

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: Ross Edwards

**Learner's University Registration Number:
1920843**

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.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

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

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

During this essay I will focus on my initial six months training period after joining Gwent Police and being attested as a Police Constable. I will focus on discussing and comparing coping strategies that I developed during this period to allow me to increase my resilience and minimise stress. I will draw upon academic literature to define stress and resilience as well as evaluate any theories or models that underpin the coping strategies I identified.

I will use Gibbs' Reflective Cycle (Gibbs, 1988) to assist me to reflect on the period and to examine the situation. I will follow the six stages of Gibbs' Reflective Cycle to structure the essay to allow me to describe the experience and highlight my thoughts and feelings and to reflect on how I identified and understood when stressors were present, coping strategies that I adopted and how I used these to develop resilience in the circumstances.

I will move on to evaluate the experience, highlighting both the good and bad points. I will then analyse what went well and where I could have improved. Finally, I will examine what the experience taught me, how I could have handled it differently and how I will use what I have learned to help me remain resilient in the future.

I had joined Gwent Police after leaving my previous job, where I had been for seven years. During the first six months the workload was far greater than what I had to deal with in my previous job and it had been 7 years since I graduated from University and I had long forgotten how to do the simple things effectively, such as taking sufficient notes during lessons and compiling them into adequate revision material. The COVID-19 crisis of 2020 also had a significant impact on the academic and work environment throughout the UK, the police service was no exception. During the training period I had to learn topics that were new to me, whilst being taught by new tutors, remotely, rather than in a classroom setting due to COVID. The stress I had felt during the application process

continued into training. The topics being taught in the lessons were usually very detailed and complex and our exam timetable had been altered due to the circumstances, meaning that each exam covered a broader topic range than they had for previous intakes.

During the initial six months I felt very stressed and overwhelmed by the training process and the sheer volume of content that I was required to learn. (Stranks, 2005) said that stress can be defined in many ways, including any influence that disturbs the natural equilibrium of the living body and also describes stress as the common response to environmental change. In my case my working environment had changed completely, to a job like no other, I felt that the responsibility on my shoulders was massive. Cox (1993) stated that 'stress is now understood as a psychological state that results from people's perceptions of an imbalance between job demands and their ability to cope with those demands'. Stranks (2005) identified that as with any form of stressor, not only must the nature of the stressor be considered, but also the duration of exposure to the stressor. I identified examinations as the main stressor during my six months training, they made me feel anxious and led to me questioning my ability to pass. Dewe *et al* (2010) said that 'demands from the job can pose significant challenges and pressures for workers and are frequently cited as major causes of strain and reduced well-being'. As my exams were timed so closely together, I found that the psychological demand resulted in my stress levels being increased and sustained for a long period. I found myself in a new environment, with no close friends to support me and no work colleagues that I was familiar with, even my trainers/line managers were unknown to me. I found myself feeling more alone than I had for a long time.

I now realise that my anxiety and resulting stress during the training period was unnecessary, but I was not able to see this at the time.

Whilst looking back and evaluating, I feel that the first six months of training was a complex time, both emotionally and academically. I believe that I adapted to the training environment, but I felt as though it took me longer to focus on revision than I would have liked. In the lead up to the first exam I often found it difficult to create effective revision notes and sometimes felt as if I was unable to take everything in. By the time the second exam came around I had managed to create a revision strategy that worked well for me. I began to form new friendships from the outset and tried to support my colleagues as much as I could, I would do this by giving advice and support when required, usually by explaining points that they were finding difficult to understand. I also volunteered during

the training to take part in the practical's as a role play actor, this allowed me to learn from my colleagues, as I was able to see them dealing with situations in different ways to me.

By analysing my time at the training school, I found that being part of a team was the most important coping strategy that I developed to become more resilient. To 'fully understand the concept of resilience it is important to understand the concept of stress' (Horner, 2017:385), which I discussed earlier. Most definitions of resilience include the overcoming of stress or adversity or a relative resistance to environmental risk (Bowes & Jaddee, 2013).

Stranks (2006) identified that it is sometimes necessary for an individual to develop new skills for coping with the stress in their lives. This may include receiving social support or adopting a healthier lifestyle. During my time at the training school, I tried to identify ways to cope with the everyday stress of my new environment. I quickly realised that one of the most important ways for me to develop resilience and reduce stress was to establish new relationships with my new colleagues. I have always been a 'team-player', I had very close relationships with my work colleagues in my previous job and had developed very strong friendships and support networks, that I had unfortunately left behind. I took positive steps to try and form new relationships as quickly as possible, introducing myself, starting conversations and asking my colleagues about their backgrounds, previous jobs or about their lives in general. Initially our conversations were around topics that were not really related to our new roles, but as the workload began to increase we began to form a team, which grew stronger each day, providing much needed support and guidance, that made coping with the stresses of work much easier.

Osterman (2000) defines teamwork as 'the extent to which workers cooperate with other co-workers in a relatively stable group'. The practice of teamworking has been common in many organizations over the last 50 years (Stranks, 2005). Stranks (2005) went further to suggest that members of the group must collaborate with each other, co-ordinating interdependent activities, in order to achieve shared goals and objectives. I have always felt that being part of a team is a great support and I began to quickly realise that I would find the same support within the police, allowing me to cope, especially during times when exams were imminent, and revision was crucial.

Although I found the presence of a team to be my key coping strategy, it is important to consider that this may not always be the case for every individual, and it may not be the best coping strategy for myself in every situation in future. Moore *et al* (2006:74) found that 'teamwork experiences are variable, idiosyncratic and ambivalent, with

relationships between team members contributing to both job satisfaction and dissatisfaction. This idea was also highlighted by the HSE (2002) report which indicated that teamworking has the effect of both increasing and decreasing work-related stress levels.

Dewe (2010) introduced a study by Burke (1998) whereby it was identified that police officers who used escape coping mechanisms (such as using alcohol or drugs) were more likely to have greater work-family conflict and reduced job satisfaction. On the other hand, it was identified that officers who used active coping techniques, such as talking with others and problem solving, experienced higher levels of job satisfaction.

In conclusion, although the first six months of my policing career has been challenging and stressful, it has been an extremely important time for me to develop strong relationships, coping strategies as well as building a good standard of resilience that will be essential for a career as a police officer. The six months training highlighted the importance of having a strong team of colleagues around to support me, as well as allowing me to provide support to them, as and when required. Although I have identified that sometimes teams may lead to lower job satisfaction, I believe that good teamwork will be essential when serving as a police officer and I intend to use this very important coping mechanism to my advantage as I progress further with my career.

I plan to take the experience that I have gained during my initial training to quickly identify when stress becomes apparent in future and to seek support from others to ensure that I remain resilient, avoiding the negative effects of stress on my mind and my body.

1594 WORDS

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:

During this essay I will describe and examine a policing incident that I experienced which involved conflict, in which I have played a significant role with the offender. I will use Gibbs' Reflective Cycle (Gibbs, 1988) to assist me to reflect on the incident and to examine my application of effective communication and to reflect on what methods I used to determine whether the use of force was necessary in the circumstances. I will draw upon academic literature to evaluate any theories or models that underpin the causes of conflict within policing interventions.

I will give consideration, where necessary, to my understanding and application of the police code of ethics, equality, diversity and human rights. I will use the six stages of Gibbs' Reflective Cycle to structure the essay to allow me to describe the experience and highlight my thoughts and feelings. I will move to critically evaluate the experience, highlighting both the good and bad points. I will then analyse the actions of the offender, myself and my colleagues whilst introducing relevant academic literature. Finally, I will

examine what the experience taught me, how I could have handled it differently and how I would handle a similar experience in future. To maintain confidentiality names and places will not be used throughout the essay.

Whilst working alongside a fellow probationer and my tutor. I left the station to police an area where I was likely to be placed after my tutorship. It was around 10pm, I noticed a car appear from a junction in front of us, the car appeared to increase in speed, as if the driver was trying to get away from us, we followed the car. The car immediately pulled off the road, the lights turned off and the driver quickly got out. I was waiting for vehicle checks as we drove past the vehicle; the checks came back showing that the vehicle was not insured, in contravention of Section 143 Road Traffic Act 1988. We turned our vehicle and returned to where the vehicle had left the road, but it was gone. Our checks had shown a registered keeper address, around two minutes from our location. We checked the address, but the car wasn't there. We returned to the address at around midnight, the vehicle was parked outside. My tutor contacted the local Area Support Unit (ASU), who specialises in policing the roads to check that I would still be able to seize the vehicle at this time, as there had been a gap between the offence and us locating the vehicle at the address. The ASU officer confirmed that this was possible but indicated I should make contact with the driver first. I knocked on the door of the address. A male answered, confirming that he was the owner of the car, but stated that it "hadn't moved all day". I explained to the male that I had seen the car being driven earlier that evening. He asked myself and my colleagues into the property to discuss it. The male later explained that he had been driving the vehicle, but he thought that it was insured. I told the male that I would be issuing a Traffic Offence Report (TOR) for driving without insurance and that it would likely lead to 6 points on his licence and a £200 fine. At this point the male became very aggressive and began shouting and swearing. He moved very close to me, within 2 feet and started shouting at me and pointing in my face, he did the same to my colleagues. I remained calm and professional, I didn't raise my voice to avoid antagonising the male any further and explained calmly that the offence had been committed and I had to deal with it correctly. I believe that at this point effective communication was crucial to avoid the situation escalating. I used closed questions to keep the conversation focused and to prevent the male from moving the conversation away from the matter at hand.

The male's wife talked to him and tried to calm him, finally moving him to another room. He later returned to the room with us, after calming down and apologised for his behaviour, I completed the TOR with him, he told me that due to me issuing the TOR he

would lose his job and that I had “made him unemployed”. I agreed I would not seize the vehicle, if it was insured immediately, the male's wife agreed to this. I decided to use my discretion to reduce the financial impact on the male and his family. The main purpose of seizing a vehicle is to remove an uninsured vehicle off the road, in this case it was now insured. I thanked the male for cooperating with me and he apologised again, we then left the address.

Prior to the incident I was still finding it strange to engage with the public as a police officer, especially as I come from a valleys community where the relationship between the public and the police had been irreparably damaged during the miners' strike of 1984-85.

(Goodman, 1985) said that following the strike a miner explained how, ‘even our kids have grown to hate the coppers’. I felt very anxious when I arrived at the address as I knew that the driver was likely to be very unhappy to see us at his door at midnight and was likely to be confrontational. I recognised that the anxiety I was experiencing was normal for the situation as a fearful state protects us from potential danger or threat (Gonzalez-Maeso, 2010). As well as anticipating the actions of the offender, I was also concerned that I would not be able to complete the TOR correctly as I had never done one before.

As soon as the door opened, and I engaged with the offender the anxiousness seemed to instantly alleviate and I became focused on doing the job properly and remaining calm to engage professionally with him. When the offender became aggressive, I did not feel intimidated but became aware that the situation could escalate quite quickly, I felt that it was important that I worked hard to focus on calming the offender to avoid any physical altercation. Throughout the incident I felt reassured by the fact that my tutor was close by and was able to assist me if I got into difficulty with the offender or whilst completing the TOR. After successfully completing the TOR my tutor provided feedback and told me that I had done a good job of dealing with the offender and completing the TOR. (Hattie, 2009) identified feedback as among the most powerful influences on achievement. (Deci, et al., 1999) stated that verbal rewards provide an affirmation of competence. This was true in my case as the praise left me feeling more confident that I could deal with conflict and a TOR in the future with much less guidance.

This incident allowed me to quickly learn how to deal with a situation that was completely new to me. I felt as though dealing with the situation for ‘real’ was much easier and less stressful than when I had dealt with a similar situation in training. I believe that I dealt with the situation as professionally as I could and that I maintained a high level of professionalism throughout, despite the offender's attitude and actions towards me. It was

unfortunate that the offenders behaviour escalated so rapidly but I do not feel as though I could have done any more to prevent this from occurring. I think that I worked to the best of my ability to remain focused and engage and explain with the offender to deal with the TOR as effectively and as quickly as possible to avoid the situation being prolonged, adding to the stress that the offender was already feeling. I cautioned the male at the correct times to make sure that he was fully aware that what he was saying could be used in evidence should the case go to court. I also activated my body camera when the male became aggressive, to gather evidence in case his actions led to an arrest or any physical altercation.

I felt that I made an overall positive contribution during the incident, although I found the experience difficult, I tried my best to appear professional and knowledgeable to the offender and his wife. The fact that I had made myself aware of the legislation prior to attending the address, particularly Section 165A of the Road Traffic Act 1988, made the situation much easier to deal with.

Despite the situation becoming more heated than I expected I felt that by the end of the incident the offender and his wife had calmed significantly and had accepted the fact that an offence had been committed and that I had dealt with the offence correctly. At one point the male indicated that he wanted to complain about myself and the two officers who I was in company with, I gave the male all the information required should he wish to complain, although by the end of the incident he had decided that this would not be necessary.

Analysis of this situation is very important, as I believe that I gained valuable experience from it. In the first instance I believe that it was crucial to draw upon the knowledge of a more experienced ASU colleague, who was able to quickly tell us where we stood with regards to seizing an uninsured vehicle. I feel that I could have gone into the situation without this information, but I wouldn't have been as confident dealing with it as I would have been unsure as to whether I was acting using the correct legal powers.

My most important learning point was dealing with the offenders behaviour after we had entered the property. I think it is critical to consider Betari's Box theory when examining the incident and the offenders behaviour. Betari's box theory focuses on how human attitude and behaviour are linked to each other (Mulder, 2018). (Mulder, 2018) describes that the Betari's Box cycle starts when 'one person signals and interprets the behaviours of another'. (Mulder, 2018) goes further to explain that if the Betari's Box cycle isn't broken, there is a serious chance of conflicts arising. In this incident the male became quickly

aggressive, I remained calm and did not respond in an equally aggressive manner. I think that my attitude at the height of the offenders aggression was crucial in breaking the offenders behaviour cycle and stopped him from becoming more agitated and aggressive. During this time, I spent a significant amount of time using the National Decision Model (College of Policing, 2014) to ensure that I made ethical decisions based on the threats and risk present and the situation.

As the offence is usually dealt with by a TOR, I did not intend to use force or arrest the male for the offence, but as he became more aggressive, I spent time considering what offences may be committed and if the use of force may become necessary. (College of Policing, 2019) found that an evidence review suggested that officers might be more likely to be assaulted during conflict situation when the citizen is hostile towards the police. Due to this I had to be aware that if the male become physically aggressive, I may have had to use force to detain him. (Brindley & Reynolds, 2011) stated that much of what means to function as a team equates with good communication, they went further to say that 'verbal communication is the chief way that vital goals are addressed during a crisis'. (College of Policing, 2019) described verbal communication as the 'words and phrases, tone of voice, intonation and other expressions used when an officer interacts with a member of the public. In this situation my tutor used good verbal communication to communicate with me to lead me through the situation and I was able to use verbal and non-verbal communication skills and negotiation to reason with the offender. (College of Policing, 2019) pointed out the importance of non-verbal communication and stated that non-verbal communication or body language, such as physical gestures and eye contact as well as posture and body positioning my affect any encounter between people. (College of Policing, 2019) stated that officers can encourage people to be more cooperative by giving people a 'voice', letting them tell their side of the story, and listening. Whilst making impartial decisions and explaining how they were reached. (Donaldson, 2007) described negotiation as 'any communication in which you are attempting to achieve the approval, acquiescence, or action of someone else'.

During this encounter I allowed the offender to speak, to give his story and opinion, whilst appearing non-confrontational and reasoning with him as much as I could. My main aim was to encourage the offender to calm down, accept that he had committed an offence and explain clearly how I was going to deal with it, encouraging him to work with me to complete the TOR. As these negotiations were successful the use of physical force or an arrest was not necessary.

It is important to bear in mind that an arrest is a breach of an individual's Human Rights under Article 5 Human Rights Act (Equality and Human Rights Commission, 2018), which states that an individual must not be imprisoned or detained without good reason. Although an arrest for an assault or a breach of the peace would have been a good reason, I believe that it was a better outcome that it was avoided.

I believe that whilst dealing with the offender I paid particular attention to the Police Code of Ethics (College of Policing, 2014) by treating the offender fairly, maintaining self-control and tolerance, whilst using my powers and authority lawfully and proportionately, in line with the standards of professional behaviour. I dealt with the offender in the same way that I would deal with any other person who committed the same offence and took an unbiased approach to the individual. I feel that this incident was a good example of how to deal with offenders in similar circumstances in future, although there is no guarantee that the same approach will always be successful.

To conclude I felt that I grew in confidence following this incident. Not only did it give me the opportunity to deal with a member of the public in quite awkward circumstances it also allowed me to learn and follow the correct procedure whilst completing the traffic offence report. It also gave me a better understanding of the law relating to the offence. I made a mistake on the first TOR and was required to complete another to correct that mistake, I think if I had taken a bit more time, I could have avoided that mistake. I feel that I dealt with this incident well, but I was led by my tutor with some aspects. The incident also made me realise the importance of effective verbal communication to defuse a situation, although this may not always be effective in future. I also gained an understanding that the use of force is not always necessary in every situation and should really only be used as a last resort where tactical communications has failed.

If I had to deal with a similar situation again, I would aim to try and replicate the actions that I took during this incident, in future I aim to carry out the tasks without guidance from my tutor. I will continue to try and develop my skills to deal with confrontation, as I deal with more incidents and individuals. I have read around the legislation covering this incident to ensure that I am comfortable with its wording and the power that it provides. In future I will aim to work with the offender as quickly as possible with the intention of reducing the chances of confrontation arising.

This essay has given me the opportunity to critically assess the incident, reflect and take into account all factors that had an impact on the outcome. I believe that this reflection

has allowed me to draw valuable experience, to increase my confidence and given me good pointers on what I can do again and what I can improve in future.

2725 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 assess a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

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

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

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

ANSWER:

During this essay I will describe and examine a policing incident, involving criminal damage, where I played a significant role with the victim. I will use Gibbs' Reflective Cycle (Gibbs, 1988) to assist me to reflect on the incident, allowing me to consider and reflect on how I followed procedures, in line with the code of practice for victims of crime (Ministry of Justice, 2015). I will highlight my key responsibilities as set out in the code and reflect on how I applied these in the circumstances.

Throughout the essay I will draw upon academic literature to evaluate any theories or models that are relevant when examining police contact with victims of crime. The essay will illustrate how I engaged policing values throughout the process and consideration will be given to culturally sensitive practice and language preferences if necessary.

I will use the six stages of Gibbs' Reflective Cycle to structure the essay to allow me to describe the experience and highlight my thoughts and feelings. I will critically evaluate the experience, highlighting both the good and bad points. I will analyse the actions of the offender, myself and my colleagues whilst introducing relevant academic literature. Finally, I will examine what the experience taught me, how I could have handled it differently and

how I would handle a similar experience in future. To maintain confidentiality names and places will not be used throughout the essay.

The incident involved criminal damage to a vehicle whilst it was parked in a private car park outside a public house. I received a call from the force control room to attend an address where a male had discovered that his vehicle had been damaged, apparently by someone running a key or similar implement across the paintwork, covering most panels of the vehicle. The victims code describes a “victim” as a natural 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, 2015). Therefore, I will refer to the male reporting the incident as the victim.

I attended the victims address; he was at home with his wife. Upon entering the property and introducing myself, I asked the victim what had exactly happened that evening.

The victim stated that earlier in the evening he had been to his local pub, where he attended regularly. As restrictions had been introduced in the pub due to COVID-19 the victim told me that during his time in the pub he had a disagreement with another male, who I will refer to as the suspect, over seating. The suspect was also drinking at the pub and was intoxicated. The victim had met the suspect in the past and the disagreement developed into an argument about comments the victim had made to the suspect when they had met previously. At this point I became aware that there may have been some history between the two parties, which may have resulted in the damage being caused. I remembered that it was important that I remained impartial, as required by the values set out in the competency and values framework for policing (College of Policing, 2016). It was essential that I remained unprejudiced and considered both sides of the story. The victim carried on explaining that the suspect had been removed from the pub but had later returned and apologised, the victim assumed that the apology was a result of the disagreement over the seating. The suspect was then removed from the pub again, but this time he didn't return. The victim left the pub later in the evening, dropped his son off to his ex-partner and headed home in his vehicle. Upon arriving at his house, he looked back to his vehicle and noticed that most panels of the vehicle had deep scratches in the paintwork. The victim had contacted the landlady of the pub to enquire as to whether there was CCTV covering the car park. The landlady had informed the victim that there was and after reviewing it, she believed that it showed the suspect interfering with his vehicle. Although CCTV existed it had not been obtained by the victim.

After allowing the victim to explain to me what had happened, I then had to decide on the best course of action, ensuring that I made a fair and objective decision using the best available evidence. As the vehicle was outside the premises, I decided that I would obtain photographs as early as possible, as this would be essential evidence should the case go to court. I obtained detailed photographs of the vehicle then returned to the victim to allow him to give a formal statement. My colleague and I took an account from the victim allowing him to account for the night's events in detail. I made sure that I explained to the victim that by providing a statement he may have to attend court to give evidence, he was happy with this.

When the account was recorded, I knew that it was essential to consider the victim's code (Ministry of Justice, 2015), to ensure that the victim of the crime would be fully supported throughout the process is required. At this point I provided the victim with a crime reference number and asked him if he required support from any of the victim support services that were available in the area or if he would like an 'information for victim of crime' leaflet. The victim said that he didn't require any additional support. I told the victim that he could still obtain support at a later point if he changed his mind. I also explained to the victim the process of how the police investigate crime, to ensure that he knew what would happen next and that I would update him regularly when I made any progress with the investigation, particularly after I had obtained and viewed the CCTV. I realised that the victim had been significantly affected by the damage to his vehicle as he used the vehicle for work to meet with clients. He told me that the vehicle in its current state would cause embarrassment. Due to this I asked the male if he would like to provide a Victim Personal Statement in future, if the case was to progress to court. This would give him the opportunity to express how the crime had affected him, the victim accepted this offer and I made arrangements to collect this when required. I also enquired as to whether the victim would need any special measures, to allow him to attend court to give evidence. (Crown Prosecution Service, 2020) describe special measures as 'a series of provisions that help vulnerable and intimidated witnesses to give their best evidence in court to relieve some of the stress associated with giving evidence'. I explained this process to the victim, but he said that it wouldn't be required.

Finally, I asked the victim if he would like correspondence sent to him in English or Welsh, he indicated that he would like all information in English.

I explained to the victim that I would continue to gather evidence to build a case and update him as soon as I had any information for him. Over the next two weeks I obtained

CCTV from the pub and dealt with the victim regarding obtaining quotes for to repair the damage to the vehicle. I believed that it was best to gather as much evidence as possible before engaging with the suspect. The case is still progressing, and the victim is being updated on a regular basis.

On arrival at the address, I felt quite excited, as this was the first case where I felt a crime had been committed and I stood a good chance of building a case against a suspect. The excitement continued after meeting with the victim as I knew there was further evidence to gather and the suspect had been identified. (Victim Support, 2020) explained that 'everyone is different and therefore crime will affect them in different ways' and that in some cases 'people are surprised at just how emotional they feel after a crime'. This was very apparent in this case, as the victim was very upset by the situation. I was conscious of the fact that although this situation was a new and exciting journey for me, it was an upsetting and new experience for the victim. I was entirely focused on trying to get everything right to ensure that I stood the best chance of building a successful case against the suspect, I knew that I had a great responsibility to do my best. I now feel more at ease and confident that I can progress the case effectively. I believe that the victim has now got over the initial upset and is entirely focused on the police doing their job to bring the offender to justice.

I feel that I handled the situation well, although I did have some guidance from my tutor. I believe that I thought methodically when deciding what evidence needed to be gathered and why it was important. The policing competency and values framework (Ministry of Justice, 2015) states that officers must enable everyone to have equal access to services and information. I built up a good rapport with the victim, as I realise that it is important to take the time to get to know others and their perspective, ensuring that I adhered to the victims code and gave him the opportunity to access support, although in this case he declined. Throughout the process I considered what could be done to make sure that the victim remained informed during the investigation process. I also explored whether special measures would be necessary to make the court process as easy as possible for him to cope with. Whilst dealing with the victim I specifically asked him if he wanted to receive correspondence from Gwent Police in English or Welsh. I worked alongside my tutor and another student officer when dealing with this incident. My tutor provided essential guidance throughout the process and my fellow student officer provided support to me by obtaining the first written statement from the victim. Again, the fact that I worked alongside two colleagues highlighted the importance of the policing competency and

values framework by working cooperatively with others to get things done, whilst regularly seeking feedback from my tutor to understand the quality of my work. Although I required support from both other officers present, I understand that I must always take responsibility for my own actions and fulfil my promises and do what I say I will, this was particularly important when promising to keep the victim updated regularly.

This policing incident provided me with a good opportunity to reflect and analyse how I dealt with the victim. The victims code says that victims of crime should be treated in a respectful, sensitive, tailored and professional manner without discrimination of any kind and that they should receive appropriate support to help them, as far as possible, to cope and recover (Ministry of Justice, 2015). I believe that the fact that I had the victims code in the back of my mind when dealing with this situation allowed me to ensure that the process was as pleasant and as least stressful as it could have possibly been for the victim. I attended as quickly as possible in response to the victims report and quickly provided a crime reference number as required by the code. I then proceeded to quickly establish what support was necessary for the victim. (Mawby, 2016) stated that good relationships with the police were crucial to the success of Victim Support because the model of service delivery adopted from its inception was one of police referrals. Therefore, it was essential that I took the opportunity to refer the victim for further support if it was required. I feel that I clearly explained the availability of support, although in this case the victim declined support, I ensured that I made him aware that he could seek support at a later date if he changed his mind.

As there was more than one task that needed to be completed, I decided that I would perform one whilst my colleague performed another. (Rosenfeld, 2013) described teamwork as 'work done by several associates, with each doing a part but all subordinating personal prominence to the efficiency of the whole'. This description fits perfectly when reflecting on how I dealt with the situation, as separating the tasks allowed us to gather all the required evidence more quickly, reducing the impact on the victim as I realised that it was late in the evening and the incident had already had a negative effect on the victim.

I also gave consideration to special measures, to give the victim the opportunity to state whether he would benefit from them, should the case go to court. Sections 16 and 17 of the Youth Justice and Criminal Evidence Act 1999 allows for special measures to be introduced for victims or witnesses who may be vulnerable or intimidated. The victim indicated that he didn't class himself as vulnerable, neither did he fit the criteria laid out in the legislation. Also, there was no factors to suggest that he was or would be an intimidated

witness, therefore I quickly established that special measures would not be required in the circumstances.

Another important topic I considered was the victims language preference. The Welsh Language (Wales) Measure 2011 modernised the legal framework regarding the use of the Welsh Language in the delivery of public services (Law Wales, 2016). (Gwent Police, 2020) states that they aim to 'engage effectively with Welsh speakers within their communities'. The (Welsh Government, 2020) reported that in 2020 28.6% of people aged over three, living in Wales, were able to speak welsh. This number has increased from 25.2% in 2010. Due to the increased use of the Welsh Language and the legislation that surrounds it, it is imperative that as a police officer I ensure that I identify if a witness or victim wishes to communicate in welsh.

As touched upon previously, I released that it was important the victim be kept up to date as the investigation progressed. The code tells victims that they are entitled to be informed how often they will receive updates on the status of the case (Ministry of Justice, 2015). The police have the main role to play in keeping victims informed about their case because they are main, and often the only, criminal justice agency which victims come into contact with (Victim Support, 2011). After discussing this with the victim we decided that in order to provide a unique and tailored approach I would update him when new information became available as the investigation progressed.

In conclusion I feel that this reflection has allowed me to understand that I learned how important it is to treat every witness and victim as individuals, with each needing to be dealt with differently to ensure that their needs are met. I do not believe that I could have made the incident any more pleasant for the victim, as after all he had been the victim of a crime. On the other hand, I feel that as I acted professionally with the victims needs at the forefront of my mind. I would hope that the victims interactions with myself would leave him feeling confident in my ability to handle the case and progress it fairly and diligently. As I am still in the early stages of my career, I think that I will become more capable and professional as I gain experience, whilst gaining a greater knowledge of all aspects of the victims code and the procedures and responsibilities attached to it.

I plan to use this experience as a base of knowledge to help me deal with witnesses and victims in the future. I hope to be able to gain more experience which will allow me to quickly identify individuals needs and learn what needs to be done to ensure that they are dealt with effectively and provided with a unique approach to suit their needs. I aim to

continue to focus on the needs of the victim/witness whilst being aware, as I was in this case, of the policing values at the heart of the policing role.

2733 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 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:

This essay will focus on a policing incident where a driver had failed to stop at the scene of an accident. I played a significant role with the victim, offender and witnesses'. I will assess the incident and the investigation, paying attention to, and reflecting on how I applied the National Decision Model throughout different stages of the investigation, whilst evaluating the role of professional discretion when making decisions on how to progress the investigation and when dealing with all parties involved. (Ministry of Justice, 2015) published a revised Criminal Procedure and Investigations Act (CPIA) 1996 Code of Practice, the code of practice sets out the manner in which police officers are to record, retain and reveal to the prosecutor material obtained in a criminal investigation and which may be relevant to the investigation. As I was the Officer in Charge with overall responsibility for the investigation, I will highlight my responsibilities with regards to the provision of the Criminal Procedure and Investigations Act 1996 and reflect upon my actions throughout the investigation to describe what actions I took to ensure that my responsibilities set out in the code were followed. Throughout the essay I will give consideration to how policing values

were engaged whilst assessing the potential impact of bias on my decision-making processes.

I will use the six stages of Gibbs' Reflective Cycle (Gibbs, 1988) to structure the essay to allow me to describe the experience and highlight my thoughts and feelings. I will critically evaluate the experience, highlighting both the good and bad points. I will analyse the incident whilst introducing relevant academic literature. Finally, I will examine what the experience taught me, how I could have handled it differently and how I would handle a similar experience in future. To maintain confidentiality names and places will not be used throughout the essay.

The incident involved an accident between a moving lorry and a parked car, which had been significantly damaged. The vehicle was parked outside the owners home, witnesses nearby made the owner aware that the accident had occurred, and that the lorry had left the scene. The fact that the lorry had left the scene provided the basis for a fail to stop offence, contrary to Section 170(2) Road Traffic Act 1988. (Cartwright King Solicitors, 2020) states that if you have been involved in an accident, the law requires you to stop at the scene and exchange correct personal details with any person who has reasonable grounds to request them. If details are not exchanged the parties involved must report to the police as soon as reasonably practicable and in any event within 24 hours. In this case the witnesses had made the owner/victim aware of the offending vehicle, the victim had been able to contact the business who owned the vehicle to make them aware of the accident and obtain the businesses insurance details. Despite this the victim had already made contact with the police. Due to his report, I was dispatched to the address to deal with the incident.

I was the 'officer in charge' (OIC), the CPIA code defines the OIC as the 'police officer responsible for directing a criminal investigation'. I was quickly able to assess the damage to the vehicle and take photographs promptly, ensuring that the photographs were an accurate reflection of the damage caused during the accident. I took the photographs using my mobile device and retained them so that they could be added to the case file or presented to the lorry driver, if it became necessary to interview him. I met the victim who gave me a list of witnesses. He explained to me that all of the witnesses had seen the driver get out of his trailer, check the damage to the parked car and drive off. I took first accounts in my electronic pocket notebook from both the victim and the first witness. Due to the CPIA code I was conscious from the outset that any accounts I took from the victim and witness should be recorded so that it could be revealed, if necessary, to the prosecutor at a

later date. The initial witness account stated that the driver had got out of his cab and checked the damage before leaving, this would indeed show that the driver was aware of the accident and had left the scene, therefore committing a criminal offence. The victim was very unhappy that not only his car had been hit and significantly damaged but also that the lorry driver had left the scene without providing details. As a fail to stop offence had potentially been committed it was my job to carry out a criminal investigation to gather evidence regarding the alleged offence. As this was my first time as an OIC I was determined to follow my responsibilities fully, as the current evidence suggested that an offence had clearly been committed.

I made contact with the lorry driver who denied knowing that he had hit the vehicle and denied getting out of his vehicle. His employer also made me aware that the on-board CCTV on the lorry had malfunctioned, so the footage of the incident had 'disappeared'. After taking an account from the driver over the phone and recording it on the system I made contact with the victim and took a more detailed statement. I made contact with identified witnesses and arranged with them to take detailed statements. Both witnesses stated that the driver of the vehicle did not look like he was aware that an accident had taken place and they also backed up the driver, by stating that he had never got out of his vehicle.

At this point in the investigation, it appeared that the evidence suggested that the driver did not have knowledge of the fact that he had hit the vehicle. As he had no knowledge of the accident he could not have been expected to stop or report the accident immediately afterwards. Given the evidence available it was decided that there was not enough evidence to prove the offence of failure to stop, the criminal investigation was closed, all parties were informed, and it was left to the drivers insurance companies to deal with the costs of the damage.

This incident was the first incident where I was placed as the officer in charge, the responsibility weighed heavily as I knew that not only would I have to try and make sense of what happened, I would also need to direct the course of the investigation, whilst ensuring that the CPIA code was complied with fully. Although the opportunity to be the officer in charge was a very exciting opportunity, it still left me feeling slightly anxious. (Eisold, 2011) described that a certain amount of anxiety is useful and that it can be helpful, in fact, to alert your mind to the risk and provide the extra mental charge to think through your choices. I believe that a certain amount of anxiety in my case was useful to keep me focused, preventing me from becoming complacent, allowing me to stay alert and pay attention to

what I was doing and what I wanted to do or achieve next, whilst ensuring that I managed the investigation effectively and in line with my legal responsibilities and the responsibilities set out by the CPIA code. The victim in this case was extremely upset by the accident and the damage that had been caused to his vehicle. (Hopkins, et al., 2017) said that although the level of seriousness of accidents in relation to fail to stop offences can vary, there can be emotional impacts on both victims and their families, as well as financial implications. The victim feared that the damage was not only going to inconvenience him and his family, as he didn't work locally and needed a vehicle to travel to work, but it was also going to have a financial impact. After dealing with the victim throughout the investigation I believe that he came to terms with the damage and accepted the fact that despite there being some short-term inconvenience, he would not be financially burdened as the lorry drivers insurance was covering the cost. Whilst reflecting I realise that my feelings during the initial stages of the investigation led me to be focused on building a case to prosecute the lorry driver, I realised early on that this was the wrong approach as I would need to remain impartial, to make fair and objective decisions using the best available evidence whilst providing the best service to the public as possible (College of Policing, 2016). I now feel very positive about the incident and how I handled it as I feel I carried out a fair and impartial investigation that looked at evidence that would both support and undermine a prosecution into the offence. I will analyse this process in more detail in the following sections.

I felt that this incident gave me the opportunity to take control of an investigation, allowing me to take the needs of the victim into consideration. I feel that I dealt with the victim with sympathy and understood how the incident had impacted on him. The policing values highlights that it is essential for an officer to be emotionally aware, it states that communicating and acting politely, respectfully and with compassion helps to drive and maintain public trust (College of Policing, 2016). I conducted myself in a professional manner, in line with the policing values when communicating with all parties, including the suspect in the case, whilst dealing with the incident and carrying out the investigation. I made use of the National Decision Model (NDM) at each stage of the investigation, to help me make informed decisions, whilst using my discretion to decide on what next steps to take. (College of Policing, 2014) explained that the NDM is suitable for all decisions and should be used by everyone in policing. They go further to say that decision makers, in this case myself, can use the NDM to structure a rationale of what they did during an incident

and why. I will discuss my use of the NDM and how I exercised discretion later in this essay.

When reflecting on what didn't go so well in this incident, I would say that my original perception of the incident and my idea of how the investigation needed to be carried out was too narrowly focused.

I feel, when analysing the incident that I handled it and the following investigation well, after I made some initial changes to my approach. My thought processes were initially built upon the fact that the initial eyewitness stated that he had seen the driver get out of his cab to check the damage to the parked vehicle, implying that the driver was aware of the collision and had driven off, to avoid responsibility. I quickly realised this was a mistake, as I had given far too much weight to the first eyewitness account. (Brainerd & Reyna, 2008) described that although eyewitness' memory for certain events might be excellent, it is predictable that their memory for many details will be sketchy to non-existent. Fortunately, due to my awareness of the CPIA I took a step back and looked at the situation again. The CPIA code states that the investigator should pursue all reasonable lines of inquiry, whether these point towards or away from the suspect. When reflecting on the investigation I realise that my initial aim was to gather evidence that proved the offence, as it was clear that damage had been caused and that the lorry had not stopped, but I soon realised that proving the offence was going to be difficult after I made initial contact with the witnesses. (Bryant & Bryant, 2020) said that 'investigations need to be conducted as a search for the truth, and police investigators are obliged to search for evidence which will not only point to guilt, but also innocence. As a result of this I adapted my initial approach during the initial hours of the investigation, to shift my focus away from gathering evidence to 'convict the suspect', to gathering all evidence available to prove or disprove the criminal offence, using all lines of enquiry available. Although from the outset it appeared that clearly an offence had been committed, I used the NDM to gather all information available. Although initially I had the power to arrest the suspect, as I suspected that he had committed a criminal offence, I chose to use my discretion to speak to him by telephone first, to take his account, before moving to speak to the remaining witnesses'. I recorded this on the Operational Event Log (OEL) to justify why I had made a decision not to arrest the suspect. (College of Policing, 2014) said that 'decision makers are responsible for their decisions and must be prepared to provide a rationale for what they did and why'. The need to record my decisions whilst carrying out this investigation was quite important as I was required to use my discretion when making decisions on how to progress a case. (Holmberg, 2000) says that

the term 'discretion' typically refers to patrol officers making inarticulable judgments prior to a decision or action. This means that sometimes officers need to make decisions when they have no other previous decisions to compare to and have to make a decision based on the information available to them. In my case I used the information available, the NDM and discretion to decide on my next steps. As these decisions were individual to me, I recorded my decisions on the computer system, to allow other officers or supervisors to review my rationale for making those decisions, at a later date.

One important consideration throughout my decision-making processes was to realise the impact of bias on my decision making. This was particularly important when I initially questioned the lorry driver. In a criminal investigation, a judgement about a suspects guilt may be based on stereotypical beliefs about how guilty or deceptive people behave during questioning (Vrij, 1993). As initial witness statements had led me to believe that the suspect was guilty of the offence, I had to ensure that my approach was not biased and that I still made the correct decisions to carry out a fair investigation to collect all available evidence.

In conclusion I feel that this incident, the investigation and the opportunity to reflect has given me the perfect opportunity to learn and adapt my way of working. The incident has allowed me to reflect on how I make decisions, using my own discretion, whilst not allowing bias to cloud my judgement. It also allowed me to realise the importance of the CPIA code, especially when assuming the role of the lead officer, when dealing with witnesses and gathering evidence. I realise the importance of recording all information and evidence that may become relevant to an investigation, and how it is necessary to store this information in a manner which is retrievable to allow it to be presented to the prosecution/defence should the case go to court, even if the material remains unused, in line with the CPIA code.

I aim to take this learning forward, to ensure that I learn from the experience and deal with all future investigations as a level playing field, gathering evidence from all available lines of enquiry, to ensure that all of my investigations are fair to both the victims, suspects and alleged suspects. I will continue to use all technology available to me to record my decisions in as much detail as possible so that my decisions can be reviewed at a later date, whilst providing me with the details of my rationale for making particular decisions.

2630 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 500 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
I aim to be more comfortable conducting interviews with suspects. I would like to become more relaxed when an interview doesn't go as I plan. For example, when the suspect takes an interview in a direction that I have not planned for or where the suspect answers questions earlier than I had planned in the interview plan. I also aim to become more aware of the charging procedures in	I think that the best way that I could achieve this is to conduct more interviews and accompany other officers when they are conducting interviews.	Colleagues who are more experienced and have conducting more interviews than myself will be able to assist me. I will be able to gain knowledge and guidance from my tutor during my time in the PDU.	12 months

custody and what out of court disposals are available for offenders of different ages and what options are available for offenders with varying offending history.			
Gain more experience taking on investigations/case files from other officers, where investigations have already begun, or case files have been partly built.	I should become more experienced taking on work from other officers when I am placed on shift, as I am more likely to pick up work from shift handovers. Work from shift handovers is likely to include gathering further evidence, conducting interviews and adding to or creating case files for ongoing investigations.	Officers on shift who are familiar picking up on-going investigations and the shift Sergeant who is in charge of handovers should be able to provide support when work is handed over for me to deal with	6 months
I aim to become more proficient when building case	I believe that I will be able to achieve this by reading	I will be able to draw on the knowledge of my tutor and the	6 months

files, I would like to do this by: • Familiarising myself with the types of case files that are required, including Pre-charge, remand, NGAP and GAP files, whilst gaining knowledge of what MG forms are required for each • Gaining a better understanding of the content of each MG form, including their purpose and what information is required to complete each • Become more accustomed to the methods in which case files are communicated to the Criminal Justice Department and the CPS.	through the MG11 forms and Case file requirements independently. Also, as I build more case files, I should become more familiar.	other more experienced officers on my shift.	
--	--	---	--

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

Bibliography

Brainerd, C. & Reyna, V., 2008. *The science of false memory*. Oxford: Oxford Scholarship Online.

Brindley, P. G. & Reynolds, S. F., 2011. Improving verbal communication in critical care medicine. *Critical Care*, 26(2), pp. 155-159.

Bryant, R. & Bryant, S., 2020. *Blackstone's Handbook for Policing Students*. 14th Edition ed. Oxford: Oxford University Press.

Cartwright King Solicitors, 2020. *Cartwright King Solicitors*. [Online]

Available at: <https://cartwrightking.co.uk/areas-of-practice/motoring-law/failing-stop-after-accident>

[Accessed 12 November 2020].

College of Policing, 2019. *Conflict management using de-escalation, communication and negotiation*, Coventry : College of Policing .

College of Policing, 2014. *College of Policing*. [Online]

Available at: <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/#recording-decision-making>

[Accessed 21st November 2020].

College of Policing, 2014. *College Of Policing*. [Online]

Available at: https://www.college.police.uk/What-we-do/Ethics/Documents/Code_of_Ethics.pdf

[Accessed 3 October 2020].

College of Policing, 2016. *Competency and Values Framework for policing*. [Online]

Available at:

https://d17wy4t6ps30xx.cloudfront.net/production/uploads/2017/09/Competency-and-Values-Framework-for-Policing_4.11.16.pdf

[Accessed 23 October 2020].

Crown Prosecution Service, 2020. *Special Measures*. [Online]

Available at: <https://www.cps.gov.uk/legal-guidance/special-measures>

[Accessed 23 October 2020].

Deci, E. L., Koestner, R. & Ryan, R. M., 1999. A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin* , 125(6), pp. 627-668.

Donaldson, M. C., 2007. *Negotiating for dummies*. 2 ed. NJ: Wiley.

Eisold, K., 2011. *Psychology Today*. [Online]
Available at: <https://www.psychologytoday.com/us/blog/hidden-motives/201102/good-anxiety-and-bad>
[Accessed 12 November 2020].

Equality and Human Rights Commission, 2018. *Article 5: Right to liberty and security*. [Online]
Available at: <https://www.equalityhumanrights.com/en/human-rights-act/article-5-right-liberty-and-security>
[Accessed 3 October 2020].

Gibbs, G., 1988. *Learning by doing: A guide to teaching and learning methods*. Oxford, UK: Oxford Further Education Unit.

Gonzalez-Maeso, J., 2010. Anxious Interactions. *Nature Neuroscience*, 13(5), pp. 524-526.

Goodman, G., 1985. *The Miners' Strike*. London: Pluto .

Gwent Police, 2020. *Welsh Language Standards*. [Online]
Available at: <https://www.gwent.police.uk/en/about-us/welsh-language-standards/>
[Accessed 23 October 2020].

Hattie, J., 2009. *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. 1st Edition ed. London: Routledge.

Holmberg, L., 2000. Discretionary Leniency and Typological Guilt: Results from a Danish Study of Police Discretion. *Journal of Scandinavian Studies in Criminology and Crime Prevention* , Volume 1, pp. 179-194.

Hopkins, M., Chivers, S. & Stevenson-Freer, G., 2017. *mib.org.uk*. [Online]
Available at: <https://www.mib.org.uk/media/350114/hit-and-run-why-do-drivers-fail-to-stop-after-an-accident.pdf>
[Accessed 12 November 2020].

Law Wales, 2016. *Welsh Language (Wales) Measure 2011*. [Online]
Available at: <https://law.gov.wales/culture/welsh-language/welsh-language-wales-measure-2011/?lang=en#/culture/welsh-language/welsh-language-wales-measure-2011/?tab=overview&lang=en>
[Accessed 23 October 2020]

Mawby, R., 2016. Victim Support in England and Wales: The end of an era?. *International Review of Victimology*, 22(3), pp. 203-221.

Ministry of Justice, 2015. *gov.uk*. [Online]
Available at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/447967/code-of-practice-approved.pdf
[Accessed 12 November 2020].

Ministry of Justice, 2015. *Gov.uk*. [Online]
Available at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/476900/code-of-practice-for-victims-of-crime.PDF
[Accessed 23 October 2020].

Mulder, P., 2018. *ToolsHero*. [Online]
Available at: <https://www.toolshero.com/communication-skills/betari-box-theory/>
[Accessed 03 October 2020].

Rosenfeld, R. M., 2013. Teamwork. *American Academy of Otolaryngology - Head and Neck Surgery*, 148(1), pp. 1-2.

Stranks, J., 2005. *Stress at work*, Oxford: Routledge.

Victim Support, 2020. *How can crime affect you?*. [Online]
Available at: <https://www.victimsupport.org.uk/help-and-support/coping-crime/how-can-crime-affect-you>
[Accessed 23 October 2020].

Victim Support, 2011. *Left in the dark: Why victims of crime need to be kept informed*. [Online]
Available at:
<https://www.victimsupport.org.uk/sites/default/files/Left%20in%20the%20dark%20-%20why%20victims%20of%20crime%20need%20to%20be%20kept%20informed.pdf>
[Accessed 23 October 2020].

Vrij, A., 1993. Credibility judgements of detectives: The impact of nonverbal behavior, social skills, and physical characteristics on impression formation.. 133(*The Journal of social psychology*), pp. 601-610.

Welsh Government, 2020. *Welsh language data from the Annual Population Survey: July 2019 to June 2020*. [Online]

Available at: <https://gov.wales/welsh-language-data-annual-population-survey-july-2019-june-2020>

[Accessed 23 October 2020].

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: *R Edwards* (Learner, Electronic signature or type name)

Date: 26/11/2020