

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

In this essay, I will be discussing the coping strategies that I have utilised over the past six months to minimise stress and build resilience. I will summarise what I have been doing over the last six months and the stressors in my professional and personal life that have made it necessary for me to build resilience and minimise stress. I will then discuss what strategies I have been using to do this. Finally, I will compare these strategies to discover what the benefits of each are and which of them I believe worked most effectively. Firstly, I will define what stress and resilience are and briefly explore how they are related.

The mental health charity MIND (2017) say “there’s no medical definition of stress and health care professionals often disagree whether stress is the cause of problems or the result of them”. They also suggest stress is caused by “situations or events that put pressure on us” or stress is “our reaction to being placed under pressure”. Resilience is defined by Richardson (2021) as “the ability to ‘power through’ difficult situations” and McCubbin (2001) uses resilience “as an umbrella term to cover many aspects of overcoming adversity”.

Stress and resilience are interlinked, NHS inform (2020) say, “people have different ways of reacting to stress”, so something that triggers one person to feel stress may not cause someone else to feel stressed and Richardson (2021) says, “If stress is the pain then resilience is the antidote”. He goes on to suggest that by building resilience we reduce the likelihood that we will suffer from stress. MIND (2017) also say resilience is “something that we can all take steps to achieve”, building resilience is key for coping with stress and something that we can all train ourselves to do.

In the last six months of my professional life, I have been attending South Wales Police Learning and Development Department as a student Police officer. The last six months have consisted of both classroom and home learning and involved multiple practical assessments, performance reviews and two written exams. “Starting a new job is stressful” (Cable, 2018), I was feeling stressed at the start of this process and beginning a new career left me feeling anxious. The thought of doing exams and assessments added even more pressure. I felt concerned about revising, passing tests and getting back into an academic mind set. Adding additional pressure was the uncertainty of how COVID 19 was going to affect the learning environment. MIND (2017) say that uncertainty is one of the top seven triggers for stress, and exam stress is one of the highest causes of stress. Uncertainty and exams were the main stressors of my professional life over the last six months.

While handling the stress of my professional life, I have also been experiencing stress in my private life. In the last six months, I have moved house, postponed and reorganised

my wedding, helped family members through ill health and I have started a new job with a significantly lower wage. Which? (2016) found that the second and third most stressful life events are selling and buying a house as indicated by 70% and 69% of people surveyed. Underlying all of my stress is concern about my financial health and the COVID 19 pandemic that has added stress to everyday life. FORTH (2018) conducted a survey looking at stress in Great Britain and they found "The most common causes of stress are: money, work, health concerns, lack of sleep and pressure of household chores", I can honestly say that I have experienced stress from all of these causes in the last six months.

In the last six months, I have used coping strategies to minimise stress and build resilience. Below, I discuss some of the strategies I have used.

To help minimise stress I have been exercising in many forms including; going to the gym, running and home workouts. Boullosa (2015,p52) said, "regular exercise is purported to relieve stress". I found this to be an accurate statement, after exercising I felt I had a clearer mind and a better grip on what I needed to do to combat stress although the stress had not gone away. For me, exercise seemed to be a temporary fix as suggested by NHS (2018) who say that exercise will not make your stress disappear, but it will reduce the emotional intensity you feel, allowing you to deal with problems more calmly. Exercise was very effective at helping me minimise stress but it was not a solution to the problem.

Another coping strategy I used was cooking, I have always enjoyed cooking and I find it therapeutic. An online article by Andrews (2015) says that "the very process of cooking can nourish your psychological well-being", in my case nourishing my psychological wellbeing has meant minimising stress. During periods of high stress, I use cooking as a distraction. I have found this removes me from stress as I am only concentrating on cooking. Listening to the noises, taking in the smells and the satisfaction of completing a meal allows me to forget about everything for a little while and refocus my mind. Another advantage of cooking is that home cooking is usually more nutritious than ordering takeaway meals. A publication from the Mental Health Foundation (2016) suggests that healthy eating is one way to help combat stress and build resilience to it. However cooking can also be stress inducing. I discovered that if a recipe does not turn out right or I ruin the food then I have to cook again or order food. This meant that the activity I am using to minimise stress was creating it.

In a TED talk by Hone (2019) she suggests that the most resilient people "focus on what they can control" and the elements they cannot control they accept and move on in stressful situations. She goes on to say those who can do this feel far less stress as they look beyond the stressor and see quickly what they can do to minimise or remove the stress. I trained myself to use this strategy, when stress appeared I learnt to evaluate what I could control and turned my attention to those areas rather than stressing about things I could not control. For example, I could not control the Covid 19 outbreak that threatened to delay my final exam. I focused my time on revising and staying prepared for it to go ahead. Using this strategy made me more efficient at dealing with stress and built my resilience to it.

Another strategy I used to build resilience was listing tasks I had to complete, "Work smarter, not harder. Make a list" one of the ten stress busters suggested by NHS (2018). Whether they were chores or responsibilities, I would write out my weekly tasks and prioritise them. This allowed me to take control of my stress and stay focused on what had to be done, approaching my stressors one at a time. An unforeseen benefit of this was that I could cross off what I had done and crossing off a task felt satisfying.

In comparison, cooking and exercising allowed me to remove stress for a short time and refocus my mind. List making and focusing on what I could control helped me approach my stress or, more specifically, the tasks that created stress in an objective way.

I found that making a list was a good approach as it prioritised my time and allowed me to concentrate on one job at a time, minimising stress. However, there were times when the job that was at the top of the list was not one that I wanted to do. This added stress, as I had to work hard to motivate myself to get it done.

Focussing on what I could control encouraged me to look at my list of tasks and focus my time and effort on what I could control. Focusing on things you cannot control will only add to stress and waste time. I realised that although list making and focusing on what I could control were the best strategies for building resilience, they did not always minimise stress. If I was not motivated to work on my tasks, I found myself looking at a list of tasks that I knew how to overcome but with no motivation to do so, which accumulated my stress.

Although they did not remove my stress permanently, exercising and cooking did give me a break away from stress and helped me refocus my mind. When I returned from exercise or finished cooking, I was no better off, but I was refreshed and able to turn my attention to the things I could control and work through my list. Cooking did minimise stress but if it went wrong, it only added stress. From my experience in the past six months exercising was best at minimising stress as it got me out of the house and physically away from my stress as well as psychologically. It gave me a break from stress and motivated me to do something about it when I was finished exercising.

In conclusion, although all of these strategies minimised stress and helped build my resilience none of them removed stress completely. Using a mixture of strategies depending on my level of stress proved to be the best way to minimise stress and build resilience to it. Using the appropriate coping strategy at the appropriate time and utilising the benefits of each has allowed me to minimise stress and build resilience.

Word Count: 1597

Task 2

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

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

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

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

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

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

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

ANSWER:

In this essay, I will reflect on how I managed conflict during an incident that I had a significant role in. I will discuss the circumstances of the incident that led to the conflict and describe the process I went through to determine my actions by exploring Betari's Box, the subject's resistance and the national decision making model. I will also explain how my actions were proportionate and lawful by discussing the law surrounding use of force and the European Convention on Human Rights. I will be using Gibbs model to help me reflect on this incident and develop from this experience. Below, I will touch on the powers and tools police officers have to deal with incidents they experience and go on to introduce the Gibbs Reflective Cycle before continuing with my reflection.

Police officers have many skills they can use to deal with incidents they face while doing their duties. Presence at an incident alone can sometimes calm and resolve a situation and effective use of tactical communication can remove the need to use of force in some circumstances. However, there are many incidents and circumstances where tactical communication is ineffective and so the use of force is necessary in order to; protect the public, property, officers, the offending person from harming themselves or to affect an arrest. Below, I briefly explore the powers officers have to use force while doing their duties and touch on how those powers relate to the European Convention on Human Rights.

When using force the police have to consider whether the circumstances justify using it and that they understand the powers they have and how they affect a person's human rights. The three main legislations that cover use of force by a police officer are; Section.117 Police and Criminal Evidence Act 1984, Section.3 Criminal Law Act 1967 and Common Law. When using any of these powers a police officer must make sure that their use of force is proportionate and consider if it is necessary. If there is another way to achieve the desired objective short of using force then that option must be used first. Use of force should always be a last resort. When using force officers must also understand the consequence of their actions in relation to the European Convention on Human Rights (ECHR). Using force has the potential to breach multiple of the human rights acts, the most likely articles breached are Article 3 (freedom from torture) and Article 5 (the right to liberty). These articles protect all people from unfair and harmful treatment so officers must be sure that the use of force is necessary for a purpose permitted by law. Making the decision to use force is never an easy one and police officers need to be fully aware of the repercussions they could face if they use force unlawfully or excessively.

Having explored how force is used lawfully, here I introduce the Gibbs Reflection Cycle. Graham Gibbs developed the Gibbs Reflective Cycle in 1988. It is a six stage cyclic model that allows a user to "examining experiences ... allowing you to learn from things that either went well or didn't go well" (The University of Edinburgh, 2020). The six stages of the Gibbs Reflective Cycle are; Description, Feeling, Evaluation, Analysis, Conclusion and Action Plan. For stage one, I will describe the incident in which I encountered conflict, and at the same time I will complete stage two of the Gibbs Reflective Cycle, Feeling. In order to do this I will delve deeper into the incident I describe and break down what I was feeling and what my thoughts were at the time. I will discuss models that guide my thought process such as; the National Decision Making Model (NDM) described by Bryant et al (2019, p. 79-80) as a five-step cycle process, which helps officers make decisions. The NDM is founded on the police code of ethics allowing officers who use it correctly to make decisions that are ethical and fair. The NDM starts with the collection of information, then an officer conducts an assessment of the risks involved at an incident. Next officers must consider all the powers and policies that are available to them. Step four, officers decide which option to use in order to resolve the incident and the final step is action and review stage, officers take action and review the outcome, did the chosen option work or is a different option needed. Officers run their thoughts through the NDM multiple times during an incident so that their action is proportionate to the ever-changing circumstances. Another model I discuss is Betaris Box, the College of Policing (2020) say that this model explains a relationship between behaviour and attitude. In Betaris Box, My Attitude affects My Behaviour that in turn affects Your Attitude and then Your Behaviour. This cycle offers an example of how an incident can escalate quickly if one or neither of the parties involved is able to control their attitude or behaviour. To complete my reflection I will work through the Gibbs Reflective Cycle and I conclude with what I have learnt from this experience and how I intend to implement that learning in my actions moving forward. Finally, I will critically evaluate Betaris Box as a model underpinning police intervention in conflict.

In this incident, my colleague and I had reason to attend an address where two people in a multi-occupancy household were arguing. Someone else in the address who believed the argument was getting out of hand and was starting to get scared for their own safety called the police. On arrival at the address, I could hear two voices, from within the house, both of which were shouting and sounded aggravated. The reporting person (RP) let us into the house and pointed us toward the pair who were arguing. Upon seeing the two Males

arguing, I was thinking through the NDM, I wanted to take in as much information as I could and use that information to assess the risk posed by the Males. I considered my conflict management skills and thinking about Betaris Box I took hold of my emotions and adrenaline and approached the males calmly and with relaxed body language. This worked initially as the males stopped shouting and were happy to let me speak, their attitude was reflecting mine as suggested by Betaris Box. This was a good start and the situation was de-escalating. I asked the Males to explain what was going on, which started the shouting again. I decided to split the Males up as they were aggravating each other and I thought that taking them apart removed the aggravating factor, this was achieved by gesturing and saying that Male 1 go into his room with my colleague and Male 2 stay with me in the hallway. I spoke to Male 2, using active listening skills, allowing him to tell his story in full, looking him in the eye, and not interrupting him. I then used open and closed questions to get more information from him. While doing this, I was aware that he was upset and that the emotion of the incident was a major factor, I reassured him and used my body language and my own attitude to calm him further. Once I was finished speaking with Male 2 and happy he had calmed down, I considered the NDM and decided that at this point there was no need to perform any further action with him. I left Male 2 standing in the hallway and went to speak with Male 1. When I entered the bedroom of Male 1 he was calm and sitting on the bed, I allowed him to explain what had happened and again used active listening skills. Male 1 informed me that Male 2 was known to take drugs, this was new information that I passed through the NDM and I added into my dynamic risk assessment as it was an impact factor that could affect the rational thought process of Male 2. At this time I was feeling relaxed as the Males had been separated, even though I knew Male 2 was potentially on drugs, I was confident that the two Males would not argue further while we were in attendance. The actions I had taken had worked and all parties were calm and willing to co-operate.

All of a sudden, I could hear the RP screaming for help, I left Male 1's room and I located Male 2 kicking the RP's door. I again went through the NDM. I thought about grabbing Male 2 and pulling him away from the door but I decided that would be an inappropriate use of force. Using a commanding tone that was loud enough ensure he would hear me I told him to stop kicking the door, which he did. I was aware now that my behaviour had changed and that was likely to change his behaviour as mentioned in Betaris Box. Male 2, turned his focus on me and began shouting at me to get out of his house, he also tried to grab me by the arm. This was a radical change in his temperament that may have been influenced by drugs. I went through the NDM multiple times using different conflict management tools to de-escalate the situation. I began to back off Male 2 so he did not feel threatened or trapped, while doing this I was using tactical communications to appeal to him explaining that if he continued his actions force would be used. Male 2 continued to be verbally non-complainant. I remained calm and looked at Male 2 in the eyes and said in a raised voice so I was sure he could hear me that this was his final warning. Male 2 continued his actions and his behaviour worsened, I could tell from his body language and facial expressions that he was becoming more aggressive. He changed his body angle, he was gritting his teeth, furrowing his eyebrows and his right hand was clenched in a fist. Considering the behaviour and actions of Male 2, I quickly formed the decision, via the NDM, that in order to prevent harm and further crimes being committed I would have to arrest him and this would require me to use force. My power to arrest him was present under Section.24 Police and Criminal Evidence Act 1984. In order to affect an arrest the use of force is permitted by legislation set out in of Section.117 Police and Criminal Evidence Act 1984. I was aware that using this power would affect his human rights, specifically Article 5. By arresting Male 2 I was taking away his liberty and although I

had a lawful purpose the impact of this action could have repercussions if not performed correctly.

I was still communicating with Male 2, telling him that he was now under arrest and I wanted him to turn and face the wall. I was feeling nervous at this point, I knew I had to get hold of the Male but doing this would mean getting close enough that he could hit me. Male 2 became actively resistant and he tried to push me and pull his arm away from me. I used the minimum amount of force required to get hold of Male 2 and keep him in my grasp. Male 2 started hitting my arm with his left hand and was still holding his right hand in a fist. I managed to get him against the wall and used my body weight to hold him there while I handcuffed his left wrist. I continued to communicate with Male 2 asking him to give me his right hand but he refused. My colleague assisted me in getting hold of his right hand and while still communicating with him to give me his hand we were able to manoeuvre his right hand into cuffs. I could feel the adrenaline in my body and I knew that now the male was safely detained I should calm down before taking any other action. I calmed myself, got control of my behaviour, and began to communicate with Male 2 in a relaxed manner. I spoke gently and in a quieter tone explaining what would happen next. Male 2 slowly calmed down and eventually became compliant. I kept Male 2 in handcuffs for the safety of everyone and to prevent escape however, he was now compliant so force was no longer necessary. Male 2 was conveyed to the back of the police vehicle and taken to custody.

Evaluating this experience, I think my tactical communications were good as was my control over my own attitude. By using effective tactical communications, I was able to defuse the situation at the beginning and get information from both Males quickly. I was empathetic with them and built a rapport that made them feel confident and safe in my presence. As the incident progressed and force was used my control over my behaviour and attitude remained. Although force was used, it was as little as required to achieve the objective. In hindsight, if the circumstances were different I could have potentially dealt with this incident without the need to use force. Each incident must be judged on its own circumstances and at the time I believed the RP was in danger which led to my actions as described. In this incident I had plenty of opportunity to apply Betaris Box model and I have shown a clear example of how controlling my own behaviour and attitude can affect the behaviour and attitude of those I interact with in a positive way. Conversely, when Male 2 started kicking the door of the RP my attitude and behaviour raised causing the situation to escalate. The raising of my attitude and behaviour negatively affected the behaviour and attitude of Male 2. From this experience I can say that Betaris Box is a useful model to consider when approaching conflict management and Betaris idea that my attitude and behaviour affects that of those who I interact with is certainly valid. I have also discovered that it is important to remember that Betaris box also works negatively, if my attitude or behaviour is aggressive it will cause others to react this way. Also, it must be considered that trying to use Betaris idea to de-escalate an incident can take time, time that the circumstances may not allow. The risk to the RP in this incident is what created a lack of time and therefore the situation escalated before it could be effectively resolved. I will continue to consider Betaris Box in my interactions with the public as an officer and in my personal life.

Analysing the experience, I am content with how I acted and I thought I controlled my emotions well and did not let adrenaline run away with me. I acted in accordance with the law and the force I used was necessary and proportionate. My calm and controlled behaviour helped calm the Males and allowed me to move forward with investigating the circumstances. I could have walked into the house shouting at the top of my voice and started arresting

people but that would have led to more aggravation and potentially more aggressive force would have been utilised, which would have been unnecessary and not at all ethical.

In conclusion and considering an action plan for future improvement, I have learnt that how I approach an incident and my attitude and behaviour towards those involved can massively affect the outcome of it. Using force is a last resort and doing everything I can to give myself more time to consider the options and powers available in order to avoid using force is worth doing. I will continue to develop my skills in conflict management and try to de-escalate incidents as much as I can before acting. I will keep using the NDM to help me make ethical decision and make sure my knowledge of legislation and polices is up to date so I can give myself as many options as possible before having to use force.

Word count: 2692

Task 3

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

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

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

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

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

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

ANSWER:

In this essay, I will reflect on an incident in which I had to assist a victim through the criminal justice system. I start by introducing Borton's reflective model and I will use Borton's model to reflect on this incident and my actions. I will then critically assess the incident and go on to discuss the responsibilities I have, as a police officer, throughout this process. During my reflection, I will illustrate how I acted in accordance with relevant Codes of Practice and the values of policing. I conclude this essay with a review of what I have learnt from this incident and what I can do to improve my performance in the future.

In 1970, Borton created a reflective model as a result of his work as a teacher. Borton (1970) explains that his reflective model provides three simple questions that can be used to reflect on an experience. Smith et al, (2016, p3) summarise the stages of Borton's model as; What? Here the experience is identified and described in detail. So What? This question is used to make sense of an experience and analyse it. Now What? This final question explores alternative actions and what can be done to improve in the future.

The criminal justice process begins once a crime has been reported. A victim of a crime is defined as "a person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence" (Ministry of Justice, 2020). Victims of crime have twelve rights that must be adhered to while they are going through the criminal justice system and these rights are laid out in the Code of Practice for Victims of Crime, also known as the Victims Code. During my reflection I will explained how I ensured the rights of the victim were upheld and how I applied the Victims Code.

The incident I am reflecting on involves two parties, the Victim and the Perpetrator. I will start my reflection by describing the incident as Borton's model suggests. I attended an incident where a criminal offence had occurred. The Victim was present when I arrived and the Perpetrator had made off. I first made sure that the environment was safe and secure for me to approach. I went to speak with the Victim who was unharmed but damage had been done to the Victims property. In this incident, the Victim was also a witness and the Victim had captured part of the criminal act by recording it on their mobile device. I went to speak with the Victim and asked them to explain what had happened, I took their details and made sure I had their contact information. I also took a first description of the Perpetrator and circulated it to other police units. House to house enquiries were then conducted and other witnesses were identified. Once these initial investigative actions were completed, I turned my focus to the Victim, their rights and my responsibilities toward them.

I went to speak with the Victim, considering the police values, and I was emotionally aware of their situation. Bryant et al (2019, p297) suggests that victims can find it hard to understand the complexities of criminal investigations and legal proceedings so, establishing a good relationship with them will increase the chance of their cooperation. I understood that the Victim may be feeling scared or frustrated and I was aware of how this may affect their interactions with me or their willingness to be part of the criminal justice process. In some communities, assisting the police with an investigation is frowned upon and it is not uncommon for victims to fear repercussion for doing so. In this incident, I was aware that speaking to the police was scary for the Victim and I let them know that I appreciated their help. I wanted the Victim to feel safe in order to reduce the likelihood of them pulling out of the process further down the line. To do this I used effective interpersonal skills, considering Berne's Transactional Analysis (Bryant et al, 2019, p100-101). I took on the ego that Berne describes as a Nurturing Parent, which allowed me to make the Victim feel safe and explain to them how assisting the police could help them and the process of legal proceedings that may follow as they move through the criminal justice system. This enabled the Victim to make an informed decision and satisfied one of their rights under the Victim Code. I asked the Victim if they would be happy to give me a statement to describe the incident from their point of view, I did this treating the Victim with respect, dignity and compassion.

Taking a statement starts by identifying if the victim is classified as vulnerable or intimidated. In this incident it was my responsibility to assess the Victim and under the Victim Code it is the Victim's right to be informed of additional services and have that support tailored to their needs. A victim who is considered 'vulnerable' or 'intimidated' or if they are a victim of the most serious crime can receive an enhanced service. A victim is vulnerable or intimidated if they meet either of the definitions set out in Section.16/17 of the Youth Justice and Criminal Evidence Act 1999. If a victim is eligible for an enhanced service they; can be referred to other specialist support services, will be contacted more frequently and, can request special measures. "Special measures are used to help victims or witnesses give their best evidence in court and help reduce some of the stress related with giving evidence" (Crown prosecution service, 2021). In this incident the Victim was not vulnerable or intimidated or a victim of the most serious crime so an enhanced service was not required.

The Victim completed their statement and I offered them the opportunity to provide a Victim Personal Statement (VPS). The opportunity to provide VPS is one of the Victims rights under the Victim Code, Right 7. The victim does not have to provide a VPS if they do not want to but it is the Victims opportunity to describe how the crime they are a victim of has affected them and the VPS is considered by the court during sentencing. I explained this process to the Victim however, they did not wish to provide a VPS at this time and so I explained that the VPS could be completed at a later date if they changed their mind.

With these actions complete, I made sure I had the Victims contact details and gave them the incident reference number and my contact number for my force issue device. The initial actions had been completed at the scene and the next stages of the investigation would be completed mostly by the police. In order to keep the Victim up to date with the investigation it is my responsibility to contact the Victim, as stated in Right 6 of the Victims Code. Updates can include; any major changes to the investigation, any time important decisions are taken and any update relating to the status of the suspect/perpetrator. In order for the victim to remain up to date with any changes to the investigation a timescale for communication should be agreed. In this incident, I did not agree a timescale with the Victim, this meant that I was only updating the Victim when changes occurred. This had an impact on me that I will reflect on below.

On returning to the Police Station I began the occurrence log updates. There are a set of victim updates that must be completed so that the status of the victim and their contact information is attached to the incident. It is my responsibility to complete these updates and fill them with the information I have gathered from the victim. VU01 is a victim assessment and requires me to assess the vulnerability of the victim, as mentioned above the victim was neither vulnerable, intimidated or the victim of the most serious crime. VU02 is used to confirm if the victim will receive an enhanced service or be referred to victim support. The Victim requested that their details not be passed on to support agencies at this time so they were not referred. VU03 this occurrence update stores victim information and contact agreements and records any update given. As mentioned, I did not agree a timescale for updates, I added here that the Victim was to be updated should any major changes occur. VU04 is used to record the final outcome given to the victim and ensures the victim has been informed about the VPS and review process. I completed these updates as and when they were required and used them to record my communications with the victim.

The next stages of this investigation would include locating the Perpetrator, interviewing him and then making a decision on how to proceed with charging them. As the Victim Code states, I updated the Victim when the Perpetrator was; arrested, interviewed under caution and released on police bail and the bail conditions.

The outcome of this incident was an out of court disposal. I contacted the Victim for their views on this and their views were taken into account when considering the final disposal. I explained the outcome to the Victim and offered further assistance and support. This satisfied Right 9 of the Victim Code as the Victim has the right to be given information about the outcome and appeals. Finally, I asked the Victim if they required anything else from me, the Victim was happy with the service they had received and thanked me for my help.

To delve deeper into my reflection I will now move onto the 'So What?' stage of Borton's model. During this incident, I was able to learn from my experiences and consider the impact of my actions not only on myself but also on the victim. Here I will highlight two points during this experience that I have identified as learning opportunities. At the beginning of this incident, I described how I communicated with the Victim and I explained the criminal justice process and legal proceedings. I believe I did this well and explained in detail what the Victims input in the criminal justice system could achieve and my understanding of the Victims position led to them participating and following a criminal proceeding. The Victim was nervous of possible reprisal from the Perpetrator and I believe that if I had not communicated in the way I did then the Victim may not have wanted to take a complaint forward. I spoke honestly to the Victim about how they felt and I gained a better understanding of how they were affected by the incident, which allowed me to make a more accurate assessment of the support, or help they required. I learnt that police contact is vitally important and I should use

effective communication skills all of the time in order to help victims of crime. In this incident, no support or special measures were required. However, if this incident had been more serious and I had not communicated in an effective way then the support that the Victim received may not have been tailored precisely to their needs. This could possibly have an effect on them giving their best evidence in court and would not have fulfilled their Rights under the Victims Code.

Another learning point was identified when I mentioned in the description of the incident that I did not agree an update timescale with the victim. Because I had not agreed a timescale for updates, the Victim was contacting me regularly. This was frustrating, as I had to explain that the investigation takes time and I have other workloads to consider as well. However, I understood that the Victim had concerns about the process and that was why they were contacting me so often. If I had agreed a timescale at the start of this process then I could have prevented the unnecessary communications and protected the Victim from feeling stress over not knowing when they would be updated. I learnt from this that agreeing a contact timescale is important and provides victims with a better service and prevents them from suffering unnecessarily. Although the timescale was not agreed, I did keep the Victim updated and they were able to contact me if they needed to. The Victim did not miss any updates and I fulfilled my responsibilities to them as stated in the Victims Code.

The final stage of Borton's model is 'Now What?', here I give my opinion of the entire experience and I will discuss what I will do moving forward to improve my performance. I feel that this incident was handled well and my actions ensured the Victim assisted the process and they got the outcome they wanted. My communication skills were utilised well and using them effectively in partnership with my understanding of the criminal justice system made the Victim feel confident in the actions of the police. In this incident, the Victim Code was adhered to throughout and I will continue to apply the Victim Code to all incidents where a victim is identified. To develop my performance, I have identified from this experience that I need to increase my knowledge of the criminal justice system at the court stages. My knowledge was suitable for this incident as it was a lower level crime but had it gone to court I would not have had all the information that the Victim required. Moving forward I will also make sure, I remain up to date with policies and codes of practice that effect victims. Victim assistance is vital to the criminal justice process and "Victims deserve the best possible support to cope and recover from the effects of crime" (Grayling, 2013). I will strive to make my understanding of the criminal justice system as good as it can be and make sure that my communication skills are used effectively to ensure that victims of crime get the service they deserve from the criminal justice system, South Wales Police and myself.

Word Count: 2359

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

In this essay I will reflect on an incident in which I played a significant role in the decision making process of the investigation. I will do this using Borton's reflective model (1970), What?-So What?-Now What?, to reflect on how I applied the National Decision Model (NDM) to assist me in resolving the investigation and evaluate the role of discretion in the decision making process. I will also discuss the responsibilities I have as a police officer under the Code of Practice laid out in the Criminal Procedure and Investigations Act 1996 (CPIA). As I reflect on the incident I will illustrate how police values were engaged and assess the potential impact of bias on the decision making process.

Scarman (1981, para 4.58) stated "discretion lies at the heart of the policing function...Discretion is the art of suiting action to particular circumstances". As Scarman states discretion is a tool used by experienced officers to resolve incidents in a way that is most appropriate. Using discretion effectively requires experience, many factors can influence an officer's use of discretion and having a good grasp of the law, public interest, professional judgement, force policies and police values will help officers use discretion wisely. Experienced officers understand that in some incidents the law or force policies require them to act in a certain way and that the public would expect that perpetrators of similar crimes to be held accountable to the same degree however, this is not always the case. Neyroud and Beckley (2001, p86) say, discretion is "the essence of informed professionalism in policing", I think this statement is suggesting that discretion should be used by officers who

are informed of the information available and make a decision based around a set of professional standards and procedures. I believe this is very similar to the use of the National Decision Model (NDM) and reflects how important the use of the NDM is when making any decision at police incidents. Bryant et al (2019, p80-84) suggested that effective use of discretion could reduce the pressure on the judicial system and prevent wasting of police resources. Discretion can also prevent victims, witness and other involved parties from suffering the side effects of crime unnecessarily. Effective use of discretion is an understanding that criteria exist within which an appropriate decision can be made based on the circumstances of each individual incident. As a young in service officer it is difficult to use discretion effectively as my experience is limited, so understanding what an appropriate resolution to an incident is becomes problematic. In the incident I describe below, I use discretion a number of times to make tactical decisions on how to resolve problems I faced. In order to do this I applied the police values and used the NDM to evaluate how the outcome of my decisions may affect those involved. Once I had considered the options available to me I then made a decision, based on my professional judgement, of which option would be most appropriate.

Although discretion plays a key role in effective policing and investigation, there are duties of police investigations that are set out in law and the officer responsible for the investigation must be sure that these duties are adhered to. The Criminal Procedure and Investigations Act (CPIA) 1996, is a large document that details what is expected of a police officer during an investigation, here I will summarise the responsibilities that are set out within CPIA 1996. During an investigation, an officer will be appointed the role of 'officer in case' (OIC) and it is their duty to oversee the investigation. An OIC should "pursue all reasonable lines of enquiry regardless of whether or not these point toward or away from the suspect" (CPIA, 1996). Deciding which lines of enquiry are reasonable to follow is up to the discretion of the OIC, being aware of police values and the impact of bias on an investigation is very important when making decisions using discretion, I will discuss how I did this during my reflection. The OIC must also "ensure that all material which may be relevant to an investigation is retained" (CPIA, 1996) and recorded in a durable and retainable way. As investigations progress this information may have to be disclosed, the integrity of the case and the information gathered can be compromised if material is not retained securely. CPIA also states that the OIC, or any officer, may seize material that they believe is relevant to the case and this seized material can be kept for as long as is necessary but no longer, this material could be seized from any parties involved.

I will now reflect on the incident I was investigating using Borton's reflective model. Borton's model has three stages beginning with What?, this stage involves describing the incident and the role I played. I will summarise the incident and then reflect on the decisions I made using the NDM and evaluate the role of discretion. The incident I attended was an offence of Affray and there were multiple parties involved, threats to harm were made and there was damage done to the property of the two victims. On arrival at the scene, the three suspects had made off and the investigation began by communicating with the Victims and discovering what the circumstances of the incident were. During this early stage of the investigation all reasonable lines of enquiry were identified, this included identifying witnesses and any CCTV footage, taking pictures of damage, getting first accounts and considering the forensic opportunities from the scene. Once initial actions were completed, and the suspects were identified and arrested the investigation of the offence became slowed down. There was no immediate risk of harm and post interview the three suspects were given bail conditions,

so the risk to the victim was minimal, this meant the investigation could be done in a slow time fashion. At this point in the investigation, I considered my CPIA responsibilities and made sure that all material that was relevant to the investigation was recorded and stored in a secure and retrievable way. This included; property seized from the suspects, statements taken from witnesses and victims, interview recordings and any other images or footage that was presented to me.

Once I was content that all relevant material had been recoded and retained I decided which lines of enquiry to explore further and which were no longer necessary, this included using my discretion on whether or not to return property to those involved. Relevant lines of enquiry were identified as part of this investigation and my decisions on how to handle this material is what I will reflect on now. The suspects of this incident were witnessed using a vehicle to transport them to and from the scene, the suspects were identified in this vehicle near the scene at the appropriate time by two independent witnesses. The vehicle was seized for forensic purposes and a few days after the forensic images had been taken the suspect asked me if he could have his vehicle back so he could go to work, this is the first example of my use of discretion. The suspect's vehicle remained in a police compound and I had to decide whether to return the vehicle to the suspect, I considered the Police Values; (College of Policing, 2021) Integrity, Impartiality, Transparency and Public Service, as I was aware that my decision could appear biased if I did not have an objective and necessary reason to keep the vehicle. I used the NDM to help me decide if it was necessary to keep the vehicle, the NDM starts with the information stage and I knew that the suspect was seen in the vehicle near the scene at the appropriate time. Forensic opportunities had been considered but deemed not necessary as the vehicle belong to the suspect by his own admission and was his only mode of transport, meaning that forensic material found in the vehicle would definitely be from the suspect. I assessed the risk of returning the suspect's vehicle and concluded that if he had a second vehicle he could be driving already with no restriction other than his bail conditions so returning this vehicle produced no new threats to the victims and not returning the vehicle potentially harmed his ability to work and provide for his family. I considered the impact of bias carefully and assessed the risk between treating the suspect unfairly and the victim perceiving that I was in favour of the suspect. I carefully evaluated all the potential outcomes of my decisions and thought about the other parties that may be effected by them as well as the risk this posed to them. I assessed my lawful powers and force policies and created a few options that were available to me, there were suitable images of the vehicle taken by the forensic team and I had fulfilled my CPIA responsibilities by retaining these. All appropriate lines of enquiry developed from the vehicle had been exhausted so there was no need for it to be further examined or kept by police. My judgement was to allow the suspect to recover his vehicle, I used my discretion and the NDM to come to this conclusion and by engaging the police values I was able to make a fair and justifiable decision.

Another example of using my discretion during this incident came about four days after I had returned the suspect's vehicle, the suspect had contacted me asking if his mobile device, which I seized at the scene, could be returned to him. When officers arrived at the victim's location there was a mobile device on the floor outside the address, it was later discovered that this mobile device belonged to the partner of one of the suspect's. My initial enquires into the discovery of the mobile device found at the scene concluded with the suspect's partner informing me that she had lent her mobile device to her partner that morning as his was broken. She confirmed that her mobile device was in her partner's possession at the time of the incident and that the mobile device we had seized did belong to her; this suggested to me that the suspect, the device owner's partner, was at the scene of the crime. I seized the mobile device for forensic opportunities however, I again decided not to explore

this line of enquiry further as the mobile device was already confirmed to have been in the suspect's possession and had been all day. This meant that the device was highly likely to have forensic material of the suspect on it but knowing that would not provide us with any further evidence. Downloading the device for evidence was considered however, this is a long process that takes time and uses resources. I analysed the cost-benefit of the download and concluded that doing so was unlikely to provide any major evidential opportunities, as the mobile device had only been in the suspect's possession for that day and the fact that it was recovered from the scene provided enough evidence of his involvement. Using my discretion, I made the decision not to have the mobile device tested for forensics or downloaded. I used the NDM to help make these decisions and by; assessing the information I had, analysing the available evidence and risk assessing the cost and benefit of using these police resources I believe what I concluded was a good reflection of the police values. I had the power and option to have the mobile device examined but I decided that the information that may be gathered from it would not harm or benefit the case in any relevant way and doing so would unnecessarily waste police resources, as the evidence required to place the suspect at the scene was already available. As the lines of enquiry developed from the mobile device were completed, I decided to return the device to the suspect. I considered the NDM, engaged the police values once again, and upon analysing the information I chose to return the phone as there was a potential risk to the suspect's partner and family if they were left without a mobile device. I was aware that returning the mobile device was a fair and non-biased decision that was objective and impartial.

So What? Is the next stage in Borton's reflective model and here I will look deeper at the decisions I made and consider what I have learnt. In these two examples, I feel that I have used my discretion well, each time I considered the NDM fully taking time to collect all relevant information and then analysing that information and forming a true understanding of the risks posed to those concerned. Each time I considered my CPIA responsibilities and made sure that I had the lawful powers necessary to perform my duties. I then created a set of options and used my discretion to identify which option was the most appropriate. While I was making these decisions I was worried that my lack of experience was a barrier to effective use of discretion and I did second-guess myself on more than one occasion. However, I trusted my knowledge of the NDM and made sure that I had considered all the information available and took my time to come up with a number of options. This made using my discretion easier as I was using it to pick from a set of options that I had created based on the police values and that were all appropriate. All I did then was consider the potentially outcome of all these options and picked the one I believed to be best suited and the fairest for all involved. I have learnt that using discretion is a process that should be used by all officers and I feel that as you gain experience using discretion gets easier but is never risk free. Applying discretion means that there is a potential for different officers to handle similar situations in different ways and I am now aware that this may be perceived as the officer being biased. When using discretion the police values should form the basis of any decision I make, the NDM is a great model for making a decision that is based on police values and ethics, and by doing this I can reduce the risk of appearing biased and I can be confident in my decisions.

The final stage of Borton's model is Now What? In this stage, I will consider what I need to do to improve and how I will make those improvements, I have identified three improvements I can make and have detailed them below. Making decisions and using discretion to apply an appropriate solution effectively is an important tool for any police officer and the only way to get better at this is to experience it first hand. I want to feel more confident

in my decision making and my use of discretion, in order to do this I will work to improve my knowledge of my lawful powers and force policies so that I am fully aware of what is expected of me by the public and by the senior officers. Secondly, I will also continue to use the NDM when making all decision and create as many options as I can to help develop my understanding of what appropriate outcomes are available to me. Finally, to help me gain experience I will endeavour to get involved with decision making done by the more experienced officers on my team. I will do what I can to assist them in creating appropriate options and ask questions about their justifications and the information they are considering when using their discretion.

I am pleased with how I used my discretion in this incident and although I was initially unconfident about the decisions I was making and concerned for my decisions appearing biased, I believe that I got results that were appropriate and justifiable. I am motivated to work on the three points mentioned above and I am sure that doing this will make me a more proficient user of discretion.

Word count: 2695

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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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
Communication during conflict	I will take the lead at incidents and continue to apply the principles mentioned in Betari's Box Model and the rational vs emotional brain research. I will approach conflict with an open mind and try to diffuse situations whilst considering my powers to use force and how to use it appropriately to keep myself, the public, other officers and the subject safe.	All other officers on my shift, my tutor, force lead for use of force and force policies.	I will evaluate my performance over the next 10 weeks.
Statement writing	I will make sure that I am aware of the crime that I am taking a statement in relation to and review the points to prove so I know what information to search for. I need to improve how I communicate with those providing the statement and keep them focused on	Other officers on shift and my tutor who can give me pointers on what to focus on and how to draw out important information. My supervisor will provide me with feedback on my statements and if I am missing anything. CID placement will help me focus on	6 months to get my statements up to the standard I want them to be, although I expect there to be steady progress throughout this time and I will review my own work constantly

	the incident at hand.	key details and how to get detailed statement that cover all the material needed.	
Interviewing	I need to do more interviews and build my confidence getting the process together and creating a question bank that is specific to the offence in question and that draws out the necessary information.	Other officers and my tutor will be able to help me with questions for specific offences and help me with identifying necessary information; they will also be able to back me up in interviews whilst I build my confidence. HUB attachment will provide me with the opportunity to develop experience of interviewing and allow me to spend time performing interviews.	6 months, I will hopefully get the chance to do some interviews on shift in this period but I expect it to take 6 months before I can get in for my HUB attachment hence the long time frame predicted on this development plan.

CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below you are acknowledging your continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it is equivalent to 500 words towards the overall wordcount.

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: Emyr Rees  (Learner, Electronic signature or type name)

Date: 07th June 2021