

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	This plan and the signed O.C.P. is equivalent to 1000 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	
	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.

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

ANSWER:

In this essay, I aim to identify and outline the coping strategies that I utilised to help minimise stress and develop resilience throughout my initial training to be a Police constable.

Mental Health America 2013 defines stress as “a feeling of emotional strain and pressure.”

When reflecting over the past 6 months, I recall times throughout the course whereby I felt anxious, irritable and suffered with muscular tension.

Through my research of the topic, I now know these to be symptoms, often associated with stress.

After the announcement of a national lockdown due to the Covid 19 pandemic, I began to feel increasingly anxious. The course was due to begin imminently and all of the pre-planned childcare arrangements that were in place for my three children now had to be altered.

I looked to gain the support from my strong family network and spoke with them about how I was feeling. NHS 2019 stated, “Strong relationships with others are an essential part of building resilience and boosting wellbeing” and, “provides a support network when the going gets tough.”

After discussing childcare options with my family and a solution been decided, the feelings of anxiety decreased almost immediately.

Throughout the course, I felt pressure to do well in the exams and role-play scenarios; I think this was because I had been a special constable for 7 years, and felt that there were higher expectations of those who had previous policing experience.

This internal pressure caused me to feel nervous for several days prior to the assessments.

During these times, I used a strategy known as mindfulness. This involved using different breathing methods as well as guided imagery, which helped to relax my body and mind, and reduce my stress levels.

Shamash Aldina- Mindful.org 2019 states “mindfulness gently builds an inner strength, so that future stressors have less impact on our happiness and wellbeing”. This supports the benefits of meditation, in helping to develop resilience to future stress triggers.

The American Psychological association (2014) defines resilience as “The process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress”.

Due to the nature of the Job as a police officer and the consistent exposure to traumatic/stressful situations, a high level of resilience is essential.

During training, I formed a friendship with a colleague from my class; we often discussed our feelings and worries. Tausig and Michello 2010 stated that this coping method is known as Seeking Social Support, they believed that, “making contact with others can help reduce feelings of distress.” Talking to my colleagues lowered my anxiety levels and I found that off-loading the stress allowed me to bounce back quickly. This strategy was integral to the development of my resilience skills.

In conclusion, I believe that the combination of stress and resilience strategies that I have discussed in this essay, have made a positive contribution. I feel confident that I will be able to manage future stressful events effectively

If I had to change anything in my approach, I would try to be more organised with my work-life balance.

I agree with Amber Rolfe 2020 who stated that, “By maintaining a work life balance you’ll improve your overall happiness and wellbeing, and in turn contribute to a healthy environment whilst at work,”

549 words

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:

In this essay, I am going to reflect on a policing incident that involved conflict. Collinsdictionary.com (2020) defines conflict as 'opposition between two simultaneous but incompatible wishes or drives sometimes leading to a state of emotional tension'.

The incident that I am going to use for this task relates to a G1 call involving a male and female who lived within a local travelling community. The male was stating that his sister was attacking him.

In order to obtain further information and intelligence about the persons involved, and location of the incident, I asked the control room to run checks on the police national computer and niche. This alerted me to the fact that the female had warning markers for violence as well as a diagnosis of autism.

I hoped that I would be able to draw on my personal experiences to help assist me in dealing with this call as my youngest son has severe non-verbal autism.

Autism.org.uk 2020 defines Autism as a 'lifelong developmental disability which affects how people communicate and interact with the world'

I had little knowledge of the area, so prior to attending the incident asked colleagues for more information regarding the layout of the site. I thought about the possibility of experiencing hostility from others in the community, which could pose a threat to officers attending. This allowed me to gain an understanding of situational awareness. Hse.gov.uk defines situational awareness as 'being aware of what is happening around you in terms of where you are, where you are supposed to be, and whether anyone or anything is a threat to your health and safety.'

On arrival at the scene, I activated my body worn video and notified the control room that I had arrived (code 6). I spoke with the male who explained that there had been a verbal altercation between him and his sister, and she had then punched him to the face cutting his lip and chin. I asked the male open questions regarding his sister's general mental health and day-to-day behaviour. As we were talking I became aware of the growing concern in the community caused by the police presence, I decided to call for back up before entering the caravan.

When backup arrived, I approached the caravan and looked in through the window. This allowed me to make a dynamic risk assessment of the scene and to check for any obvious objects that may pose a threat to officers once inside the caravan. I then knocked the window and positioned myself where the subject could see me, so not to startle her.

I entered the caravan calmly, keeping my facial expressions and gestures neutral. I was aware that my own attitude and behaviour would have an impact on that of the subject. The communication model that lends itself perfectly when engaging with a person on the autistic spectrum, who may potentially have verbal communication difficulties, is Betari's box. The model is based on non-verbal communication, and illustrates how our attitudes and behaviours directly affect the attitudes and behaviours of people around us. 'Betari's box is a useful tool when contact with others isn't smooth or when people find the selves in a negative cycle'. Mulder P (2018).

The subject was sitting down with her knees up and arms hugging around them. She was rocking slightly, appearing anxious. A movement I recognised from my own experience with my son, who often did this when he was upset. In order to prevent any mis-interpretation I thought that it would be important to avoid the use of police jargon whilst trying to engage with her. I deliberately used a soft toned voice so that she did not feel threatened; I kept my language simple and clear. I tried to make a connection with the subject and build a rapport in order to gain her trust and make her feel at ease. By doing this, I was able to gauge her level of understanding. I spoke to her about football, as I could see that she was wearing a Liverpool football top. She became very interested and appeared calm as we chatted about her team. During our conversation, I listened carefully to what she was saying. By nodding my head and maintaining eye contact, I was showing the subject that I was interested.

I went on to explain the reason that we were there, and told the subject that because her brother had told us that she had punched him, we would need to take her back to the police station to speak to her and find out what had happened.

Research shows that police encounters where decision making is explained and individuals are treated with fairness, dignity and respect are likely to increase public compliance, co-operation and satisfaction, and help reduce crime- Mazerole .L. (2013)

I told the subject that she was under arrest for a domestic common assault and cautioned her, stating the time and necessity. I explained clearly the reason for her arrest and told her where she was going to be taken; I gave her time to process the information. I thought about the five steps appeal process and I hoped that she would comply with my requests and offer no resistance; however, I thought that either she could refuse to comply verbally, or with body language, she may choose not to move or she could physically attack me. I knew that I had to be observant and look out for subtle changes in her appearance or demeanour. I also knew that had she may show physical signs of fight or flight before actually taking action.

The subject's demeanour then changed. She stood up and began to tense her body. I noticed her fists clenching by her side. She began to resist verbally and started shouting and pulling at her t-shirt. I knew that I needed to reassess my approach in order to maintain control of the situation and keep everyone present safe. I used the 5-step appeal process. This gave the subject every opportunity to comply with what I was asking her to do before having to use force.

I asked the subject to calm down and to stop shouting. Using simple language, I reminded her that she might tear her t-shirt, which would cost money to replace, and she would not be able to wear it for the Liverpool game the following day. I told her again her that we needed her to calm down, and that if she continued she may be arrested for a further offence. I gave the subject a final warning. I asked her "If there was anything that I could reasonably do or say to make her comply with my request to calm down". She then appeared to calm down. She followed a further request to turn around and put her arms behind her back to which I was able to apply handcuffs to the rear and double lock them.

However, because I was able to negotiate with the subject prior to resorting to force, handcuffing was the only use of force used.

On route to custody, I considered Code C of PACE (2015) which states that, 'If an officer has any suspicion, or is told in good faith, that a person of any age may be mentally disordered or otherwise mentally vulnerable or has significant communication difficulties,' an appropriate adult must be present during questioning of the suspect. Whilst in custody I made the sergeant aware that due to the subject's additional needs and vulnerability, I felt an appropriate adult would be necessary during interview.

I am satisfied that I treated the subject fairly, and with respect at all times. I am able to evidence my own accountability, integrity and honesty by the use of body-worn video. By activating my BWV prior to arrival at the incident, I showed that I was taking accountability for my future actions. My witness statement written later that evening also gave an honest and accurate account of what had happened.

De-briefing with my tutor allowed me to reflect on the incident. When we viewed the body worn video footage my tutor told me that he felt that I had dealt with the incident calmly and competently he said that the overall outcome was positive. We discussed what would have happened if the subject had failed to comply. On reflection, I knew that if the subject had continued to resist requests I would have needed to use reasonable force under section 117 of PACE 1984 to detain the subject using government-approved techniques taught during officer safety training, or I could have used PAVA spray or Asp. I recognised just how vital the initial rapport building with the subject was. My tutor believed that this enabled me to add a personal touch when negotiating with the subject. We both agreed that this was a contributing factor to attaining a positive outcome. I am satisfied that although the subject's human rights relating to article 5- the right to liberty and security were breached- all codes of practice were adhered to lawfully and the arrest was necessary in order to protect a vulnerable person and prevent further injury (CODE G pace).

I have reflected on a policing incident that involved conflict. I conclude that In the future, when attending a similar incident, I would try to engage the subject in a conversation about their disability/autism early on. In my personal life, this is something that I would confidently do when engaging with a person with additional needs. However, on a professional level I found this far more difficult due to the possibility of offending the subject. Autism - A Guide for Police Officers and Staff (2020) advised that you should approach and speak to autistic people, 'in a similar manner that you would use for approaching any other potentially vulnerable person in a stressful situation.'

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:

In this essay, I am going to discuss and reflect upon a domestic incident that I was called to attend during my tutorship period. I am going to use 'Gibbs reflective cycle 1988' to reflect on what happened. This essay structure allows me to analyze the incident, focusing my actions, thoughts and feelings. I aim to evidence my understanding of the police codes of practice in relation to supporting victims and witness' through the criminal justice system. I will discuss and evaluate both positive and negative outcomes.

During an afternoon shift, I was passed a call reporting a domestic incident via the control room. Due to the fact that it was ongoing it was graded an emergency G1 response. The call had been made by a female who was heard screaming and shouting , "He's attacking me! Help!"

I conducted checks via PNC and Niche, which alerted me to the fact that the female was a repeat victim of domestic violence, and that she resided at the address with her husband who had markers for domestic violence and assault on police. There were also two young children and a teenager registered to the address.

On the way to the incident, I felt concerned about the welfare of the RP (Reporting Person) and others in her household. It was apparent that a female was in imminent danger. I considered the information about the subject's violent history towards police and I was concerned about the threat that the subject could pose towards me and other officers attending. My primary role as officer in

charge of this incident was to safeguard the RP and her family and I knew that in line with force policy regarding calls relating to domestic abuse, I had to take some form of positive action. College of Policing (2020) also stated that, "police officers have a duty to take positive action when dealing with domestic abuse incidents. Often this means making an arrest provided the grounds exist, and it is a necessary and proportionate response."

I anticipated that an offence had been committed due to the RP stating in her initial call that she was being attacked. However, I was aware that this could not be ascertained until further details had been gathered.

I thought about other types of positive action I could take if no offences were to be disclosed to me or become apparent on arrival. Removing the subject from the scene to prevent a breach of the peace or a domestic violence protection notice could be given, which prevents the offender from having contact with the victim or returning home for 48hrs. Both of these options may give the victims some respite from the abuser, offering an opportunity for them to engage with services without the perpetrator being on scene.

On arrival at the scene, I spoke to the RP who explained that her husband had been working away all week and had arrived home that evening extremely intoxicated and agitated. She said that an argument had started over something petty and it had escalated to them shouting at each other she told me that she did not want to make a complaint. This information contradicted what had been said on the initial 999 call whereby a female could be heard shouting help in the background. I asked if she had any injuries and offered to call an ambulance, which the RP declined. I observed a red mark on her neck; however, she did not wish to talk to me about this. I asked if I could speak to the RP's teenage daughter alone to get her account of what had happened. This request was initially met with hostility from the RP who was extremely reluctant to let me do this, I used my tactical communication skills to reassure her and explain that I had a duty of care to safeguard everyone present during the incident. Before talking with the teenage girl I checked on the welfare of the younger children who were asleep in their bedrooms when the incident had occurred, I was satisfied that although tired they both appeared safe and well, and oblivious to the incident that had taken place downstairs.

On speaking with the RP's daughter, she disclosed that her father had attacked her mother, pulling her hair, pushing her onto the sofa and then punching her to the face. She informed me that she had called the police and that when the subject had realized that she was on the phone to the police he grabbed the phone off her and threw it against the wall. He had then gone into the garden where he remained until we arrived. She also disclosed that this had happened previously on a number of occasions and was becoming more frequent.

Prior to speaking with the subject, I considered the new information and used the national decision making model (NDM) to assess my options. I thought about whether the actions of the subject met all of the points to prove for the offence of common assault S39 Criminal Justice Act 1988.

I decided that the actions of the subject in this incidence met the relevant points, I also thought about Code G of the PACE Codes of Practice and I deemed the arrest of the subject necessary to protect a child or vulnerable person as well as to prevent further injury. I then thought about the more hands on aspect of the arrest, impact factors relating to the subjects size and suggested strength. I asked colleagues to support me whilst detaining him. We located the subject in the rear garden of the house. I used my powers under S24 PACE 1984 and arrested him for domestic

common assault. I asked colleagues to assist in escorting him to custody, as well as requesting for door-to-door enquiries to be conducted.

My main focus now was to support the victims and continue to investigate what had happened. I used the Niche Database to view the outcomes of previous incidents and I noted that the RP had withdrawn all complaints, resulting in no further action being taken by the criminal prosecution service. I thought about the reasons why victims chose to withdraw complaints, reasons such as fear of further abuse, shame, family loyalty, guilt, emotional impact on children, loss of the family unit and the financial implications. I also considered how I might cope if I found myself in a similar situation, this helped me to think about some of the difficulties that the RP was facing. I was mindful of this when talking to her and I spoke sensitively when I asked about her reasons for previously not wanting to make a complaint. IDVA Foundation (2020) believed that when interviewing a victim everyday language should be used, because, 'some people may not see themselves as victims of domestic abuse.' I treated her with courtesy, respect and dignity; thinking about how I would want a member of my family to be treated if they found themselves in a similar situation. I discussed the likelihood of the case going to court and I explained what might happen. I emphasized how important the RP's support would be in securing a conviction, which would ultimately protect her and her children from the risk of future exposure to the violence.

In order to make an accurate and fast assessment of the risk to the RP and her family I conducted a domestic abuse risk assessment (DASH form.) I also filled out a Police protection notice form (PPN), submitted the information to the public protection unit to be actioned, and shared with all appropriate agencies. Nice Guideline (2014) stated that, 'Working in a multi-agency partnership is the most effective way to approach the issue at both an operational and strategic level.'

I told the RP about the Victim's Code of Practice '2006' which sets out the minimum level of service that victims can expect from agencies who are signatories to it.' (CPS 2019)

These entitlements include special measures available in court such as screens, live link, evidence in private and the removal of wigs and gowns to deformatize proceedings for younger victims.

I hoped that talking through all of the options available to her would help in supporting her decision to going forward with the complaint. I shared information regarding the different services available, such as Women's Aid Refuge and the Witness Care Unit and Independent Domestic Violence Advisors who work with victims who, 'are at high risk from the point of crisis, throughout the court process and beyond.' CPS (2019).

The RP and her daughter both agreed to give statements to support the case moving forward. As we talked through the process, I began to notice a change in the RP's demeanor she changed from being very wary and defensive to displaying a sense of relief.

I gave the RP my details of a single point of contact and explained that I would notify her of any developments/ progress in the case.

On reflection, I think that I remained professional and treated the RP with respect. I attuned to her feelings and listened to her reasons for not wanting to make a complaint. As a result, she became more willing to listen to my information about the systems and agencies that were available to support her and her family. I believe that that talking through the available options helped her to make the decision to go forward with the complaint, which was the outcome that I wanted to achieve.

In the future, I will ensure that I am wearing gloves when handcuffing the suspect. Several days after the incident I was contacted by the Covid track and trace team to say the male had tested positive for Covid 19 and to make sure that gloves are now worn for all future skin to skin contact.

1643

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:

In this essay, I aim to evidence my understanding of the criminal procedures and investigations act 1996. By discussing a real life-policing incident that involved me conducting an investigation. I am going to explore the processes and responsibilities that officers have towards ensuring that investigations are conducted in a lawful, fair and ethical manner. I will evidence my use of The National Decision making model (NDM) throughout. I also aim to illustrate the potential impact of bias on the decision making process.

The National Decision Making Model is used by all officers to support them in making complex decisions in often difficult circumstances. The NDM 'provides a framework in which decisions can be examined and challenged, both at the time and afterwards.' (App.college.police.uk 2014) At the centre of the model is the code of ethics, which incorporate the policing principles and standards of professional behaviour that underpins all aspects of policing.

The incident that I am going to discuss relates to a call that was allocated to me via the control room regarding the theft of high value makeup from a local store. The incident had happened earlier but miscommunication between staff members at the store had led to a delay in contacting the police. I considered the NDM throughout this incident.

The call did not need an emergency response so I had time to gather further information to support me in my investigation prior to attending. I spoke to a neighbourhood officer who had knowledge of

the repeat offenders in that area. During our conversation, he informed me that there been similar incidents at the same store in the past month. He told me that it could possibly be a female who resided at the local traveller site. I knew that to avoid bias I should not rely solely on this suggestion. I needed to take more time to gather a wider array of information. Weller 2019 discussed bias and stated that, 'Humans have a built-in need for certainty — to know what is going on. A downside of that need is the tendency to rush to judgment without fully considering all the facts.'

I checked the computer systems to gather more information. My aim was to identify any similarities between previous incidents and the call that I was due to attend. I looked at the separate occurrences on niche and I noticed that the items taken were all very similar; they were of high value and from the makeup section of the store and the suspect was thought to be a female with distinctive blonde hair. I also noted that the CCTV cameras in the store had been faulty during the previous incidents, which I contemplated may have had an impact on the progression of the previous investigations.

I reassessed the NDM considering the new information, legal powers available, and tactical options. Due to lack of information about the persons involved, I was unable to run checks for warning markers. I ensured that I had all of my appointments on me in order to deal with any eventuality that may arise. I felt nervous attending a call with limited information but I knew that I had to make continuous dynamic risk assessments and continue to make decisions via the NDM.

On arrival I spoke to the store manager who explained briefly what had happened and gave me a description of the suspect's gender, ethnicity, approximate age, height, build, complexion and hair colour. He stated that he believed it was the same female who had committed the previous thefts. I circulated this information over the air and conducted an area search of the store and surrounding areas, which proved negative.

I intended to conduct a thorough investigation into what had happened, in order to identify the offender.

The Criminal Procedure and Investigations Act 1996 Code of Practice defines a criminal investigation as, 'an investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it.' 'CPIA 2015 section 23 (1) it also stated that, 'in conducting an investigation, the investigator should pursue all reasonable lines of inquiry.'

I returned to the store and took a detailed first account from the store manager. I documented all of the information in my electronic police notebook (EPNB). By doing this, I ensured that I was complying with code D of PACE that noted that, 'any descriptions provided by the witness are to be recorded and retained in order that a comparison can be made with any subsequent identification.' (CPS 2018)

I was relieved to hear that CCTV cameras had been repaired. I knew from previous experience that viewing clear images of a suspect would have a positive impact on the investigation. I viewed the footage and was able to obtain a clear still image of the female and her car. The description given to me by the store manager matched the female on the images. I sent a request for these pictures to be circulated on social media, in order for the public to help identify the female. Local intelligence officers were also informed. Before leaving the store I made a list of the stolen items and noted the value of them.

I ran checks of the vehicle on Niche, which provided me with the name and address of the registered keeper and insurance holder. I was then able to check for further details about female. The

photograph held on niche matched the CCTV images and I noted that the suspect had a previous conviction for theft and warning markers for weapons and violence.

On route to the keeper's address, I considered what course of action I was going to take if I managed to locate the suspect. I considered my options, which were to use my discretion, an out of court disposal, or I could arrest her.

An out of court disposal such as an Fixed Penalty Notice would not be appropriate due to the stolen items amounting to more than £100 as well as the fact this was not a first time offence for the suspect. Although discretion in this incidence would not be appropriate, it has an inevitable and important place in modern policing. Reiner (2000 as cited in Rowe 2007) believed that, 'the lack of resources in some situations mean that not every infringement on the law will be enforced and that even if the relevant law was precise there would still be variations in the interpretation.'

Arresting the suspect was the only option available to me in this incidence. In order for an arrest to be lawful I knew that both elements under code G of Pace must be satisfied. I considered that these elements were met because the suspect was, 'suspected of involvement in the commission of a criminal offence.' and there were, 'reasonable grounds for believing that the persons arrest was necessary to allow prompt and effective investigation of the offence, (to retrieve stolen property and to prevent further loss of property) due to the suspect potentially being a prolific shoplifter.

On arrival at the address, I observed the suspect getting out of the vehicle that I had seen on the CCTV. I thought about the risk and threat to my tutor and myself and identified impact factors such as warning markers for violence and the suspect's knowledge of the area. As we approached the suspect, she held her arms in the air and said that she, 'didn't, have anything on her.'

I informed the female that she was under arrest for theft. I cautioned her and told her the time of arrest as well as the necessity. I handcuffed her to the rear and conducted a section 32 search to look for any items relating to the offence. I found several items of makeup, still packaged. She was unable to account for any of the items. I seized these under section 19 of Pace and placed them into a sealed evidence bag. The female was conveyed to custody, where she was notified of her rights under code C of Pace by the custody sergeant and her detention was authorised.

I requested the authority from the inspector to conduct a search on the suspects house under section 18 of PACE.

During the search, my tutor and I acted professionally and respectfully towards the suspect's parents who were upset about our presence. We reassured them that we would leave the property as we found it. We wore gloves throughout the search and utilised our body worn video throughout evidencing our honesty and integrity. We found new sealed bags of makeup, as well as a large amount of cash. I placed the evidence in bags and documented each item in the search book. On returning to the station, I booked all items into the property stores to produce as evidence.

Due to the fact that the female was linked with a number of previous thefts the hub took on the case and conducted the interview.

I was satisfied with the investigation aspect of this incident. Initially I found the thought of making decisions alone quite challenging. However, I was pleased that I was able to put into practice previous knowledge and experience. On reflection, I believe that the suspect would have been prevented from re-offending if there had been better communication between the neighbourhood and response police. Consequently, I aim to find out more about local hotspot areas for theft and conduct high visibility patrols in those areas that are being repeatedly targeted.

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
Using the radio more confidently to convey messages / updates to PSC,	I will achieve this by ensuring that I take the lead with passing updates over the air without being prompted do so by my tutor. Although in the long run my Samsung will be a more efficient way to update, I still need to gain confidence over the air.	My tutor can help me with this by ensuring that I answer all of the calls and pass updates.	I would like to be more confident with this by the end of my tutorship
Taking the lead and asking questions during the initial attendance at a call.	I find that I am learning a lot from watching my tutor, and listening to the types of questions that he is asking when we attend calls. I often struggle to keep the conversation on task especially if the victim/suspect is digressing. I know that This is a skill that will come with more exposure, and time	My tutor and team are able to support me with this. Talking through incidents on the way to them and afterwards helps me to process what's happened. I find that discussing the decisions made and the reasons for those decisions is really helpful in consolidating my learning. Watching my tutor and other officers dealing with incidents is a really effective way for me to learn these skills.	I think this skill is something that I will acquire over time. I hope to become more competent in this area by December at the end of my tutorship. However due to the lack of calls over the past few weeks due to lockdown, this may take a little longer.
Using niche. Although I feel that I	Asking for help with anything that I don't understand.	As my tutor is not familiar with the new niche system I	I hope to be more confident with

am becoming more confident over time, and am learning new things each shift, I still feel that I have a lot to learn with regards to Niche and case files etc	Keep a list of areas that i am less confident with and make sure I ask for help when needed	am able to ask others on my shift to support me with this.	niche by the time I finish my tutorship.
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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CONFIDENTIALITY and PLAGIARISM – 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: _ P.Jones _ _ _ _ _ (Learner - Electronic signature or type name)

Date: _ _ 29.10.20 _ _ _ _ _