

Workbook 1 DHEP- Alexander Coomber

by Alexander Charles Coomber

Submission date: 13-Mar-2021 07:29PM (UTC+0000)

Submission ID: 146782555

File name: 22761_Alexander_Charles_Coomber_Workbook_1_DHEP-
_Alexander_Coomber_339239_527939480.docx (156.94K)

Word count: 10924

Character count: 56884



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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Learner's University Registration Number:1922448

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.

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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:

Stress, being a reaction to mental or emotional pressure (Get help with stress, 2020) is an inevitable aspect in any highly skilled role, particularly in the Police Service. In this essay I will be discussing how we define stress and what stress means within the Police Service. I will then delve into what the main stressors are and in particular the stressors most relevant to me, as I begin my new role as a Police Constable. Finally, I will deliberate the strategies that I have implemented to develop resilience and minimise stress in the initial six months of learning and since being attested as a Police Constable and compare strategies to discuss those that were most effective.

Introduction

Stress is often a term used to describe an emotion that combines both psychological and physiological elements. It is an intense emotional state for an extended period of time and this is what sets it apart from other emotions (Mortillaro and Scherer, 2020). Reducing stress or trying to keep as minimal as possible is vital in ensuring that a person is physically and psychologically stable and productive when carrying out their role. This is especially important in modern policing which in most departments is fast paced and can be highly stressful. Given the importance of the Policing role, physical symptoms such as headaches and pains, mental symptoms such as feeling overwhelmed and having difficulty concentrating and changes in behaviour such as being irritable and snappy and difficulty sleeping, could have a significant impact on a Police Constables capability whilst in the role.

Effective research

There are six main areas that are responsible for causing stress to people at work (Stress at work - Causes HSE, 2020), being demands, control, support, relationships, role and change. Three of these main stressors can be directly attributed to me during the initial six month training period, being the role, change and support. I have experienced all three throughout the training at varying degrees of stress and at different times during training. Change is by far the main stressor, not just for myself or the whole training cohort. The vast majority come into the role from non-police backgrounds, I particular coming from a sales role, there is a vast difference to the Police environment. Support is also a key aspect and my support network will be discussed below. I would expect the remaining stressors to become more relevant and need to be managed as I progress in my career.

Missing word

The training I have received in preparation for the Police environment has demonstrated the fast-paced nature of the role and the situations and positions we will find ourselves in. There have and will be times in our careers where we will feel vulnerable, and it's important that we feel supported as both a team and in an individual capacity. The sense of cohesion within the team whilst training, set a good foundation for the future as I felt supported.

One of the coping mechanisms I used, which I also felt helped to build rapport with colleagues was bringing humour, where appropriate, into the role. Appreciating that there is a time and a place, humour helped build connections with the rest of my training cohort, and will be a mechanism I will use as I start to build a network with my Policing team.

Stress relief

Building a peer group and good relationships with colleagues, is crucial for achieving success. Feeling in a position where you are comfortable talking to colleagues can be beneficial as often, they will be familiar with feelings, and may have experienced similar themselves. I have also ensured I've set time to maintain my network of friends and family, to discuss feelings both work and non-work related.

Stress relief

It is important to recognise that stress can affect all of us, however some people more than others and therefore it's imperative to also be there to support others. Given the professionalism of the Police Constable role, I am aware some colleagues may put on a façade.

Outside of my network, the main coping strategy I have applied to develop resilience and minimise stress whilst in the initial six months of training is physical exercise. My exercise regime has been a combination of aerobic exercise (running) and gym sessions. These would be done either before a day's training or after. Exercising has had a positive impact on my physical health and mental health. It has allowed me to clear my head when a day has been particularly heavy and has provided clarity when it was needed the most. It has released much needed endorphins such as dopamine and serotonin which are directly involved in affecting mood and behaviour (Jackson, 2013). As a result, I have been able to reduce stress and develop resilience to any challenges that I have been faced with during the six month period. Using exercise as a break from revision gave me much needed motivation to keep on pressing on with the revision and to ensure I could cover each topic sufficiently. Exercise has ensured that not only am I capable to carry out the role of a police constable but also to deal with the vast amount of legislation and procedures that needed to be understood have all been new to me. There has been a vast amount of research carried out into how exercise reduces stress and develops resilience. The majority of studies all agree that exercise is a crucial component in any coping strategy.

Stress relief

Effective research

Resilience

"A prescription of exercise can help you have a healthy mind", says GP Dr Paul Sillman. The Department of Health (October 2017 Research), reported 12% of cases of depression (which can be linked to stress) could be prevented with an hour of exercise each week, with 30% for three a week, which feeds into the outlook of healthy body, healthy mind. Studies of brain scans by a team of neurologists at Stanford Medical School (USA), showed regular exercisers have more grey matter in the prefrontal cortex, which governs stress-management (The Body Coach Blog 2020)

Effective research and reading

Developing a work pattern, that fits with both exercise and training, spending time with family and friends and also fits in exam learning and study for exams has been challenging. Maintaining my training schedule and being strict with time management has been a key aspect to success. Throughout the 6 months, I have set myself a learning and revision schedule to cover various topics, ranging from covering traffic one week to sexual offences the next. Setting smaller and achievable targets, as per the Mind guidance has allowed me to manage the pressure and feel in control, as opposed to feeling disappointed and frustrated (Dealing with pressure - tips, 2020). I have ensured I have varied activities and topics, taking each task individually to prevent being overwhelmed. Taking regular breaks as a reward assists with time management and dealing with pressure. I also took advantage of the peer support, to fill any knowledge gaps.

Stress relief

Taking steps to look after wellbeing is key, along with developing emotional resilience and ability to adapt in challenging circumstances. I believe good communication is fundamental in the nature of the Police role, being clear and assertive at all times, I have drawn upon skills developed in my previous job roles. I have also continued using relaxation techniques such as listening to music, particularly in the mornings to start the day off well.

Stress relief

It's also important to accept that there are some uncontrollable factors which will inevitably impact stress and be outside of my control, however provided I continue to use my coping mechanisms, I believe this will be a good foundation for success.

To conclude, stress can be defined as 'the degree to which you feel overwhelmed or unable to cope as a result of pressures that are unmanageable (Stress, 2020). It is key to realise when stress is causing a problem and identify the causes, making a connection between emotional, physical and behavioural signs and creating a plan to address the issues. It is important to review lifestyle, build supportive relationships, exercise, take time out, be mindful, stay rested and don't be too hard on yourself.

In my experience, various coping strategies have different levels of effectiveness depending on the situation. It is best practice to take a case by case approach, however to date I have found exercise to be my most effective coping strategy. Going forward, as I progress in my role, I will continue to manage my time effectively and ensure I maintain a good work life balance.

Evidence of reflection

WORD COUNT – 1420



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 be looking at a domestic related common assault incident, in which I played a significant role in dealing with both the offender and the victim. I will reflect on what happened, along with my understanding and application of core principles, as well as relevant Code of Practice considerations.

Studies undertaken in relation to the impact of the Covid-19 pandemic on domestic violence have shown that reports of domestic abuse increased by 24% from the previous year, during the first lockdown period, being the end of March until June, with one in every 5 calls being domestic abuse related (Office for National Statistics, 2021). It is therefore more important than ever to consider the potential negative impact of sub confrontation can have on witnesses, victims and offenders.

With the current Covid-19 restrictions in place, individuals may find themselves even more isolated and helpless in already volatile relationships. This increase in loneliness, compacted with intense mental environments can have a detrimental impact on victims of domestic abuse. There has been a direct link between the number and severity of domestic violence cases with the longevity of the continuing lockdowns (Viero et al., 2021). In domestic violence situations, victims have little ways to escape from the coercive control and abuse subjected to them by their abusers and the fact the abuse is from someone they love, share a family and usually live with.

This particular incident was a 999 call for an immediate response, both the victim and offender spoke English and both were mixed race ethnicity. From the call we had limited information that the females' partner had hit and strangled her and was refusing to leave. After checking the South Wales Police Niche system (a database with information of all those who are involved in the incident), the victim and offender were both known to the Police. Similar domestic abuse, related conflicts had previously been reported. The nature of the demographic in the area Cathays, where this incident was based, is multi-cultural, with a wide range of ethnicities and nationalities residing in the densely populated area.

Data Protection

As my tutor and I approached the flat, we could hear clear signs of a disturbance with loud crying coming from inside the flat. Upon hearing screaming we used a power of entry under section 17 PACE, which gave power to enter the flat for the purpose of saving a life or limb or preventing serious damage to property (Police and Criminal Evidence Act 1984, 2021). After gaining entry to the flat the victim and offender, along with their baby were all in the bedroom, all clearly distressed and emotional. Firstly, we split the victim and offender into different rooms, in line with force policy in domestic incidents to negate any further possible offences occurring. This allows the victim to speak about what has happened without the offender influencing their answers and allows any tensions to simmer. I spoke with the offender who was clearly angry and frustrated about what had happened and our presence in the flat, he became quite aggressive with me. I used my verbal communication skills to explain why we were there, I used open questions to allow for him to tell his side of the story, whilst he was clearly still quite volatile. As the incident went on, both the victim and offender were very loud, very vocal and it was clear emotions were very high. All family members were crying, including the baby. The offender initially was actively resisting until realising it was inevitable an arrest was being made. He was very aggressive prior to us arresting him and immediately calmed down after. The victim was also vocal, as opposed to being nervous and reserved. She was clearly frightened of the offender who was tall and of medium build.

Legislation

Communication

My initial thoughts were either arrest on the basis of common assault or ABH (actual bodily harm). After noticing the victim's injuries were quite minimal and she disclosed to ourselves that she didn't pass out as a result of the strangulation the offence of common assault under Section 39 of the Criminal Justice Act 1988 was deemed appropriate. Section 39 is defined as 'any act by which a person intentionally or recklessly causes another to suffer or apprehend immediate unlawful violence'. Assault also includes battery, which is the application of unlawful force to another person. An element of common assault is lack of consent; the prosecution would have to establish that this is the case. (Assault offences explained – Sentencing, 2021)

Legislation

Using the National Decision Model which is underpinned by the police code of ethics, my tutor and I gathered the relevant information and intelligence from both victim and offender and assessed the threat and risk and developed a strategy. We considered the powers and policy and identified the options and contingencies of the conflict and took action following our review of what had happened.

NDM

Unclear

After an analysis of the potential or actual harm to people or property, probability of it occurring and the consequences or impacts should it occur. Based on the information provided to us by the victim, we sought to arrest the offender using our powers of arrest under Section 24, Code G of the Police and Criminal Evidence Act 1984 which gives a constable the power to arrest without warrant anyone he has reasonable grounds to suspect has committed, is in the process of committing or is in the process or committing an offence (Police and Criminal Evidence Act 1984, 2021). There was power, grounds and several necessities to arrest, to prevent and protect the victim and baby from further physical injuries and for prompt and effective investigation. Consideration was taken to the powers and policy, under PACE and appropriate action was taken immediately, given the level of risk deemed

Legislation

as high. As a public authority, the Police have a positive obligation and a duty of care, where something must be done and individuals cannot simply walk on by. Action was taken and recorded and will continue to be monitored and reviewed for future conflicts. Positive action is a big aspect of policing and safeguarding victims is a main priority.

Positive action

Safeguarding

Due to the victim and the offender being both of mixed-race heritage, a careful approach was required when making the arrest and also given the nature of the crime. Both spoke English and there were no language barriers present. It is commonly known that in domestic violence situations, there is often more background to the conflict with elements of both mental and physical control known to be present and this one particular incident may well be the tip of the iceberg. It is also important to ensure in incidents of conflicts that you do not infringe on individuals' human rights, under the Human Rights Act 1998 (Human Rights Act 1998, 2021) the Police are duty bound to comply with the act, treating everyone equally, with fairness, dignity and respect. The most relevant human rights in this case would be the right to equality and freedom from discrimination, the right to equality before the law and freedom from torture and degrading treatment.

Human Right

Throughout the conflict, I communicated effectively with both the victim and offender, after separating them. In particular, the victim was lying face down in her bed clearly distressed and upset. I took myself down to the floor, to her level and knelt beside her, using a comforting and compassionate approach to establish all relevant information and using open questions. I spoke in a clear and friendly manner, avoiding any police jargon. In contrast, the offender was shouting and aggressive and required a different approach to communicate, being calm and understanding in order to diffuse the situation, given the presence of the baby and victim in the other room. I negotiated and built a rapport with both offender and victim to show understanding of both sides so they felt supported in the conflict. I used different types of non-verbal communication such as gestures, tone of voice, eye contact and body language (given unable to use facial expressions due to wearing a face mask). I utilised questioning skills from my training to ask closed questions, where facts needed to be established.

Communicati

Communication skills

The nature of the policing role is to maintain law and order in local areas by protecting members of the public and their property, whilst preventing crime, reducing the fear of crime and improving the quality of life for all citizens (Police Officer and Civil Roles in the Police | Economic, Social and Political Sciences | University of Southampton, 2021). It is evident conflicts will be seen on a daily basis and the policing role is to diffuse the situation as much as possible. Emotions are high on both sides and in most cases the two should be separated. Especially in cases where victims of domestic abuse cannot escape their abuser due to the ever-ongoing lockdown restrictions, it is critically important that these matters are dealt with appropriately as effectively, victims' lives could be at risk and the actions of the police could have fatal consequences. It is likely aggressive behaviour and action against the offender would have only worsened the conflict situation and therefore the required approach to manage the situation was calm and composed.

Critical Evalua

When dealing with conflicts, it must be considered whether use of force is relevant and necessary in the situation. The Criminal Law Act 1967, the Police and Criminal Evidence Act 1984, the Common Law and the Criminal Justice and Immigration Act 2008, and the rights and freedoms contained within the European Court of Human Rights governs the Police use of force (Police use of force, 2021). This requires that, if possible, non-violent means such as verbal and non verbal communications should be used to resolve the incident before using force. There are three core questions to be considered in line with the ten key principles governing the use of force, which are;

Use of Force

I. Would the use of force have a lawful objective

- II. Are there any ways (except use of force), capable of attaining the lawful objective, and with regard to the nature and gravity of the threat, and the potential results of the use of force
- III. What is the minimum level of force required to attain the lawful objective and would that level be proportionate or excessive? (Police use of force, 2021)

Any force that is applied should be reasonable, which means; absolutely necessary for a purpose permitted by law, with the amount of force being reasonable and proportionate. Section 117 of the Police and Criminal Evidence Act allows the use of reasonable force in exercising any force under PACE unless it specifically requires the consent of a person who is usually not a police officer. In this incident, there was no further physical violence towards the victim by the offender and therefore it was deemed the appropriate level of physical force was only to the extent considered necessary to arrest, provided the offender remained calm and was not aggravated. My tutor and I restrained the offender by taking an arm each, giving us leverage to gain control and subsequently handcuff the offender using a front stack handcuffing technique approved by the home office.

Use of Force

Capital letters

Given the recent US George Floyd case where a black man died whilst being arrested for allegedly using counterfeit money, due to US police officers using excessive force by kneeling on Floyd's neck for around nine minutes, there is an increased focus on the reasonableness of force used in the Policing role and conflict situations when arrests are being made. Although US based, this has still added to tensions in UK policing, where black people in particular feel very strongly about these events and other events similar in nature (George Floyd death 'adds to UK policing tensions', 2021). The Policing role is scrutinised now more than ever and every action and use of force must be reasonable and justified. South Wales Police have always made it clear during training that any use of force has to be justified, proportionate, legal, accountable, necessary and ethical.

Critical Evaluation

JPLANE

I utilised my knowledge of the Betari's box model in this scenario, which demonstrates how your attitudes and behaviours affect the way other people respond and act towards you and therefore by changing your attitude to others, you can cause others to change behaviour towards you (Changingminds.org, 2019). By taking a reasonable and approachable attitude towards the offender, the offender became more reasonable and subdued to deal with, as the situation was diffused and the conflict calmed down. In domestic situations in particular, it is important that the conflict does not result in further harm or crime towards the victim in the future, as a result of the crime being reported to the police. It is the Police's role to ensure the victim feels comfortable and supported as much as possible, it would be unfavourable for the victim to feel even more isolated as an outcome.

After the arrest was made, the offender was taken and booked in to custody and detained in a Police cell. Whilst the custody Sergeant proceeded following the arrest, we returned to the victim to obtain a statement. The Victim was not forthcoming with providing the information as she was not willing to go to court and did not want to take matters further to prosecute. A Public Protection Notice was put in place to inform the public protection team of the incident that had occurred to follow up with the victim. The offender was later released and assumed to return home. On reflection, it is particularly hard in domestic situations where there are elements of control present, both mentally and physically as the victims do not feel it is an environment they can escape. They may feel trapped as their lives are so entwined. However, in the Police role, it's important to continue being contactable and approachable to the victims, being their first point of call to resolve domestic conflicts and keeping sufficient records of the previous history, which may be relevant in the future when the victim feels strong enough to take further action.

PPN

Evidence of reflection

To conclude this task, I will reflect upon this conflict using the Gibbs' reflective cycle (The University Of Edinburgh, 2020). The experience was eye-opening and initially shocked me at the

Evidence of reflection

scene as this was my first call of this nature, whilst on response. This was also my first time in dealing with victims and offenders which were very vocal, with high emotions running. I felt I remained calm and collected and did not panic, I drew upon my communication skills which were effective to diffuse the situation. Given the nature of the conflict being domestic abuse related, I felt in the situation, I did as much as a could but due to coercive control of the offender over the victim it is difficult to build an environment where the victim feels they can escape from the abuse. It is likely that on release of the offender from the custody suite, he would have returned home apologetic and remorseful, however it is likely the situation will repeat itself as the abuse cycle starts all over again. In future domestic abuse situations, I will try to be more engaging with the victim and improve the level of detail obtained in initial discussions, to aid the victim to compose a more engaging statement.

WORD COUNT – 2564



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 be look at an incident which started as a concern for a male and evolved into an alleged male rape. I will critically assess the incident using the Gibbs model, considering my role and responsibilities as a Police Officer, along with the relevant procedures followed to support the victim (The University Of Edinburgh, 2020). Given the sensitivity in this incident, certain policing values were required when dealing with this incident, which was the first of its type I attended.

Introduction

An emergency call came through from a member of the public who was concerned for the wellbeing of a male, who was estimated to be around 30 years old, who was lying on the pavement outside an address in Cathays. On arrival at the scene, we were met by the concerned member of the public who had made the call and directed us to the distressed male. It was clear that he was in need of help, as he was lying on the pavement, barefoot with his feet covered in blood. Whilst he was clothed, the male had pee and faeces soaked into his jeans. The male could barely walk and was visibly upset, he had cuts on his face and hands and there was a strong smell surrounding him. My tutor and I approached the man, who was moaning he was hungry and thirsty. Given the Coronavirus situation and close proximity required, we immediately put on our Personal Protective Equipment (PPE), before supporting him by lifting him off the pavement, as he could not walk unaided. We escorted him to the nearby police vehicle where we sat him down inside, gave him some water and allowed him to warm up so he could explain to us exactly how he came to be in this condition and how we could safeguard him.

Data Protection

My initial thoughts were first and foremost the males' safety and well-being and secondly to give us an account as to what had happened. By utilising concise and clear opening questions this would ensure the male could give us the best and most detailed first account as was possibly practicable. The use of open questions has been proven to help in giving a more detailed and accurate response when questioning victims, suspect and witnesses 'The question types in police interviews' (Oxburgh, Myklebust. And Grant 2010, p46). The male disclosed to us that he had initially attended an address nearby for a casual sexual encounter with another male from a gay dating app. The male disclosed to me that he was offered a drink and started to feel unwell within a short amount of time of arriving at the property. It was at this time he believed he was spiked with an unknown date rape drug, he then alleged that he was repeatedly raped and continuously held against his will for a period of circa two months. Throughout the two months he was constantly drugged to prevent his escape. When asked how he managed to escape the property, he told us he had only managed to escape the property by crawling out whilst the suspect was sleeping. After hearing this I immediately remembered that for any alleged rape the victim is a crime scene so anything they are wearing or have touched may contain evidence. Shocked by the initial account we had just been told I immediately contacted our sergeant and informed him of the circumstances and what had been alleged. The main reason I contacted the sergeant was the severity of what had just been alleged, I had never come across a sex crime and to confirm what was the best course of action to take as both myself and my tutor needed advice. Following the advice given by our sergeant, we asked the victim whether he consented to the sex, what was his definition of rape and where exactly did he rape him (Briefing note, n.d.).

After taking the initial account, it was decided that first and foremost the male needed urgent medical treatment for his injuries. We took the male to a nearby hospital for treatment, medical observations and tests. Whilst at the hospital we were met by two Criminal Investigation Department 'CID' female officers. CID officers are officers who generally deal with more serious offences and are trained at a far higher investigative level. They conducted a more thorough line of questioning and a far more structured interview, which myself and my tutor witnessed. The officers were able to ascertain the exact timeline, what had happened throughout the two months and were able to draw out more detail in addition to the males initial account. Myself and my tutor were at the hospital for around two hours, whilst the victim was seen by various medical staff who cleaned up his cuts etc. Due to the nature of the offence, I learnt that the victim was also required to provide an anal wipe, as evidence of the offence. As a male officer, I was therefore required to witness the male wipe his anus and then seize the wipe in an evidence bag and label correctly. I was initially taken back by the task I was set but I knew it was part of my duty as a police officer. The anal wipe was obviously necessary to determine if the suspects DNA was on the victim's body. After being medically discharged, we conveyed the victim back to his home address. As he was still in the clothes that we found him in, his clothes had to be seized as further evidence. We ensured that the victim was safe and secure at home, where the CID officers would later attend to check up on him and undertake a more formal interview in Cardiff Bay police station when necessary. We took the seized items to Cardiff Bay Police Station property stores where they were retained. Finally, we returned to Cathays police station to write up the relevant statements and process the administration elements of the incident.

Given the nature of the incident, a warrant was then put out for the suspect to be arrested. This was organised and dealt with by CID due to the seriousness and nature of the incident. As I had enjoyed witnessing the initial further questioning by CID, I would have liked to have continued to be involved in the incident to see how the case progresses, however this is not possible due to the involvement of the specialist team and ultimately it is their jurisdiction. I have, however kept up to date with the investigation by checking up on niche which has highlighted how much work goes into a serious case such as this one. As the victim was a homosexual man, a protected characteristic under the Equality

Act 2010 (Equality And Human Rights commission, 2010) extra measures had to be addressed given the victims vulnerability under the Act which only heightened our response and the sensitivity of the incident.

I initially felt like my tutor and I were walking into the unknown when we received the call, as we had no further information than there was a cause for concern for a male, what capacity that was in we did not know. When we arrived at the location of the male, I was initially shocked at the condition in which he was in, sprawled on the pavement. Given the condition he was in, I knew the seriousness of the situation and knew that we needed to gather all relevant information to get the full picture and ensure this was fully documented and all relevant evidence gathered. The passer by that had called the police concerned had bought the male chocolates in sympathy of his situation. I also felt empathetic towards the male as it was clear he had gone through something traumatic and was in a bad way. As the male was going into details describing what had happened to him over the two-month period, I empathised with him and felt responsible in starting the process to gather the relevant evidence to ensure the suspect would be ~~repunished~~ for their actions and to ensure this did not happen to another member of the public. This is a key duty for any police officer as safeguarding the public is paramount to the job, failing to safeguard would be failing the public (Ford et al., 2019). If what we had been told was true, it sounded horrific. Being one of the initial officers who received the call for concern, I then felt personally responsible in ensuring the victim received the appropriate medical attention required. I was pleased that I was able to contact the relevant CID department, who met us promptly at the hospital to assist. As the female CID officers had also requested confirmation on next steps with their Sergeant, I felt due to the rare occurrence of a male rape victims (compared to female rape victims) (Rapecrisis.org.uk, 2017), it was not just a situation that was unfamiliar to just me. It was clear that both departments needed clarity as to what were the next steps, to ensure they were carried out correctly due to the seriousness of the alleged offence. Whilst I would have liked the opportunity to see the incident as it progressed, I knew that CID would be the correct people to take this forward. I was however glad that my tutor and I were able to take the male home and ensure he was safe there.

As I look back on the incident there are obvious positives and negatives about the experience as a whole. In a positive light I would now be far more competent when dealing with a victim of an alleged rape. I would be able to get a far better initial account from the victim as I am now far more aware of the type of questions to ask and how to structure an initial interview of a victim. This is largely as a result of being able to watch as the two detectives from CID asked the victim more pressing questions and questions that allowed the victim to create a far clearer picture as to what had happened to him. I learnt from this experience and this will be a key development point in my career. The officers made sure all points to prove within the definition of rape were met as this would be crucial in any future court proceedings, if the case got to that stage. Finally, it was important that his memory recollection was sufficient enough to gather as much information of the allegation as possible if he was to later be questioned on the incident at a future date. On reflection, I made sure the victims well-being and dignity were still kept even though the situation was very sensitive and still quite taboo in today's society. One big positive was that the victim was very appreciative of the help and support provided throughout the incident and even thanked us for how we treated him and ensured his safety. I believe that I made the victim feel safe and protected from what was obviously a traumatic experience. I followed all necessary procedures and any advice given to me by my sergeant and CID colleagues, I made sure I implemented with the highest professionalism and courtesy, given the sensitive nature of the alleged offence. The great way in which we liaised with hospital staff, line managers and the criminal investigation department ~~me~~ feel proud to be a member of South Wales Police. It was inspiring to see all departments ~~came~~ together to ensure the victim was safe, medically fit and all information and evidence was competently gathered and secured for the future investigation. There is a saying in the police world that every contact leaves a trace and I'm of the opinion that our contact

Incorrect word

Safeguarding

Evidence of

Victim orientat

Policing Value

Incorrect tense

with the victim that day was hugely positive for South Wales police as a whole. The main negative from the incident was that it was all new to me and at first, I didn't know the correct procedures to carry out and how to deal effectively with a victim of male rape. Initially I did feel out of my depth which probably impacted my response as police officer, I lacked the clarity and state of mind needed to ensure a fully competent service to the victim.

Evidence of reflection

In conclusion, the incident which started off as a concern for a male call, escalated to an alleged male rape involving ourselves, CID and the hospital staff. This was a hugely sensitive call and one which was the first serious sex crime of my career. In the beginning, I felt slightly out of my depth and did my utmost to gather as much information as possible and to make sure that the victim's needs were met and that he felt safe and secure in our company. When I compare my response to the response of the CID officers, it was clear to see that the initial account I took from the victim was very provisional and lacked detail concerning the allegation. This was a great learning experience for myself, and when dealing with a rape in the future I feel more confident that I would be able to proficiently and professionally manage the situation in terms of safeguarding the victim, co-ordinating with different departments and agencies and securing evidence for the build-up of the investigation. For future incidents such as these I would make use of the experience and all the procedures that were explained to me by the relevant supervisors and departments which would aid me in my response to a similar incident if one would arise in the future. This was also the first incident I dealt with that involved a victim who was homosexual. This only heightened the sensitivity of the incident and vulnerability of the victim.

Evidence of reflection

WORD COUNT- 2315



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 be looking at an incident in which the suspect was driving a motor vehicle on a public road with no insurance cover contrary to section 165 Road Traffic Act 1988 (Legislation.gov.uk, 2015). Initially the suspect ran away from the scene and left the car, however later contacted the police directly to confess and face his actions, I will therefore critically assess the situation and reflect on how I applied the National Decision Model (NDM) to resolve the incident as a level of discretion was required in the decision-making process. I will also address Policing responsibilities under the Code of Practice to the Criminal Procedure and Investigations Act 1996. To conclude, I will look at engagement of policing values considering the impact of bias within policing.

Introduction

Data Protection

It was a night shift at around 11pm, when myself and my tutor were doing night patrol vehicle checks in the local area of Cathays. When running vehicles through the police system, we came across a car which showed as having no insurance, so we promptly made a u-turn and proceeded to follow the car. I was driving to follow the vehicle and put the blue lights on to signal to the car to stop or pull over, at their earliest convenience. The car proceeded and pulled into a nearby petrol station, however as we pulled in behind, a young Asian male exited the vehicle and promptly fled, leaving the vehicle unattended and failing to stop after being asked to stay and speak with ourselves. My colleague immediately jumped out of the vehicle and attempted to follow but lost the young male, who had locked the car and left. As we were not able to access the vehicle, we had to ring up for a recovery vehicle to convey the car to a secure 24-hour lockup facility where it would be kept until the owner claimed the vehicle back with the correct documents. We searched the area and put a description of the young male out over radio for colleagues in the area to keep an eye out for the male. We created an occurrence as an incident on the police system, logging all relevant details we had. At this stage, I

did not think we would be able to take the incident any further, I assumed the male was a young criminal and suspected he had ran away as a result of being a potential drug courier, as opposed to just driving without insurance. This you could argue was an unconscious bias formed by myself as a result of the man fleeing from the vehicle, the area he was driving around and the fact that we are still currently in a national level 4 lockdown and the male was driving around late at night. We are all guilty of unconscious bias, this is formed as part of our upbringing and influences decisions and opinions throughout our lives (Introduction, 2015). As this reflective essay delves into the incident further, I quickly learn that this perfectly naturally formed unconscious bias would be far from the truth and has really enforced that you can never judge a book by its cover and it may not be all as it may seem.

Bias

Later that week, I returned to shift after my rest days to see an email from a man claiming to be the driver of the vehicle that had been abandoned. The male had phoned the police station with all the relevant details to confess to the incident and made a sincere apology for his actions. He stated he panicked, was scared and worried about the consequences as he knew he didn't have the correct insurance, which is required. He expressed he would like to speak to me directly via telephone as soon as possible to explain the situation, as he was driving the vehicle for his boss to pick up cigarettes and obviously had been stopped in the meantime. He wanted to own up to his actions and face the consequences and ultimately retrieve the vehicle behind held in the compound.

The National Decision- Making Model (NDM) is a model which assists in a reliable and easy decision-making process. It allows for a judgment call to be analysed at every level and enables police officers to learn and understand incidents. Using the NDM I knew I had to gather all the relevant information and intelligence I had on the male (College Of Policing, 2012). This was done on my works computer which I used to check that he had a **Incorrect word** driving licence, he wasn't wanted for any outstanding crimes and that it was just the no insurance offence that had been committed.

In terms of developing a working strategy the best course of action I decided on was to conduct a contemporaneous interview at the said males' address. This was the most appropriate **Incorrect word** to give the male a chance to give an account and for myself as an investigator and evidence gatherer to build up a case file contrary to section 165 Road Traffic Act (RTA). A contemporaneous interview is an interview which is carried out away from a police station and the person being interviewed is cautioned, however they are not under arrest and are free to leave at any time, all footage of the interview is recorded on body worn video. The only method available to the police in relation to person driving with no insurance is to report the person for summons of the offence contrary to section 165 RTA. During the interview, the male explained that he knew he didn't have the correct insurance, he was driving as a favour to his boss and that this was the first time he had been in trouble with the police, a fact that I was aware of as a result of the background checks I made prior to the interview taking place. In addition to this, he explained that he needed his licence to be able to work as he was a delivery driver and was currently juggling two jobs to support himself. I also learned during the interview that the man was a refugee from the war-torn country of Yemen. He had travelled to the UK to escape the fighting and to make a better life for himself and his family. Hearing this man's story made me question the unconscious bias I had formed at the time of the incident, an opinion that was very negative and one that I was quick to make at the time of the incident. On reflection, this quick formation of a negative opinion was as a result of my own negative bias of an outgroup. However, research has found that this stereotype-forming and its consequences are largely unintentional (Smith and Alpert, 2007). They are formed subconsciously and we usually don't even realise we are doing it. The fact that the man was from Yemen would have potentially been responsible for his distrust/negative opinion of the police as studies have shown that he would have been more familiar with his

Bias

Cultural Issues

in- group rather than a predominantly white British Western police force that would be culturally a stark contrast from the one he was brought up in (Oliveira and Murphy, 2014).

Effective research.

On the face of it the male in question should have been reported for summons for the offence of driving with no insurance. This however wasn't the course of action I decided to take, a decision I made using my discretion. Discretion is a professional judgement and action which encompasses the accountability policing principle, it gives a police officer the authority to decide and choose incorporating the leadership policing principle and finally discretion means selecting the best course of action, having recognised all of the alternatives this involves the objectivity policing principle. Therefore, discretion is one of the most important tools available to police officers and has been since the inception of the modern police force under Sir Robert Peel in 1829 (Parker and Sarre, 2008). The use of my own discretion in this instance was made due to several factors. The first being that had it not been for the man's email sent to me I would never have known who was driving the motor vehicle on the night in question as a result the incident would have probably been deemed as a no further action incident. The sincerity of the apology and the honesty in the contemporaneous interview that had been undertaken had changed my mind considerably. In addition to this the fact that the man is trying to make a life for himself and his family and having a driving licence is paramount to this also affected my decision. Furthermore, the fact the man was from an ethnic group that doesn't exactly look favourably on the police this would help towards a more positive community perception and for public relations to improve. The male wouldn't have gone without some punishment as there was a charging fee for the vehicle to be kept in the secure lockdown, he would have needed to have produced the correct documentation to release the said vehicle which would have included valid insurance. That way he was able to keep his licence, his honesty and the fact he admitted his wrongdoing was taken into account and allowed him to carry on with his job as a delivery driver, thus preventing him possibly turning to illegal ways to make money or driving a motor vehicle whilst banned.

Discretion

Enforcement o

Discretion

All investigations carried out by the police have to adhere to the Criminal Procedures and Investigation Act 1996 which is an act that ensures that all evidence obtained, whether it may be for the crime prosecution services benefit or for the benefit of the defence team, has to be shown in court. This is known as disclosure and failing to adhere to the elements of the CPIA, which could bring a conviction into jeopardy and in some instances, cases have been thrown out due to the fact that key evidence has been withheld by police officers. Furthermore the CPIA modulates the investigation process and sets out to control the recording and retention of material that is found or is generated in the course of an investigation (www.hse.gov.uk, n.d.). In this incident the body worn video that was taken during the contemporaneous interview was the most important piece of material generated during the investigation, after this was captured it was put onto a retaining website called 'evidence.com'. This is a secure website which links all relevant footage to its appropriate occurrence number. As most of the data generated was via police related searches, the data was quality and reliable and that way it complied with CPIA regulations. All searches and information gathered were disposed of in the correct way as to avoid any data protection breaches.

CPIA

Utilising the national decision model and its last key element of "taking action and reviewing what happened" (College Of Policing, 2012), the action taken was to use my own discretion and not to report the male for summons due to the reasons mentioned earlier. If I look back and reflect on the incident it is without a doubt the most gratification I have felt as a direct consequence from a decision I have made in my career thus far. When I rang the male and explained that it was deemed as no further action, the relief and thankfulness that was clear to hear and he couldn't thank me enough which was fantastic to hear and filled me with an immense sense of righteousness. I had a conversation with my tutor regarding the incident and he agreed that the decision I made was the one he would have taken. Furthermore, when I wrote up my rationale for not proceeding and tasked it to my Sergeant he too

Discretion

Honesty

agreed that the decision I made was one he would have made. The overall consensus was that the non-criminal punishment, the fee to release the vehicle from the compound was sufficient on this occasion.

In conclusion this incident turned out to be far from what I expected. Initially, my unconscious bias formed a very reactive opinion of the man, his lifestyle and his character after leaving the scene. However, after receiving an email from the man and his willingness to be honest and accepting of his mistake. Prior to finding out the background to the man, his clean record and his sincere apology I was all set to report the man for summons. In contrast, during the investigation and subsequent interview my views changed completely. After gathering all the relevant information, developing a working strategy, considering powers and policy available to me, identify the correct option and contingencies and then to take the most appropriate action and review the whole incident. By using the NDM, I was able to come to a complete decision, that decision was to use my discretion as there were no aggravating factors. There would have been no suspect had it not been for the man that emailed and came forward to take responsibility. The man was from Yemen, a country that was a stark contrast to the UK and he belonged to an ethnic minority who are looking far more unfavourable towards police. I knew that if the man was to lose his driving license and not able to drive, we would not be able to work in his current job role and this could potentially mean he would turn to other methods of crime in desperation to provide for his family. The fact he came forward and owned up to his actions enabled me to look on him more favourably and gave me an opportunity to potentially set about improving the relationship between the ethnic minority groups and Police in South Wales. Whilst conducting the investigation all CPIA procedures were followed to ensure accurate and fair information. All investigations carried out were on police systems, which allowed for quality and reliable data enabling a more complete investigation.

WORD COUNT- 2340



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
Becoming more competent in Using South Wales Police systems, in particular the NICHE system.	It will be achieved by using NICHE for every shift. I will also ask more experienced colleagues if I am stuck on a particular problem. Utilising BOB and the how to do section.	Line manager, colleagues and niche trainers employed by South Wales police.	24 th December 2020 - 24 th March 2021
Consideration and identification, looking into alternative options, as opposed to arrest.	Conducting more contemporaneous interviews with suspects. Utilising the Voluntary Attendee system. Using my discretion as and when it is applicable. Lastly general out of court disposal orders as opposed to taking someone's liberty.	Line manager, tutor and work colleagues with more experience than myself.	24 th December 2020 - 24 th June 2021
Knowledge and experience of handcuffing and officer safety techniques.	By attending officer safety refreshers run by South Wales Police. My tutor spent a good hour or so perfecting my handcuffing technique. Both handcuffing and officer safety training will get better with each incident and arrest made. Furthermore, when I'm able to I'll start back learning Brazilian jiu jitsu for self-defence.	Officer safety trainers. Brazilian jiu jitsu trainers.	24 th December 2020 - 24 th December 2021

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

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

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: A. COOMBER (Learner, Electronic signature or type name)

Date: 08/02/2021

Workbook 1 DHEP- Alexander Coomber

GRADEMARK REPORT

FINAL GRADE

52/100

GENERAL COMMENTS

Instructor

Task 1.

An effective answer detailing the coping strategies used to minimise stress and develop resilience.

Task 2.

A good answer evidencing how a domestic violence incident was effectively dealt with. In respect of the communication skills used, there was an opportunity to introduce models such as LEAPS and the 5 Step Appeal to enhance the points made. There is evidence of critical analysis of key issues which is good practice. The core principles of ethics, equality and diversity could have been covered in more detail. Please remember **not** to mention locations where the incident has taken place.

Task 3.

The incident dealt with was clearly challenging which resulted in a lot of learning which is very positive. However, one of the key elements of this task was to reflect on your responsibilities and procedures under the Victims Code of Practice. This is about witness updates, Victim Personal Statements, Special Measures in court etc. As the incident chosen had not yet progressed to court and you had no further involvement, you were unable to evidence these elements.

Task 4.

Whilst the NDM has been used in dealing with the incident, I would have liked to have seen the use of the NDM done in a more structured way to include the Code of Ethics as its central cog. The important issues

of bias and discretion have been covered effectively. Compared to the previous tasks, the attention to detail in respect of presentation and written structure has not been as good in this task.

Personal Development Plan - the areas for development identified appear to be realistic and achievable.

Literature - you have used a range of sources which have been referenced correctly.

Knowledge & Understanding - you have evidenced that you have understood the majority of the topics tested. The exception to this was VCOP in Task 3 which was not covered in sufficient detail to evidence knowledge and understanding.

Cognitive Skills – you have reflected effectively on your experiences to identify the lessons learned. You have also undertaken some critical analysis of key issues which you are encouraged to continue.

Practical & Transferrable Skills - you have used a range of skills in completing the workbook. Generally, it has been written and presented to an acceptable standard. For me, the standard fell in Task 4 in particular. Try and use the full word count in each in order to maximise your opportunity to evidence your experiences and learning.

Alexander - Tasks 1 & 2 were answered well with Tasks 3 & 4 not being answered quite as well. Reflect on the feedback provided for the areas to improve on. Please note the confidentiality warning at the beginning of the workbook stating that you should not identify locations. Thanks.

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

QM

Introduction

Effective introduction to the task.

QM

Effective research.

Evidence of effective research.

QM

Missing word

Missing word

PAGE 7

QM

Stress relief

Outlines how stress is relieved.

QM

Stress relief

Outlines how stress is relieved.

QM

Stress relief

Outlines how stress is relieved.

QM

Effective research.

Evidence of effective research.



Resilience

Identifies how resilience was developed.



Effective research and reading

Evidence of effective reading and research.



Stress relief

Outlines how stress is relieved.

PAGE 8



Stress relief

Outlines how stress is relieved.



Evidence of reflection

Evidence of reflection having taken place.



Comment 1

An effective answer detailing the coping strategies used to minimise stress and develop resilience.

PAGE 9



Introduction

Effective introduction to the task.



Effective research and reading

Evidence of effective reading and research.

PAGE 10



Data Protection

You should not state any details in respect of where the incident has taken place so as to be compliant with Data Protection .



Legislation

Correct reference to appropriate legislation.

QM

Communication skills

Demonstrates effective communication skills when dealing with the subject.

QM

Legislation

Correct reference to appropriate legislation.

QM

NDM

Evidences an effective understanding of what the NDM is.

QM

Unclear

Unclear.

Additional Comment

Appears to be an incomplete sentence.

QM

Legislation

Correct reference to appropriate legislation.

PAGE 11

QM

Positive action

Identifies the benefits of taking positive action.

QM

Safeguarding

Evidences an understanding of the importance of safeguarding.

QM

Human Rights

Appropriate reference to the subject's Human Rights

QM

Communication skills

Demonstrates effective communication skills when dealing with the subject.

QM

Communication skills

Demonstrates effective communication skills when dealing with the subject.

QM

Critical Evaluation

Evidences of critical evaluation

Evidence of critical evaluation.

QM

Use of Force

Appropriate reference made to the legislation justifying the use of force.

PAGE 12

QM

Use of Force

Effectively describes the use of force used and its justification.

QM

Capital letters

Capital letters,

QM

Critical Evaluation

Evidence of critical evaluation.

QM

JPLANE

Appropriate reference to JPLANE

QM

PPN

Evidences an understanding of the purpose of a PPN.

QM

Evidence of reflection

Evidence of reflection having taken place.

QM

Evidence of reflection

Evidence of reflection having taken place.

PAGE 13



Comment 2

A good answer evidencing how a domestic violence incident was effectively dealt with. In respect of the communication skills used, there was an opportunity to introduce models such as LEAPS and the 5 Step Appeal to enhance the points made. There is evidence of critical analysis of key issues which is good practice. The core principles of ethics, equality and diversity could have been covered in more detail. Please remember not to mention locations where the incident has taken place.

PAGE 14

QM

Introduction

Effective introduction to the task.

QM

Data Protection

You should not state any details in respect of where the incident has taken place so as to be compliant with Data Protection .

PAGE 15

QM

Unclear

Unclear.

QM

Secure & Preserve Evidence

Appropriate steps taken to secure and preserve evidence.

QM

Secure & Preserve Evidence

Appropriate steps taken to secure and preserve evidence.



Comment 3

Be careful that you are only accessing information on computer systems that you are entitled and authorised to see.

PAGE 16

QM

Incorrect word

Incorrect word

QM

Safeguarding

Evidences an understanding of the importance of safeguarding.

QM

Evidence of reflection

Evidence of reflection having taken place.

QM

Victim orientated approach.

Evidences a victim orientated approach to the incident.

QM

Policing Values

Appropriate reference made to how Policing Values were engaged.

QM

Incorrect tense

Incorrect tense

PAGE 17

QM

Evidence of reflection

Evidence of reflection having taken place.

QM

Evidence of reflection

Evidence of reflection having taken place.



Comment 4

The incident dealt with was clearly challenging which resulted in a lot of learning which is very positive. However, one of the key elements of this task was to reflect on your responsibilities and procedures under the Victims Code of Practice. This is about witness updates, Victim Personal Statements, Special Measures in court etc. As the incident chosen had not yet progressed to court and you had no further involvement, you were unable to evidence these elements.

PAGE 18

QM

Introduction

Effective introduction to the task.

QM

Data Protection

You should not state any details in respect of where the incident has taken place so as to be compliant with Data Protection .

PAGE 19

QM

Sp.

Spelling error

QM

Bias

Evidences an understanding of bias.

QM

Incorrect word

Incorrect word

QM

Incorrect word

Incorrect word

QM

Bias

Evidences an understanding of bias.

QM

Cultural Issues

Evidences an understanding of cultural issues.

PAGE 20

QM

Effective research.

Evidence of effective research.

QM

Discretion

Appropriate reference made to the use of discretion.

QM

Enforcement options

Identifies the various enforcement options available.

QM

Discretion

Appropriate reference made to the use of discretion.

QM

CPIA

Appropriate reference made to CPIA.

QM

Discretion

Appropriate reference made to the use of discretion.

QM

Honesty

Honest reflection

PAGE 21

QM

Unclear

Unclear.



Typo

Typo



Missing word

Missing word



Comment 5

Whilst the NDM has been used in dealing with the incident, I would have liked to have seen the use of the NDM done in a more structured way to include the Code of Ethics as its central cog. The important issues of bias and discretion have been covered effectively. Compared to the previous tasks, the attention to detail in respect of presentation and written structure has not been as good in this task.

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ENGAG W/LIT

GOOD (Pass)
50-59%

Engagement with literature (including reading, referencing, academic conventions and academic honesty)

FAIL 0-29%*	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.
MARGINAL FAIL 30-39%*	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.
SATISFACTORY (PASS) 40-49	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.
GOOD (PASS) 50-59%	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.
VERY GOOD (MERIT) 60-69%	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.
EXCELLENT (DISTINCTION) 7	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.
EXCEPTIONAL (DISTINCTION)	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.

KNOWL&UND.

GOOD (Pass)
50-59%

Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)

FAIL 0-29%*	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.
MARGINAL FAIL 30-39%*	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.
SATISFACTORY (PASS) 40-49	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.

GOOD (PASS) 50-59% Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.

VERY GOOD (MERIT) 60-69% Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.

EXCELLENT (DISTINCTION) 7 Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.

EXCEPTIONAL (DISTINCTION) Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.

COG&INTSKILLS

**GOOD (Pass)
50-59%**

Cognitive and intellectual skills \n(Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)

FAIL 0-29%* Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.

MARGINAL FAIL 30-39%* Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.

SATISFACTORY (PASS) 40-49 Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.

GOOD (PASS) 50-59% Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.

VERY GOOD (MERIT) 60-69% Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.

EXCELLENT (DISTINCTION) 7 Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.

EXCEPTIONAL Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously

(DISTINCTION) selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.

PRAC.SKILLS

GOOD (Pass)
50-59%

Practical skills\n(Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)

FAIL 0-29%*	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.
MARGINAL FAIL 30-39%*	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.
SATISFACTORY (PASS) 40-49	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.
GOOD (PASS) 50-59%	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.
VERY GOOD (MERIT) 60-69%	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.
EXCELLENT (DISTINCTION) 7	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.
EXCEPTIONAL (DISTINCTION)	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

TRANSF.SKILLS

GOOD (Pass)
50-59%

Transferable skills for life and professional practice. (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)

FAIL 0-29%*	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.
MARGINAL FAIL 30-39%*	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.
SATISFACTORY (PASS) 40-49	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.
GOOD (PASS) 50-59%	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.
VERY GOOD (MERIT) 60-69%	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.
EXCELLENT (DISTINCTION) 7	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.
EXCEPTIONAL (DISTINCTION)	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.