belsky, D.W, Biroli, P, and Graf, G.H.-J. (2021) 'Critical periods in child development and the transition to adulthood' *JAMA Network Open*, 4(1). Available at: <https://doi.org/10.1001/jamanetworkopen.2020.33359>. (Accessed: 01 February 2023)

(Belsky, Biroli and Graf 2021)

Carlson, D.S. and Rotondo, D.M. (2001) 'Differences in promotion stress across career stage and orientation', *Human Resource Management*, 40(2), pp. 99–110. Available at: <https://doi.org/10.1002/hrm.1001>. (Accessed: 21 January 2023)

(Carlson and Rotondo, 2001, p. 99-110)

Chraif, M. (2015) 'Correlative study between academic satisfaction, workload and level of academic stress at 3rd grade students at psychology', *Procedia - Social and Behavioural Sciences*, 203, pp. 419–424. Available at: <https://doi.org/10.1016/j.sbspro.2015.08.317>. (Accessed: 21 January 2023)

(Chraif, 2015, p. 419-424)

Code of practice for victims of crime in England and Wales (victim's code) (2021) GOV.UK. Available at: <https://www.gov.uk/government/publications/the-code-of-practice-for-victims-of-crime/code-of-practice-for-victims-of-crime-in-england-and-wales-victims-code> (Accessed: 04 March 2023)

(UK Government, 2021)

College of Policing (2013) *Analysis*. [Online] Available at: <https://www.college.police.uk/app/intelligence-management/analysis/analysis> (Accessed: 25 February 2023)

(College of Policing, 2013)

College of Policing (2014) *Code of ethics*. [Online] Available at: https://assets.college.police.uk/s3fs-public/2021-02/code_of_ethics.pdf (Accessed: 21 January 2023)

(College of policing, 2014)

College of Policing (2020) *Conflict management skills*. [Online] Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills> (Accessed: 30 January 2023)

(College of Policing, 2020)

College of Policing (2013) *Engagement*. [Online] Available at:
<https://www.college.police.uk/app/engagement-and-communication/engagement> (Accessed: 01 February 2023)

(College of Policing, 2013)

College of Policing (2013) *National decision model*. [Online] Available at:
<https://www.college.police.uk/app/national-decision-model/national-decision-model>
(Accessed: 30 January 2023)

(College of Policing, 2013)

Criminal Justice Act 1988, c. 2. Available at:
<https://www.legislation.gov.uk/ukpga/1988/33/section/39> (Accessed: 10 March 2023)

(*Criminal Justice Act 1988*)

Criminal procedure and investigations act 1996. Available at:
<https://www.legislation.gov.uk/ukpga/1996/25/contents> (Accessed: 10 March 2023)

(*Criminal procedure and investigations act 1996*)

Department of Justice (2021) *Pace Codes of Practice, Justice*. [Online] Available at:
<https://www.justice-ni.gov.uk/articles/pace-codes-practice#:~:text=Codes%20of%20Practice.%20Code%20A%20-%20the%20exercise,D%20-%20the%20identification%20of%20persons%20by%20> (Accessed: 10 March 2023)

(Department of Justice, 2021)

Human Rights Act 1998. [Online] Available at:
<https://www.legislation.gov.uk/ukpga/1998/42/schedule/1> (Accessed: 01 February 2023)

(*Human Rights Act 1998*)

Jackson, E. (2013) 'The Role of Exercise in Stress Management' *ACSM's Health & Fitness Journal*, 17(3), pp. 14-19. DOI: 10.1249/FIT.0b013e31828cb1c9 (Accessed: 21 January 2023)

(Jackson, 2013, p. 14-19)

Johnson, R.S. (2021) *Escaping conflict and the Karpman Drama Triangle, Borderline Personality Disorder*. Available at: <https://bpdfamily.com/content/karpman-drama-triangle> (Accessed: 30 January 2023)

Johnson (2021)

Kumari et al. (2014) 'Examination Stress and Anxiety: A Study of College Students', *Globabl Journal of Multidisciplinary Studies*, 4. Available at:
https://www.researchgate.net/publication/271873210_examination_stress_and_anxiety_a_study_of_college_students (Accessed: 21 January 2023)

(Kumari et al, 2014)

LanguageLine Solutions. (2023) *Police & Criminal Justice*. [Online] Available at:
<https://www.language-line.com/uk/industries/police-criminal-justice-translation/> (Accessed: 04 March 2023)

(LanguageLine Solutions, 2023)

Manchester University (2021) *Adverse Childhood Experiences (ACEs) and Attachment, NHS choices*. [Online]. Available at: <https://mft.nhs.uk/rmch/services/camhs/young-people/adverse-childhood-experiences-aces-and-attachment/> (Accessed: 01 March 2023)

(Manchester University, 2021)

McLeod, S. (2023) *Cognitive interview technique, Simply Psychology*. [Online] Available at: <https://simplypsychology.org/cognitive-interview.html#:~:text=The%20cognitive%20interview%20%28CI%29%20is%20a%20questioning%20technique,%28CI%29%20as%20an%20alternative%20to%20the%20Standard%20Interview.> (Accessed: 10 March 2023)

McLeod (2023)

Moore, S. (2018) *Rape: Why isn't justice being done?*, *The Guardian*, 22nd October 2018. [Online] Available at: <https://www.theguardian.com/society/2018/oct/22/rape-why-isnt-justice-being-done> (Accessed: 01 February 2023)

(Moore, 2018)

NICE Investigate (2023) *About us: Nice Public Safety & Justice*. [Online] Available at: <https://www.nicepublicsafety.com/about-us> (Accessed: 10 March 2023)

(NICE Investigate, 2023)

NICHE RMS (2021) *About Us, NicheRMS365*. [Online] Available at: <https://nicherms.com/about-us/> (Accessed 10 March 2023)

(NICHE RMS, 2021)

Offences Against the Person Act 1861, s. 18. Available at: <https://www.legislation.gov.uk/ukpga/Vict/24-25/100/section/18> (Accessed: 10 March 2023)

(*Offences Against the Person Act 1861*)

Police and Criminal Evidence Act 1984. [Online] Available at: <https://www.legislation.gov.uk/ukpga/1984/60/contents> (Accessed: 10 March 2023)

(*Police and Criminal Evidence Act 1984*)

Police and Criminal Evidence Act 1984 - Code A Revised (2015) [Online] Available at: <https://www.gov.uk/government/publications/pace-code-a-2015/code-a-revised-accessible> (Accessed: 04 March 2023)

(*Police and Criminal Evidence Act 1984 Code A Revised*)

Police and Criminal Evidence Act – Code E and F Revised (2018) [Online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903813/pace-codes-e-and-f-2018.pdf (Accessed: 04 March 2023)

(*Police and Criminal Evidence Act 1984 Codes E and F Revised*)

Sindall, K. and Sturgis, P. (2013) 'Austerity policing: Is visibility more important than absolute numbers in determining public confidence in the police?', *European Journal of Criminology*, 10(2), pp. 137–153. Available at: <https://doi.org/10.1177/1477370812461237>. (Accessed 30 January 2023)

(Sindall and Sturgis, 2013)

Spacey, J. (2020) *84 examples of Social Issues, Simplifiable*. [Online] Available at: <https://simplicable.com/en/social-issues> (Accessed 01 February 2023)

Spacey (2016)

Victim Support (2022) *Victim personal statements*. [Online] Available at: <https://www.victimsupport.org.uk/help-and-support/your-rights/victim-personal-statements> (Accessed: 01 February 2023)

(Victim Support, 2022)

Werbel, J.D. (1983) 'Job change: A study of an acute job stressor', *Journal of Vocational Behavior*, 23(2), pp. 242–250. Available at: [https://doi.org/10.1016/0001-8791\(83\)90038-6](https://doi.org/10.1016/0001-8791(83)90038-6). (Accessed: 21 January 2023)

(Werbel, 1983)

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: 20/03/2023