

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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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.

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

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.*

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Task 5	Development Plan	500
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	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:

I found my initial 6 months of training quite difficult to adjust to having not been in an educational setting for 16 years. I realised within a short time just how difficult the transition from a physical, labour intensive background to a more mentally challenging setting and position would be. This transition brought on a lot of stress and there were more than a few times when I had thoughts that maybe, I would not be able to complete the initial training. However, I believed that the effort I applied, and time committed to becoming a police constable would be worth it. As a result, I implemented a number of ways of coping with the added pressure.

I found that stress came in many forms within the student constable role. Whether it be through public speaking when asked to conduct presentations to the class, the pressure of exams looming on the horizon or just the general thought of having a role so vital with so much responsibility on ones shoulders, for myself it was all of these things combined.

During this essay I will be identifying and reflecting upon the main coping strategies I have utilised in order to develop resilience and reduce stress during the initial 6 months training. I will be referencing my research throughout this essay and using Borton's developmental framework (Borton, 1970) as a way of reflection. My research has shown that this method of reflection to be described as "perhaps the most straightforward and is therefore ideal for students who are new to reflective activity" (Copely, 2011, p. 58).

The World Health Organisation (2023) defines stress as a state of worry or tension usually brought on by fear, nerves or a difficult situation. Stress is a natural human response that allows people to focus on these situations in order to address them.

Resilience as defined by the American Psychological Association (2024) is the process and eventual outcome of a successful adaptation to difficult life experiences, its having the ability to adjust to both internal and external demands.

The first thing I did to try to minimise stress was regular exercise. To do this I dedicated time, every other day to attend a local gym. Many studies have been conducted which have analysed the perceptions of people's stress levels and whether or not these perceptions differ in relation to exercise. As a whole, people

within these studies have claimed to be less stressed following exercise as opposed to when they are sedentary (Lox, Curt, et al. 2019, p. 236). These studies were conducted by Crews and Landers (1987), the studies included the recording of base measurements of heart rate (HR), systolic blood pressure (SBP) and diastolic blood pressure (DBP). The aim was to ascertain whether people with higher levels of fitness recorded lower measurements. During the studies it was concluded that no matter how stress was measured the stress response from fitter, healthier individuals had a less severe stress response than those who are unfit (Lox, Curt L., et al. 2019, p.236).

I found exercise to be extremely beneficial for myself within the student constable role as there were often times within the initial six months training whereby my body would be put under stress, It benefited me during the practical assessments during which students would be expected to chase other students in roleplaying exercises.

The other strategy I found to be beneficial for relieving stress but more so building resilience would be reflective practice itself. The ability to take an experience, think about that experience after the fact, begin to analyse what happened and how one could develop ideas on how to approach the next experience utilising those new ideas. A good example of this would be Kolb's experiential learning cycle (Kolb, 1984)

Kolb presented his ideas in the form of 'The experiential learning cycle', this cycle involves taking a 'concrete experience' this can be any event that occurs in life, applying 'reflective observation' to this experience "what this refers to is the process of looking back on and remembering all the things that happened during the event". (Copely, 2011 p. 26). Next is 'Abstract conceptualisation' which refers to the process of making sense of the experience. Lastly the cycle involves 'Active Experimentation' this is where the new knowledge and strategies are put into practice. "The experimental stage is very important according to Kolb because it is only after we have put our new ideas into practice that true learning has occurred". (Copely, 2011 p. 27).

I would find myself using this practice of reflection almost every day, trying to figure out how to use failures or downfalls in performance to an advantage and therefore make the next experience better. For example, in the initial 6 month training, students are given a task to go on patrol in pairs around the headquarters looking for pieces of paper, these papers had written on them information relating to a person or vehicle, students would then take turns to request person checks or vehicle checks over the radio. This was to practice airwave discipline and the format in which checks are conducted. Reflection became important for me after this experience as the importance of radio discipline became clear. I was able to practice the formats outside of the practical assessments, correcting the mistakes I had made previously and bringing those corrections into future practical's, as a result my performance in the following assessment was improved.

In conclusion I believe that the coping strategies I have used during my six months training are the main reasons I was able to finish. They allowed me to tackle the most stressful of situations knowing that I would only learn from them and get better. I feel that exercise is often overlooked by many as a stress reliever however, I will continue to use regular exercise in this way for as long as my body will allow. The importance of being able to build resilience is key for overcoming difficult situations

within life and self-reflection, I find, is a reliable way of achieving this. I will continue to use the practices for the rest of my career.

Word Count - 1025

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 be reflecting on an incident during which I played a leading role regarding a male who needed to be returned to a mental health hospital. This was because he had been granted leave from the hospital however, his condition had deteriorated, and he was refusing to return. The family had called police in the hopes that we would be able to assist in conveying him back. I will be referencing my research throughout and using Driscoll's Model of Reflection (Copely, 2011 p. 66). Also in attendance at the incident were the family of the male, my tutor, and a mental health nurse whose role was to make sure that the male arrived back at the hospital safely.

Upon attendance I felt it important to gain as much information as possible about the situation. I spoke with the mental health nurse who was in attendance, he informed me that the male was suffering from dementia. Dementia has symptoms such as agitation, depression, anxiety, and irritability, which can lead to unpredictable behaviour and aggression (Bransvik, V. et al. 2020 p. 1101-1109). I was informed the male had been granted leave from a local mental health hospital under section 17 of the Mental Health Act 1983. According to Legislation.gov.uk (2024) this means leave can be granted to a patient for a specified amount of time usually on the

condition that the patient must return after that time has elapsed. The need for effective communication between myself and the male quickly became my main focus within the incident.

According to Hildegard Peplau (Journal of Psychiatric Nursing, 2019) many nursing problems can be overcome by creating a relationship between professional and patient. This theory is known as Peplau's theory of interpersonal relationships. Even though this is a nursing theory I believe that it can be applied to most situations including this incident. Her theory comprises of four stages, firstly Orientation, this is when the professional seeks to identify the problem and establish trust in order to ascertain exactly what is required by the professional. Secondly is identification, it is at this stage that the professional can start to select the appropriate assistance needed. Thirdly is exploitation, this is the implementation of the assistance that has been decided and lastly resolution, the end of the matter and hopefully a positive outcome for all parties involved.

During the orientation phase I made the decision to introduce myself to the male not as a police officer but by my first name, the intention of this was to try and show him that I was not a threat but that I was there to help him. I spoke in soft tones and in a low voice making sure to keep eye contact with him. I also knelt down at the side of his bed in order to be at his level. This way of communicating was positive and enabled me to build a trusting relationship in a brief period of time with the intent of a positive outcome to the incident (Oxholm & Glaser, 2023). I asked him a mixture of open and closed questions when necessary, such as what his hobbies and what rugby team he used to play for. I did this while making sure I listen to his replies, according to Very Well Mind (2024) active listening ensures people feel understood and heard, as well as this the speaker feels valued within a conversation and that the listener gets a better understanding of what the speaker's needs are and how they can be met.

During our exchange I identified the male's level of confusion and could understand why it was important that he returned to hospital. He was not speaking coherently and was not able to recognise his own family, he believed them to be intruders within his home. I advised my colleague to request an ambulance escort back to hospital. This was because I did not believe a car or a police vehicle to be appropriate due to the possibility his behaviour could become unpredictable as well as causing unnecessary stress due to him not understanding what was going on. I also feel it would have been possible for him to hurt himself if conveyed by anything other than an ambulance.

Upon the ambulances arrival and the Exploitation stage, I attempted to engage the male in communication being conscious that I kept positive body language whilst talking calmly to him. This was in an attempt to get the male to attend the ambulance on his own accord. Unfortunately, the male became extremely aggressive towards myself and the persons with me, he lashed out with his fists and legs in an attempt to injure us.

The Betari box model (Mind Tools, 2024) talks about how the attitude of a person can have a negative effect on those around them. I feel this can be applied in this incident, even though I remained calm throughout my encounter with him I could see

that he was getting more frustrated and more aggressive the longer we were talking. I feel that my continued attempts to negotiate with him were only leading to his heightened frustration. I did not want his attitude and anger towards me to eventually lead to myself getting frustrated and thus leading to me making a mistake in what I was trying to accomplish. I tried to remain mindful of the fact that the male was suffering from a mental condition which was a contributing factor towards his behaviour. During my time with the male, I treated him with the dignity and respect that he deserved. I understood early on that simply forcing him to the ambulance would have been unacceptable.

During the time spent trying to coax the male to the ambulance I decided to resort to the five step appeal. This is a model used by police in order to give a person adequate opportunity to comply with a request. I asked the male to simply to enter the ambulance. I then explained the reason I wanted him to do this. I advised the male that if he did not comply with what was being asked then he may find that leave will not be granted in the future. I then asked the final appeal "Is there anything I can reasonably say or do to make you cooperate with me"(College of Policing, 2024). After I made these requests, the male continued to be aggressive and I decided that it was necessary to place the male in handcuffs, under Common Law an officer may use force in order to protect themselves or another (Humberside Police, 2024) I feel that this decision was justified by the fact that he was attempting to injure ourselves and his family. Even though placing the male in handcuffs can be a breach of Human Rights under article 5, the right to liberty and security (Equality and Human Rights Commission, 2021) I believe my actions were proportionate to the situation and necessary. If I had not done this then it could have resulted in myself, or a member of family being severely injured.

Once the male saw the ambulance his behaviour changed for the better, he became calm and much happier therefore once he was inside the ambulance I decided to remove the handcuffs as I believe that the risk to himself and others had significantly reduced. He was then subsequently conveyed back to hospital.

In conclusion I feel I acted appropriately throughout the incident. I treated the male with dignity and respect and gave him every opportunity to understand why we were there and what was required of him. Even though I would have liked to avoid placing him in handcuffs I feel that given his behaviour it was unavoidable due to the risk he posed to myself and his family. An area of improvement that I identified during my reflection is my patience. Given the unpredictability of people suffering from mental illness I will try in future to be more patient with them. I will also continue to work on my communication and active listening skills as this incident showed me just how important they can be, especially when dealing with mental health. I feel that the decisions I made were justified within the situation and as a direct result of my listening to him and trying to engage in a friendly manner the incident had a positive outcome.

Word Count - 1405

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 be reflecting upon an incident I attended during my tutorship phase of training. Aswell as playing the role of lead investigator, I also had the responsibility of supporting both the witnesses of the incident and the victim through the criminal justice system. I will be explaining this responsibility during this essay and reflecting upon my decisions and outcomes using Driscoll's Model of Reflection (Copely, 2011 p. 66).

We were made aware of an incident that involved the assault of a taxi driver by another male, a safety screen within the taxi had also been damaged. The incident had occurred outside the home of two people who later agreed to be witnesses. Also in attendance was my tutor who had the role of over seeing the incident as a whole. I began to gather evidence such as images of both injuries and damage and the witness details. After the initial incident my intention was to obtain statements from all involved to ensure best evidence could be secured.

During the incident I was constantly mindful of the impact my actions would have on the victim and witness, trying to keep the victims code in mind. According to Victim and Witness Information (2024) the victims code consists of twelve rights afforded to victims of crime, no matter who the victim is or what the crime is. Criminal Justice agencies have a responsibility to see that victims receive these rights.

Firstly, I will reflect on my interactions with the victim. Prior to taking a statement from the victim he advised myself that he was of Indian descent and although he spoke English, he spoke with a heavy accent and his English ability was not great, this prompted me to acknowledge the first right of the victims code (2024), “to be able to understand and be understood” it was at this time I offered the victim an interpreter service however he declined. According to the Journal of Human Rights Practice (2021) the use of an interpreter within a police setting is essential in order to gather reliable information to the fullest degree and to avoid key pieces of information being missed because of a language barrier. The right to an interpreter is also provided by article 6(3)(e) of the European Court of Human Rights (Equality and Human Rights Commission, 2021). In order to avoid any confusion during the taking of a statement I was also mindful of not using any Professional speech or jargon. On completion of the main statement, the victim told me that he was feeling scared and was at the time unable to return to work due to this fear. I then offered him the opportunity to provide a victim personal statement under right seven of the victims code (2024) a victim personal statement gives the victim an opportunity to tell the court how a crime has affected the life of the victim and is usually considered by the judge during sentencing (Victim and Witness information, 2024). I provided the victim with information regarding this, and he subsequently provided one.

While the victim was providing myself with both the statement and the victim personal statement, I was particularly careful that I took the time to explain in detail the reasons why I required a statement and also the court processes should we find and identify the offender. I wanted to make sure the victim understood any and all options in front of him. I feel this was an essential part of my role within this incident to make sure that I was abiding by the code of ethics as best I could, in this instance in particular the need for transparency and openness (College of Policing, 2024) as I felt it was in the best interests of the victim to know all the information before making a decision on how he would like to proceed. After explaining the options and due processes the victim relaxed slightly, I feel confident that this was a direct result of my actions. Had I not taken that time to fully explain then I believe I may have lost the confidence from the victim and he could have chosen to withdraw his complaint, this in turn could have had a detrimental impact on the case, however I believe that more importantly it would have had negative effect on how the victim would have perceived the police and as a result of this, his actions in regards to police involvement in the future.

I would now like to now reflect on my interactions with the witnesses of this case. The witnesses involved were a husband and wife who had both seen the events unfold outside they're property. Upon my attendance to the property the male informed me that neither he nor his wife had provided a statement in the past and both were quite nervous about it. I made sure to take the time and explain the process ahead, referring them to the Witness Charter (2013) this is a document that contains the rights and standards of care that any witness of crime is entitled to. Aswell as giving this information I also made sure to explain some of these standards of care to them in person, I did this to try an ease their nervousness around providing initial statements. I explained that they had the option of providing the statement within their own home if they wished to, I made sure to offer this as I believed that a familiar setting would offer some comfort to them which would result in getting a more accurate account. I also explained to them the option of special

measures, a report by the Victims' Commissioner, Dame Vera Baird QC (2021) found 'special measures' not just to be a luxury but found them to be an essential way to help witnesses during what could be a very worrying and highly stressful time. Special measures include options such as screens within court as to not see the defendant or providing evidence through a video link. The witnesses declined these special measures however seemed pleased to know that support was available throughout the court process. I also made sure to provide them with my phone number and ensured that should they need any updates or further information then I would be happy to provide this. The reason I did this was because according to the Code of Ethics (2024) the Police have a responsibility to understand and act upon the interests of those effected by crime.

In relation to the offender, he was subsequently identified as a result of information I had gathered from the victim and witnesses. This led me to offer him an opportunity to attend an interview with myself on a voluntary basis. A report written by the National Appropriate Adult Network (2023) deemed voluntary interviews to be useful tools in policing in order to avoid the use of custody detention when possible. A voluntary interview is also necessary when there is no necessity for arrest under the Police and Criminal Evidence Act 1984 Code G, in this case I believe that there was indeed no necessity for the suspects arrest. During the interview I gave the suspect every opportunity to give his side of the story and answer the allegations in line with the code of ethics (2024) which requires officers to be unbiased and impartial. Upon reflection of this incident, I feel confident that I was able to fulfil my role to a high standard. I made sure that both my victim and witness' felt comfortable with myself and their role within the case. I made sure that they felt they had all the knowledge and information they needed to make rational decisions regarding their actions and enough knowledge of the criminal justice system to know their role going forward.

If I was to investigate a case such as this again, I believe that I would make sure I carried certain information regarding the Criminal Justice System and victim and witness care with me, probably in paper form. This would allow me to advise those effected by crime and to also leave the paper copies with them, this way they would have a form of information on hand that they could refer to when they pleased. I understand that while leaving them with websites, the online world of information can be difficult to navigate if you are not sure what you are looking for and it easy to pick up false or misleading information. I feel that the investigation had a good outcome as a result of my actions. We are now waiting for a court date for the offender.

Word Count - 1447

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 be reflecting upon an incident that I attended along with my tutor which involved a male who had stolen items from a local supermarket. I will be reflecting on my use of the National Decision Model (College of Policing, 2013) throughout the incident, while referencing my research and using Borton's developmental framework (Copley, 2011 p.58).

The National Decision Model can be described as a tool designed to aid police in their decision making, used correctly it can ensure that users have covered all options within a situation and have come to an ethical decision (Maile et al., 2023)

The first key element of the national decision model is to gather information and intelligence. In order to do this, I made the decision to attend the store as soon as possible in the hopes of speaking to witnesses and enquire as to whether the store had CCTV footage of the incident taking place. Upon initial attendance I was greeted by the manager who advised me that the male in question was known to them as he was a repeat offender and had stolen items from the store on numerous occasions. He also stated that there was cctv footage of the male committing the offence. My tutor and I reviewed the footage which showed the male dishonestly removing items from shelves and exiting the store without making any attempt to pay for these items and thus having the intention of permanently depriving the store. As a result of

this information, it was clear that the male had committed an offence contrary to Section 1 of the Theft Act 1968 (Legislation.gov.uk, 2024).

I then asked the manager whether he would be willing to provide a statement to myself in relation to this matter. I explained that should he choose to provide a statement and the matter be reviewed in court then he may be required to attend. He seemed concerned about this however, I took the time to explain the proceedings in as much detail as I could in order to make sure he fully understood. I explained that we have support available such as special measures. These are things that can be applied for when attending court in order to make attending less of a daunting experience for example, screens within the court room, or giving evidence via a video link. I explained these special measures could not be guaranteed as they would have to be authorised by the judge overseeing the case. I felt it was in the interests of the witness and the investigation to explain these things as attending court can be a scary and stressful time and it may lead to lower quality of evidence received from the witness (cps.gov.uk, 2022). I feel that it was necessary to explain these things as per the victims code. The victims code is a service that service providers must give to a certain standard in order to give victims of crime the correct level of respect, dignity, courtesy and compassion that they deserve. This enables victims to make the most fully informed decisions possible within the circumstances of what has occurred (Why-me.org, 2020).

I feel that at the time, had I taken the staff's word on the male's identity I would be failing the role of constable by not exploring all avenues of investigation and I may have been led by a certain level of bias. My research finds bias to be when a person comes to a decision on something based on what they believe or feel to be true. There is a great difference to believing something and knowing it without a doubt (Thomas, 2022 p. 101). At the time I felt it would be unfair to assume the male on the footage was the named person and deemed it necessary to send the footage for facial recognition. I did this knowing that the Criminal Procedure and Investigations Act 1996 requires officers to investigate all available lines of enquiry to gather relevant material and at a time that an offender is identified then investigations into or away from that person must be explored (College of Policing, 2023). As a result of the decision to wait for facial recognition, the male in question was identified and it was confirmed that he was a prolific offender in relation to other thefts in the area. This leads me onto the second element of the national decision model, assess risk and develop a working strategy, even though the male was a prolific offender I felt that there was no immediate threat of risk or harm to the public. On reflection if there had been a weapon involved with the theft or physical violence threatened at the time of the theft then this would have greatly affected my decisions on the urgency of detaining the male, my decisions if this were the case would include the immediate circulation of the male on police systems with the hopes of apprehending him quickly and also the involvement of the major crimes department, however this was not necessary in the circumstances.

The option of giving the offender an opportunity to come to the police station as a voluntary attendee was considered. This means that an offender can meet officers at a pre-determined police station for the purpose of an interview on a voluntary basis, this is usually done when there is no immediate threat or need for urgency. However, I decided that this was not possible as the offender in this case had no fixed abode.

Therefore, it was determined that if the offender was to get charged for the offence, then there was no address to send court documents to. The offender was also known to not appear for voluntary interviews in the past.

As a result, and in line with the last element of the national decision model, take action, I determined that the best thing to do was to apprehend the offender in order to arrest for the above mentioned offence. However, this proved difficult as he had no fixed abode as I mentioned previously. I considered the possibility of tracking him by means of a mobile phone number associated with him and ANPR tracking of a vehicle however I deemed the tracking of a phone as unjustifiable given that this would be considered a breach of the offenders right to a private life under article 8 of the Human Rights Act 1998 (Bullock and Johnson, 2012, p. 630-650). We did however have other lines of enquiry such as previous addresses and also addresses for known associates of his, eventually this led to the location of the male being revealed.

During this incident I also considered the option of discretion, discretion can be described as an officers ability to decide on the best course of action within an investigation. This, in some cases can come in the form of deciding to do nothing or choosing to give words advice in relation to an offence rather than chasing criminal proceedings . I decided at the time that given the level of offending and the males previous history as an offender that discretion in this instance would not be appropriate (Pearson and Rowe, 2020, p. 52-73).

Upon finding the offender he became aggressive towards myself and my colleague, I took the decision to place him in handcuffs and arrest him for Theft from a Store under section 1 of the Theft Act 1968. This decision was taken as I had reason to suspect that the male was guilty of an offence and given that he was aggressive I had a necessity to arrest to prevent harm to the public and to prevent his disappearance under the Police and Criminal Evidence Act 1984 (PACE, 1984). The male was subsequently charged for the offence.

On reflection of this incident, I feel that I completed my role to a high standard by addressing the victims needs and giving as much information as I could. This enabled the victim to feel comfortable in providing a statement and attending court. If I had not done this, I feel that the investigation would not have been possible had the victim chose to not provide evidence. This incident made me realise just how much of a difference the victim's knowledge of the justice process and my approach towards explaining said process can lead to a successful investigation and bringing an offender to justice. This incident also gave me an opportunity to see the points I need to develop in order to move forward within my role as police constable. The main point I feel I could develop is making the witness or victim feel at ease from the beginning, explaining the court process at the same time as asking for a statement. I feel that this is an ability that will further develop over the coming months of my probation and career.

Word count - 1484

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
I believe that an area to improve would be my own confidence within the police constable role.	Continued time spent within the job and further effort with revision on weak subjects.	My tutor constable, my supervisor and others within my team.	I hope to be more confident within my role by the end of my tutorship period. June 2024
I believe I need to improve my use of the police computer systems and databases.	Continued use of the systems and databases should provide the necessary practice.	My colleagues and there are training courses that I can attend if necessary.	I hope to be more confident using the systems by the end of my tutorship period. June 2024
My patience regarding victims and witnesses. Some people have problems understanding police processes and I need to take my time explaining them.	I will continue to take my time within an incident, making sure to explain all the necessary information.	Continued time within the role should give me the experience and confidence I need	This will be on-going learning and should improve throughout my career.

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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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: Daniel Simons (Learner - Electronic signature or type name)

Date: 01 July 2024