

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 1	Wellbeing and Resilience	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
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:

Introduction

As an older member of the training class, the main difficulties I thought would arise would be the age gap involved throughout the class and if I would be able to socialise with the younger class members. Although I find I am an approachable person who tends to interact with all ages, there is always that nervousness that I am a bit older and I would have different interests and similarities. In addition, I have not been to University or been involved in education for around 13 years so the thought of completing a university course again was quite daunting.

Since graduating from Trinity Saint David in 2007, I have had varied jobs which I believe have increased my resilience and I have been able to develop different coping strategies. I worked in the Oil and Gas industry for a number of years in different locations offshore and overseas. The ever-changing situations in that type of industry has left me with a "Can do" attitude and I believe that I do not get phased by difficult situations very easily. When a situation arises, I try to see the positives that could be achieved and it is more of an excitement in thinking that the situation will not get the better of me.

This essay will use Borton's (1970) reflective model discussing the coping strategies used during my initial 6 months of learning.

What?

I have wanted to become a Police constable for a long time, but due to certain life situations the opportunity never really presented itself at the right time. I attended a Public Services course when I was 17 with the idea of joining the police service.

The lockdown started on 23rd march 2020, which was my 1st day of initial training. This caused a lot of confusion to everybody when we were told that we were going to be learning the majority of our course from home using a Panopto style of learning. For me, I am the type of person that enjoys working with people and interacting with others in the class, but as this an unprecedented situation I accepted it and tried to make the best out of a difficult situation.

As a married man with a 4 year old daughter, I had to sit down and think how I would be able to manage the situation of learning from home. The schools were also shut which resulted in my daughter being home full time, my wife also had to change her shift pattern with South Wales Police due to the pandemic. I would have to go into a separate room to be able to watch the Panopto. I would write down verbatim what was mentioned in the panopto as I did not want to miss anything said by the trainers. I am the type of person who learns better practically and I have a better

understanding when examples are being provided. Early on in training, I felt I was missing this interaction with the trainers, where I could ask questions that I could relate.

Initially, this learning process worked well for me when the panopto's were 20 minutes long, but gradually the panoptos contained a lot more information and a 20 minute panopto would turn into 1 hour 30 minutes of working. As the weeks went on, the workload increased and we would be sent more panoptos to be completed on the morning with a skype meeting for the early afternoon.

So, What?

This way of learning started to become stressful and I became negative towards the learning environment. I would find myself not completing the panoptos and returning to them after the skype meetings, as I would not find time to write down and process all of the information ready for the mop up skype lesson in the afternoon. I was finding this stressful, becoming frantic and frustrated that I was not completing my work when it should be and ultimately I was working longer days than were necessary.

I have used the "Overcoming a Fear" practice in previous working situations and for me this has been the most efficient way of building resilience.

"The overcoming a fear practice is designed to help with everyday fears that get in the way of life, such as the fear of public speaking, heights, or flying. We can't talk ourselves out of such fears; instead, we have to tackle the emotions directly" (Greater Good Magazine 2020)

Previously, in some work situations I would be asked by senior management to perform a task that was new to me. I could not shy away from responsibility and I did not want to look like I could not do what was asked by them, so I would just get straight in "at the deep end" and try to overcome the situation. The overall reward is high as Senior Management know that you were new or hadn't been in that particular situation before and I got more respect for "having a go" than not. So I decided to concentrate on the situation that was presented to me and overcome the fear and tackle it head on.

I knew that something had to change for me to succeed in my initial training and I referred to the Betari's Box model and look at how to break the cycle of conflict. I stopped one evening and thought why am I not enjoying my training and being so negative towards the panoptos. I decided that a change was needed in order for me to become less stressed and more positive towards my training. I decided that I would print the PowerPoint presentation that corresponded to the upcoming Panopto including the notes page. I went through the notes whilst listening to the panopto, highlighting and making notes of any examples that were given by the trainer.

This worked very well for me and if there were any details that I needed to look at again, then I would just replay the panopto and go over my notes again in the evening. Printing off the notes page of the PowerPoint also helped me when revising for the Summative exams, I separated the notes into the different modules that were being studied and it was organised so I could find the notes when I needed it.

Now, What?

After breaking the cycle of conflict regarding working at home, I started to enjoy my training more and looked forward to learning new information and performing the practical scenarios.

Throughout my career, I have found that a very effective coping strategy when dealing with stressful situations is regular exercise. I am a very active person and I feel that I need to refocus or "clear my head" then I exercise by going for a run or to the gym. Throughout my initial training, I regularly walked the dog in the evening around farmland close to my home. This area is quiet and would give me the mental space just to process what had gone on in training during the week. I regularly

exercised in the garden as gyms were closed due to COVID and I kept myself active by running on the roads and going on a bike ride once/twice per week. The bike rides would consist of going out early in the morning or in the evening when the roads were quiet and calm, along with walking the dog I found that these were ideal times for Self-reflection.

The bike rides also gave me the opportunity to relax, debrief and process what I had learnt in the week. I would reflect on what went well and what I could improve on ready for the upcoming week of learning. For instance, in one of the practical scenarios, I had to conduct a stop search but I completely forgot GOWISELY. The trainers informed me that I needed to practice on this aspect and reiterated the repercussions this could have in my policing career. I remember during one of my cycle rides, I was reciting GOWISELY and how best to remember it when next conducting a Stop Search. I came home after the ride, opened up Blackstone's Student Handbook and wrote out GOWISELY in a way that I felt comfortable with when saying it and still meeting all of GOWISELY.

Conclusion

During training, I felt like I coped with the stressful situations quite well. We would often talk about the upcoming exams and how everybody was getting on with their revision and their different revision techniques. Botari's box mentions how an individual's behaviours and attitudes affect others. Other colleagues in my class would joke about how chilled and relaxed I was throughout my training, but I was not.

"If a colleague is stuck in a negative cycle, remember that you have a choice in how you respond. Just because that person is negative to you, doesn't mean that you have to be negative back" (Mind Tools 2020)

I would always feel stressed or anxious about the upcoming exams or practical scenarios, but I have always tried to calm others when I see they are stressed. I don't want others to become stressed and talk too negatively about exams or scenarios and I would always respond with "You'll do fine, it'll be "OK" or "Its not going to be as bad as you think".

Overall, I thoroughly enjoyed my initial training and it reiterated to me that this is a career that I will enjoy and be suited to. I have learnt a lot about legislation, policing powers and core policing values, but one of the key lessons that I will take away from training is the importance of Self-Reflection. When I reflect on my initial training it shows that you need to take time to self-reflect and constantly re- evaluate the way you are doing something.

1636 words – including headings and in text references

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:

Introduction

"Ethics are important for all police officers because if police methods and procedures do not meet high ethical standards then the authority of the police will be undermined, and the public may have less trust in the police and the law" (Blackstone's 2020)

The year of 2020 has been a demanding one in policing. The Coronavirus pandemic and the death of George Floyd death in the United States following police contact has reignited emotions and hostility towards the police. References in the media of The Macpherson Report, reminds the public of previous incidents within the U.K and the illusion that all Police Officers are institutionally racist. Now more than ever, the public are more in tune with legislation and what acts the Police can lawfully perform and the Human rights of the public themselves. The use of mobile phones and social media has both a positive and negative affect on policing and the actions of officers are constantly being scrutinised.

This essay will use Borton's (1970) reflective model to address an incident involving conflict between the police and a group of males.

What?

I received a call from our control room regarding an ongoing gathering and party on a railway bridge situated behind an industrial estate.

As I arrived at the incident, I noticed that we had previously spoken to the same group of people earlier in the night regarding two groups of people fighting. The group explained to me that they were attending a close friend's funeral and were all wearing t-shirts with their friend's face embossed on it. The group of males had been drinking alcohol for a few hours and as no offences were disclosed myself and other officers left the incident.

The second call was a few hours later, as soon as I arrived the environment and atmosphere was different and the attitude of the males towards me was also different. The males became abusive and decided to run away over a railway bridge, officers gave chase onto a quiet road that backed onto an industrial estate.

As I approached the group, the persons started backing off from officers whilst holding cans and bottles of alcohol. One male in particular was very verbally abusive towards officers. It was obvious to me that the male was intoxicated due to his manner and behaviour. The male was repeatedly swearing at police officers and goading us into engage. The male was walking quickly backwards jumping up and down in an excitable manner and verbally abusing me. The rest of the group were starting to become more vocal and seemed to be encouraged by the male's behaviour.

Officers apprehended the abusive male and he was arrested. There were members of the public stood watching nearby who later told officers that the male and the other persons involved had been loud, drunk and causing issues prior to officers attendance.

So What?

The incident was not as first described on the radio, I immediately found myself referring to *Listen* and *Empathise* areas of L.E.A.P.S model for communication. The group of males had been drinking alcohol for a few hours and I felt that by listening and showing empathy to the group I would be able to build a rapport and hopefully diffuse the situation and any future conflict as soon as practicable. When speaking to the group, I actively listened to what the group were telling me and I explained that I had been in a similar situation myself. I explained to them that I understood and have shared the same feelings that they are experiencing. This method of communication worked and I managed to build a good rapport with the group, in return, they asked me questions and apologised for having the Police attend the call.

The second call was a few hours later and as soon as I arrived the group's attitudes towards me were also different. Although I felt I had built a good rapport with them earlier in the night, this had all been forgotten about, as they were abusive and decided to run away over a railway bridge. From this brief interaction I could see that the L.E.A.P.S approach was not going to have the desired effect on this occasion.

Regarding the location, it was out of public view, not very well lit and it did not seem that there were not many CCTV cameras available at the location. I immediately became aware of this, initiated my Body Worn Camera and clarified with the control room of my location. At this point of the incident, I would say that my situational awareness was enhanced and that I was had moved from a state of Yellow into Amber in Cooper's colour code system. Cooper's colour code system gives officers a traffic light system to visualise changes of threat within their environment. For instance, an officer sat

in the house would be in a state of white, on duty they would be in a state a yellow, amber would mean an officer who is switched on with red being an officer taking action.

The male maintained a distance of around 15 to 20 meters away and in front of the rest of his group or were in line with me. I maintained distance of 2 metres from the members of the group, this reactionary gap allows me more time to react and respond to any aggression. The rest of the group were starting to become more vocal and seemed to be encouraged by the male's behaviour.

As I was walking towards the male, I was constantly applying the principles of my National Decision Model (NDM) and considering the nine policing principles of the code of ethics.

Gather Information and intelligence

The reasoning why the males were drunk, somewhat emotional and irrational in their behaviour was determined at the previous call, but this still needs to be constantly reviewed as the situation differs or new information becomes known.

Assess threat and risk and develop a working strategy

The male was clearly intoxicated and because of his agitated behaviour, I had to assess the threat of the male and what impact factors he possessed, e.g. had the male taken any drugs, did the male have any warning markers, how much alcohol had he consumed, did the male suffer from any mental health.

Consider Powers and Policy

Police officers have a variety of use of force powers that enable them to diffuse escalating situations with common law being the most appropriate in this situation. Common Law allows officers to use reasonable force to prevent a breach of the peace.

The other powers that were available were:-

Section 117 PACE 1984

Human Rights Act

Section 76 Criminal Justice and Immigration Act 2008

Section 3 Criminal Law Act 1967

Identify Options and Contingencies

I had to consider what options and contingencies were available to myself and other officers at the incident. At the present time, I was walking towards the subject and trying to engage and build a rapport like I did earlier in the night. As the male had attended the funeral of his friend earlier in the day, I told the male that this was not the best way to remember his friend and had to make him aware of the consequences of his actions if he continued in his manner.

A tactical option that was decided by the officers, was to create more of a police presence to take control of the incident. We formed a line across the road behind the industrial estate and intended to walk the group away. I found myself constantly reviewing the NDM after every few meters of walking as the incident was changing minute by minute. For instance, different people were getting involved from different angles of the incident, and some parts of the road were better lit than others, this can create another problem in itself.

Whilst walking towards the group, I had to consider that perhaps this incident was not going to get resolved quickly. As a group we all began using the Five step Communication model, I found myself offering the personal appeal of giving the subject options. On personal experience, this appeal would

give me the realisation of my actions, I used negative examples of what could happen to the male but also positive examples if the male complied with us.

One of the elements of Effective negotiations to address conflict is *options*. I made a number of different options open to the male, the main namely being to stop causing a disturbance, his use of language and abusing police officers and to go home or the other option would be to get arrested which we did not want to happen. I wanted to create options that would meet the interests of both parties so the incident could be dealt with quickly and safely.

The male continually kept goading officers into conflict, it was clear that the male was not considering the options that I was offering him. The male was very emotional due to the loss of his friend and perhaps the male was not thinking clearly. The male was abusive towards me and my colleagues, and seemed to want a reaction from us. Some members of the group were also filming us on their mobile phones. It is easy to be caught up in the emotion of the incident and to let the insults affect me personally but I remembered what was taught to me during my Officer Safety Training regarding the Rational vs emotional brain.

“We need to be able to control our emotions in stressful situations, understanding our own motivations and the underlying reasons for our behaviour. This is all underpinned by our ability to anticipate and understand how other people may feel. We look after our own wellbeing and that of others” (College of Policing)

It is about finding the right balance between your rational and emotional side of your brain. Each officer is different and I could see that some officers were reacting to the situation differently to me. I was conscious of my feelings and emotions and actively tried to calm them down, I could feel my heart beat quickening and the adrenaline pumping around my body. The feeling is very similar to getting nervous before playing sport. I was fully aware that reacting impulsively and irrationally or making the wrong decision I would put the safety of fellow colleagues and myself in jeopardy.

Now What?

The incident had been going on for around 20 minutes and it was clear that we were not progressing with closing it down. After exhausting the majority of the Five Step appeal, and attempting lower levels of force that were ineffective. I asked the male, “Is there anything I can say or do that will make you comply with my request”. This phrase enables other officers to switch to Red in Coopers code system and to realise that action is going to be taken.

When considering a use of force I had to JPLANE (*Justifiable, Proportionate, Legal, Accountable, Necessary and Ethical*) the scenario and ask myself was this the best option.

As the male became closer, an officer got a hold of the male and with the help of other officers wrestled the male to the ground. As the male was on the ground I could see other members of the group come to his aide and start to surround the subject, I ran in quickly to form a protective barrier between the officers and the group. I instinctively used an assertive communication style to prevent any harm from coming to my colleagues.

The remainder of the group backed away up the road however continued to shout threats towards the officers, as well as throw a glass bottle in our direction. These unidentified persons then made off from the area prior to further officers attending.

The abusive male was then taken to custody by myself and another officer. I was constantly speaking to the male throughout transport to see if the male was OK and to break down any barriers between us. The male had obviously been emotional due to the death of his friend that had been heightened by consuming alcohol. The male's attitude completely changed when being escorted to and whilst awaiting in custody. We regained our rapport from earlier on in the night previous to the incident that subsequently got him arrested. The male was remorseful and as we were exchanging life experiences it was obvious to me that he has recently been struggling emotionally.

Conclusion

With Public conceptions of the police at a low, I was conscious that my actions throughout this incident had to be transparent and in line with Code of ethics and the standards of professional behaviour. By following these set of principles it can restore public confidence in policing following the tragic event of George Floyd's death and subsequent police actions involved at Black Lives Matter protests.

Police officers have a difficult task of keeping and restoring good relations with the public and by taking action with a use of force. However, the Police are in a position of authority and always have a duty to act, whether that be Restorative Justice or an arrest is at an officer's discretion.

On reflection of this incident, myself and other officers have exhausted all options to resolve the situation and enable the male to leave the area without being arrested. If I were to attend the same incident again, I would endeavour to communicate more to the male, as there were a few officers at the incident, each officer has different experience and different styles of communication and this may have had a negative effect on the male complying with our instructions.

In my short time with my local station, I have come to learn that some individuals will simply not comply with you, an officer can offer them several different options to avoid conflict and using reasonable force but whether it is due to their emotional state or their lack of respect for the police they simply do not want to reason with you. Unfortunately the actions of the police seem to be scrutinised by the public and media with the inevitable fine line of using too much force or not enough force.

2382 words – including headings and in text references

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:

Introduction

Hate crime affects all communities and if not tackled can lead to the isolation and victimisation of individuals and vulnerable groups along with the polarisation of our communities. (South Wales Police 2020)

In 2018, South Wales Police received over 1000 reports of hate crime with 62,000 reported nationally.

- 991 (70%) were race hate crimes
- 262 (19%) were sexual orientation hate crimes
- 71 (5%) were religious hate crimes
- 110 (8%) were disability hate crimes
- 32 (2%) were transgender hate crime

Hate crime can have a profound and lasting effect on victims and communities. Hate crime is a very complex issue and many instances go unreported with victims more likely to be victimised again in the future. Hate crime victims have said that it is important for police officers to show an understanding of their personal circumstances. The ever-improving training and awareness for police officers can potentially have a positive effect on victims of hate crime.

This essay will use Borton's (1970) reflective model to address an incident involving a hate crime between members of the public.

What?

I received a call from the control room of an incident of a racially aggravated assault to a delivery driver at a set of traffic lights on a busy main road in Cardiff. This incident had happened in the early afternoon.

As I arrived at the incident, I could see an Asian male standing on the pavement next to a parked moped and he was speaking to two females. I spoke to the male to clarify what had happened. The male explained that he was delivering take away food and whilst stationary at a set of traffic lights a car containing three people have pulled up next to the male. A female driver asked him if he "Could smell shit?" The male looked at his shoe and the three passengers in the car have laughed with the female saying "It must be you, you dirty paki".

The female driver and male front seat passenger then spat at the male covering his arm, a mobile phone that was mounted on the moped and also the mirrors and windscreen on the moped. The male has attempted to drive off, with the vehicle continuing to follow him and trying to cut the male up on the moped. The vehicle sped off into the opposite direction.

The male on the moped then pulled to the side of the road and contacted the Police. In the meantime, two females who witnessed the incident stopped next to the male to check if he was OK.

So, What?

The victim was visibly shaken and understandably upset and did not expect to receive that type of abuse in broad daylight. The victim said that this type of incident happens regularly even though he is a local person and was born and bred in the area. The victim was a delivery driver who delivers take away food around Cardiff, but was informed by his friends and colleagues to stay away from our policing area, as this type of incident is a regular occurrence for the drivers.

Initially the victim did not want to give a statement. He believed that it would be a waste of his time, our time and the suspect would only be released with a warning. I understood that the victim must have been feeling frustrated and perhaps previous incidents have not been investigated thoroughly enough.

However due to the seriousness of the incident, I encouraged the victim and reassured him that this was a truly disgusting and unacceptable incident to have taken place and I would do my utmost to find the persons responsible. I empathised and explained that this is not acceptable in our society and that if possible he should give us a statement to develop intelligence so that this type of incident can be prevented from reoccurring in the future. I told the victim I would report this to our Hate Crime department who work in partnership with the CPS who endeavour to criminalise individuals who take part in this behaviour.

I informed the victim of the process that could happen if he did or did not wish to provide a statement also detailing various other options such as restorative justice, but I also had to inform the victim that it may not be decided by him if the prosecution is taken further. The CPS could decide to proceed with a prosecution due the seriousness of the assault and it is in the public interest. Once explained the victim was happy to explore these options and was willing to attend court if necessary.

When firstly meeting the male at the roadside, I instantly activated my Body Worn Video to capture the initial account which may support the victim's statement for a prosecution. The victim agreed to give us a statement and to come back to the station as we were at the roadside. When arriving at

the station I was conscious of how the victim was feeling and made him feel as comfortable as he possibly could, we sat in a part of the station where it was quiet and relaxed. The victim was offered a cup of tea or anything else that would make him feel at ease. The victim was very forthcoming in describing the incident and also gave us a background into his childhood and the area he grew up in. The victim contrasted how different the areas in Cardiff were and that in his own area he hasn't really grown up with this type of racial abuse. The two areas are only separated by a few miles.

I was mindful that the language used during the incident was of a very sensitive nature. When taking the victim statement, I had to repeat the language that was used. I was conscious that this may upset the victim and apologised for having to repeat what the suspects had said. The victim was understanding and thanked me for being considerate and sensitive in the matter.

During the victims' statement, I asked the victim if he perceived this incident to be racially motivated and explained that as police officers, we are unable to decide whether it is a hate incident or crime.

"A criminal offence which is perceived, by the victim or any other person to be motivated by a hostility or prejudice based on a person's actual or perceived disability, race, religion and belief, sexual orientation and transgender" (HM Government 2020)

When dealing with a hate crime there are number of different steps that Police Officers at South Wales Police must follow. Although every hate crime is different, these steps encourage the officer to ensure the victim is not put at risk of 'Secondary Victimisation'. Poor customer service and professionalism in this area can result in a lack of confidence in South Wales Police and a reluctance to report incidents in the future.

"People are more likely to report any further incidents if they are confident that the police will understand and listen to them" (HMICFRS 2018)

The below codes represent the form template on the Occurrence Enquiry Log (OEL) on local Police intelligence system NICHE and demonstrates the process that I had to complete following the hate crime incident:-

VU01 Victim needs assessment

This form is completed by the officer with the victim and determines if the person is a victim of a serious crime, if the victim is persistently targeted and if the victim is vulnerable or intimidated. If any of the answers to these questions are Yes, the victim is entitled to an enhanced service under the Victims Code of practice.

This enhanced service makes a referral to South Wales Victim Focus and assessed whether the victim may be entitled to extra support and services due to the nature of the crime they are a victim of. The victim will be kept updated on developments regularly throughout the police investigation, this allows the victim to build trust in the Police/officer and it demonstrates an understanding, and a professional and positive attitude towards victim support.

South Wales Police work together in a Multi-Agency Approach with Crown Prosecution Service (CPS), Local Council, Housing, Social services and South Wales Victim Focus. CPS can require enhanced sentencing if they believe that it is in the public interest to peruse the case and if the victim does not wish to proceed then they may look towards a victimless prosecution.

South Wales Victim Focus

This is a local service run by the national and independent charity called Victim Support who provide help and support to anyone in the South Wales area affected by crime. This support was offered to

the victim who will be contacted by trained staff offering immediate or long-term help and support to enable them to cope and recover from the effects of crime.

South Wales Victim Focus will then keep me updated by email as to if the victim has accepted or declined the offer or support at that immediate time.

Victim Personal Statement

During the initial victim contact, I gave the victim an opportunity to make a Victim Personal Statement and made him aware of the Victims' Right to review scheme.

The Victim Personal Statement gives victims an opportunity to explain how the crime has affected them, physically, emotionally, psychologically, financially or in any other way (HM Gov 2020)

VU02 – Initial victim Contact

This form documents the circumstances surrounding the victim contact and contact information regarding the victim. It demonstrates how important it is for the victim to be regularly updated and supported. It also provides the South Wales Victim referral form number which makes it easy to access for senior officers looking at the OEL entry.

VU03 – Victim update

This form also documents any updates regarding the investigation and demonstrates how often that myself or other officers has been in contact with the victim.

HC09 – Risk Assessment

This risk assessment is a series of questions to be completed by me. It evaluates the vulnerabilities and risk identified with the incident and the individual and the possibilities of it reoccurring. When a question is answered Yes, it totals up to a final score at the end of the assessment which can be categorised as Standard Risk, Medium Risk or High Risk.

On this occasion, the total of answers tallied to a Standard Risk. From this assessment, I had to inform my Sergeant of the incident and for it be classified as a Hate Crime. Each BCU within South Wales Police have designated Hate Crime officers. This incident is then sent to the hate Crime officer for additional advice, support and reassurance. This is sent via our Local Intelligence system NICHE where it can be looked at in greater depth.

HC10 – Hate Crime 10 Point Plan

South Wales Police have prepared a 10-point plan to ensure that officers are following the same direction when it comes to policing a hate crime investigation. It provides 10 key guidelines and MUST do actions to follow. Officers must answer yes or no to whilst also providing additional comments regarding that particular incident.

C08 – Hate Crime Action Plan

This action plan documents the actions that I have taken through the initial investigation process. This allows us to be transparent and accountable for our actions and again ensures that all officers are following the same procedure when investigating a hate crime. It also outlines any outstanding actions that need to be completed if an officer is away from duty. This ensures that the victim is regularly updated and the investigation is proceeding quickly and efficiently.

Now, What?

“Hate crimes should be treated as priority incidents and consideration given to the most effective response that balances the needs of the incident, police resources available and the nature of any risk” (College of Policing 2020)

South Wales Police believe that **positive action** should be taken regarding Hate Crimes and not just being recorded. If a suspect is identified, then an arrest should be priority and subsequent investigation work to be carried out. An arrest can manage risk and prevent further repeat incidents.

South Wales Police launched a Hate crime Awareness week in October 2020 to have better understanding of the extent of hate in South Wales and to be able to respond better to it.

“Hate Crime Awareness week is about bringing communities together and encouraging victims to report their experiences so we can support them and bring perpetrators to justice. However, it’s also a chance for us as an organisation to pause and better understand this kind of divisive criminality” (South Wales Police 2020)

I gave the victim my contact number and reassured him that I will do my utmost to proceed the investigation and aim for a prosecution. I reiterated to the victim to contact me whatever time and that if there is anything else that he feels that I could do to support him. I also gave the contact information of our designated hate crime officer who will offer and enhanced service that includes advice and support and they can also provide information regarding the police process of a hate crime investigation.

A hate crime officer will decide whether direct contact is needed with the victim to support the victim and their community dependant on the hate crime officer will send out a letter that provides information support agencies and the contact details of the Hate crime officer and myself.

In this instance, the victim did not recognise the suspect. He gave a detailed description, which was entered on to NICHE for circulation. I also contacted the control room to put observations out over the air with description of the vehicle and occupants in order for the suspects to be apprehended as soon as practicable.

Unfortunately, the victim had wiped his jacket and his mobile mount with anti-bacterial wipes and thus would have destroyed any forensic opportunity but photographs were taken initially by the victim and the two female witnesses who stopped to see if the victim was OK which could be evidentially important if the suspect is caught.

As the victim informed me that they have been advised not to travel in my policing area of Cardiff as these types of incidents happen regularly, I tasked the Hate Crime officer to provide some community engagement and build relationships within the community to stop these incidents from reoccurring. The hate crime officer will also deal with Council, Housing and Social services. These agencies provide information that is collated in a community Impact assessment sent to the Home office detailing any community cohesion and tension within South Wales.

Conclusion

The recent initiatives set up by South Wales Police demonstrates that they have listened to victims of hate crime and how they can improve on mistakes made in the past. These police initiatives and enhanced training allows officers to show an understanding of their personal circumstances and to be able to provide a better service that shows positive action, zero tolerance and support to victims of hate crime in South Wales.

The hate crime procedures introduced ensures that officers are following the same direction when it comes to policing a hate crime investigation. Officers seem to be fully aware of the importance of victim support throughout a hate crime investigation and constantly update victims and offering help and support.

2558 words – including headings and in text references

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:

Introduction

A criminal investigation can be scrutinised in the media and can attract a considerable amount of attention if conducted improperly and unfairly. In order to build and maintain public confidence, the police have a duty and responsibility to ensure investigations are followed to the same standard nationally. Investigations should be processed professionally, ethically and follow the standard set out in the Police and Criminal Evidence Act 1984 (PACE).

These police powers include search, detention in custody, interviewing and arrest, all of which can feature in an investigation. PACE aims to meet the balance between a thorough investigation and the freedoms and rights of the public. Officers have a high level of discretion in how these powers are used and a responsibility to use these powers ethically and to ensure they are non-discriminatory and proportionate.

This essay will use Borton's (1970) reflective model to address an incident involving a burglary at a pub.

What

I received a call from our control room regarding a break in at a Pub in our local policing area. Myself and another officer have attended the scene immediately but we could see no sign of entry and we spoke to the reporting person who was inside the pub. She explained that she received a call from her boss to say that the alarm was activated and if she could return to the pub after locking up earlier in the night.

The manager has gone then upstairs and reviewed CCTV footage of inside and outside of the pub and has seen an intruder enter the property through a smashed lower pane window to the right of the entrance of the pub. The manager has said that the intruder has stolen a charity box from the counter and a number of bottles of alcohol from behind the counter.

I have taken photos of the point of entry and went upstairs to the manager's office to review the CCTV footage captured inside and outside of the pub. CCTV footage shows the suspect walking along the street outside heading towards the pub. The suspect has walked around outside the pub several times before going towards the right of the pub entrance. The suspect moves a plant pot that is placed in front of a lower pane window. The suspect then "donkey kicks" the window several times before eventually smashing it. The suspect enters the pub through the smashed window carrying a bag and walks through the pub and goes behind the counter. The suspect places both hands onto a worktop behind the counter and climbs on to the worktop to get the bottles of alcohol located on the top shelf. The suspect removes the bottles and puts them into the carrier bag, the suspect moves back and forth behind the counter removing bottles of alcohol and filling the carrier bag as they go. As the suspect leaves from behind the counter they pick up a charity box that is chained to the till. The suspect attempts to remove the charity box before eventually pulling it with enough force to break the chain. The suspect also attempts to remove the other charity boxes located on the counter but does not manage to remove any. The suspect has then left the pub through the point of entry and is seen on CCTV heading left out of the pub down the main street.

From reviewing the CCTV footage I have a good detailed description of the suspect. I contacted the control room and asked if observations could be put over the air in case any officers come across a suspect matching the description.

So, What?

When attending this burglary it was agreed that I will be the OIC (Officer in case) of this investigation. This is a good starting point to learn the process of an investigation and to prepare me for the next 30 years of my policing career. When arriving at the incident I had to consider a number of different things, mainly:-

- Preserve the scene
- Secure the evidence
- Identify the suspects

I referred back to what I had learnt in my first 6 months of initial training starting with the National decision model (NDM) and using the mnemonic CIAPOAR to remember the six key elements of the decision making process.

Discretion is a key factor in decision-making. Police officers must use their professional judgement to decide what course of action is necessary whilst having considered all of the alternatives. Discretion, the NDM, the Code of Ethics all work hand in hand, and all should be considered when making a decision.

The decisions we make as Police officers must be fair and consistent and we remain accountable for any decisions that are made. Regularly documenting your reasoning behind decisions throughout the investigation allows us to be transparent and be able to stand up to public scrutiny. Fair decision-making, behaving professionally and positive public interaction can encourage confidence in the police and build positive relationships within the community.

Code of Ethics

The Code of Ethics is at the heart of the NDM and as a police professional, it underpins every course of action we take. I am very conscious that my actions can reflect on my professionalism and that of South Wales Police. When the policing principles are adhered to by officers, this will increase and maintain public confidence in policing.

Information – Gather information and intelligence

When arriving at the incident, I was constantly gathering information from the scene and recording my decision-making into my EPNB (Electronic Pocket Notebook). I was clarifying with the pub manager that all my information was correct in order to make a full and accurate assessment of the incident. At this stage of the NDM, I was making sure that I had everything that I needed to progress the investigation. I broke it down into two areas:

1. What do I know?
2. What do I need to know?

Assessment – Assess threat and risk and develop a working strategy

From the information that I had gathered, I then developed an appropriate working strategy to conduct all reasonable lines of enquiry. In reviewing the CCTV, I could clearly see where the suspect had been inside the pub. I made a list of actions that should be followed in order for the investigation to be processed:

- witness statement to be obtained
- CCTV to be collected
- Identification of items taken
- CSI attendance
- House to House
- An itemised list of what was stolen was given to me with a total value.

Powers and Policy

Police investigators have a variety of legal powers that enable them to conduct effective investigations. These police powers allow investigators to deprive individuals of their liberty, use reasonable physical force, enter their home and have access to personal information. Investigators have a high level of discretion in how they use these powers and a responsibility to use them ethically and in accordance with professional standards ensuring they are non-discriminatory and proportionate.

Below show the Police powers available, but at times not all of these powers are necessary:

Criminal Procedure and Investigations Act 1996 (CPIA)

Regulation of Investigatory Powers Act 2000 (RIPA)

Police and Criminal Evidence Act 1984 (PACE)

Human Rights Act 1998 (HRA)

Equality Act 2010

Youth Justice and Criminal Evidence Act 1999 (YJCE)

Options – Identify options and contingencies

I obtained an initial account from the pub manager whilst the events of the night are still fresh in her memory and would return at a reasonable time to obtain a witness statement from her.

I noted the M.O (Modus Operandi) of the incident to cross-reference whether this type of burglary has happened before and if there was a suspect linked to a similar incident. Reviewing the high quality CCTV footage gave us a good indication of where the suspect had been inside the pub and also provided a detailed description of what the suspect looked like.

Forensic opportunities were taken into consideration and I was conscious about achieving best evidence. The importance of the 'Golden Hour' principles is paramount in an investigation as this can help locate suspects early and maximise opportunities to recover the stolen property.

Action – Take action and review what happened

Reviewing the CCTV footage gave us a good indication of where the suspect had been inside the pub. This allowed me to create a Common Approach Path (CAP) not to contaminate or destroy potential forensic evidence left at the scene. I took photographs of the point of entry and the areas the suspect had been inside the pub.

I cordoned off the area behind the till where the suspect mainly was situated to maintain the integrity and the provenance of any material recovered from it. The counter they placed their hands on were very important, as the suspect was not wearing any gloves. The suspect had also been in other areas of the pub but we spoke with the manager of what areas could be cordoned off rather than shutting the entire pub.

Dr Locard formulated the principle of exchange, meaning that every contact leaves a trace. Locard described that anyone who enters a forensic scene takes something away with them but also leaves something behind. This is where contact is made with one another between substances and surfaces, for example Fingerprints, DNA and footwear marks.

This is a reactive investigation and the purpose is to develop any forensic links between any suspects and the associated offences. The charity box was seized in an evidence bag and left in the Managers office for CSI to attend in the morning. As the suspect was not wearing any gloves, I was hopeful, that CSI would be able to obtain any forensic evidence from the box.

Now, What?

When conducting an investigation as a Police officer, it is our duty to:

- Conduct all reasonable lines of enquiry
- Record
- Retain
- Review
- Reveal

Conduct all reasonable lines of enquiry

“Investigators need to be open to the ideas and experiences of others. Colleagues and supervisors are a readily available source of investigative information and investigators should consult them when trying to identify the most appropriate action to take in any given case” (College of Policing 2020)

Our local Neighbourhood Policing Team (NPT) have a sound local knowledge if any similar incidents have happened previously. The team are also very efficient in identifying suspects as they deal with

individuals regularly on a day to day basis. In our daily briefing any outstanding incidents, outstanding suspects and any CCTV images of suspects are shared amongst the policing community to form an intelligence picture.

I showed NPT the CCTV footage and the photos of the scene and they immediately identified the suspect. The suspect had a previous MO and was wearing the same clothes for a burglary committed earlier that week.

An offender's Modus Operandi (MO) will help an investigator:

- identify crimes between known offenders and previous incidents
- identify a series of crimes committed with the same MO
- Can also help predict future offences which can help initiate preventative measures
- Plan for subsequent searches and/or suspect interviews

The suspect is well known to the police and had previously been wanted for an outstanding burglary the previous week. Although, NPT officers have positively identified the suspect, I was conscious that this may sway me from conducting the investigation fairly and without prejudice. I attended an address where the suspect normally resides with friends. The suspect has always had a good rapport with officers and is normally forthcoming with information regarding incidents that have occurred in the community.

“Investigators should remember that offenders are members of communities too and can influence others about the police. Offenders may become victims and witnesses themselves. If they believe that they have been treated ethically during an investigation, they are less likely to form, and communicate a negative view of the police to others, and are more likely to cooperate with investigations in the future” (College of Policing)

The suspect was inside the address and welcomed us in. A Section 32 search under PACE was conducted inside the address and bottles of alcohol matching the itemised list provided to me by the store manager. A jacket that the suspect was wearing on the CCTV at the time of the burglary was also found at the address during the search. I asked the male if the jacket was his and he said it was, at this stage, the grounds for arrest were increasing and then suspect said openly admitted to the burglary and said “I was wondering how long it was going to take you to find me”.

I explained that he was going to be arrested for the burglary at the pub and was arrested for the offence and taken to custody. The suspect was understanding that we were there to do our job, and was compliant throughout his detention in custody.

“By engaging with suspects, the investigator has an opportunity to obtain material relating to criminality in the local and wider community. This then assists in reducing crime and the fear of crime in the community. Integrated offender management is an effective approach which may prevent or reduce repeat offending” (College of Policing)

Record any relevant material

Any material that I gathered during the investigation was kept.

Retain all relevant material

Under the CPIA all relevant material must be retained until a decision is made whether to prosecute a person for an offence.

Review all relevant material

This demonstrates the importance of using my EPNB when I initially attended the incident. The part of the process explains what I did, why I did it and what was the result from it. I regularly updated NICHE with an investigation update and it shows my reasoning behind making any decisions and also any reasonable lines of enquiry that I followed. This is documented on NICHE making myself and South Wales Police transparent in their actions. When this information was gathered, I applied the relevancy test and then the disclosure test.

Reveal all relevant material

Police officers must reveal all relevant material that's has been collected to the CPS.

Conclusion

Unfortunately, I was unable to complete the investigation process through until the end as the suspect was interviewed by someone else at the hub involving a similar offence the previous week.

The more investigations that I am involved in, the more of an investigative mind-set that I will develop. I will be more accustomed to planning how an investigation can go and all the lines of enquiry to be followed. Through a continued disciplined approach, I can ensures which decisions made are appropriate to the case, are reasonable and can be explained to others if questioned.

Although I did not interview the suspect, this highlighted to me importance of retaining information and documenting all reasonable lines of enquiry. Throughout the investigation, I had to remain accountable for any decision taken and as this case was being passed to the hub it documented my actions, decision-making and use of discretion.

2490 word count – including headings and in text references

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
Complete an investigation process from the beginning to end including an interview.	I will become an OIC for the investigation and make it known to my Sergeant that I want to complete an investigation from beginning to end.	I can inform my colleagues of the area of development who can support me when that type of incident arises.	3-12 months
Have more involvement of creating case files	I will ask my colleagues if I can have more involvement in creating case files and being left alone to manage them	My tutor and fellow colleagues are very supportive and I can always ask for help. They can allocate an incident to myself which is not too complex.	3-12 months
Traffic Legislation	I will familiarise myself with my notes from initial 6 months training. I can be proactive and stop vehicles when necessary and proportionate.	My sergeant is very knowledgeable and experience with roads policing. He has suggested that I can be paired with him when out of my tutorship to enhance my knowledge in traffic and the associated legislation.	3-12 months

Evidential property management	I want to become more familiar with securing, preserving, seizing and packaging property as per South Wales Police packaging guidelines.	My team are very knowledgeable and experienced with evidential property management. I have suggested to the team for me to get involved more to enhance my knowledge in this area.	3-12 months
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Bibliography

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

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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: **Thomas Goodwin** (Learner, Electronic signature or type name)

Date: **29/11/2020**