



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

6,500 Words

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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**FACULTY OF BUSINESS AND MANAGEMENT
PUBLIC SERVICE PROGRAMME**

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 1	Wellbeing and Resilience	1000
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	Bibliography	
Task 5	Independent Patrol Status Confirmation	Equivalent 1,500words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

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

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

ANSWER:

In this essay, I will discuss and compare the coping strategies I have applied to develop resilience and minimise stress in my initial six months of training as a police constable. Resilience is the ability to adapt and cope with many things' life can offer you, such as stress, difficult life experiences, and hardships (American psychological association , 2024). Resilience is a process, it can be built by changing the way you view a situation, adopting coping strategies, and using the resources available. By doing so, you will be better equipped to overcome, change, and challenge anything that life offers you (Sutton, 2024).

Stress is a reaction from the body to a perceived threat or demand. This can come in many forms, but is not limited to, your environment, work, relationships, and finances. Stress can affect most of the systems in your body and cause symptoms such as sweating, body aches and pains, tightness, headaches, and much more (Sandhya Pruthi, M.D., 2024). Prolonged stress on the body could lead to health problems such as high blood pressure, heart disease, and obesity. As a result, individuals are more likely to develop psychological and physiological disorders, overall reducing a person's quality of life (American Psychological Association, 2024). It is evident that managing your stress levels and developing your resilience are vital to maintaining a healthy mind, body, and life.

The coping strategies I will discuss are ones I have not only used throughout my police training, but through difficult and challenging times in my life, such as moving house, changing jobs, and obtaining my degree. These strategies have been tried and tested by myself and have been proven to work for me in minimising stress and further developing my resilience. My main and most significant coping strategy was adequate sleep, and therefore I will explore this further than my second coping strategy of socialisation. It will later be explained why one is arguably more substantial than the other for myself.

I have often found that when I am lacking the required amount of sleep I personally need, I am unable to process and retain information well, and I become overwhelmed and stressed much quicker. While everyone reacts to sleep deprivation differently, there are common side effects that everybody will encounter. In a study carried out in 2021 to examine the association between a lack of sleep and mental distress, it was found that people who had inadequate sleep increased their odds of regular mental stress (Blackwelder, 2024). Sleep is a key component of a healthy mind and body due to the brain being able to engage in many activities that are vital to your life. REM (rapid- eye movement) and non – REM sleep

are the two types of sleep cycles your brain goes through when you are asleep, these are central to learning, memory, brain plasticity, and the removal of waste products from brain cells. This is why sleep has an extraordinary effect on the brain's ability to function (Mark Wu, 2023).

During training, I had to retain a large amount of new information, revise for exams, and adjust to the physical demands of training, such as OST. These three major things that would ensure I completed my training all have one thing in common: memory. Different regions of the brain can be in different sleep cycles simultaneously throughout the night. An example of this is the hippocampus and cortex, which are two parts of the brain that are essential for memory (Katharine C. Simon, 2024). This shows the importance of sufficient sleep to enable multiple sleep cycles on sleep-dependent cognition mechanisms, such as memory.

To ensure that I had adequate sleep, I would set alarms for myself, one at 20:30 to remind me to turn my TV off and to start my nighttime routine, and one at 21:00 to remind me to go to bed. I decided to choose 21:00 to go to bed as I struggle with initially going to sleep, and this time would ensure I would have at least seven hours of sleep. Adequate sleep is different for everyone, and there is no right answer when it comes to how much sleep a person should have; however, the recommended amount for my age group is between seven and nine hours (Jean-Philippe Chaput, 2024). Allowing my body to have the sleep it needed was pivotal in my training, and I noticed a significant difference in myself and my training when I was not able to stick to my sleep schedule.

While a good night's sleep made me feel like I could tackle anything, another strategy I followed was to ensure I took one day out of my week to see my family and friends. This included activities such as going to my aunt's house and having a catch-up, going for a day out in town with my mum and facetimeing friends that I don't get to see often. Safeguarding time for this not only guaranteed that I had a work-life balance and boosted my mood, but it also made me more productive and resilient in tackling my work. Research has shown that resilience is developed by the people closest to you and your environment. If these factors are nurturing, consistent, and reliable, an individual is more likely to become resilient due to the conditions for the individual being optimum for learning to tackle challenges (Steven M. Southwick, 2016).

Having a social network not only provides you with support but also gives you strength to tackle stressors and overcome obstacles that seem impossible to deal with alone (RACHEL N. WARD, 2021). While further research is needed, it is suggested that social support can aid in an individual's resilience to stress, and there is strong evidence that social support is vital for maintaining both physical and mental health (Ozbay, et al., 2007).

While socialisation was an important coping strategy for me, I found that if I did not have sufficient sleep, this would impact my mood and energy levels. This in turn reduced my desire to go out and socialise; this is why I find sleep more important; however, pairing sleep with socialisation ensured I was able to complete training with its ups and downs with less stress.

Word count - 1037

Task 2

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

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

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

Consider the use of effective communication skills that you used within the incident.

Reflecting upon your incident, critically evaluate any theories or models underpinning the causes of conflict within policing interventions. (Examples would include, Betaris Box, The Drama Triangle).

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

ANSWER:

Word count -

Task 3

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

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

Critically explore a policing incident that you have attended and examine how you dealt with competing issues such as legislation, social issues, culture and language.

Consider the victims code of practice and how it was used to support your victim/witness through the criminal justice system.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights.

1750 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

As a police officer, you will meet people from all walks of life with different sociological, economical, religious, racial, ethnic, geographical, and academic backgrounds. It is vital for officers to not become complacent and approach every person and incident with an open mind, as even if the offence you are dealing with is one you have dealt with many times, the person behind the offence and the person effected will require a tailored service to them and their specific needs. For example, ensuring a person has an interpreter or an officer of a certain gender could make them feel more comfortable and confident in going forward with supporting a case. If this is not met, victims are likely to withdraw support, have a lack of trust in the police, and may be more likely to become repeat victims.

It is not only the job of an officer to apprehend and charge a perpetrator, but to protect the victim of crime to the best of our ability. While the victims' code was first established by the Domestic Violence, Crime, and Victims Act 2004 (Victim Support , 2024), new victims' code came into force in 2021. These apply to all criminal justice agencies, they are 12 rights that set out the minimum standards that all victims of crime must receive from the criminal justice system, as well as enhanced rights to provide further support to people who are vulnerable or intimidated, persistently targeted, and victims of the most serious crime (College of Policing, 2024).

Throughout this essay I will be using Borton's model of reflection to allow myself to assess this incident and reflect on what happened, why it happened and what I learned from it. This will help relating theory to practice and strengthen my skills and ability for the next incident (Copley, 2011).

Experience: What?

The policing incident I will be exploring will be one of an abandoned 999 call from a female who stated her husband was beating her and she needed police. I arrived at the address and was met by a female holding a child. She appeared very shaky and was crying. The female disclosed that she and her husband were arguing over family matters; during this, he got angry, grabbed her by the throat, and threw her against a wall. He then immediately left.

The female was a victim of crime and therefore intitled to the victim codes which are detailed below. However the female was also a victim of the most serious crime and therefore was intitled to enhanced rights, this means she should be updated sooner and she may be eligible for special measures if she had to attend court (College of Policing , 2024).

The victims' code:

1. To be able to understand and to be understood
2. To have the details of the crime recorded without unjustified delay
3. To be provided with information when reporting the crime
4. To be referred to services that support victims and have services and support tailored to their needs
5. To be provided with information about compensation
6. To be provided with information about the investigation and prosecution
7. To make a victim personal statement (VPS)
8. to be given information about the trial, trial process and a victim's role as a witness
9. To be given information about the outcome of the case and any appeals
10. To be paid expenses and have property returned
11. To be given information about the offender following a conviction
12. To make a complaint about a victim's rights not being met

(College of Policing, 2024)

I noticed that the female appeared panicked and was using hand gestures to explain what had happened, as English was not her first language. I asked her to sit down on the sofa with her child and take deep breaths. This was to ensure she did not feel rushed, as this could have amplified issues with the language barrier. I interacted with the female's son, showing him my radio and body camera to put him and his mum at ease, as the female had said she had never had an interaction with the police before. Due to this I was mindful that this interaction could make or break her confidence in the police and in turn dictate whether they would be likely to support the case going forward and be willing to contact us in the future if she needed to.

I asked the female for details for her husband; she was very reluctant and said she wanted to leave it as she was fine. She said both she and her husband were here from Sri Lanka on a student visa, and she did not want this to affect them. I explained the process that was going to take place and explained that her husband would have to be spoken about and arrested due to the severity of the incident; this adheres to victims' codes 3 and 6. The female became very distressed at this, screaming and crying. I realised that she and her son depended heavily on the husband due to him being the only person with a job in the family, and she was scared due to not having any friends or family in the UK apart from her son and husband.

Due to this, I had to take a different approach, from explaining to listening and letting her feel like she was being heard and that she had some control over the situation. I took my time and allowed the female to tell me her worries. I then told her we would do one thing at a time, at her pace; this not only helped her but also adhered to victims' code 1. I explained that the first step was to provide her husband's details, and then I would just talk with him. She agreed to this, and after some time her husband was arrested, and I fully explained to the female what would happen next. I also offered her information about agencies that she could speak with and explained that I would be putting in referral forms for her and her son; this is her right as stated in victims' code 4. When I reattended later that day to speak with the female about providing a statement and victim personal statement, which adheres to victims' code 7, I arranged for an interpreter to be present for this to ensure the female felt more comfortable and understood the information being provided.

The incident that occurred resulted in an offence of assault by beating, this is a variation of common assault, which involves physical force being applied (Reid, 2024). The legal definition of common assault is "any act (and not mere omission to act) by which a person intentionally or recklessly causes another to suffer or apprehend immediate unlawful violence" (CPS, 2024). This differs slightly from assault by beating, which is defined as "the intentional or reckless application of unlawful force to another person" (CPS, 2024). While the differences in legislation are minor and often overlap, it is important to understand the differences, as this will increase the chances of the perpetrator being remanded to prison as well as increase victim confidence and satisfaction. As well as the above, an offence of intentional strangulation occurred. The legal definition of strangulation or suffocation is "A person ("A") commits an offence if A intentionally strangles another person ("B") or A does any other act to B that affects B's ability to breathe and constitutes battery of B" (Legislation.gov.uk, 2024).

Due to these offences being against a partner, they are defined as domestic abuse. The definition of domestic abuse is "Behaviour of a person ("A") towards another person ("B") is "domestic abuse" if A and B are each aged 16 or over and are personally connected to each other, and the behaviour is abusive.

Behaviour is "abusive" if it consists of any of the following—

- physical or sexual abuse
- violent or threatening behaviour
- controlling or coercive behaviour
- economic abuse
- psychological, emotional, or other abuse

and it does not matter whether the behaviour consists of a single incident or a course of conduct" (legislation.gov.uk, 2024).

Having the element of domestic abuse within an offence ensures it is one of the highest priorities the criminal justice system deals with. This is due to the threat, risk, harm, and trauma inflicted on victims (CPS, 2024). The longer a victim stays in a domestic abuse relationship, the greater the risk that the abuse will become more frequent and increase in severity (CPS, 2024). Domestic abuse is a crime that largely goes unreported to police, for many reasons, such as fear of reprisal, intimidation, embarrassment, dependency, isolation, believing the abuse will stop, and many more (Kwantlen Polytechnic University, 2024). Studies show that "38% of women killed by their ex-partner from 2009 to 2018 were killed within the first month of separation and 89% in the first year" (Domestic Abuse Statistics UK, 2024). "It is estimated that every day almost 30 women attempt suicide as a result of

experiencing domestic abuse, and every week three women take their own lives” (Domestic Abuse Statistics UK, 2024). Looking at these statistics, it is understandable why certain measures are put in place for victims of domestic abuse, and why victims may react differently than you would expect when offered help by the police. This needs to be remembered and approached delicately when dealing with an incident of domestic abuse.

Reflection: So what?

Throughout the incident, the female was extremely upset, and at points, she was slightly aggressive. Looking back, I believe this was because she was in shock and scared because she did not understand what was happening. I tried to reassure the female by explaining the process that would take place; however, due to the language barrier, I realised she may not have understood exactly what I was saying. Having analysed this, I now think that contacting an interpreter would have resulted in a less traumatic experience for the victim.

Learning: Now what?

The most significant aspect of this incident was the look on the female’s face when she realised her husband would be arrested, as well as when she explained to me the implications this would have on her and her family. Subsequently, I realised that while I was going through the process of my job, this incident had a profound affect on the individuals involved. Reflecting on this incident, I realise I could have been more patient and understanding, and in turn, this may have made the female react differently. This understanding will be essential in future incidents, as it will ensure that, as well as mentally, I will be emotionally present and aware when dealing with victims. Furthermore, it will guarantee that I will gauge the severity of the knock-on effects people have to deal with after I have left.

Word count – 1812

Task 4

Relevant areas of the National Policing Curriculum:

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

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

Critically assess a policing incident that you have attended, where you played a significant role with an offender/victim and reflect upon what happened.

Reflect upon your use of the National Decision-Making Model and the Code of Ethics and review this impacted upon your decision making and use of discretion within the incident.

Critically review your responsibilities regarding the provision of CPIA when conducting this investigation.

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Due to the everchanging complex situations police officers face on a daily basis, it is paramount that they are able to assess situations, and use this to form the basis of their decision making

The NDM has six key elements.

1. Code of Ethics
2. Gather information and intelligence.
3. Assess threat and risk and develop a working strategy.
4. Consider powers and policy.
5. Identify options and contingencies.
6. Take action and review what happened

(College of Policing , 2024)

I attended a call whereby staff at a hostel were reporting a male (1) waving a large kitchen knife around and threatening another male (2) with it. Upon arrival, I spoke with staff first to establish further information, as this may change my approach to the incident. Staff showed me CCTV of the male with the knife; male 1's body language and actions towards male 2 indicated that he was aggressive and appeared to be willing to use the knife and not just threaten to use it. This was evident by male 1 using jabbing motions with the knife towards male 2. Staff explained to me that male 1 is known to carry knives, has been involved with police previously, and has jumped out of his second-story window to avoid police in the past.

Male – affray - girlfriend came to door with knife – affray

Word count -

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

This completion of this task shall be confirmed by the employer once independent patrol status is achieved.

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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Please sign to confirm the work submitted is your own work and has not been copied from another.

Signed: Shanice Desmond

Date: / / 2024