

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

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

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

Learner name: Richard Guy Hardwick

**Learner's University Registration Number:
2117778**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

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 BSc 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)

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.

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*
- *You should upload your completed document as a saved pdf 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.*

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	500
	Total	6000
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

During this essay I will outline the ways in which I have implemented coping mechanisms throughout my initial six months of training. These coping mechanisms have allowed me to build resilience; the capacity in which you are able to recover from a difficult situation; and minimise stress, a mental or emotional state that results from difficult or challenging situations. I have done this by training in the gym, meditating and stretching, all of which enhance my mind and body, to be able to cope in a training environment. I have used these techniques in order to keep myself fuelled and fit for purpose. Each in their own way help with some aspect of destressing and can also be incorporated into developing as a better police officer. In the following paragraphs I will go through each of these three activities and highlight how they enable me to reduce stress and build resilience.

Outside of work, going to the gym is my main hobby. Depending on the time of year, my goals may either be, putting muscle mass on or stripping body fat. In either case, minimising stress and developing resilience is obtained when I go to the gym and exercise, the benefits have been summarised by Pinches (2018) where he states, having fitness goals and targets outside of work are great ways to keep your mind off the stress that occurs in work. These targets can improve self-esteem and self-confidence and give strength when overcoming difficult situations in and out of work. Exercising builds up my heart rate, this releases chemicals into the brain that are called endorphins. These chemicals can reduce stress in the body and are what makes the agony of running and lifting weights feel surprisingly good. By having these chemicals released in your body it allows you to feel the stress and tension that you may have felt before are now being decreased even when you are putting your body under copious amounts of stress. McNary (2011) has identified that working with weights or completing an anaerobic exercise, tears your muscle fibres, this in turn increases the number of endorphins that are being produced into your body, the more pressure you put your body under, the more endorphins are released. Working out for an hour a day will leave me completely satisfied and destressed from the lessons of the day. When weight training, I use the process of progressive overload, this is gradually increasing the weights that you've used for a specific exercise each time you attempt that exercise. In short term the increase may not be noticeable, or some weeks may not be increased at all due to fatigue, but over say six months, the weight used to perform a specific task have been greatly increased when you look at your starting point to finish point six months later. Goulet

(2021) describes progressive overload as a principle that includes always increasing the demand on the muscles in question, in order to always increase the muscles size, strength and endurance. Similar with our learning, gradually and slowly learning different powers and policies, the same principles can be applied to increase resilience in training school. Going from knowing nothing at the start of the course, to knowing all I need to be able to be a capable officers six months later. I like to apply the principle of progressive overload to everything I do as it will mean you are always building resilience to whatever you are putting your mind to, be it work or training, by progressively hardening what you are doing, the more resilience you will build to the task.

In the evenings I carry out a stretching and meditation routine, usually focusing on stretches that will target muscles I have trained in the gym that day. StretchSPOT (2020) have referred to stretching as an exercise that can loosen tight muscles and also encourages you to regulate you're breathing, in turn improving your blood circulation. According to Harvard researchers, stretching puts the body in a relaxed state that sends soothing feelings to your mind. By stretching you are enabling your body to relax and relieve all stress that may have occurred on the body during that day. Therefore, some may stretch and meditate in the mornings prior to going to work, to allow them to arrive in a relaxed and happy state of mind, that lasts throughout the day. Following stretching, I go into ten minutes of meditation. Meditation allows you to reflect on the day, what you have enjoyed and taken from it, or things you may want to improve on in the next 24 hours. Meditation further puts me into a relaxed state, like stretching, where I regulate my breathing and push all stress out of the body. Meditation and stretching allow me to feel rejuvenated as though all stress has been taken out of the body. Mayo (2022) has identified a number of benefits to meditation that include increasing your self-awareness, managing stress, lowering your heart rate and improving sleep quality. All of these are beneficial to preserving stress levels when I go into training school in the morning and give me enough energy to last throughout the day.

To conclude my essay, herein I have identified the ways in which I have developed my resilience by going to the gym, using the method of progressive overload, which I apply to my day-to-day activities, including training school. In which I try and progress and develop, little by little, getting better each day I attend training school. Further identifying the ways in which I cope with stress, by going to the gym, releasing endorphins into my system; and completing a stretching and meditation routine in the evening after the gym, to bring my heart rate back down and release the stress that has built up in the body and mind. All aspects I believe have been incorporated into my time at the training school, that fully allow me to increase my resilience to the difficulties that I was faced with in training and further to feel stress free any time that I arrived at training school, ahead of a busy day.

Word count: 1027

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.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Review 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 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.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

During this essay I will give a description of an incident I have been involved in, being called to a school for children with learning difficulties, following an incident of assault committed by one of the pupils onto another. I will be reviewing the communication skills I had used in order to communicate with the suspect and then describe Betari's Box, outlining how use of force was necessary within this situation.

I had been dispatched to an emergency, where I was told that two pupils had been fighting at a school specifically for children with additional learning needs. It was reported that a female student had pushed a male student into a metal fence as they were outside leaving school for the day and started to punch the male student. On first thought I believed the offence to have taken place was common assault - battery. Common assault by battery involves the actual use of force by an assailant on a victim but only results in very minor or no perceivable injury. It is the intentional or reckless application of force on another, and can range from a push to a punch, and depends on how much harm is done, and the injury received. (Bryant and Bryant, 2021, pg 357).

On first arrival I was greeted outside the school by a teacher who told me, the female student, our suspect, had locked herself in a kitchen within the school. The teacher handed me a key in order to gain access to the kitchen. On arriving outside the kitchen I could see the child through a glass panel in the door, the female student was looking at a lit hob and did not notice anyone arriving outside the door. The teacher told me that the female had stated she was feeling suicidal and was going to attempt hurting herself following the assault. I opened the kitchen door and stood in front of the hob and attempted to build a rapport with the child. A rapport is where a couple or group understand each other's feelings or ideas and can communicate in a good manner. Whilst talking on how to build a rapport, Masterclass.com (2021) stated why a rapport is important, saying it allows you to correlate and build up a relationship with another person or group and to connect with them on a particular level. I attempted to communicate with the student in the kitchen unit by asking her open questions about her day, in a calm, relaxed manner. The student was being unresponsive and only spoke to say, "move out of the way" or "I want to kill myself". I believed that talking in a calm manner would de-escalate the situation I had found myself in and for the student not for her to feel overwhelmed and potentially scared that police were now at her school talking to her. My communication efforts had no effect on the student and insisted on letting her leave the room. I let her leave as to not feel too overbearing on her and to give her some space in this stressful situation. This was a mistake on my part as she ran into a classroom opposite the kitchen and locked the door. I observed the student through the glass panel of the door, pick up a computer mouse and tie the cord around her neck to choke herself with the wire. The key I still had also opened this door and I used it to enter the classroom, quickly applying my police powers in order to stop the child hurting herself. I acted under the Mental Capacity Act 2005 – in which it was in the best interest of the student that I did not allow her to harm herself by getting my fingers between the wires and her neck, so she could not pull the wire any tighter. I believe that she lacked the capacity to realise what she was doing as she continued to pull at the wires. I managed to cut the cord that was around her neck with a pair of scissors I had found in the classroom. With the cord cut the student could no longer try to choke herself, but now turned to attempt climbing out of the opened window at the back of the room. The student was half hanging out of the window, fearing that she would run away and attempt to hurt herself again, I applied my right to use force under section 117 of the Police and Criminal Evidence Act 1984, that states officers can use reasonable force, if necessary, in the exercise of their powers. I utilised this power in order to pull the student back into the classroom. After getting the student back into the classroom she persisted in attempting to hit, kick and push me in order to get me out of her way and to let her leave the room. Under the Mental Capacity Act 2005 I was able to restrain the student as I reasonably believed that without restraint the student would cause harm to herself or someone else. The restraint only lasted for a proportionate amount of time, until the time she stopped lashing out at me. When the student had settled, I was able to go back and attempt to build a rapport again. By asking open questions and actively listening to what the student was saying I was able to build her trust. I listened and showed interest in what she had to say. By showing I was listening this took all the anger from her. By strategizing my questions, I was able to go from asking about school life to the incident itself that we were called to. These communication skills eventually allowed me to find out what had happened from the student herself. CLIMB (2019) stated that effective communication skills effectively allow you to build trust by attentively listening to others points of views. I believe this was done when talking to the student about her school

and what she does there. By listening to the pupil, it increased her engagement with me and effectively led me to being able to ask her questions regarding the incident itself. When talking to the pupil I did not use closed questions, as I wanted the student to be open with me. Closed questions may have resulted in simple yes/no answers. I wanted the student to feel that she could be open and talk to me and I do not feel closed questions would have been beneficial during this moment.

Identifying what Betaris Box is, Farmer (2019) indicated that it is a mental model that shows how your approach towards someone affects their perspective and how they respond to you, if you change your attitude towards someone, they may change their behaviour back towards you. When dissecting the incident I have just discussed, I can say that when I first received the call over the radio, my unconscious bias was expecting to find an aggressive pupil, as I was told that they had just been involved in an assault. On hearing of her feeling suicidal I attempted to approach her in a calm way, thinking of Betaris Box, if the pupil could see I was calm in my questioning, she could also feel calm. Farmer (2019) also states that negative attitudes trigger negative responses and positive actions trigger positive reactions. I was hoping by letting the student leave the kitchen it will reflect positively and help me build a rapport with her, but this only led to the female becoming more aggressive, towards herself and me. The effects of Betaris Box are always present and always changing. As I restrained the student using my powers, this made the student more aggressive towards me. The restraint was having a negative approach on my rapport, although at the time necessary, I knew that my actions needed to change for the student to feel calmer. It was observed that by the pupil stopping to attempt to hit and kick me, I was able to stop restraining her; allowing the pupil to see the positives of stopping her actions and in due course me stopping mine. Simply put my attitude was to let the student understand that I was trying to help her, in doing so my action was to let the student out of the restraint. This in turn allowed the student to see how my behaviour and actions changed, enabling her to feel safe and open up communication between the two of us. With the restraint at a stop the student was happy to talk to me, at first not about the incident itself but by gradually using the communication skills previously stated in order to build a rapport. This then led to me being able to ask questions about the incident.

In summary, through this essay I have identified an incident where use of force was necessary in order to protect a student from her own actions. The use of force indicated has been followed up with the relevant legislation that was adopted so that the use of force was proportionate and justified. I have then identified using Betaris Box, a conflict management analysis tool, why the actions that were taken were taken and how through using this tool, I was able to identify that the student was calmer and able to start building a rapport with the student. With the student seeing how I was acting, she was able to mirror my actions of being calm and collected too, building a relationship of trust and being able to get to the heart of the problem.

Word count: 1607

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.

Give a brief description of a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Explain 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.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

During this essay I will describe an incident that I have been involved in and outline my responsibilities throughout in relation to the codes of practice adopted by the police service and explain how these codes of practice support victims and witnesses through the criminal justice system. I will then aim to illustrate how policing values were engaged by dissecting my actions throughout the incident.

I had been dispatched to a 999-emergency call to a B&B, where it was reported that a female lodger had committed criminal damage by using a curtain pole to smash a communal bathroom window. The incident had been reported by a male lodger, who was staying in the room opposite the communal bathroom. Before arriving on the scene, I believed the crime that was committed to have been criminal damage. The Criminal Damage Act 1971 states that an offence of criminal damage is committed if, a person without lawful excuse destroys or damages any property belonging to another and intending to destroy or damage any such property or being reckless to whether such property would be destroyed or damaged shall be guilty of an offence. On arriving at the scene, I knocked the door. It was answered by a woman who said, "I guess you're here for me". Not making any assumptions I asked if I could enter to talk to her. I was let in and the female sat on the staircase just beyond the doorway. If

the female would not have allowed me entry, I would have been able to execute my right to entry under section 17 of The Police and Criminal Evidence Act 1984, that states, a constable may enter and search any premises for the purpose of arresting someone for an indictable offence. I would have been able to use this power as criminal damage is an either way offence, in which an offence is summary only or indictable, depending on the severity of the offence; which of these it is, is determined by the prosecutor. Down the hallway to the right of the staircase a male opened his door, in which he said he was the person who reported the incident. An officer who had come to assist me went to talk to the male whilst I questioned the female, who had already admitted that she was responsible for the criminal damage. My colleague came back and said that the male had identified the female as the suspect and advised me to go down to the male's room, as next to this was the bathroom where the criminal damage occurred. Whilst my colleague stayed with the suspect I went and inspected the bathroom, therein I observed that a window had been smashed and lying on the floor of the bathroom, lay a silver curtain pole, it was identified as the one the suspect used to break the window. Satisfied with what I saw I went back to the female and arrested her for criminal damage, followed by a giving her a caution. When discussing the reasons for the caution process, Blackstones (Bryant & Bryant 2021, pg 228) state that a caution is given to the suspect to assure their rights and to keep them familiar with the possible consequences of what they say during the investigation. Prior to conveying the suspect to custody, the female was searched by two female officers, under section 32 of the Police and Criminal Evidence Act 1984 where it states, a constable may search any arrested person, in any place other than a police station, if the constable has reasonable grounds to believe the arrested person may present harm to themselves or others, or have on them anything which they may use to assist escape from lawful custody, or which might be evidence relating to an offence. In this case the suspect was searched for anything which they may use to assist in escape from lawful custody. The female was then conveyed to custody where her detention was authorised, so that I was able to obtain a statement from the witness and the owner of the B&B. When I had taken the witness statement from the male, he states he came out of his room after hearing a smashing sound and came to investigate what had happened. He then identified the female who was now in custody, holding a silver curtain pole in the bathroom next to the smashed window. A statement was also taken from the owner of the B&B, our victim, who was not in the address at the time, but stated he was the owner of the property and identified how much the damage would cost to fix after having it inspected and quoted. These statement along with pictures of the scene and the curtain pole were put towards the female during an interview, in which she admitted guilt to the damage of the bathroom window. Interviews are often described as a way for the suspect to give their account of the incident. Whilst identifying the purpose of a police interview, BurtonCopeland viewed police interviews as a way to gain evidence by questioning, the evidence is attained by any answers you may give or anything you may say during this interview. The female admitted guilt and was then released to attend court at a later date. All actions taken throughout the investigation were to support the victim and witness through the criminal justice system. By arresting the suspect, it was shown to the witness that police action was being taken and his call was being investigated. By obtaining a statement off both the victim and witness, was a way in which both could express how the incident has left them feeling and highlight any concerns they had and any loss they may have obtained throughout the incident. Through interviewing the suspect and obtaining her account of the incident, a clearer picture of what had happened was shown and by her

admitting guilt, the victim would be able to retrieve his loss through repairing the broken window in court. Each part of the investigation correlates to a code of practice.

The codes of practice are basic guidelines on how an investigation should be conducted. These codes are divided into eight sections, A to H. Lowest in severity being A the ability to stop and search a suspect, going all the way to H, the detention and treatment of suspects relating to terrorism. Code B allowed me to search the property for evidence relating to the criminal damage. On finding the curtain pole, code B allowed me to seize this exhibit and put it forward into evidence. Code B also provides guidelines on how rights of the suspect are protected during a search. Code C covers the detention of the suspect and outlines their rights whilst they are under detention and also outlines the care they shall receive whilst in custody. Code E covers the right of interviews to be audio recorded and safeguards the rights of the suspect. Code E states that recordings must be handled in confidence. The codes of practice are a fundamental part of policing and are covered by The Police and Criminal Evidence Act 1984 (PACE). According to the College of Policing, PACE implements the powers the police need to investigate crime and sets out to identify the fine line between police powers and the rights and freedoms of the public.

Policing values were upheld during this incident by remaining completely transparent and impartial throughout the investigation. Having felt sorry for the suspect on questioning her on her reasons for breaking the window, I still had to remain impartial and transparent and could not let her story sway me from my duties, as a crime had been committed, in which she is the suspect and my duty was to the victim and witness. I treated the suspect respectfully as she had always been calm with me, the witness and my other colleagues. I acted in the best interest of the victim and witness by carrying out my duty and arresting the suspect, interviewing and then finally charging her.

To conclude this essay, I have described an incident in which I had been involved in and identified the codes of practice that have applied and identified each area of the investigation these have applied to. I have shown how my values were upheld even when feeling sorry for the suspect. During this incident I have learned that sometimes suspects can be honest with you and admit what they have done, but regardless a crime had been committed and police action needed to be taken. If I were to go to an incident like this again and the damage amounted to less, I may try to implement other avenues available to police, such as a community resolution.

Word count: 1465

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.

Give a brief description of 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. **Consider** the role of discretion in the decision-making process.

Explain 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 **analysis** of the potential impact of bias on the decision-making process.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

During this essay I will give a description of an incident I have played a key role in and reflect on how the National Decision Model was implemented when making decisions to assist in resolving the incident. I will consider how discretion could have been used in the decision-making process and then explain my responsibilities as an investigator in relation to the Criminal Procedure and Investigations Act 1996. I will go on to illustrate how my values were considered against the potential impact of bias on my decision making.

I was dispatched to a 999-emergency call by the control room, who stated that a male had been hit by his daughter in law and wanted police assistance in removing her from the address. On first hearing the circumstances I believed that the incident in question was domestic abuse, however on arriving at the scene and speaking to the male, I learned that the female was divorced from his son and the female was only staying there whilst she was on police bail for a separate incident. The new crime was common assault – battery. Defining battery in Blackstones (Bryant R and Bryant S, 2021, pg 357) states it involves genuine use of force by the suspect on the victim, where the victim only sustains very minor or no perceivable injury. Speaking to the victim he said he was only struck once in the face and there was no visible bruising in the area he indicated. The male wanted the female out of his address as he sustained aggression from the female for a while and it had been getting worse, with threats of violence aimed towards him over the last week, he wanted police assistance in removing the female from his property and finding her a new bail address. The suspect was not at

the address at the time of my arrival and was at a neighbouring flat where her friend lived.

The National Decision Model (NDM) is a constant part of policing that is assessed in each incident an officer arrives at. The NDM consists of upholding policing codes of ethics, gathering information, assessing the threat and risk of the situation, the powers and policies available to the officer in that situation, identifying options and contingencies from information gathered and the powers available and then to act, then reviewing the situation. If after reviewing a situation more needs to be done in an incident, the whole NDM can then be applied again with any new information obtained. In an article on the why the NDM was introduced, The College of Policing identify that decision making is complicated and decisions are needed fast in problematic situations. These decisions are often based on partial or conflicting information and officers are often given information to mislead them in their decisions, therefore The National Decision Model was adopted. Whilst researching the benefits of the NDM, EMPAC (2017) found that through adopting this decision model, you question everything, helping you decide on an objective and strategy and by justifying your actions you become less complacent. Before arriving at the scene, the codes of ethics were considered, in which it was found that I had duties and responsibilities as a police officer to investigate the crime I was called to. Other codes of ethics such as honesty and integrity, equality and diversity were also considered as police must act in an unbiased and fair way to all. Information was then gathered from the victim about the incident and where the suspect was now believed to be. This information was then assessed and a working strategy was developed - find the suspect and arrest them to investigate the offence and also find them a new bail address. I then reviewed my powers and policies, I had the power of arrest as a crime had been committed – under the Police and Criminal Evidence Act 1984 Code G, wherein it is stated that a S24 arrest is lawful if the suspect has been involved in or is suspected of involvement in the commission of a criminal offence and that there are reasonable grounds for believing that the persons arrest is necessary. Common assault is a criminal offence under section 39 of the Criminal Justice Act 1988, the suspect had been identified by the victim as having committed the assault and the arrest of the suspect was also necessary to investigate the assault and prevent further injury to the victim. As the female was at a friend's address my power of entry was also considered. Due to the crime that was committed I had a power of entry under section 17 of the Police and Criminal Evidence Act 1984, that states an officer may enter and search a property for a person suspected to have committed an offence. Due to the fear that the male believing he would be attacked again the option to arrest the female was concluded. The female was arrested at the address she was believed to have been in and conveyed to custody where her detention was authorised for interviewing. Interviewing is permitted under The Police and Criminal Evidence Act 1984 Code E, that allows an audio recorded interview with the suspect in a police station. In Custody the suspects bail address was also changed to another address so that the female was not able to return to the victims address when she had released from custody.

Treebold (2018) attempts to define police discretion by saying, discretion means the power and ability to make decisions, in the vocabulary of policing, discretion means that officers are given scope on which they can rely on as they make choices that could impact the community. Before I arrested the female it was clear to see why the male did not want this female back at his home address following the assault. The

female was very aggressive in the way that she was speaking to officers, let alone what she may have been saying to the male in the week leading up to the assault on him. Prior to speaking to the suspect police discretion was questioned, as the male was afraid that a repeat attack could happen, he did not want her at his address, however could another option other than arrest have worked. If the suspect was found in a much calmer state and was willing to change her bail address at that moment, police discretion could have been applied by suggesting that the suspect comes in for a Voluntary Attendance Interview – where the suspect is not arrested and voluntarily comes into the police station to attend an interview discussing the incident, usually used for lower-level offences. However, as the female was so aggressive when I was speaking to her myself, I realised that if this female was not arrested, she would more than likely go back to the address where she was no longer welcome and more problems could arise. Highlighting the benefits and negatives of police discretion, Miller (2020) found that as a benefit police discretion allows officers to make a decision where a clear outcome may not exist. Although as a disadvantage Miller stated that police discretion could leave the public at risk. Had I followed my discretion before observing the suspect, I believed that the male would have been the subject of more violence if the female was not immediately arrested.

In the eyes of The Criminal Procedure and Investigation Act 1996 (CPIA) I would be the investigator in this case. The act states that the investigator conducting the investigation should fairly follow legitimate lines of enquiry gather evidence which points towards and away from the suspect. I did this by taking a statement from the victim and also taking a photo to exhibit his face in which he was hit. To give the suspect a chance to speak I then interviewed her in order to allow her to give her account of the incident, unfortunately this was followed by no comment answers to all my questions.

It was difficult not to allow bias to affect my decisions when reviewing the NDM. As all information regarding the incident had initially come from the male, there were no witnesses to clarify what I was told. I attempted to speak to the female to get her account of the incident prior to arresting her, however the female was so aggressive towards that no substantial details could be taken. However even with the suspect being so aggressive, the suspect equally deserved to have her account given without the need to go to a police station, I tried giving her some discretion by explaining the incident and what needed to be done, however she became even more aggressive when told she was no longer able to go back to the male's address on bail. Through analysing the NDM, it was my responsibility to arrest the female as I believed that if she wasn't arrested she would cause harm to the male or be a threat to another member of the public due to the anger she was showing.

To conclude, I have given an account of an incident I have been involved in and outlined how the NDM was assessed throughout. I have then identified where discretion could have been used in this incident had the suspect acted differently. I further identified what my role was as an investigator within the CPIA and analysed how bias may have affected my actions.

Word count: 1567

Task 5

Personal Development Plan (PDP) / Learning Plan.

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. Please note that this not the actual number of words you need to use, the wordcount reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline
Learning different acts and powers that are used on a day-to-day basis, without the need of looking them up on pocket sergeant, being able to recall these different acts and powers from memory. Since coming out of training school I have found it hard to keep up with what I have learnt in order to get through the exams, and have been spending most of my spare time working through the university coursework, instead of keeping on top of the knowledge picked up during training.	Spend an hour a day on rest days revisiting university power points, in order to make a group of flashcards. These flashcards will be made up of the most frequently used powers and policies that I will likely use on a day-to-day basis. Once a flashcard group has been compiled, I will use the hour previously put aside to compile the flashcards, to go through the content, and attempt to memorise it.	In order to support this development idea, I can use my tutor, who will be with me when I go through different scenarios throughout the day. He will be able to identify that I have followed through on my development and see that I am able to recall acts and powers from memory, instead of needing to ask or having to use the pocket sergeant app.	I will allow myself six months in order to implement the flashcard group and start memorising these cards. By the end of the six months I would like to be able to look at any flashcard title and be able to read off the definition of the power or policy without having to look at the content.
I would like to develop my knowledge of the local policing area in which I am	Before or after each incident I am involved in (when time allows, as it would not be	Colleagues who have been in the local policing area longer and know the area well would	I would like to achieve a basic knowledge of my local policing area within twelve

stationed. As I am not from my local policing area, I am finding it difficult when dispatched to calls to remember where I am going, having to put the address into google maps before dispatching myself to a call.	possible to do before an emergency call). I will look on google maps to map out the way to get to the incident, identifying key streets or landmarks I pass in order to get to my destination. Before long I should start to identify certain areas on my day to day activities and within time be able to know where I am dispatched to without needing to use maps. In order to help with this I can also use my sat nav when on the road, to identify certain roads whilst I am travelling on them frequently.	be able to assist me as I can ask for general directions in order to get to an incident. Google maps will also be able to support me by putting in the address of where I need to go, this will ensure that I arrive at the desired location.	months. Using the first six months to identify the main areas of the policing area, and the main roads used to get through them. Through the second six months I would like to start identifying buildings within the areas I police and also start to identify some of the smaller side streets that come off the main roads I have identified within the first six months.
I would like to develop my ear for the radio. As I have been in the tutor hub I have not needed to use the radio as much as my tutor would pick and choose incidents we would go to. This has resulted in me not paying as much attention to information coming over the radio that is not directly linked to an occurrence that I am involved in. The main problem comes	Developing an ear for the radio can be built up by keeping my ear piece in whilst in the writing room. To further increase development I can go into a quieter room on my own, to be able to concentrate on what is being said over the radio. Where as being stuck in the writing room it is hard to concentrate on writing work and the radio with the chatter of the room	The control room will be able to support me through this development, as it is them that the information will be coming from. The development will be able to be tracked through my response times to information being passed to me and my response to emergency calls.	As this is an important aspect of the role, I will give myself two months from being passed as an independent officer to develop my hearing to adapt to the radio.

from being in the writing room, updating occurrences or writing statements; this is when I would likely miss information coming over the radio.	going on in the background.		
---	-----------------------------	--	--

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.

Burton Copeland (unknown) *Why Police Interviews Are So Important*

Available at: <https://www.burtoncopeland.com/news/why-police-interviews-are-so-important/#:~:text=Police%20interviews%20are%20used%20to%20obtain%20evidence%20by,part%20of%20the%20prosecutions%20case%20not%20the%20defence.>
(Accessed: 07 July 2022)

Bryant, R and Bryant S (2021) *Blackstones Handbook for Policing Students*
Oxford University Press

College of Policing (2022) *Investigation*

Available at: <https://www.college.police.uk/app/investigation>
(Accessed: 08 July 2022)

College of Policing (2022) *Investigation Introduction*

Available at: <https://www.college.police.uk/app/investigation/introduction#pace>
(Accessed: 07 July 2022)

College of Policing (2022) *National Decision Model*

Available at: <https://www.college.police.uk/app/national-decision-model>
(Accessed: 08 July 2022)

Criminal Damage Act 1971, C48, S1

Available at: <https://www.legislation.gov.uk/ukpga/1971/48/section/1>
(Accessed: 07 July 2022)

Famer, C (2019) *What its Betari / Betaris Box?*

Available at: <https://corporatecoachgroup.com/blog/what-is-the-betari-box>
(Accessed: 06 July 2022)

Goulet, C (2021) *Challenge Yourself to Grow – The Progressive Overload Principle*

Available at: <https://www.bodybuilding.com/content/progressive-overload-the-concept-you-must-know-to-grow.html>
(Accessed: 12 May 2022)

Mental Capacity Act 2005, C9

Available at: <https://www.legislation.gov.uk/ukpga/2005/9/contents>
(Accessed: 06 July 2022)

Masterclass (2021) *How to Build Rapport: 6 tips for Connecting With Others*

Available at: <https://www.masterclass.com/articles/how-to-build-rapport#quiz-0>

(Accessed: 06 July 2022)

Mayo (2022) *Meditation: A Simple, Fast Way to Reduce Stress*

Available at: <https://www.mayoclinic.org/tests-procedures/meditation/in-depth/meditation/art-20045858>

(Accessed: 12 May 2022)

McNary, T (2011) *Working With Weights to Help Relieve Stress*

Available at: <https://www.sportsrec.com/3806433/working-with-weights-to-help-relieve-stress>

(Accessed: 12 May 2022)

Miller, B (2020) *16 Advantages and Disadvantages of Police Discretion*

Available at: <https://greengarageblog.org/16-advantages-and-disadvantages-of-police-discretion>

(Accessed: 08 July 2022)

Pinches, M (2018) *Building resilience and managing stress at work*

Available at: <https://www.westfieldhealth.com/blog/building-resilience-and-managing-stress-at-work>

(Accessed: 28 June 2022)

Police and Criminal Evidence Act 1984, Section 32, C60

Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/32>

(Accessed: 07 July 2022)

StretchSPOT (2022) *How Stretching Can Help Reduce Stress and Anxiety*

Available at: <https://stretch-spot.com/2020/09/17/how-stretching-can-help-reduce-stress-and-anxiety/>

(Accessed: 12 May 2022)

Sullivan, C (2017) *Interoperability of The National Decision Model*

Available at: <https://www.empac.org.uk/interoperability-national-decision-making-model/#:~:text=The%20NDM%20%28left%2C%20and%20the%20Joint%20Decision%20Making,found%20it%E2%80%99s%20pretty%20much%20used%20mainly%20by%20police>

(Accessed: 08 July 2020)

Treebold, J (2018) *Police Discretion Definition*

Available at: <https://www.encyclopedia.com/articles/police-discretion-definition/>

(Accessed: 08 July 2022)

CONFIDENTIALITY and PLAGIARISM – Will be confirmed through Turnitin.

Recognition and Confirmation of the progress on the Occupational Competency Portfolio (OCP).

By signing the section below you are acknowledging your progress on O.C.P. This is recognised by the university as work that is fully supporting this module and 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: Richard Guy Hardwick_ _ _ _ _ (Learner - Electronic signature or type name)

Date: 08/07/2022_