

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/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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 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:

On March 23rd, not only did training begin for SWP, but lockdown began for the UK public. As a result of Covid-19, the training programme made for a complex six months. Our exam structure was altered and our learning was largely based from home, all proving to be challenging.

Resilience is defined as the ability to 'recover easily and quickly from unpleasant or damaging events' (2020). Exposure to such events is part and parcel of everyday policing, meaning that personal resilience is an essential quality for police officers. A high level of resilience doesn't always come naturally, however it can be learnt and strengthened.

Stress is defined as 'feeling worried and tense because of difficulties in your life' (2020). Being able to minimise stress is again an essential quality as it can lead to serious consequences if not managed properly. Over the last 6 months I had to deal with stress caused by the training programme, and I anticipate that I will experience even more now I have been attested as a Police Constable.

Overall, reflecting on the six months I think I coped well, however, I often had to rely on various coping strategies, which in hindsight developed my resilience and minimised stress, as I will discuss.

Coping strategies can be classified into two broad categories: problem and emotion focused strategies. Problem-focused strategies can be described as tackling stress head on, using actions and planning to resolve the problem such as seeking help, undertaking more work, and better preparation. Emotion-focused strategies involve changing the feelings towards the stress, but not necessarily changing or improving the situation (Brougham, Zail, Mendoza and Miller, 2009). I have categorised my strategies below in the same way to help me compare, and I will use Borton's Model of Reflection (Borton, T. 1970) as a way to critically reflect on these.

Touching first on problem-solving strategies, preparation and time management played a key role for me and has been labelled by Hafner, A., Stock, A. (2010) as a helpful tool to set out and fully understand your goals, which can subsequently help reduce goal conflicts. Hafner further explains that effective time management is "a combination of time assessment, goal setting, planning, and monitoring activities". This was reflected in my

revision preparation. I planned and worked hard on my revision, and recognised the rewards for my organisation with my notes being in order prior to each exam, meaning I didn't waste crucial time.

The strategy helped alleviate and minimise stress as I had things under control and felt prepared. It helped build resilience through understanding that I can create more time to spend on unexpected problems that may arise if I am organised and equipped.

Contrary to this, I often found myself working more hours than I was comfortable with in order to keep up with the demanding workflow. This prevented me from achieving a comfortable work life balance, and limited down-time. A study by Bean and Hammer (2006) examined students' perceived level of stress in relation to their academic workload. The study found that "55% students reported that they have to ignore one subject for the preparation of the other subject." This is particularly relevant to my experience when I reflect on each exam. I found myself having to focus on large topics at the expense of smaller, but not necessarily less important topics.

With this in mind, I can appreciate that time management is critical in the policing role. Alexander (2020) identified that 'pressure' and 'nature of work' are contributing factors to job dissatisfaction. Being able to take decisive action and anticipate workload in future will help me tackle stressful high loads.

I also utilised communication techniques with peers. House (1981) suggests that support from peers can take four primary forms; Emotional Support, Instrumental Support, Informational Support, and Appraisal Support. This broadly mirrors the types of support and communication that I engaged in. Furthermore, the support that I recognise the most from my experience with peers is investigated by Thompson (2008), who identified this as action-facilitating support. This includes providing answers for peers, requiring explanations of how to do something, and collaborating together on ideas.

Whilst communicating with peers, I recognised that we shared a humorous approach to dealing with stress. Heffer, T. and Willoughby, T. (2017) identified humour/reframing as when people take positives from a negative i.e. looking for something good and having a positive mental attitude with their approach to stressful situations. This created a more relaxed atmosphere and frame of mind and was a positive outlet for me.

Contrary to the positive aspects, communication with peers often increased my workload. Topics that I had overlooked would often be discussed, causing added and unnecessary workload and stress. Some peers would be able to deal with this situation better than me, having a more positive frame of mind, and being able to look at the bigger picture.

Going forward, I will continue to use peer communication to minimise stress as they will understand what I am going through and can share helpful advice, however, I am more conscious of how I can let it cause me to doubt my own work. I also feel I can better utilise reframing/humour to build resilience as seeing more positives will allow me to 'bounce back' with each difficult situation and train me not to expect the worst case scenario. This could help reduce on the job anxiety, which, if out of control, may reduce overall confidence and competence.

I have also used emotion-focussed strategies, including exercising and socialising through drinking.

During lockdown there has been a focus on socialising via video calls, centred on drinking. In the first month of training I participated as I found it helped separate myself from the stresses of work, described by Short (2017) as a “Maladaptive Coping Technique”.

Kirkland (1998) acknowledges that alcohol can achieve temporary stress relief and avoidance. I too found that initially drinking created a distraction for me outside of work and made me feel more confident, which on reflection was a form of false resilience.

The consequences became obvious as drinking soon became a hindrance on my time, which became valuable in the weeks leading to exam one.

Whilst considering the short term benefits alcohol gave me at the time, I became more aware of the time wasted, which soon outweighed the positives. Additionally, I found myself becoming less resilient to the growing workload. After building my revision plan I decided to cut drinking out in order to effectively manage my workload and improve my time management.

Being health conscious, I was also mindful about the consequences to my mental and physical health. Lam and Chim (2010) discuss the concept that despite the accepted benefits of alcohol when referring to stress, there can be a detrimental impact on a person’s mental and physical health which can subsequently lessen an individual’s physical well-being. Going forward, I understand that this is not a way to spend my down time effectively, therefore this will not be something I continue with as it eventually created more stress and will in no way help build my resilience.

Exercise soon became my preferred outlet of stress release. I found that not only did I benefit physically, but the mental benefits were significant, particularly the focus I achieved from improved activity and better sleeping patterns. Research by Kim and McKenzie (2014) states that “leisure time physical exercise contributes to effective coping by enhancing better problem-focused coping derived from positive emotion”. I would consider my results comparable with that of the study, as by following consistent exercise, I found that my professional ability and concentration was much improved whilst comparing it to how it was previously. My emotional positivity in comparison to unhealthy strategies was also noticeable.

Lippke, Nigg and Maddock (2011) recognise that not only does exercise have an initial benefit, but it can have ripple effects on other health behaviours such as diet and a reduction in smoking. This is encouraging, as if I continue exercising it will better prepare me for a physically and mentally demanding job.

Despite not being able to change or improve stressful situations, exercise allowed me to release negative energy and de-stress. I think that if I factor in exercise to my daily routine, it will benefit my resilience as even after a day of traumatic incidents, I can still switch off and get some needed endorphins, enabling me to start afresh for my next shift.

To conclude, the problem-focussed strategies that I identified for myself were somewhat conflicting in their results. The intention behind them was both logical and sensible, however, my initial reactions sometimes resulted in a negative impact which I need to build and improve on in order to develop more positive outcomes. For example, I can look at ways to avoid unnecessary workload, and should have more confidence in the work I have undertaken rather than focussing on the work and emotions of others.

The emotional strategies showed a more obvious and clear confliction, however, I am able to recognise that alcohol resulted in a predominantly negative impact on my experience in comparison to exercise.

Therefore, when comparing, I can conclude that exercise, preparation and time management, and communication with peers work well for me as coping strategies, and will make me more resilient for my duties and responsibilities in the police.

During this essay I have reflected on how I used problem and emotional-focussed strategies to help with stress and build resilience. I have acknowledged that I practiced certain strategies better than others, and also that some worked better than others. Furthermore, I have identified in the conclusion areas where I feel I can improve my approach to stress and help build resilience.

Task 1 Word Count: 1,621

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:

I will use the Gibbs Reflective Model (Gibbs, G. 1988) to answer this question, which will support in structuring my essay. The benefit of using this model is the emphasis on feelings and understanding how emotions can influence the situation. Without reflecting upon these experiences, they can easily be forgotten, and any learning potential lost.

Whilst on patrol, I was called to an incident involving an accusation of public order that escalated from inconsiderate parking. It had been alleged that a parent of a pupil who attended the local school had continued to park outside of a resident's house, causing them and their neighbour's on-going issues. The parent, who will now be known as the defendant, continuously probed and antagonised the resident by waving, swearing, and shouting at them. On this occasion, an argument led to the defendant becoming malicious, losing their temper, and threatening to harm the resident.

On arrival, two people were arguing at the reported address. Initially, I looked to de-escalate the situation by separating them. As emotions were clearly high, I decided to use strong verbal communication. By talking to the resident in a commanding, authoritative and clear way, I was able to get them back in their house.

I then used non-verbal communication in the form of body language to take the defendant away from the scene. I began by raising my hands in a non-threatening gesture, and

motioned for them to lower their tone of voice, using a similar voice myself. I put myself between them and the house and guided them away using no physical contact but directing with my arms. This eventually enabled me to speak with the defendant.

As the incident unfolded I reminded myself of the Policing Principles and my responsibilities as a police officer. The defendant came across as loud and aggressive initially, which could have led to me forming an unconscious bias, i.e. forming stereotypes about certain groups of individuals outside of my own conscious awareness, however, being acutely aware of this, I made an effort to refrain. I was aware that I needed to remain fair and impartial by allowing everyone an opportunity to explain, and would then take the time to review the information and evidence at my disposal, demonstrating objectiveness and the use of my best professional judgment.

I began building rapport with the defendant by talking to them in a non-authoritative manner; engaging and listening respectfully to their account. When they felt more comfortable, I explained that an accusation had been made against them and that I was required to investigate further. My colleague stayed with the defendant whilst I then spoke with the resident.

I presented myself in an open and respectful manner so that the resident felt comfortable and trusted me. To encourage them to give a detailed account, I sat back and presented myself with open body language. Once I had an initial timeline, I used open and closed questioning techniques for maximum detail and clarity, respectfully.

I then used the LEAPS (Look/listen, empathy, ask, paraphrase, summarise) communication model, firstly using non-verbal communication techniques such as nodding and empathy throughout. This, along with asking questions helped encourage them to talk more openly and willingly. I also engaged in active listening skills such as paraphrasing, to reassure them that they had my full attention, as well as summarising to confirm no key details were excluded.

Further colleagues arrived to conduct a house to house for witness accounts, and it became clear that there had been an offence committed against the resident requiring positive action. I informed the resident that the defendant had committed a Public Order offence, specifically Section 4 of the Public Order Act, 1986. The resident had feared immediate violence by threatening, abusive, and insulting words and behaviour, thus, resulting in our conclusion.

I explained the options of restorative justice and arrest, outlining the benefits and negatives whilst picturing things from their perspective. The resident was unsure over what course of action to take, and had the added pressure of a family member being intrusive, and demanding an arrest. I sympathised with the resident but acknowledged that their emotions were still high and that given time, they might feel differently about an arrest.

I decided to use negotiation skills to try and manage expectations and take the most appropriate course of action. For the low level of crime, I advised against escalating the matter further than restorative justice as it would not be in the public interest.

The resident decided that the defendant should be arrested. I accepted their decision and carried out the arrest under Code G, Section 24 of the Police and Criminal Evidence Act

(PACE) 1984. Furthermore, I was required to undertake a pre-custody safety search under Section 32 of PACE 1984, allowing me to search at the place of arrest. I used this power as I reasonably believed that they may present a danger to the victim. I took these actions because, as part of the Human Rights Act 1998, it is my responsibility to respect and protect life, and minimise damage and injury.

It was agreed that I would update the resident weekly on any progress, using their preferred method of contact.

Determining whether the use of force is necessary in conflict is based on my professional judgment and use of a dynamic risk assessment. Initially, I was aware of only verbal confrontation and threats of harm. Following the risk assessment, and using the information and intelligence, I identified minimal risk factors. With this in mind, I decided that verbal communication was more appropriate than force.

My behaviour can influence and guide those of another person(s), and this is best explained using the Betari Box Model (Betari Box: Linking Attitude and Behavior, 2020), which allows me to understand the impact that our attitudes and behaviours have on those of the people around us.

A positive attitude can create less hostile encounters with the public, whilst behaving in a negative manner can also be reflected, leading to difficult communication and escalating conflict. Through demonstrating Betari's box and holding a positive attitude, I attempted to somewhat break the conflict cycle held by both parties. This reduced the prospect of anyone acting in a manner that would require me to use force.

Despite not using force, I did elect to use it at the time of arrest and during the safety search. I took the precaution of using handcuffs for my own safety, my colleague's safety, and the safety of the arrested person. Because of the rapport I had built and the clarity over why I needed to do this, there was an understanding over my actions.

During Step Two of the Gibbs Reflecting Model, I will elaborate on any difficulties during the incident and what factors may have influenced the outcomes of my actions.

Having received clear details over who was involved and what had happened, I felt confident in my approach and the course of action explored. Alternatively, I was not prepared for the noise, anger, and emotion, which took careful attention to avoid accelerating. Being patient and using the correct use of authority permitted me to be decisive and stop the dispute.

Dealing with family member was equally difficult. I had successfully calmed the resident down and begun to engage with them regarding the benefits of restorative justice, however the family member was angry and adamant that arresting was the only option. This was difficult to manage because the family member was dismissive of me and lacked faith in the police.

Overall, I think my mood changed under pressure. I felt increasingly frustrated by the dismissive communication and felt this reflected in my agitated body language. This potentially could have had a negative influence on the family's behaviour.

In Step Three of The Model I will reflect on the good and bad aspects of my experience, and how these aspects affected my actions/behaviour. Overall, my ability to explore different communication techniques within alternating situations was positive. My positive approach helped me keep control on the behaviour of those involved, allowing me time to ascertain what exactly had taken place.

From the information at my disposal and the accounts of the involved persons, I was confident of the offence. I was able to assuredly inform the resident of their options based on the crime, and explain to the defendant the offence that had been committed.

Alternatively, a negative was that I allowed my frustration to show in front of the resident and family. Whilst I felt confident in coming to an appropriate course of action, I was not prepared to deal with a negative response. This affected my ability to talk clearly with the family and keep control over the conversation, which essentially affected my performance and possibly the outcome.

I will now consider relevant theory to understand the relationships between my behaviour and the outcomes.

Communication is crucial to maintaining a strong relationship with communities and should be proportionate to the needs and requirements of the diverse communities within the UK; with police being able to adapt and adjust to satisfy the public.

Barker (2008) found, whilst exploring the stereotypical relationship between public and police, that the public often only see uniform rather than the individual behind them. Barker states that "police officers who are willing to take the time to show kindness, understanding and consideration whilst interacting with others, especially those who may be distrustful, will likely foster a more positive atmosphere".

By using a similar approach as Barker, I initially established a good relationship with those involved. However, despite having built this rapport, I can appreciate how it could have been developed further, using better tactical communication skills. Showing my frustration at the end could have been the deciding factor in the family member's positive or negative opinion on police.

Fritsvold (2020) discusses the benefits of using "tactical communication skills", and that certain strategies can help diffuse situations and identify the root cause before they escalate out of control. Such skills include verbal, and non-verbal communication. The techniques applicable for my role will be discussed further below.

Finding the balance between verbal and non-verbal communication can be accomplished using the 80-20 Pareto Principle. This principle encourages the police to spend 80% of their time listening and 20% talking, and then use what they hear to make a connection. On reflection I could have engaged in more listening, as suggested by this principle, which I believe would have led to a more positive interaction.

Studies show that the majority of a person's information is conveyed non-verbally, by tone of voice, facial expressions, eye-contact, gestures, how we stand, and so on. Therefore, the importance of focussing on positive body language whilst dealing with the public will play a large part in the reaction and rapport I am able to build.

Empathy is a valued ability as a police officer and is defined as understanding and sharing the feelings of another. Improving training on empathy in the police force can lead to fewer arrests and less use of force during charged encounters.

Suttie (2016) expresses that educating the police force on empathetic communication can help reduce excessive force and unnecessary arrests, leading to more public acceptance of police presence and their role in the community. The principle of policing by consent was developed by Sir Robert Peel, and it demonstrates that the public are the police and the police are the public. Therefore, the police and the public are as important as each other. If there is an imbalance, the model will start to fail and not work effectively.

It is important that I am able to see interactions from another's perspective and understand the emotions involved. By adopting an empathetic style in to my policing style, I can help increase community trust and reassurance for myself and peers.

De-escalation should be the first method to manage the public during conflict, rather than use of force, which police often receive poor media attention from. Todak and James (2018) explore the de-escalation techniques that are often employed by officers, including respect, human (getting on the citizen's level and reducing power imbalances), and honesty.

By employing such de-escalation techniques, I can unconsciously allow myself to become influenced by the involved person's demeanour rather than their demographics, which can easily happen if officers do not communicate appropriately with the public.

Very few studies have been carried out on the relationships between police use of force and public health. However, a study by Motley and Joe (2018) shows an association between police use of force and poor health, stress and worry, and trauma and anxiety symptoms.

The right balance of authority and respect must be displayed by police officers whilst dealing with the public. The European Union (2013) discusses the Policing Code of Ethics and the fundamental objectives to maintain public tranquillity and law and order in society, and to protect and respect the individual's fundamental rights and freedoms.

The European Union (2013) outlines the human rights obligations of the police. It is made clear the expectations for police to promote good public relations, effective co-operation with other appropriate agencies, local communities, and other representative groups including ethnic minority groups.

Furthermore, the paper defines an officer's role as human rights defenders, stating "The proper discharge functions will not only protect individual rights but will also create the conditions for social and economic development."

To conclude, by reflecting on this particular scenario I have been able to identify the positives and negatives of my actions and can now clearly recognise the areas I need to improve on. Furthermore, through my research within the paper I have a clear understanding on how I can best do this, which I will take forward into my future policing.

I now understand the need to become more patient whilst talking with the public. Although this will likely be improved with experience, I acknowledge that I can develop my dealings with the public by understanding how reactive other people's behaviour and attitude can be in response to mine.

I am now more conscious of how the public may react to the way I behave, interact, and communicate, particularly at emotional and sensitive times. I appreciate that my job requires me to demonstrate more consistent empathy, and find the right balance of authority with that empathy.

I will now summarise my action plan. Afterwards, I had the opportunity to debrief with my tutor. Despite there not being any language barriers, I was told that my delivery and speech was too police-like. On reflection, I can see how talking in this style can encourage a negative response from the public as they automatically feel a sense of 'them' and 'us'. By talking normally with the public I can make people feel more at ease with me; calming the situation and building a sense of trust.

With limited experience, I am less aware or reactive to the social contexts I find myself in. The more experience I have, the better understanding I will have of how to behave and talk in different environments. Therefore, how I speak and what I speak about will improve with better experiences. I have also acknowledged that I need to improve my patience when frustration builds, as this can reflect negatively not only on me, but my peers too.

There were no relevant cultural or ethnicity issues during this incident. However, I am aware of the sensitivity surrounding the matter. As an officer, I am conscious of the cultural differences amongst people and communities. There are expectations for me to predict culturally derived behaviour and to appropriately adapt my approach within an ethnically diverse region of Wales, always demonstrating full respect, sensitivity and openness.

I will be more proactive in seeking advice from my peers and learning from their experience. By doing this, I can better understand what I am likely to encounter and how I can improve my response. Ultimately, I think that I can achieve 'best practice' with experience, providing that I continue to be proactive.

To summarise, using the Gibbs Reflective Model I have built an understanding of what communication techniques worked well in a hostile environment, not only for me but for the benefit of defusing a hostile situation. I also developed a deeper understanding of how my actions can, or cannot lead to using force, whilst recognising social and legislative context, and the codes of practice.

Task 2 Word Count: 2,737

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:

During the first part of this essay, I will critically assess an incident and include a number of relevant issues that I encountered.

Whilst on patrol, I attended an incident of racially aggravated public order, influenced by alcohol. The offence involved three victims, two witnesses, one defendant, and CCTV. All three victims were under the age of 18, meaning that they were classed as children. To help me critically reflect on my experience, I will use Borton's Model of Reflection (Borton, T. 1970).

On-route to the incident, somebody matching the description of the reported person was walking in the opposite direction to where the allegation took place. When I located the victims, I confirmed that the person walking away was the defendant. After receiving confirmation of this, I asked the victims to remain where they were so that I could make an arrest and return to take their details for statements.

I carried out the arrest under Code G, Section 24 of the Police and Criminal Evidence Act (PACE) 1984. I was also required to undertake a pre-custody safety search under Section 32 of PACE 1984, allowing me to search at the place of arrest. I used this power as I reasonably believed that the person may present a danger to the victim. I took these actions because, as part of the Human Rights Act 1998, it is my responsibility to respect and protect life, and minimise damage and injury.

Determining the necessity to use of force is based on my professional judgment and use of a dynamic risk assessment. The defendant was drunk, and had a history of making off, violence, and assaulting police officers, so for this reason I decided that applying handcuffs was the most appropriate action to take.

I returned to the victims to collect their details and arrange a suitable time to take statements. Whilst I did this, my colleague made enquiries at local shops, general public, CCTV, and with the reporting persons who were witnesses.

Whilst taking the victims details, I realised that they were children. Therefore, I rang their parents to update them on what had happened, reassure them that their children were safe, and to take them through the next steps of taking statements in their presence. I explained that their children would require an appropriate adult to witness the statement and sign on their behalf.

I received contrasting levels of engagement from the victims and family, ranging from wanting to pursue and support the investigation, to not wanting to make a statement.

Two victims were open and willing to cooperate and assist with the investigation. However, one victim was very timid, uncomfortable and embarrassed at being involved in the investigation, particularly whilst talking in front of their family. Therefore, retrieving a statement from them was more difficult. Although I felt like I did my best to help them relax, and see the importance of their participation, on reflection I think I could have done more to put them and the family at ease.

Putting victims at ease and gaining trust during the early stages of the investigation is crucial to achieving a successful investigation. Therefore, boasting a diverse police force is valuable whilst investigating racial hate crimes.

The benefits of BAME and bi-lingual officers is discussed by numerous academics, and it is believed that such officers are able to enhance communication, promote trust, and prevent misunderstandings. Law Enforcement & Language Barriers in Police Work (2020) express that sharing a common language is one way to drastically reduce communication roadblocks and foster better understanding.

Furthermore, Quiroz (2016) states that should the police force not reflect the community they serve, the community might not see it as a force that represents them, but a force that polices them. With this in mind, there are concerns over unreported crimes, and the public less willing to engage with the police.

On reflection, having understood the victim's situation and their social context, I realise the benefits of how valuable engagement is, for victim and family trust. As detailed in College of Policing (2020), adopting emotionally intelligent behaviours plays a part in valuing diversity and difference in approaches to work, in thinking, and in people's backgrounds. I need to be culturally sensitive and seek to understand different perspectives, acting with sensitivity, compassion and warmth.

A key social barrier in this case was the victim's lack of cooperation with family present. This is difficult as whilst an appropriate adult is needed, it might have acted as a hindrance, and the victim may have therefore reacted differently had there been fewer family present. According to the social learning theory of Bandura and Walter (1963), children learn to react from the family around them. Therefore, it is likely that the victim reacted negatively like the family, because they imitate the elders as they are yet to be independent.

In future, I will explore options to offer further support to victims of racial hate crimes. Having, and being able to offer BAME, bi-lingual officers and Wales Interpretation and Translation Services at an early stage could help in encouraging victims to engage and cooperate in investigations.

On reflection, during my visit to the first victim's home, I think I was too focussed on completing a successful statement. This may have influenced the victim becoming non-cooperative, resulting in them feeling uncertain and confused at what their responsibilities were during the process. I could have better explained the nature of the offence, and the process of the investigation more clearly to the family, so that they were fully aware of court expectations and the special measures available to them.

Managing victim engagement more carefully is something that I can build on from this experience. I now know how important it is to allow a child support from family, but to protect them from unnecessary family involvement, which could have prevented a negative outcome in this case.

I will now reflect on my responsibilities and procedures during this incident, touching on the relevant codes of practice used to support victims and witnesses.

As part of the Police and Criminal Evidence Act codes of practice, my responsibilities and procedures are based around; stop and search, arrest, detention, investigation, identification; and, interviewing detainees. I will now set out how I supported the victims and witnesses of this incident through the criminal justice system.

Once the defendant had been arrested, I returned to the victims and witnesses to ensure that they were safe, and reassured them that the arrest had been made. By arresting the defendant, I was safeguarding the victims and public from further offences. Following this, I engaged with victims and their family. My contact with the first victim was not as successful as I had hoped, however, having understood where I went wrong, I explained to the remaining victims and family what would happen next. My quick response and effective actions achieved a confident and supportive response.

In an attempt to encourage the victims and families, I explained what the offence of racially aggravated public order meant, and how it protects the BAME community. I went on to share how the legislation in place has been positive in tackling this type of crime, resulting in satisfactory justice for victims.

The families were informed of how their statements, along with the defendant and witness statements would be presented to court, and that they could be summoned as part of the process. The thought of attending court can be intimidating, particularly for minors, so I set out the support measures available to the family.

Konnect (2020), a victim support agency have published case studies on how they have achieved successful results from working with victims. Konnect (2020) discuss the benefits of assigning a victim liaison officer, explaining that without one, victims feel less supported and are less likely to engage.

Whilst dealing with victims and family, a strategic plan should be set out from the start, ensuring protection and safety. This level of support helps the victim feel like they are being taken seriously, and therefore, comfortable enough to report to the police. By forming a professional trusting relationship, stronger evidence can be obtained and enhanced commitment can be accomplished.

Whilst considering the research, I can appreciate how I might have achieved alternative outcomes if I had explored different tactics. If I was to encounter an incident of this nature again, I would strongly consider the introduction of a liaison officer to act as a point of contact for an intimidated witness. The benefits can encourage a more confident victim, achieving best evidence. Furthermore, a liaison officer can offer support to the family, as well as the victim, which can improve the public relationship with police.

During this incident, I had a plan in place to help support the victims, including the initial support and reassurance, and offering myself as a point of contact. However, I now understand that a trained liaison officer can provide a more structured and professional service.

Due to the victims ages, and their fear/distress associated with potentially testifying, I explained that they were eligible for special measures under Sections 16 and 17, of the Youth Justice Criminal Evidence Act (YJCEA) 1999. I set out the following measures that can be applied for; screens to shield victim and defendant, live link to give evidence remotely, prevent press and public access, and removal of wigs and gowns by judges and barristers. The victims and family understood the benefits of the measures and how they could help build the strength of the case and encourage additional evidence.

The PSNI Leaflet (2020) sets out that special measures are a way to help victims give their best evidence and to help to relieve some of the stress and worry sometimes associated with giving evidence at court. For many witnesses attendance at court is highly daunting and may be a frightening experience.

A report prepared for the Home Office in 2006 by Burton, Evans and Sanders suggested that, at one level, special measures are a clear success. The majority of victims and witnesses that have used them were pleased they did so. However, it was noted that there was a failure to identify large numbers of victims and witnesses as vulnerable or intimidated. Among those actually identified, in some instances, the wrong measures were sought or provided. It is clarified that this was largely due to lack of resources and poor advice given to witnesses.

After reflecting on my decisions and relevant studies, I consider my actions of identifying intimidated witnesses to have been vital in the outcome of the investigation. By failing to do this, the consequences could have been significant in that the investigation might have

broken down with scared victims and family. I believe that I gave good advice to the victims and they were informed of all appropriate special measures.

The victims and family were concerned about what was expected of them and when they would be required to attend court. I explained the immediate steps of interviewing, bail with possible conditions, a future court date, and organised for points of contact so that I could provide regular updates. The victims and family understood the policing shift patterns, but I reassured them that I would keep to my agreement of updating them when suitable.

Mayer (1995) presents the proposed model of trust, identifying three key factors of perceived trustworthiness, including ability, integrity, and benevolence. Providing that these key factors are demonstrated between the police and the public, then building a relationship of trust is possible.

Alternatively, a study by Nix (2014) explains that police procedural fairness is “vitally important to establishing trust from the public but peoples’ cognitive orientation toward their neighbourhood context partially shapes the level of trustworthiness they afford to the police.” This suggests that however much police practice fairness, there is some other influencing factors that shape local peoples opinion on police.

During this incident, I believe that my knowledge and control largely showed that I had the skills and competency to provide a positive outcome, which allowed me to hold an influence with the victims and family. Furthermore, following my lessons learnt from my contact with the first victim, I showed professional attitude, meeting the victims and families expectations of personal integrity. Based on my behaviour, I think that the victims and family members believed that I wanted to seek a positive outcome and support the family, therefore showing benevolence.

With Nix’ (2014) study in mind, I can appreciate how there is only a certain amount of influence I can have on some communities. I understand different communities, cultures, and people have alternating perceptions based on historic events. However, if I continue to behave in a professional manner then I can hopefully look to alter perceptions of the police and make progress in a new and more positive perception.

During this incident, I engaged in a number of policing values, which I will now discuss in more detail along with any culturally sensitive issues.

Following the incident, I returned to the scene to follow up enquiries for any witnesses. By returning to the scene, it shows a visible police presence to the community which can be reassuring when such crimes are committed. Demonstrating proactive policing and integrity will assist in upholding public trust, which is invaluable. A study by Weitzer (2004) has shown that different communities have different perceptions of misconduct, but ultimately any poor misconduct forms that perception. I will continue to police with this in mind, knowing that any misconduct, can be damaging to the force, breaking relationships that have been formed over many years.

As part of an investigation, it is the role of a police officer to build a case, and act impartially. All involved parties are given the opportunity to give a statement and interview prior to a case being taken to court, giving equal consideration.

The College of Policing states that discrimination increases feelings of unfairness and makes the job harder to do. During the incident, I found it difficult to control my feelings of sympathy towards the victim, possibly influencing a form of bias. I understood that at the time, however, I know that there is more I can do to manage this. I understand that I cannot allow personal feelings, beliefs or opinions to unfairly influence an investigation.

To conclude, I have learnt the importance of recognising and appreciating people's social context whilst approaching an incident, as well as the cultural, ethnicity, and language difficulties that come with it. It is my responsibility to help those who have been affected by crime, and offer them the reassurance and support that they are entitled to so that the courts can make a decision based on the best evidence possible. If evidence is influenced at all by victim or witness fear, then the outcome could be an unfair or inaccurate one.

I have learnt that there can be improvements made on my decisions during this investigation, such as more structured support by a specialist, as well as providing diverse officers in the case, if possible. This can make any incident easier to deal with for those effected by hate crime, and help them feel more comfortable. It is my responsibility to assist in keeping the victim and witnesses at the heart of the criminal justice system.

To summarise, I now understand how my actions in relation to cultural and language issues can influence the outcome of an investigation. By being sensitive and accommodating to people's needs, it can not only help the victims and family, but the investigation too.

I can now appreciate how recognising policing values can help me consider and prepare for a wider range of issues that are likely to arise in a criminal investigation.

Task 3 Word Count: 2,624

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:

This essay will reflect on a racially aggravated public order offence and will be structured using the Gibbs Reflective Model (Gibbs, G. 1988). The benefit of using this model is the emphasis on talking about feelings and understanding how emotions can influence the situation. Without reflecting upon these experiences, they can easily be forgotten, and any learning potential lost.

Whilst on patrol, I was called to an ongoing dispute between neighbours that had resulted in racial abuse. The reporting person will now be known as the victim, and the aggressor will be known as the defendant.

On arrival, the victim was stood outside crying with their family, who informed me that the defendant had made off once the police were called. I advised to talk inside, in a more private setting.

The family expressed their sadness at being victims of racism, particularly with their children being exposed. This was clearly not the first incident involving racism, and the family made it known that there had been continuous poor police support. I reassured the family that I would be investigating the incident, taking statements from all involved, with a view to take positive action. I then took the time to share support groups and agencies that are available to the family, should they want it.

With a poor history of police support, I was quick to be open and reassuring, to give them confidence.

I fully explained the Crime and Disorder Act 1998 to the victim, so that they were fully aware of the offence. The legislation, in my opinion, is effective, and taken more seriously than ever by the criminal justice system, and I repeated this to try and encourage the family to be positive.

I gave the victim and family plenty of time to compose themselves. I could see that they were still emotional and in shock, so I was empathetic, patient, and soft spoken whilst managing them. I was conscious of the family's circumstances, learning that there was a history of racial abuse not only here, but in a previous location.

The victim was not fluent in English, and was clearly self-conscious of this. As the partner was not present during the incident, it was agreed that they would act as an interpreter when required, whilst taking the statement. However, with the partner not being independent, I was cautious of potential unconscious bias towards the victim's story whilst relaying information. I explained that this was not their statement, and it must be a true and factual account of what the victim experienced, with no bias.

As captured by Niki's Ltd (2020), in 2013 there were reported 25.1 million people classed as Limited English Proficient. Some of these individuals speak, read and write English as a second language, and are less confident in using English compared to their first language. Every person is entitled to interpretation and translation support whilst dealing with the police, however, during this incident, I did not feel it was necessary to use them. I did however inform the family of the Wales Interpretation and Translation Service (WITS) which is available to them, should they require it for any future court proceedings.

Following the statement, I was made aware that the defendant had also called the police to report the victim, and had named key witnesses. Remaining impartial, I made investigations towards and away from the victim, in line with the Criminal Procedures and Investigations Act 1996. The Act sets out that I am to record, retain and reveal to the prosecutor material obtained in a criminal investigation. It is my job to investigate, collect evidence, and present the evidence to the courts so that an appropriate outcome can be made.

I first obtained the original 999 calls and then looked for any dwelling CCTV, which was negative. I then made house to house enquiries to identify key witnesses. It was evident from the enquiries made that a small argument had escalated in to the defendant directing racist abuse at the victim whilst speaking with a neighbour in the street.

The defendant was contacted and asked to hand themselves in at custody, to which they accepted. At custody I arrested the defendant for racially aggravated public order under Code G, Section 24 of the Police and Criminal Evidence Act (PACE) 1984. The defendants property was handed over after arrest.

Using my discretion, I opted against the application of handcuffs, or to undertake a Section 32 PACE 1984 search prior to custody. The defendant cooperated with me, acting calm, compliant, and willingly emptying their pockets when instructed. I felt this was proportionate,

and as part of the Human Rights Act 1998, it is my responsibility to respect and protect life, minimise damage and injury, and to not belittle or humiliate unnecessarily.

I clarified with the defendant that I would be speaking to them under Section C of PACE 1984, regarding the allegation, stating that they were not being charged, but given the opportunity to defend themselves in an interview. This procedure follows the guidance set out in the CPIA 1996, collecting all evidence including victim, witness, defendant statements, and body worn footage and presenting it to the prosecution.

Those who gave evidence towards the case did so in accordance with the CPIA 1996, honestly and understanding that they were accountable for their evidence. I was satisfied that there were no gaps or missing information. By keeping close contact and consulting with my peers during this investigation, I was able to achieve a strong case file.

To guide me through the incident, I used the National Decision Model (NDM). The NDM centres around the policing code of ethics, and therefore I was aware of my responsibility to treat everybody fairly, do the right thing, and lead by example. With the information and intelligence to hand from the initial 999 call, those involved, including key witnesses, and using my best professional judgement, I was confident that I could identify the victim and defendant.

With little threat or risk posed by the defendant, I considered that contacting them by phone would be more appropriate than undertaking arrest enquiries.

I considered and understood my power to arrest, the laws allegedly broken, and my discretion to not apply handcuffs.

I was confident in my decision to ask the defendant to hand themselves in, and whilst doing so I was upfront, honest and transparent with what process we needed to go through. As a result, the defendant returned a similar level of respect and agreed to voluntarily attend custody. I did not feel that an arrest enquiry would be in the public interest, and therefore showed accountability in opting for the more proportionate option.

On reflection, I was happy with the choices made, as the situation was handled professionally and did not escalate any further. Both the victim and defendant were separated, with the ultimate protection going to the victim.

I will now discuss any difficulties during the incident and what factors may have influenced the outcomes of my actions. Overall I think my decision making using the NDM was correct, and that my steps taken were in line with the CPIA. However, I found it hard to communicate and control my bias, which I will explain further.

Engaging with the victim was difficult, it took some time to calm them down to a level where I could communicate effectively. Due to the cultural differences between the family and myself, I was conscious that I could not relate and that I was unable to gain their full commitment to my offering of help.

I found myself being over sympathetic, which distracted me from the task in hand. Whilst recognising my duty to be impartial, I was becoming more uncertain on how to proceed.

Thankfully, the partner of the victim was able to help calm the family down and assist with progressing the statements.

On reflection, my lack of experience might have been apparent during the incident. I noticed myself reacting with bias, based on the family's emotion. I now know not to be influenced or change my approach regardless of the sensitivity of the incident.

I will now reflect on the good and bad aspects of my experience, and how these aspects affected my actions/behaviour.

I allowed myself to get too emotionally involved with the victim and family. I have never dealt with or encountered any racial abuse, and therefore felt anxious and concerned that I would not be able to relate with the victim. If I had not recognised this, it could have quite easily led to myself showing a bias, when I should be impartial.

By using the partner as an aid to obtaining the statement, the encounter became more professional, and I was able to communicate to the family more effectively, which improved the quality of the statement. Due to the communication barriers, I was then confident that I was being understood and that there was confidence in my investigation.

My ability to recognise where discretion is appropriate was demonstrated well. Making sure that I did not act in a demeaning manner with the defendant allowed me to build a rapport, this is important so that both the victim and defendant recognise my impartiality.

I will now consider relevant theory in order to understand the relationships between my behaviour and the outcomes.

Police work by its very nature is discretionary in the sense that it involves the exercise of choice or judgement, which every officer practices differently and uniquely. Whilst policing, discretion is inevitable and also essential.

Bronitt and Stenning (2011) explain that discretion is both a necessary and legitimate aspect of police work, because the limited resources make it impossible to enforce all laws against all offenders. La Fave (1969) goes on to discuss the consequences of not using discretion, stating that strict enforcement of the law would have harsh and intolerable results. With this in mind, it is important for me to understand the balance of discretion, and how it can be applied in the daily roles of policing. It is imperative that officer keeps the community on side, and to do this, harsh and strict policing needs to be used only when appropriate and necessary.

I am naturally able to make a judgement on how to interact with a person based on their behaviour, presentation, and their communication. This is exactly how I applied my discretion to the defendant during this incident. The defendant cooperated, showed respect, and was compliant, therefore I decided against using force. By doing this, I was able to communicate more openly and easily, which made the whole process calmer and quicker for all parties.

Prior to becoming a police officer, I might have already made a preconceived judgement on the defendant being guilty from the victims report and behaviour on arrival. Bailey (2020)

discusses that everybody holds an inbuilt preference towards those who are similar to us and away from those who are different.

I was naturally sympathetic whilst speaking with the victim, and felt angry towards the defendant. Controlling my unconscious bias was important, I recognised my duty to act fairly, attend the incident being impartial, and demonstrate integrity.

Furthermore, I also had to manage possible unconscious bias from the family whilst collecting the statement through a partner. Jones and Cornish (2013) explain how unconscious bias can influence ones actions or behaviour without them being consciously aware of this process.

By understanding the theory, I was able to communicate my concerns with the victim's partner and explain that it could happen without them being aware of it. I clarified that I needed the statement to be a reflection of the victims account, and expressed the importance of this. Due to this conversation taking place, the partner was fully aware of their responsibilities and understood the concerns I had over any bias.

During my probation period, the increasing number of offences relating to racism has been surprising. Being a response officer to these reports, I have been aware of the unreceptive atmosphere from the victims.

Dodd (2020) highlights recent concerns over minority groups being non-trusting of the police. Negative media, poor personal experiences (Bowling 1999), and a culturally different style of policing from the persons country of origin are factors that could influence minority groups to be non-trusting of police.

Survey data shows a 'consumer's perspective' on policing, and the results show that black respondents are less satisfied with police and believe that the police act unfairly to certain groups (Newburn, 2006). This can result in the Black, Asian, Minority Ethnicities (BAME) becoming less willing to co-operate with the police.

For this reason, I vocally demonstrated my understanding and appreciation of the cultural and ethnic difficulties that the family had encountered by being positive about receiving justice, and giving examples of recent positive results for similar incidents. This helped me gain trust, and to counteract perceptions by acting opposite of the views that the family may have had.

Community engagement in BAME groups is a national aspiration for the police force, and this can be achieved by focussing on policing values (The European Union, 2013). By responding positively and confidently with the victim, I believe that I was able to promote good public relations which could have a benefit towards long term co-operation with ethnic minority groups. I acted in line with The European Convention on Human Rights and Policing, showing integrity and respect whilst dealing with the incident, and using the correct communication skills.

This helped me deal with a vulnerable family that are likely repeat victims. In future, I now know that using a similar approach to related incidents will help contribute to a better perception on police from BAME groups.

To conclude, I have learnt the importance of recognising and controlling my bias so that I can present a complete case file. I realise that if I show bias towards somebody, the case file will be influenced by my opinions, and this will impact on my duties and responsibilities associated with the CPIA. With this vital experience, I now have a clear understanding of what my role is and its limitations.

I have also learnt the importance of discretion. Discretion is one of the most important tools that I have, and I now know that using it appropriately can allow my actions to be significantly more effective, making my role a lot easier.

From going over the incident, I am able to recognise that a number of factors had a part to play in the outcome of the incident. By reading around each of these it has helped me make further sense of what happened and whether I could have done anything differently.

In future, I will be able to better anticipate the emotion likely to be encountered if the situation arose again. I can see how controlling and managing the situation effectively can help make my job easier, in comparison to becoming too emotionally attached. Displaying the right balance of empathy and leadership with the victim will help streamline the process of collecting, recording, and storing all information and evidence so that a positive decision can be accomplished. It can also help avoid any form of bias being developed.

In addition to anticipating, I can also improve my work by utilising the valuable time spent with my peers. I will be more proactive in learning from those around me who have more experience and knowledge in dealing with similar incidents. This will encourage my ability to engage with victims of this type and allow me to be better prepared for a similar incident.

I think that by using the NDM throughout this incident, my decision making was positive and decisive. I reacted on information only when I had considered all options and their outcomes. I also think that acknowledging and understanding the policing code of ethics associated with the NDM helped in my investigation and ensured that I pursued all lines of enquiries, both towards and away from the defendant.

To summarise, I now understand how my actions in relation to cultural and language issues, can influence the outcome of an investigation. By handling these better, it can make for a more pleasant experience for all involved.

I can now appreciate how recognising policing values can positively influence my bias, decision making and discretion. With this in mind, the improved management of those involved will result in more confidence associated with the investigation.

Task 4 Word Count: 2,736

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
Manage my time effectively so that I can achieve positive results in both work and university	Making use of my two days of Protected Learning Time (PLT) a month. I will dedicate my two PLT days a month to university work. Exposing myself to as much as possible in work so that I can use the best material to support my reflective writing. During work, I will accept jobs that are offered and not turn down anything that I think can help me progress in my studies and career. Using the University. This will include using materials that have been provided on Moodle by the university, asking for support from university staff, including feedback on my written work. Using study groups where possible. If possible, I would like to reach out to my peers for support. By working together and sharing ideas this could help prepare me for my essay writing.	Myself Shift tutor Moodle & University Staff Peers	September 2020 - March 2022
Effective communication with colleagues and staff.	Talking with my shift team is important during my probation period. I want to learn as much as possible both practically and theory based. In order to do this I	Shift Team	September 2020 - March 2022

	will show willingness to reach out and ask for help and advice. I understand the importance of reaching out to university staff during my period as a student. I will not be embarrassed to ask the staff for help if I am struggling with an essay, deadline, or general research.	University Staff Myself	
Effective communication with members of the public.	Having no previous experience of policing or law in my life or family, I am conscious during my probation period of my ability to approach incidents and members of public from all walks of life. By shadowing my shift team I can understand certain tips, tricks, and methods of how to approach situations with the correct demeanour. This will result in the most effective policing results and assist in gaining a positive relationship with the public. I want to police in such a way that the gives the public confidence in not only me, but the police in general. I am also keeping in touch with peers from my six months training. We discuss positives and negatives from our experiences on a daily basis, which is therefore contributing to my knowledge and understanding of best practice.	Shift Team Myself Peers from Training	September 2020 - December 2020
Build on my leadership attribute	During the initial six months of training I showed that I am capable of being a leader by taking on the role of the class liaison. During training I helped my peers in any way including any issues or problems they encountered. I also showed that I	Myself Shift Team Tutor/Mentor	September 2020 - December 2020

	could take on responsibilities for staff as well as help my peers. I want to take this leadership in to my shift team and show that I am not afraid to take on extra responsibility. I want to show that I am competent and that I can add value to the team at my earliest opportunity. I can do this by showing willingness to learn, putting in extra time with the team, and by showing ambition. By doing this I will build a strong a trustworthy relationship. I will also need to utilise my shift team and mentor so that I can learn from those in positions that I want to be in. My goal is to show these attributes by the time of my scheduled independence from December 21st 2020.		
Proactive policing	During any down time on shift I will sit down with my tutor and explore avenues of how we can use our time efficiently. Firstly, I would look to patrol and show presence on the patch that I cover. Secondly I would look to explore any outstanding warrants that exist on our patch. Thirdly, I would look to engage with members of the public, again showing presence and a willingness to discuss any issues or positives in the communities. Lastly, I would use my spare time to address existing and dated incidents and update those involved of any progress or hindrance to the incident.	Myself Tutor Shift Team	September 2020 - December 2020

	My goal is to complete this by the time of my scheduled independence from December 21 st 2020.		
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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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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: MICHAEL J ROSSER

Date: 26.11.2020