



Prifysgol Cymru
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Graduate Diploma in Professional Police Practice

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To be completed by DHEP Detective students only

**Workbook title: Competency Based Workbook 1
(DHEP) 6,500 words**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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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.

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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Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
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Task 3	Criminal Justice, Valuing difference and inclusion	1750
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	1750
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Task 5	Independent Patrol Status Confirmation	Equivalent 1500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

I will be using Driscoll by Borton (1994) to present this to the reader and using sources to explain what I implemented in order to manage my stress levels. This reflection model takes the reader through 3 stages, the first one is "What" where the reader will be taken back to the start of the event and taken through the stages where stress may have occurred, then "So What" will give the reader context to what was felt through this time, and what was done to manage the stress, and then finally will move to the last section "Now What" which will highlight to the reader what has been put in place to reduce stress and create a more resilience moving forward.

What?

I have always felt a little stressed throughout training due to my financial circumstances, due to dropping £12,000 annually, and the rise in petrol costs. I have been in tears a few times through training due to the worry and stress of how I was going to feed my family and come to training at the same time. My resilience was massively affected, I could see that I was becoming very tired in class and at home, and sometimes was falling asleep from 5.30pm, which impacted me seeing my children and husband, the final straw came when my mother in law advised that she had suspected cancer and was being referred for investigation, which affected my family as a whole, and meant that stress was also impacting my husband, this led to him taking time off from work himself for a number of weeks, all of this was around the first exam in May. I realised that I needed to do something to help me manage my stress level and build my resilience. I regularly jog about three times a week, due to the stress I had started to eat more things that were not healthy, and this had an impact on my energy levels, and I stopped jogging due to the stress and lack of energy. I had seen an advert on social media that vitamin B12 has improved tiredness and mood in individuals, research suggests that stress depletes vitamin B12 (NHS 2023), I decided to try this and I also started to take a supplement of vitamin C to strengthen my immune system. I already regularly jog as a means to manage my mental health, but this had depleted due to stress, I decided that I needed to strengthen my body as well as my mind, and decided to join the local gym as a means to build resilience, instead of jogging on my own where I would be over thinking, I could go to the gym and be around people which would take my mind off my own worries. Study conducted in Germany in 2020 by the department of applied emotion and motivation psychology suggests that even just doing 6 weeks' worth of exercise will improve stress, mental health levels and build resilience (C Herbert, F Meixner, C Wiebking and V Gilg 2020)

So What?

I noticed within a few days of taking the vitamins that I was less tired, I was able to stay awake for my family in the evening, and I was able to cope with a lot more stress due to being awake and functioning better, I started to go to the gym and started some classes on the weekends, I felt that I had more energy and that speaking to individuals in the classes gave me a different perspective on my worries.

What Now?

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:

This essay will be discussing the theories/models of conflict management and how this is managed within the policing role, I will be using a policing incident that I have dealt with and will be using the Driscoll by Borton (1994) reflective tool to discuss.

Cambridge Dictionary defines "Conflict" as serious altercation or disagreement or argument between parties that could cause animosity.

Policing can be a dangerous and violent role, due to dealing with various calls to incidents that occur at members of the public's properties, or to escalating situations in the public domain, these situations can be unpredictable and may escalate at any point and become potentially dangerous for officers/staff that attend, it could lead to officers being targeted or hurt during the altercations. To manage these situations officers/staff are given training to manage conflict situations to prevent them getting out of hand. The options that can be considered are dependent on the situation at the time, if the situation is out of hand with no way of it being de-escalated the option of Section 117 of PACE "Use Of Force" which is where an officer can use force, and gain compliance and control of an individual, however in certain situations just using nonviolent conflict management such as communication, can de-escalate the situation, and bring a peaceful way of gain compliance and control of an individual (E Dryer-Beers, R Braddock and J Wire 2020, Legislation.Gov 1984).

Apart of an officers role is to make fast pasted decisions in situation where perhaps the individual is not known or the incident has occurred directly Infront of them where the opportunity of finding out details of this person may not be available, or the incident may be misleading or the persons involved have not been truthful, A part of the police training is

towards the security guard, when I started to speak to him I realised that he did speak English but it was quite broken, due to the situation and the fact that I needed to keep the individual calm, I decided that using an authoritative tone towards the individual would not be the best way, I considered whether the nation decision making model stage options and contingencies defensive/offence or communication models. I decided defensive/offensive hands on option would escalate the situation further as the individual was only showing active verbal on the behaviour profile, and that communication was the way forward, I felt that this was a proportionate option due to the presentation of the individual and I felt that the individual would listen to me and I would be able to calm the situation, I felt at the time that he was more irate towards the security guard than my police presence, however if the situation was to escalate then I would have to consider getting more officers to assist if the individual's behaviour was to change on the behaviour profile (Woods 2023).

Communication is key to be able to understand situations, or instructions from individuals, this can be nonverbal or verbal communications. Tactical communication which is what the police use is used in order to gain control, reduce the conflict, or even prevent a situation from occurring (College of Policing 2020). There are different perceptions to situations, and this can cause perceptual issues when communicating with individuals, it could be due to different upbringings, or cultural issues or social economic issues, which could cause further escalation of conflict if the individual is saying something that the officer may not agree with, which could prevent a report being built with the individual due to the differences in these areas (Thompson et al., 2022). Body language is a nonverbal communication skill, which can create conflict with an individual that an officer may be dealing with

In order to have effective communication requires the officer to have, affective listening skills to be able to build trust with the individual to get a rapport, this requires the officer to be assertive and not to come across as aggressive. Due to the authoritative role of the police, people's perceptions of dealing with the police during an incident maybe a conflict within itself, as the perception of that person especially if they are a suspect may create a negative cycle of behaviour. Betari's box illustrates this, that if the officer was to attend a call and have an attitude from first contact then there is a possibility that the suspect is going to follow that tone, and the situation could escalate further and could lead to officers having to use force, due to not gaining control through communication, whereas if an officer speaks to an individual who is already irate and has a tone that is calm then the suspect should start to calm down and match that tone and the individual will then be more compliant and under control (Spooner and Cooper, 2023).

This was the case for the individual that I spoke to in the Merthyr area, the individual as discussed was shouting at me, he was trying to explain that the security guard had hurt him, and that he was injured as the security guard has assaulted him in the club and this had caused him to lose a front tooth, he was able to explain this in broken English, I kept a calm tone, and empathised with his situation, when he realised that he was being heard his tone started to match mine, and he stopped shouting at me, I made sure that I was aware of my body language with the individual and ensured that I was matching what my words were saying with my body, and was actively listening to what he was saying, I used the communication model known as "LEAPS" this communication model can build trust as it gives the individual an opportunity to build rapport due to feeling heard, Leaps stands for listen, empathise, ask, paraphrase and summarise (College of Policing 2020). I repeated what he had said to me to make sure that he was feeling heard. I explained that he did

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 investigated and examine how you dealt with competing issues such as legalisation, 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 during the investigative process.

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:

Cambridge dictionary (2023) defines vulnerability as “the quality and state of being attacked or harmed physically or emotionally”. College of policing (2021) have provided officers with a guidance for responding to incidents where there is a possibility that they may be dealing with a vulnerable victim it gives officers cues on how to engage, speak, and build a good rapport with the individual so they can build trust with the officer and be able to disclose any offences.

The incident will be discussing in relation to a domestic incident where the suspect had breached a harassment order and suspected of committing criminal damage to the victim's property. I will be using the Driscoll by Borton (1994) reflective process to discuss this. Before attending the incident, I was aware that there was a harassment order in place where the suspect was not allowed to go to the property or contact the victim directly or indirectly.

WHAT

The call had come in from a neighbour that there had been arguing at the property between a male and female, the male was named as the females' ex-partner that was at the address. I was able to look at what the harassment order was, and historic incidents regarding the couple, I could see on the system that they were also a child in the family. I was aware that there were warning markers for the male at the address and the vulnerabilities of the female, due to the call coming from a neighbour I did not know how the

I managed to engage the victim in conversations regarding what her expectations would be, and I could feel that there was a barrier when I was speaking to her, she was advising regarding her ex-partner being at the property before and that he had broken the door before, she had paid for this, she advised that although she knew that the harassment order had been breached and that she was happy for this to be taken forward as she knew that this was out of her hands, she did not want to take the criminal damage further. She was saying about him being a good dad, she felt partially to blame due to the text altercation they had earlier in the day, and that she felt that she was not the victim in this case, he had attended due to the text argument and that there was blame on both sides.

Women's Aid (2023) states there are barriers to safeguarding the victim, a victim could have normalised the relationship, not be aware that there is abuse accruing or they could be social factors such as the property belongs to the partner, or on finances from the person that is causing the abuse, or they have children together. There could be many police attendances to a victim's property before action can be taken, this could be hindered by the victim not willing to support a prosecution, to which this may go to the Crown Prosecution Service to proceed without the victim's support, this may be due to the victim not knowing that they are in a domestic violence relationship, or they may be scared of repercussions from family or their older children or there was an order in place and the suspect has breached this (College of Policing 2023, Crown Prosecution Service 2022).

In this case the victim would not support a prosecution, but she did understand that we would be pursuing the breach of the protection harassment order due to him being found at her property. I was able to obtain a statement from the victim, which stated that she would not be supporting the prosecution, however, did state regarding the suspect being at the property and what had happened that evening, including the damage to the property.

Through the process of speaking to the victim I learnt that it is difficult for them to proceed with a complaint and that it can be frustrating for the officer as all I wanted to do was safeguard the individual and felt that this was very difficult to do as she didn't want to proceed further with the investigation which left me feeling frustrated, but I felt that it was important to not show how I was feeling at the time, and to reassure the victim that she had been heard.

WHAT NOW

The consequence of this situation is that I am able to still proceed with the investigation, but it will be victimless due to no support of prosecution from the victim. Although the victim is not willing to support a prosecution, the investigation can still go ahead due to the suspect being at the property and breaching the protection harassment order (GOV 2023) I took photos of the door, statement from the victim, and neighbours, completed house to house enquiries so I could put a file together for CPS to look at a victimless prosecution (Crown Prosecution Service 2022).

I still contacted the victim and kept her up to date regarding the outcomes, due to her not supporting the prosecution, I did not have to consider special measures for her to attend court (Crown Prosecution Service 2023).

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 which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess your role during a police investigation where you played a significant part 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 how this impacted upon your decision making and use of discretion within the investigation.

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:

In this essay I will be reflecting on an incident that I investigated where I did not have any information regarding the offenders that were causing what was reported as anti-social behaviour at a food outlet and how I used that National decision-making model to determine what actions and decisions I was going to make and how this influence my actions of discretion through my investigation.

I will be using Driscoll by Borton (1994) reflective cycle to explain my decision making and what I did. Working in the policing environment can be challenging, each incident that you attend is different, and there maybe time's where information has not been recorded on the police database, or the caller is unable to give information of the individual especially if they are unknown or the reporting person has given false information about a person or incident. This can be a complex process, the national decision-making model helps police to make decisions and helps to ensure that the decisions are keeping with the organisation code of ethics, the model consists of five steps and the code of ethic is in the centre of the model and all decisions made (College of Policing 2014).

to engage them, keep them calm, whilst making sure that they were safety and wellbeing was being considered, I was aware that there were 10 individuals and felt quite intimidated by the situation, I could have called for back-up at the time, as I understood that there situation could get out of hand if not properly controlled .

An article written by the guardian, shows an incident where one hundred youths were rioting with officers which shows how unpredictable youths can be when in large groups (Ambrose, 2023). A report conducted by the NPPC suggests that enforcement does not always work on youths and that taking a different approach is needed dependence on the child to which police are dealing with, it is also important that the children's rights are recognised when police are at an incident where there are under 18 years olds present, police must keep the youth s safe, considerations for wellbeing, safety and welfare, these are required under section 10 and 11 children's act 2004 and national convention of the rights of a child (NPPC 2015). I also needed to consider that The Policing and Crime act 1984 to which I would be dealing with these youths if any offences would be committed at the time, I considered my options, I considered arrest initially but at the time there was no offences for the criminal damage and the food outlet was happy for them to by moved and did not want to make a formal complaint. I next considered a community resolution order, but again no offences committed, I decided that I would look at my discretionary powers to move these youths on to prevent offences that impact the youth's future employment or opportunities (Brighter Futures For Children, n.d., legislation.gov.uk, 1984. Kleinig, J. ed., 1996).

I moved to the next section of the national decision-making model which is offensive or defensive this helped me decide how I would approach these youths. Whether I would go offensive, which could be the use of my pava spray which is an irritant, baton or use of force or I would use defence tactic options of my presence, tac/Tactical communication, and five step appeal. I decided that the defence options were unjustified and unethical as the youths were not doing anything that was aggressive and there was no current threat or risk to anyone or to us as officers (College of policing 2014).

The behaviours of the youths were at the time of us attended was compliant they were sat on the table outside of the restaurant, some were on their phones and other chatting, there was a lot of rubbish strewn on the floor. I was conscious of my presence and approached with caution used my tack coms and presence initially to engage them, I spoke to them regarding the call we had taken, some of the youths were accepting of what was being said and were complaint and listened to the suitable words of advice.

At this point many of the youths had gone, so I looked at the national decision-making model again, as the behaviour of these youths had escalated, and they were now displaying a different behaviour style. I reviewed the risks and developed a strategy decided to still use tac comms and presence as this was still appropriate, I instead to decide to take a further step back to safeguard myself whilst speaking to them.

These youths were showing verbal resistance by saying "No comment" and then laughing, to which I advised that this was not an interview and that he needed to listen to what I was saying, I advised them that they need to vacate the seating and move from the food premises, the majority listened and got up and started walking out of the area, but there were two youths that were determined to stay, to which I advised that I would have to look at further action or offences if they refuse to move, then I would have to look at taking there

Task 5

Independent Patrol Status confirmation – equivalent to 1,500

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

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