

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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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.

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 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 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:

In this essay, I will be discussing and comparing the various coping strategies that I adopted and developed during my initial six months of training as a police constable. I will be discussing the different stressors that I experienced during this period and then describing the two coping strategies that I utilised in order to overcome these stressors and develop resilience. I will then be utilising Borton's Reflective Model (Borton, 1970) to identify whether my coping strategies were effective in minimising my perceived levels of stress and additionally if the coping strategies aided in the development of my personal resilience.

Research shows that police officers have more stress related psychological problems than individuals in most other professions (Dunkel-Schetter and Lobel, 1990), and it has been suggested that these heightened levels of stress can be attributed to poor coping skills (Anshel, 2000). During my initial six months of training, I was required to develop a variety of coping strategies in order to minimise the stress that I experienced and with the overall aim of successfully completing the initial training phase. There are a variety of reasons why the initial training phase can be perceived as stressful, for example, the stresses and pressures of starting a new career are present. In addition to embarking on a new career path, I also became enrolled on a university course to be completed alongside the police training. The university course aspect meant that I was required to study for and

sit several examinations, and it was a requirement to pass these examinations in order to continue training in police training school. It is well accepted that examinations are a stressful experience for university students and are associated with increased tension (Barker *et al.*, 2016). Studying for the examinations entailed large volumes of legislation to be learnt and understood, and there was an array of topics to be covered such as theft, fraud, offensive weapons, assault, and domestic violence, all of which are comprehensive topics with various laws and definitions underpinning them. Not only was it imperative to understand these offences in order to successfully pass the examinations, moreover, I strived to achieve a good understanding of these offences to adequately equip myself for the next phase of my career, which was becoming an operational officer.

An additional reason why I considered the initial training phase to be a stressful period was that I had resigned from my previous employment and had now taken on a new career path which was completely novel to myself, and I had no prior experience in policing. Due to being employed in my previous workplace for four and a half years, I felt confident and comfortable in that role and believed that I could perform that role effectively as I was familiar with the routine and duties involved. However, I was now moving career into a role which was completely new to me, which can often feel overwhelming. Additionally, in my previous employment I had developed good working relationships with my patients and colleagues and had now begun a new job where everyone was unfamiliar to myself and therefore, I experienced a reduction in social support. It has been put forward that co-worker social support can positively impact upon stress as it reduces role ambiguity and role conflict within the workplace (Marcelissen *et al.*, 1988). Therefore, as I experienced an initial reduction in workplace social support combined with an increased workload, even in the initial training phase it was important that I was able to demonstrate resilience and the

ability to quickly adapt to changes. Resilience can be defined as the ability to adapt and maintain mental health despite experiencing adversity (Herrman *et al.*, 2011) and is essential to the role of a police officer.

In order to deal with these stressors, I developed many coping strategies. The first strategy I adopted was taking part in regular exercise. In order to reflect upon how effective exercise was I will discuss this coping strategy in terms of Borton's Reflective Model, this reflective framework asks the questions, What? So what? and now what? (Borton, 1970). Therefore, what I did to employ this coping strategy was aim to exercise every other day for around thirty minutes each day. In order to do this, most evenings I would return home from work and jog outdoors whilst listening to music. Research shows that jogging and other exercise can enhance cardiovascular fitness, improve sleep quality and lead to improvements in mood (Raglin, 1990), therefore I believed this would be a beneficial tool to incorporate into my evening routine. I found this method to be highly effective in minimising stress as it was a valuable break and distraction from my examination revision. An additional advantage was that during my initial training phase it was compulsory to complete a course in Officer Safety Training (OST), this is based on the physical aspects of policing and involves passing a bleep-style fitness test. Since I had already been taking part in regular exercise as a coping mechanism, I was able to pass this fitness test and the OST course successfully, therefore eradicating the additional stress of failing and having to repeat the OST course. Going forward, I will now continue to utilise this coping strategy and continue to take part in regular exercise as a respectable level of physical fitness is key to the role of an officer. Moreover, it is vital to the role of officers to be able to tolerate stress and build resilience as officers often deal with stressful and traumatic situations, for example, being first at the scene of road traffic accidents, attending sudden deaths and

dealing with people in crisis. Being present in these sorts of situations can have a negative effect on many officers' mental health, with some officers experiencing flash backs and requiring professional support (Regehr *et al.*, 2021). Therefore, utilising exercise as a proven coping mechanism for myself and as a means of distraction will be highly beneficial and should positively impact upon my mental health. Additionally, having an effective coping strategy may aid in the manner in which I process and deal with stressful or traumatic situations and therefore allow my sense of resilience to develop.

A second coping strategy which I utilised was ensuring I communicated regularly with my friends and family in order to maintain emotionally supportive relationships. Maulik, Eaton, and Bradshaw (2011) proposed that adequate social support can act as a protective factor for individuals experiencing stress, therefore I felt that maintaining personal relationships would be highly valuable and rewarding. Using Borton's Reflective Model (Borton, 1970) framework, what I did in order to achieve this was make efforts to speak with my friends and family on a daily basis. I also spent time meeting up with friends on weekends to take part in several activities such as dog walking or going for lunch. This was an effective coping tool as it allowed me to participate in activities which I enjoyed whilst also enjoying the company of my friends and family. An additional advantage of this coping strategy is that officers sometimes deal with individuals within society who may have a negative view of the police force and these individuals may become violent, aggressive and use offensive words or language towards officers. Therefore, I feel that it is important to surround yourself with friends and family who support and respect you and your career choices to overcome this issue. In the future, I will continue to communicate regularly with my friends and family and attempt to maintain my social bubble. I believe that this is of high importance as officers often need to act as a support system for victims and their families so

it also important to ensure that officers themselves are receiving adequate social support. Furthermore, studies have demonstrated a positive association between social support, communication, and physical and psychological wellbeing (Cohen and Wills, 1985), highlighting the importance of maintaining positive relationships with family and friends.

Overall, it is accepted that police officers experience heightened levels of stress which can be attributed to many factors within their role such as exposure to trauma, busy shift patterns, long and unsociable working hours, and a significant amount of paperwork. Therefore, it is imperative that as student officers we equipt ourselves with coping strategies which are tried and tested by ourselves and have proven to be effective. Those coping strategies that are effective, which for me were taking part in regular exercise and maintaining and utilising social support, can then continue to be applied throughout an officer's career. Hopefully, these coping strategies can help to mitigate the effects and negative emotions experienced during stressful or difficult situations encountered by officers.

WORD COUNT: 1450

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 discussing a police incident that I attended which involved a degree of conflict. I will be using Gibb's Reflective Cycle (Gibbs, 1988) to reflect upon my actions and methods of communication used during the incident and examining whether or not these were effective. I will also be drawing upon relevant theories which are applicable to the incident. I will finally be evaluating my overall participation in this incident by taking into account the police code of ethics. The first stage of Gibb's Reflective Cycle (Gibbs, 1988) is description, therefore in order to fulfil this element of the reflective cycle, the first part of this essay will be a description of the incident.

I attended a call with another colleague which was reported as a domestic argument, whereby the call was made by an anonymous caller. On attending, there was a single female present at the address, who stated that she lived alone and that there was nobody else present at the time or prior to our arrival, therefore it appeared as though the call had been malicious. The female confirmed that no arguments had taken place and she then invited officers inside to confirm that she lived alone and was alone in the property at this time. Within a few minutes of officers entering, the female started to become angry for no apparent reason, and it appeared as though the female was experiencing mental health problems. The female quickly become aggressive towards officers, screaming at them, and using offensive and abusive language. As officers attempted to leave the address, the female stated that when officers left, she would harm herself. Due to the female disclosing this, officers were inclined to stay to ensure the female received help. As officers now remained inside of the female's property, her behaviour worsened and quickly become more abusive. The female was threatening to assault officers and invading their personal space.

The second phase of Gibb's Reflective Cycle (Gibbs, 1988) concerns feelings. In this situation, I felt concerned for my own and the other officer's safety due to the female's threatening behaviour and due to the way in which she was presenting. I also felt concerned for the female's own safety as she disclosed that she would harm herself, and it was also apparent that she was experiencing difficulties with her mental health. Self-harming behaviours are prevalent among individuals suffering from mental health disorders and can include self-inflicted injuries such as scratching, burning, cutting, or even overdosing (Nixon, Cloutier and Jansson, 2007). It is not uncommon for police to attend calls whereby officers need to offer support and assistance to individuals experiencing

problems with their mental health, an average of 25 people per month were detained by Gwent Police under the Mental Health Act in 2013, in order for these individuals to receive appropriate assessment and subsequent treatment (Gwent Police and Crime Commissioner, 2020). However, it can sometimes be challenging for officers to engage and communicate with individuals who are experiencing problems with their mental health as these individuals can often present as aggressive, which can result in situations involving conflict. Some individuals who experience mental health problems can also have a distorted perception of reality, making it more difficult for these individuals to think logically and therefore be reasonable (Shickel et al., 2020). Due to this, effective communication, and the ability to diffuse a situation is vital for the safety of officers and the safety of the individual.

Once it was apparent that the female's behaviour was escalating, my colleague contacted the police control room to speak with the mental health practitioner, who advised my colleague to contact the crisis team. While my colleague was making these phone calls, I was speaking with the female in a calm manner in an attempt to diffuse the situation. The crisis team then informed officers that the female was known to them and had been diagnosed with a personality disorder and was known to exhibit erratic and aggressive behaviours towards officers. The female was offered the opportunity to speak with the crisis team to which she refused. The crisis team advised us to attempt to calm the female, and to provide her with the crisis team's contact details so she could contact them herself if needed. After some time and once engaging with myself, the female did return to a calm and composed manner, I will discuss the methods I used to achieve this further in the essay. Once the female was calm, I advised her to contact her community psychiatric nurse (CPN) as soon as possible as the female and control room stated that the female already had professional support in place concerning her mental health. I ensured that the female

felt safe on officer's leave and had no thoughts to harm herself. I provided the female with the crisis team's contact number if needed and advised her to contact 999 if she experienced thoughts of harming herself in the future. On returning to the police station, I also completed a Public Protection Notice (PPN). A PPN is a means of sharing information to relevant agencies to enable safeguarding, for this instance, I completed an adult at risk PPN outlining my concerns due to the way in which the female had initially presented to officers. Making this referral on behalf of the female, meant that the female would then be offered more help and support concerning her mental health.

The next stage to Gibb's Reflective Cycle (Gibbs, 1988) concerns evaluation and analysis, therefore I will now assess and reflect upon my participation in this incident and discuss the methods and models that I used in order to reduce the conflict in this incident. Whilst my colleague was on the phone to the crisis team, I noticed the female was smoking a cigarette and her body language suggested that she was beginning to calm down, she was taking deep breathes in and appeared more relaxed. It was at this point, I attempted to build rapport with the female and speak to her one to one, ensuring I maintained a safe distance when doing so, due to the possibility of her behaviour escalating and becoming aggressive again. I had previously overheard the female mention that she had a CPN who she speaks with, so I began to calmly ask the female about her CPN, and I asked how often she speaks with her nurse. I noticed that the female was now answering my questions and began engaging with me. Whilst the female was engaging, I attempted to show active listening by nodding whilst the female was speaking to show that she was being listened to and understood. It has been proposed that there are various ways to show active listening such as refraining from interrupting, paying attention to non-verbal cues, and showing that

you are listening by nodding or smiling (British Heart Foundation, 2018), and I attempted to incorporate these methods of active listening into my communication at this point.

Additionally, I reacted in a calm manner whilst communicating with the female, bearing in mind the teachings of Betari's Box (College of Policing, 2020). Betari's box is a model which demonstrates how our own attitude, affects our own behaviour, which in turn affects the attitude and subsequent behaviour of the individuals who we are dealing with (Wall, 2019). Therefore, as my intention was for the female to ultimately become calm, and for the female to be able to have a reasonable conversation with myself, I spoke to the female in the same manner, hoping that my composed attitude and behaviour would influence the female's attitude and behaviour, and that she would hopefully respond in a similar way. Alternatively, if I was to react in a similar and irate manner to the way in which the female was behaving, and if I began raising my voice and becoming aggressive, it is likely that the female's behaviour would in turn match this, and the situation could potentially escalate, resulting in even more conflict. Therefore, I feel that the teachings of Betari's Box were applicable and effective during this instance.

Throughout this incident, I also ensured that I complied with the police code of ethics (College of Policing, 2014). I ensured in acted in way which demonstrated fairness and respect. Despite the female's aggressive demeanour, I tried to remain open minded and empathetic towards the female, due to her experiencing a decline in her mental health. I attempted to act in a way which was respectful, and I aimed to demonstrate that I was listening when the female began to engage with me, using the active listening methods discussed previously. I ensured that I offered an understanding approach when the female

discussed several issues that she was facing within her personal life, and when she then explained how these personal issues have brought about subsequent challenges with her mental health. It is important to uphold and act in accordance with the police code of ethics, the codes of respect and fairness being especially applicable in this incident. Research has suggested that fair treatment is correlated with greater compliance with authority and safer environments (Paternoster *et al.*, 1997). Furthermore, Hough (2012) proposed that if police officers treat individuals respectfully and fairly there would be greater levels of cooperation and compliance. Therefore, suggesting that being respectful and fair in the incident, was not only beneficial to the female but may have also contributed to the female's willingness to ultimately comply with officers.

Another model which I feel that I incorporated into this incident was The Five Step Appeal (College of Policing, 2020). This model provides officers with five stages to use with the aim of providing an individual with several opportunities to comply with a request (College of Policing, 2020). The first stage is the simple appeal, in relation to this incident, I used a simple appeal by simply asking the female to refrain from shouting and to calm down. Due to this being unsuccessful, I then moved onto the second stage of appeal, which is the reasoned appeal. I incorporated the reasoned appeal by asking the female to refrain from shouting, whilst also explaining that if she speaks to us at a more reasonable and sensible volume, we will be more able to understand and help her. The third stage of appeal is a personal appeal, this includes reminding the person of what is important to them. The next stage of appeal before action is taken is the final appeal, whereby officers ask if there is anything else that they can reasonably say or do for the individual to cooperate. For this incident, the final appeal was not required as the female's aggressive language and behaviour did diffuse after she began communicating with myself and the female become more compliant and willing to engage.

The next stage of Gibb's Reflective Cycle (Gibbs, 1988) is concerned with conclusion and an action plan going forward. In reflecting upon my reasoning and use of The Five-Step Appeal in this incident, one area for improvement would be to perhaps consider incorporating a person appeal if a similar incident arises in the future. I did not utilise a personal appeal when communicating with the female and whilst attempting to calm her down and when ultimately attempting to diffuse the situation. Instead, I utilised a simple appeal and a reasonable appeal, and after some time the female became compliant. Nevertheless, on reflecting upon this incident, it may have been useful for me to have incorporated a person appeal, such as reminding the female that her actions could result in her being arrested. Therefore, this is an aspect to bear in mind for the future incidents involving conflict. Another conclusion I have drawn from attending this incident concerns how useful effective verbal communication can be. In this instance, ultimately being able to communicate and build rapport with the female prevented the need to use any force and allowed us to help and support the female accordingly. It has been put forward that the interactional choices of police officers can affect an officers' relationship with the public; as effective communication in policing is key to building relations, solving problems, and exerting social control (Ronneberg, 2012) and I feel that this instance demonstrates this finding, and highlights how effective the correct use of communication at the correct time can be. Consequently, I will attempt to incorporate effective verbal communication when faced with conflict in the future.

Overall, I believe that the most effective method which I utilised in this incident to reduce the conflict was effective verbal communication. I feel that incorporating the communication models, which I have discussed in this essay, allowed me to remain calm and respond appropriately. Additionally, bearing the principals and teachings of these models in mind

provided me with a foundation concerning how to respond as well as offering me a degree of strategy. Therefore, I will now continue to develop my communication skills and employ the strategies that have been successful on this occasion when faced with conflict in the future. I feel that effective communication skills are vital to police officers dealing with conflict, as communicating in an ineffective way can have the reverse effect of diffusing the conflict and can cause the conflict to escalate. Therefore, being equipt with effective communication skills and the relevant experience should benefit police officers by not only diffusing conflict, but additionally reducing the likelihood of using force, reducing the number of incidents resulting in injury and perhaps reducing the number of complaints.

WORD COUNT: 2260

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 discussing a domestic incident that I have attended, in which I have played a significant role in supporting the victim. I will be discussing domestic incidents in a wider social context and then considering my role, responsibilities, and actions in this instance. Furthermore, I will be utilising Borton's Reflective Model (Borton, 1970) to reflection upon on what happened, what went well and what could be improved for future incidents, taking into account police values and the police code of ethics.

Domestic violence is a common issue worldwide (Garcia-Moreno *et al.*, 2006), and comprises violence, threatening behaviour or abuse between individuals aged 16 or over, who are personally connected (Ramsey *et al.*, 2012). In England and Wales, the number of domestic abuse crimes recorded by the police in the year ending March 2021 was 845,734

which increased by 6% from 798,607 in the year ending March 2020 (Office for National Statistics, 2021), which demonstrates the prevalent of domestic incidents. Additionally, domestic abuse and violence is not always reported to police so the number of incidents taking place per year is potentially far greater. When domestic violence incidents arise, a main priority for police is to safeguard the victim. Victims of domestic violence can be impacted by the abuse in various way, the impacts of experiencing domestic abuse can occur emotionally and psychologically, including experiencing long term trauma, there may also be physical impacts if injuries are sustained, as well as additional impacts such as property damage and detrimental effects upon the victim's work and social life (Willman, 2009). It is of high importance that police deal effectively with these incidents not only to protect and support the victim, but also to safeguard any children within the home, as research suggests that a child's psychological health can be impacted dramatically by witnessing domestic violence (Carnevale *et al.*, 2020). In addition to the impacts associated with domestic violence, it is also important that police deal with these types of incidents effectively as many individuals face barriers towards reporting. It is well accepted that domestic violence is not always reported to police, there are various reasons to account for this underreporting such as the victim not realising that they are experiencing domestic abuse, fearing or facing embarrassment around reporting, and concerns over child contact or financial independency (Gracia, 2004). Therefore, when domestic violence is reported to police it is imperative to support, reassure and signpost the victim as much as possible at the time of responding and it is also important that this level of victim support is continued as they progress through the criminal justice system.

An incident whereby I have played a significant role in supporting a victim was where I attended a call following a report from a female who contacted police to report a domestic

incident between herself and her husband. Using Borton's Reflective Model (Borton, 1970) I will now consider the 'what?' element of this reflective tool to discuss my actions while attending. On attending and speaking with the victim she reported that on that day, herself and her husband had a verbal argument which resulted in her husband becoming irate and assaulting her by punching her repeatedly to both her arms. The victim also stated that whilst this incident was taking place her son was present and therefore was a witness to the event. The victim stated that following the incident, her husband left the property, however while police were present her husband returned and therefore the first action taken in order to protect the victim was arresting the suspect, in line with force policy of positive action. Once the suspect was arrested and conveyed to custody, I ensured that the victim felt safe and did not require any medical attention after being assaulted. I also took photographs of the bruising to the victim's arms as these photographs could be of evidential value. I offered the victim support as she became emotional when her husband was arrested, and she was also highly concerned for her child. I carried out a welfare check on the child who witnessed the incident and ensured that the child was being looked after by another family member.

Once I offered emotional support to the victim and once the victim felt ready, I began to take a statement regarding the incident. Whilst attending this call I aimed to ensure my role and responsibilities were carried out in accordance with the victim's code, I will be evaluating my ability to adhere to the victim's code and the police code of ethics as part of the 'so what?' section of Borton's Reflective Model (Borton, 1970). The new victim's code was published in 2021, and highlights twelve fundamental rights of all victims and enhanced rights for those who are identified and qualify through a needs assessment (College of Policing, 2021). In order to do this, I ensured that I fully explained what providing a statement entailed and explained the court process to the victim. I explained the process of

making a formal complaint by means of providing a statement and described how the statement would be obtained. I then explained how the statement would be subsequently read over with the victim to allow her to add or amend anything within the statement and how the statement would be finally signed. I proceeded to ask the victim if she would want any future correspondence from police in Welsh or English, in line with the first right of the victim's code which is the right to be able to understand and be understood (Ministry of Justice, 2021). After the process was thoroughly explained, the victim confirmed that she was willing to provide a positive compliant, attend court regarding this incident and fully supported police action. Right four of the victim's code concerns victim's receiving services and support tailored to their needs (Ministry of Justice, 2021), with this right in mind, I explained to the victim about enhanced services and special measures which can be utilised, such as giving evidence in court with a screen or other measures in place so that she did not have to view the suspect. However, on this occasion the victim stated she did not want police to apply for any special measures on her behalf as she felt confident giving evidence without these measures in place. Additionally, I explained the process of providing a victim personal statement (VPS) and discussed how these can be impactful when presented in court, this is in accordance with right seven of the victim's code (Ministry of Justice, 2021). Mastrocinque (2014) suggested that a VPS allows the victim to discuss the emotional, financial, and physical consequences of the incident. But despite this, a survey carried out by Roberts and Manikis (2013) suggested that less than half of victims (43%) recalled being offered a VPS. Therefore, I explained to the victim how a VPS would allow her to express how she has been personally impacted by the incident and how the VPS differs from the witness statement; the victim stated that she would prefer to do this at a later date, and I respected her wishes.

Once the statement was obtained, I spoke with the victim regarding how and when she would be subsequently updated, such as receiving updates when the suspect is released and how I would then make her aware of any bail conditions which may affect her, such as the suspect having bail conditions not to contact her directly, indirectly, by a third party or any other means. By discussing this with the victim, I was acting in accordance with right six of the victim's code which concerns victims being provided with information about the investigation and prosecution (Ministry of Justice, 2021). Furthermore, I completed the DASH risk assessment with the victim as part of a Public Protection Notice (PPN). The DASH comprises a series of questions asked to the victim regarding the nature of the abuse or violence, the behaviour of the suspect and it also explores previous instances of abuse or violence, this information is then used to grade domestic incidents as standard, medium or high risk (Chalkley and Strang, 2017). On speaking with the victim, I also ensured that she was signposted to the relevant support agencies such as Women's Aid, and while completing the DASH risk assessment I asked the victim if she gave consent for the information to be shared and therefore other domestic abuse agencies may endeavour to contact her to provide further assistance and support, to which the victim agreed. Therefore, I was adhering to right four of the victim's code which concerns referrals to services that support victims (Ministry of Justice, 2021).

Whilst attending this incident, I also obtained the relevant information regarding the children living at the address in order to complete the child at risk section of the PPN. A PPN is used as an information sharing tool with agencies in order for safeguarding to take place. In this instance, I sent the PPN to children's services as there were two children living at the address and one child had witnessed the domestic assault. I ensured that I obtained details of the children's schools, in accordance with Operation Encompass.

Operation Encompass is a scheme whereby the child's school is informed of police attendance following a domestic incident allowing safeguarding to be put in place for that child at school the following day (Operation Encompass, 2011). I also ensured that I explained this process fully to the victim and made her aware that the relevant referrals would be made. I feel that this is important as being open and honest are key principles within the police code of ethics (College of Policing, 2014) and much of the victim's code is concerned with being clear and transparent and explaining why decisions are being made (College of Policing, 2014). Finally, before leaving this call, I ensured that the victim felt safe, all her questions were answered and that she was left in the company of another family member. I provided the victim with safety advice, to keep doors and windows locked, contact 999 for emergencies, 101 for non-emergencies and to keep her phone charged and to hand at all times. My contact details were also left with the victim in order for the victim to have a point of contact.

On further reflection of this incident, I feel that I was able to adequately support the victim and explain the criminal justice procedure as much as possible. I feel that I acted in accordance with the victim's code and upheld the police code of ethics by being respectful, open and honest (College of Policing, 2014). I feel that I was respectful to the victim's situation and acted with empathy and offered the victim support and reassurance and allowed the victim to work through the formal procedures such as taking a statement when she felt ready. I feel that this is important as research by Robinson and Stroshine (2005) looked at police satisfaction in domestic violence victims and found that victims reported increased satisfaction when they felt that they were given the opportunity to express their concerns. Victim satisfaction is particularly important due to its further effect on victim's participation in the criminal justice system.

Furthermore, I feel that I worked in an open and honest manner as I fully explained all processes to the victim. When discussing special measures with the victim I was honest in stating that the police can apply to the court for special measures to be put in place, but I was transparent in conveying to the victim that measures need to be applied for and therefore I could not guarantee the victim would be granted special measures. I feel that it is important to be honest with victims about criminal justice proceedings as early as possible as to ensure the victim is supported through the criminal justice system the victim needs to be provided with accurate information to manage expectations. Additionally, I was open and honest concerning how a child at risk referral would need to be made following the incident due to children living at the address. This is important as it has been proposed that public trust and confidence in police can be enhanced through engaging and operating in a transparent and honest way (Merry *et al.*, 2012).

When considering the 'now what?' element of Borton's Reflective Model (Borton, 1970), I will continue to act in accordance with the victim's code and police code of ethics for domestic incidents and similar incidents that I attend in the future, whereby a high level of victim support is needed. However, in the future I feel that I would be more confident in my delivery of this information to the victim as this particular incident was one of the first domestic incidents in which I attended, and I now feel that I have more experience in attending and dealing with incidents of this nature and therefore feel more confident and competent.

Overall, when reflecting upon this incident and my involvement with the victim, I feel that I aimed to fully inform the victim of the criminal justice procedures and support the victim through the criminal justice system by ensuring that she was informed about the

court process, ensuring special measures and VPS' were explained, and ensuring that the victim was signposted to the relevant support services. Finally, the victim was also supported by ensuring that she was provided with my contact information as a single point of contact and by ensuring that she was aware of when she should expect to receive updates. By taking these steps to confirm that the victim felt supported and fully informed, there is a greater chance that the victim would support police action due to having a positive initial experience with police, which consequently increases the likelihood of the victim staying engaged with the criminal justice system.

WORD COUNT: 2323

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 discussing a police incident in which I played a significant role with an offender and within the investigation process. I will be reflecting upon my actions and decision-making processes by using Kolb's Reflective Model (Kolb, 1984) while also considering relevant decision-making models. Additionally, I will be discussing the implications of the Criminal Procedure and Investigations Act (1996) relevant to this incident.

The first stage of Kolb's Reflective Model (Kolb, 1984) is 'concrete experience' and involves describing the situation that you have experienced, in order to then reflect upon the experience (Brown, 2015). Therefore, the following part of this essay will consist of a description of the police incident in which I was involved.

The police incident in which I have played a significant role with an offender was a non-fatal stabbing whereby the victim had been consequently hospitalised. When the initial 999 call was received the offender was unknown, but it was reported that there were youths involved. Due to the nature of the incident, there were several departments within the police force that were involved, mainly Crime Scene Investigators (CSI) and the Criminal Investigation Department (CID), however due to the incident occurring in a location in which we were the local police station, and therefore it being an area in which we policed, as response officers we were still involved within the investigative process. Following this incident, a female offender was identified and myself, my sergeant, and my colleagues were involved in making arrest attempts for this individual and conveying the female to custody.

The second stage of Kolb's Reflective Model (Kolb, 1984) is 'reflective observation' which looks at reviewing the experience (Brown, 2015). In order to review the decisions that were made, I will be discussing these decisions in terms of the National Decision Model (NDM). When making decisions concerning this incident, I ensured that I considered all aspects of the NDM. The NDM is a model of decision making adopted by police and has six key elements for consideration when making decisions (College of Policing, 2014). Police officers need to be accountable in their decision making, especially when situations arise which can be controversial, such as situations requiring the use of force, therefore the NDM offers a platform to guide decision making and aims to avoid decisions being made due to biases and other unfavourable factors, by ensuring that there is justification and reasoning behind decisions that are made (Hine *et al.*, 2018). The notion of the NDM is supported by Binder and Scharf (1980) who proposed that decisions made by police officers are not

based on single factors, but rather police officers work through a decision-making process, whereby several factors are considered in order to reach a final decision.

The first element of the NDM to consider when making decisions is the police code of ethics, these considerations should be key to all decisions made by police officers and include factors such as fairness, openness, integrity and accountability (College of Policing, 2014). The second stage of the NDM concerns gathering information and intelligence. In terms of the police incident that I have discussed above, information and intelligence was achieved by several means. For example, once the stabbing had occurred, information had to be gathered quickly to avoid the deterioration of evidence, therefore utilising golden hour principles. The golden hour refers to the period of time immediately following an incident, whereby it is vital for evidence to be collected to avoid evidence being lost (Rose, 2021). In order to preserve evidence on this occasion, the area in which the incident had occurred was closed off by police and a scene was set up, whereby CSI gathered information concerning the incident by examining the scene. During this stage of the investigation, myself and my colleagues were involved in guarding the scene and preventing members of the public entering the area, as this could cause potential contamination or loss of vital evidence. In this instance, I was also responsible for completing a scene log whereby a running log of anyone who entered and exited the scene was created, in order to maintain the integrity of the scene. In the early stages of this investigation, information was also gathered by other means such as obtaining information from the initial 999 call, reviewing CCTV from the location, and gathering an early account from the victim and any witnesses. From these initial enquiries a female offender was identified, and more information concerning this female was then gathered using police systems such as NICHE and the Police National Computer (PNC).

The third stage of the NDM concerns assessing threat and risk and developing a working strategy. Therefore, once the female was identified as a potential offender from the information gathered, arrest attempts were made. In this incident, myself and my colleagues attended the address that was associated with the female on police systems, and at this time the female was arrested on suspicion of attempted murder. During this arrest and whilst conveying the female to custody, myself and other officers were continuously assessing the level of risk in the situation. For example, the decision was made to handcuff the female whilst she was conveyed to custody, this was done due to the nature of the offence by which she had been arrested for, therefore reducing the risk of harm to herself and also reducing the risk of harm to officers who were present. Whilst at custody, the risk was still continually being assessed and due to the female being calm and compliant, and with the custody sergeant's approval, the hand cuffs were then removed from the female. Although the handcuffs were now removed, the female's demeanour was still being assessed by myself and the other officers to ensure she continued to pose no risk to herself or others. In order to further reduce the risk, the female was searched under Section 32 of the Police and Criminal Evidence Act (1984). This police power applies to a person being searched following an arrest if there are reasonable grounds to believe that the arrested person may be a danger to themselves or others, may have an implement which could assist escape or may be in possession of evidence relating to an offence (College of Policing, 2020).

The power of search is relevant to the fourth element of the NDM which concerns powers and policy. In addition to the power of search that was used in this incident, the power of arrest without warrant was also used, which is governed by Section 24 of the Police and Criminal Evidence Act (1984). Furthermore, handcuffs were used in this incident

and the use of handcuffs is considered to be a use of force, consequently an additional police power which concerns the use of reasonable force was applied. This power arises from Section 117 of the Police and Criminal Evidence Act (1984). When deciding if the use of handcuffs were necessary during this incident several factors were considered, research suggests that when police officers make decisions concerning the use of force, many factors are taken into consideration such as personal factors, situational factors, and the level of risk, which then aids officers in determining the necessity and suitability of force (Hine *et al.*, 2018). The final police power that was utilised during this incident was the power of seizure which is governed by Section 19 of the Police and Criminal Evidence Act (1984). This power states that items can be seized if there are reasonable grounds to believe that the items in question are evidence of an offence, and that seizing the item therefore prevents the item being lost, damaged, concealed, destroyed, or altered (College of Policing, 2020). Therefore, as there was blood present on the female's clothing, the necessary clothing was seized in order for this clothing to be sent for forensic examination to aid in the investigation of the offence.

The fifth element of the NDM concerns identifying options and contingencies. For this particular incident, there were several options to consider when deciding what actions to take in order to successfully carry out the investigation. The chosen options were then carried out in order for the final stage of the NDM to be addressed, which concerns taking action and reviewing. One action that was undertaken in order for the offence to be investigated was that once the female was in custody, wet and dry swabs were taken from the female by myself, to be sent for forensic examination. This process included taking swabs of the females' hands, and swabs of the female's hair due to there being visible blood present in her hair. In reviewing this action, I feel that I undertook this task well,

although I had no experience in carrying out this task previously, I was supervised and followed instructions from both the custody nurse and my sergeant. Therefore, in the future I would endeavour to see if I could carry out this task independently by applying the technique that I was taught on this occasion to future occurrences. Another step that was taken in order for the investigation to take place was that items of the female's clothing such as the female's jeans and footwear were seized as they had remanence of visible blood present, so these items were required to be sent for forensic examination. One of the final actions that was taken as part of the investigation of this offence was that the offender was interviewed as a means of gathering information through questioning. However, due to the nature of the offence this was carried out by specialist officers from the CID. It is important that interviewing for these sorts of offences is carried out by specialised officers as research suggests that during a suspect interview, the interviewer can significantly impact upon both the quality and quantity of information that is subsequently gathered from the individual being interviewed (Shawyer, Milne and Bull, 2013).

In order to fully reflect upon this incident, I will now consider the final stages of Kolb's Reflective Model (Kolb, 1984) which look at 'abstract conceptualisation' which concerns concluding what has been learnt from this experience and 'active experimentation' which focuses on applying what has been learnt to the future (Brown, 2015). Upon reflection of this incident, I feel that I performed tasks well and acted in accordance with the police code of ethics. I feel that I informed the offender of the investigation process as much as possible and made decisions by following the steps outlined in the NDM, whereby each element was given consideration. This was the first time that I had been involved in the investigation of such a serious offence, whereby the gathering of evidence was vital in proving or disproving the offender's involvement in the crime. Therefore, if I am to be involved in future instances

of a similar nature, I will feel more confident and competent in these situations now that I have experienced the incident in question.

Another aspect of this incident that I feel went well was that I kept in mind the procedures of investigating under the Criminal Procedure and Investigations Act (CPIA) (1996). The CPIA governs how investigations are carried out and how information is recorded and retained during the investigation and how this information should be ultimately revealed to the defence, a concept known as disclosure (McCartney and Shorter, 2020). The CPIA sets out specific roles for all individuals involved in an investigation, it states that one of the most important roles of an investigator is to pursue all reasonable lines of enquiry, regardless of whether these lines of enquiry point towards or away from an offender (Stainton and Ewin, 2022). During the investigative process, I feel that this was achieved as all lines of enquiry such as reviewing CCTV, obtaining accounts from potential witnesses, obtaining an account from the victim, examining the scene, and reviewing the 999 calls were all carried out to gather as much information as possible concerning the offence, whether or not these actions supported the notion of the offender's involvement. The CPIA also outlines how materials and exhibits should be logged and stored by police officers to allow continuity of evidence. White (2016) stated that during police investigations every exhibit should be given a unique number consisting of the initials of the person who seized, found, or created the item. During the investigation of this offence, I ensured that I followed best practice when seizing items and then storing seized items. I then recorded the seizure of all items and produced them in an exhibit statement, I feel that this is important as it enforces the notion of transparency.

In conclusion, by incorporating the NDM into decisions made during police incidents, officers can ensure that decisions are made with ethical considerations and there is justification and reasoning behind decisions that are being made, which enforces the concept of police accountability. The legitimacy and professionalism of police work can also be ensured if officers conduct criminal investigations in accordance with the procedure and standards set out in the Criminal Procedure and Investigations Act (1996). This can be achieved by officers ensuring all lines of enquiry are fulfilled and the storage and retention of police evidence is carried out effectively and efficiently. By incorporating both the NDM into decision making and following the standards and procedures set out in CPIA, police can expect to face less scrutiny as professional standards and procedures are followed which also demonstrates a high standard of policing.

WORD COUNT: 2253

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
My first area of identified development concerns statement writing. When writing my own officer statements and taking statements from witnesses, I would like to be more confident in covering all the points included in 'ADVOKATE'. These relate to the amount of time a person was under observation, the distance between the person providing the statement and the potential suspect, and the visibility at the time. 'ADVOKATE' also covers any obstructions that could possibly affect the individual's view, it addresses whether the suspect is known or has been seen before, and if there are any particular reasons	This would be achieved through familiarising myself with all the points to cover in 'ADVOKATE'. This could also be achieved by creating a document on my work laptop which lists all the points to cover in 'ADVOKATE', I would make this document easily accessible on my laptop so that I am able to refer to it as and when needed when writing statements. I also feel that having more experience in statement writing will develop this skill and including all the points of 'ADVOKATE' should hopefully come more naturally to me.	Support in developing this skill can come from my sergeant and my senior colleagues. I could ask them to review statements that I write and identify any areas for improvement or ask if there is anything that has been missed.	I would like to develop this skill over the next few months now that I am independent. Therefore, I can no longer rely on my tutor highlighting if something has been missed within a statement, it is now my responsibility to ensure all the points are covered. Consequently, I will now begin working on developing this skill and taking statements from witnesses at any given opportunities.

for remembering the suspect. Finally, it covers the amount of time since the incident, and lastly any errors made. I feel that including all these factors would result in me producing higher quality statements and would ensure that all the relevant information is included.			
Another area of development for myself would be completing case files. I do not have much experience in completing case files to send to the Crown Prosecution Service (CPS) for advice and at this moment in time, I have only had the opportunity to complete one case file. I would like to develop this skill and become more confident in this area.	This can be achieved by familiarising myself with what to include for both case files of a guilty and non-guilty plea. I also feel that after having completed one case file, I am now more aware of what to include, and I would feel more confident working on a case file in the future. Additionally, with time and experience and the opportunity to work on more case files, I should improve this skill.	Support in developing this skill can be gained from my sergeant on shift and from my colleagues as my colleagues have more experience in this area. I have also spoken to the Professional Development Unit (PDU) sergeant in relation to completing case files and he suggested that I spend 1:1 time with one particular colleague on my shift as this colleague has lots of experience in case file building. Furthermore, the PDU sergeant also suggested that if I feel I need some	I feel that I need more time to develop this skill as case files are rather complex in nature. Furthermore, not all cases that I am involved with and investigate need a case file as some are not sent to the CPS for various reasons such as the outcome being no further action (NFA). Therefore, the opportunities to develop skills in this area do not arise as much as the opportunities to develop other police skills such as statement writing. Consequently, I will aim to improve this skill in around six months and if I

		support in this area, an attachment with the case file build time can be arranged.	believe that I have not achieved this aim within this time frame, I will then consider the attachment with the case file build team.
The final skill I would like to develop is my ability to multitask whilst at calls by carrying out the duties involved in the call, in addition to listening to my personal radio and being aware of any messages that are transmitted over the air. Due to my lack of experience, I often find it difficult to focus on the two elements of the job, but I feel that this is an important skill, especially when attending calls single crewed.	This can be achieved through experience and practice. This can also be achieved by being mindful in calls and aiming to listen out to messages transmitted on the radio as much as possible.	My colleagues can support me with this area of development as I can discuss with them how they do this effectively. I would also be able to receive support from the air waves department of my police force as they offer various types of earpieces which are compatible with the force radios, and I could attend their unit and see if I find it helpful to wear an earpiece whilst at calls as this may make it easier to listen to transmitted information.	I would like to improve this skill more imminently, as I feel that every call I attend provides an opportunity to develop this skill. Now that I am independent and do not have a tutor present in calls which I attend, I cannot rely on my tutor to point out any transmitted information that I have potentially missed. It is important that I accept responsibility for improving this skill and therefore would like to develop this skill within the next month.

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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: **Megan Barry** (Learner, Electronic signature or type name)

Date: **10/07/2022**