

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

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 BSc 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)

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

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

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	500
	Total	6000
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

In this essay, I will be discussing about my last 6 months as a student constable with South Wales Police, and what coping strategies I have used to assist me in developing resilience and minimise stress. I will also be talking about what resilience is. I will look at what stress means and what impact it can have on mental health. Lastly, I will move on to explaining what coping strategies I have used and the result of using these and whether the coping strategy has worked and what could be done differently next time. For this essay I will be using the Gibbs Model of Reflection (Mind Tools, unknown date) and referencing throughout.

This was a completely new career for me and something I have not experienced in the past. I was a little worried about starting this new journey as I haven't been in the educational environment for over 8 years, and I found this a little daunting. I knew I was going to have to be resilient during the process as I knew when applying, that the police force looks for people with specific values and standards. I have researched what resilience is. Cherry (2022) argues that resilience is based on facing the problems that you come across head on and using skills and strengths to combat them, making sure that whilst doing so, you have a good ability to manage emotions. She talks about the fact that resilient people have a 'survivor' mentality and use healthy coping mechanisms to deal with problems that they are facing, and they must have the ability to adapt to changes and uncertainty whilst moving forward.

I had a lot of challenges that I faced over that 6-month period, possibly more than my other peers had. Ultimately this brought on a lot of stress and caused me to suffer with my mental health which was affecting my thinking and judgement as well as my physical health such as my appetite. I have researched what stress is and how it can affect health and found that when an incident happens, the brain considers this event to be a threat and the body puts itself in to fight or flight. This means a person will come up with a solution for the problem and fight it or the body and mind will fear the event unfolding and will cause the person to avoid the problem. This then affects the persons brain along with increasing blood pressure and a faster heart rate. This is not controlled by the person and is an involuntary reaction. Considering this, when the stressors and challenges are arising more frequently these influences thinking and health as well. Karl Burton, (30th August 2019).

Learning about the role of a Police Constable I knew that there will be a lot of stressful situations ahead of me and I found myself thinking of a solution to help me combat this.

I found that a coping strategy would assist in doing this. Upon researching coping strategies, I found an article that explains how coping is the process of using behavioural and cognitive approaches to manage difficult or threatening situations and plays an integral role in maintaining the physical and mental well-being of an individual. There are two broad categories of coping strategies. The first is the emotion focussed coping strategy. This is where the individual addresses their emotional needs and are centred around comfort or consolation. The second type of coping is problem solving coping strategy. This is where the individual confronts the problem and eliminating the stressor. Dianne Davies (2019).

My coping strategy is problem solving by talking and this assisted me the most. By talking to family and friends, I was reassured that I wasn't alone through each challenge, and I was able to identify a large support network that would help me through each problem. Individually from the support network, I found that in the police service there is a culture of comradery that I had been exposed to, my team had a way of dealing with incidents through jokes and being able to debrief something in a way that took the seriousness away from it in relation to my work challenges like the exams. I then identified that my partner was also struggling with the likes of moving home and that we were in the same boat with the same challenges. This meant that when talking to her, we were both able to help each other through talking and this improved both of our mental health and reactions to challenges at home. Mental Health First Aid USA, (22nd August 2019).

To find out how police officers feel about stress and if they think that talking helps their mental health, I created an online survey on the SurveyMonkey platform and distributed this to my colleagues. The results indicated that 83.33% of colleagues said that talking helps with stress and their mental health and is a good coping strategy.

My conclusion of this coping strategy is that, Because of this problem-solving technique through talking, I passed my initial course with South Wales Police, completing and passing both university exams. In respect of this I will be using both this strategy going forward for the following academic years and policing career. I have been able to supply evidence that backs up my coping mechanism. I have however identified room for improvement. In the future I will talk to my parents more regarding my challenges, mainly health, as my original thought process was that I didn't want to worry them, but it came apparent that by doing so, this it affected them mentally even more. I will combat this by speaking to them more often and keeping them up to date on my challenges and what I am doing to fix them. I will also going forward review this coping strategy to make sure I am still able to benefit from this.

Word count - 989

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.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Review 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 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.

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

ANSWER:

In this essay I will be writing about an incident I attended after leaving police training. Whilst writing this, I will be evidencing how I managed conflict and how I used my communication skills whilst abiding by the code of ethics. During this essay I will be using the Gibbs Model of Reflection (Mind Tools, unknown date) and referencing throughout to assist me in writing this essay and I will also refer to the National Decision-Making Model (college of policing, 2014). Then I will be reflecting on my decisions that I had made and what could be done to improve my decision-making next time.

I received a request to attend an address with my colleague. We had a report that a son of the family home was heavily intoxicated and was refusing to leave the address and a disturbance could be heard in the background of the 999 call. We were requested to attend as an emergency response. Whilst on route to the call, I gathered as much information over the airwaves and on my police issued device as I could on the people that were involved and who resided at the address. In the police service we hold information on people that gives us warnings on prior engagements with police or hazards that could arise when dealing with persons or locations. This information has been backed by research on (Home office, 2020) To help me identify the warning

markers, I used the Police National Computer via my work device to gather this information and intelligence. On doing so, I learnt that there has been a lot of incidents involving the same persons in the past and a lot of them being domestic related incidents. South Wales Police hold domestic abuse as one of their force missions to tackle (Police and Crime Plan, 2022) I was also able to obtain warning markers for the male in question that helped me risk assess the male himself; officers and any other persons present at the scene. One of the warning markers obtained stated that the male has previously threatened family with a knife. I thought of a working strategy. This is where I asked myself a few questions in order to guide subsequent stages. (college of policing, 2014). I established that I would need to keep this male away from family and the kitchen area where the knives are stored day to day.

On My arrival I could hear shouting coming from the address, I approached the door and knocked loudly. I waited approximately 1 minute, however, there was no answer from the occupants within. At this point I started to consider my Powers and policies. I identified that section 17 of PACE 1984 gives an officer the power to force entry to a property if he or she believes that there is a person inside that has committed an indictable offence, to preserve life or limb and to protect property, to recapture any person that is unlawfully at large and to execute a warrant. (legislation.gov.uk, 2020).

Based on that information, I knew I had a power that could be utilised. I wanted to explore one last opportunity first. I thought I would give one last attempt at getting the occupants attention to prevent causing damage to the address. I shone a light in the window with my torch, this caused a female to come to the window where she seen officers outside the address. I requested the male leaves the house and speaks with me outside. I gathered that I would have to speak with the male and build rapport and find common ground for him to leave and not come back that night. I used the Mindtools website to help me understand building rapport. (Mind Tools, unknown date suggests that by asking short questions like, what is your name? and how are you? Will contribute to deescalating a situation and aids in humanising the police.

I made my way out of the address where the male was with my colleague, I explained to him he was not in trouble with us and that the family just want him to leave. The male implied that he lived there and was not going to leave the address. When talking to the male I considered Betari box (Mind Tools, unknown date) where my attitude and behaviour will affect their attitude and behaviour. In line with this theory, I lowered my voice in the hopes he would mimic my attitude. I used this as I did not want the incident to escalate, and I knew that it was going to be difficult to persuade the male to leave. by I made sure I understood the male and used good listening skills. I implemented a welcoming body posture by looking relaxed, whereby I didn't cross my arms. This helped to insure I worked in line with the police codes and values. Codes and values that I must uphold consist of honesty, integrity, professional. All values and codes are there to support the police service (College of policing, unknown date).

I asked the male about family and identified that he has a sister that has moved from the address recently. This was a great opportunity and option to use as this would result in the male being able to stay with someone who could care for him whilst he sobers up and not be in the locality of the address. Based on this new information and acknowledging the previous facts that involved the male threatening family with a knife, I checked with the control room operator over the radio who was involved with that

previous incident. I did not want to put a family member at risk to solve this incident. I have a duty as a police officer to protect persons against violence. (Gov.uk, 2022). I was made aware that the persons involved now lived at another location and was not the sister. I got a contact number from the male and called his sister. I explained to her on the phone that he was asked to leave by family at his address due to being intoxicated and I am trying to find him a place to stay overnight so that offences could not be committed and prevent officers from arresting the male. This was a good way of using officer discretion. Discretion is being able to decide based on professional judgements and have the authority to make a choice for the best course of action whilst recognizing considerations and alternatives. (Encyclopedia.com, 2018). The sister agreed to have him over night, and I explained this to the male. He was happy to go to her address and stay there in the care of his sister. I took this course of action.

Based on the above, I was happy with the result. I was able to gain information whilst on the way to the call which in turn allowed me to identify risk and threat. I was able to gather more intelligence and information when at scene. The positive however is that I could instantly protect persons inside the address that may or already may have been subjected to harm. By using this option, I was able to effectively protect persons and prevent further escalation of the incident.

I have, after reflecting on this incident, been able to see other options and ways of dealing with the incident. One of these options would have been to arrest the male for breaching the peace. This is used by Police officers to prevent a breach of the peace occurring and that the police officer reasonably and honestly believes a breach may occur. (Donoghue solicitors, unknown date).

This option would have been able to prevent any further offences and stop the male from returning to the address later that night.

My conclusion is that by using the national decision-making module and identifying the options I had at the time of the incident as well as recognising the powers and policies available to me. Understating Batari box and using this tool during this incident has proved vital in being able to exhaust other options and painted a bigger picture that police work is not all about making arrests and using discretion can help solve problems. I was able to act when necessary whilst abiding the core values of the police service.

Word count - 1390

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.

Give a brief description of a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Explain 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.

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

ANSWER:

This essay will be focused on a police incident I attended where I will be discussing how alcohol influences crime. Then I will be explaining my responsibilities for guiding a victim through the criminal justice system where I faced some culture and language barriers that I had to overcome. I will then look at the victim's code and the process for a victim of crime when undergoing the criminal justice system. Lastly, I will reflect on my work using the Gibbs Model of Reflection, (Mindtools, Unknown date) and I will be referencing my findings and research throughout.

It was reported to me and my colleague that a domestic incident was taking place at an address and the reporting person didn't speak fluent English however a disturbance could be heard in the background. On arrival at the location, a male left the address that we were attending. I spoke to the male and considered my body language and tone of voice. This was to help defuse any animosity between me, the police, and the male. I could smell intoxicants on the male's breath and his eyes were glossy.

I suggested that my colleague continues the conversation with the male and establish his course of events and why we were called whilst I entered the address to ascertain if all members of those inside were safe and establish any crimes committed. There was a lone female in the address who transpired to be the intoxicated male's mother. I asked if she was okay, and I could tell by her accent and short replies that her English language was poor. This made me adapt the way I was talking to her by asking short

questions, giving her time to explain and find the correct words to use and to be respectful in the way of not making her feel intimidated. I used google translate to begin with to assist in communication as I needed information on what has happened to help In safe guarding her and the son outside.

I quickly established that the son made threats to kill and was drinking all morning and she thinks this has had an influence on his actions as he only becomes violent when he has consumed alcohol. She said that the drinking was becoming a problem for him, and he is not open to any support services. Based on this information I arrested the male for the offence of threats to kill. I escorted him to the police station where he was then awaiting an interview.

Now that the female was safeguarded by removing the suspect from the address, I was able to invite her to the police station to take a statement on the events of that morning however due to the family being catholic, the female was going to be attending church that same day at lunch time. Because of this I decided that I would collect her from church and take her to the police station when she was ready. This helped me build rapport with her which would assist me when taking a statement.

Based on what I have written above I am now going to reference the key points around the incident.

Word count - 532

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.

Give a brief description of 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. **Consider** the role of discretion in the decision-making process.

Explain 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 **analysis** of the potential impact of bias on the decision-making process.

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

ANSWER:

Task 5

Personal Development Plan (PDP) / Learning Plan.

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. Please note that this not the actual number of words you need to use, the wordcount reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline
Statement writing for victims and witnesses.	I will volunteer my help with statement writing. I have already identified that this is a skill that is developed over time. I will speak with the crime investigation department as they take a lot of statements from victims and witnesses every day including the complex cases that we don't see often on the response team.	Crime investigation department will be able to support with this. I will seek to do a shift with them before the end of tutor ship.	I would like to see a development at the earliest opportunity but based on the skill of writing statements it is time and practice that will determine how long it will take to achieve this.
Case file building for a range of cases.	I would like to take an opportunity of a secondment with our case progression team that deal with a range of cases. I will be looking to sit with an experienced colleague that has seen a lot of complex cases that will be able to guide me through tough tasks and deadlines.	HUB team and their sergeant. I will also seek assistance from the experienced team members on my shift.	I would like to accomplish this before the end of my tutorship in 4 weeks' time.

Speaking with vulnerable persons as a first responder to an incident.	I will seek advise with the public protection unit that works in South Wales Police and deal with vulnerable people. I am going to seek more training from my training department so that I can effectively communicate with those that need the extra time and understanding when being asked questions. I will volunteer my self forward to speak or to deal with vulnerable person to boost my confidence.	The PPU department will assist me in this. I will also ask for support from peers and my shift sergeant.	I would like to achieve this before the end of my tutorship in 4 weeks' time.
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Bibliography

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

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

By signing the section below you are acknowledging your progress on O.C.P. This is recognised by the university as work that is fully supporting this module and 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: _ JORDAN – LEE CHAPLIN _

Date: _05/09/2022 _