

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.

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:

During my initial six months of training, I have had to make several adjustments to certain aspects of my life to facilitate my new role as a police constable. I've also had to make preparations for my academic studies with the university as it's been several years since I have last studied. I've never previously studied at a university level before; therefore, in this essay I will talk about the changes that I have made and the coping strategies I've used to overcome difficulties during my initial six months of training. I will also elaborate on how I built up resilience throughout my time in initial training and how it's equipped me with the necessary knowledge and positive mental attitude to go forward with my career in policing and academic studies.

Upon researching resilience I've found that according to Hughes, Kinder and Cooper (2019, p. 352). "A key component of resilience is having the capacity to adapt in the face of adversity." My understanding of this quote is that when a person is met with a difficult situation, the ability to negate such situation in an effective manner is paramount to building up confidence that this person will be able to tackle similar or more complicated situations in the future. I believe that this quotation captures challenges that police officers experience every day. It could be an officer's first day on patrol or their 30th year on patrol; every call and incident is different. However, through building up experience it provides an officer with the opportunity to reflect on calls by looking at what was done well and what could be improved upon if a similar incident arises in the future. There isn't a textbook way on how a specific incident should be dealt with, as victims, witnesses, offenders and colleagues all have different expectations and needs. However, gaining experience, reflecting on what's taken place then learning and applying what came from those reflections, it will in turn build up an officer's resilience and confidence going forward in their career. The above quote is also relevant to my time in initial training. As mentioned previously I have never studied at a university level before so I felt it was necessary to make changes to my life that would be essential to undertake my new career and academic studies. I knew that if I didn't make these changes, I wouldn't be able to manage my work-life balance effectively.

The first important change I made was only a few weeks before starting my new role and that was to create a suitable environment to work from at home. It was important to me to have a place at home I could go to and concentrate. I wanted a quiet space where I could work, reflect, revise and relax.

Starting a home office on the dining-room table isn't a good idea, and neither is committing only half-heartedly to making a guestroom into a real office. If you don't treat the office seriously, there's a better than even chance you won't take your work seriously either. Carve out a separate space and dedicate it as the office; you'll feel better and your work will benefit from that decision.

(A&C Black Business Information and Development, 2005, p.17)

This is an extract from a book that motivated me to set up my own office at home. The above quote stood out to me as it explains the importance of fully committing to creating a safe space to work from at home. In return it provided me with a positive mental attitude towards learning at home and reducing stress levels as I was in a comfortable environment. I placed numerous items and decorations in there to provide motivation including musical instruments, photographs, my attestation certificate and many more. Of course, by being in such a comfortable environment it can lead to procrastination and distractions. However, in my personal situation those factors only had a minor impact on me due to my commitment to the role. My home office has and continues to serve me well whilst I complete my academic studies and also provides an ideal location for general relaxation.

Another coping strategy which I believe was imperative to my mental wellbeing whilst in my initial training was completing study sessions with my colleagues. When I first started to interact with my classmates, I was amazed with the variety in ages and previous roles they all had. This led to a wide range of discussions and debates regarding all topics, from current issues in the world to overcoming difficulties in policing, which made us bond as a team. We started online study sessions outside of working hours where we would revisit topics we've learnt and revise together for the exams, even creating our own mnemonics. Although this style of learning wasn't suitable for everyone in my class it did benefit those who took part.

Revision can be a stressful time for many learners, but because it often takes place in isolation it does provide the opportunity for the student to experiment with his/her learning style. This highlights the benefit of knowing one's learning style and using it well before revision for major exams.

(Reid, 2005, p.150)

I believe knowing what your own learning style is very important and this is highlighted by the above quotation by Reid. I have two learning styles which are kinaesthetic and social. When I established this, it reduced my stress levels as I approached learning new topics and revision. My classmates also shared similar learning styles and I believe this is the reason why we had built such strong positive relationships and contributed to the effectiveness of revision. This in turn dramatically reduced my stress levels going into the exams, it built up my own personal resilience and gave me confidence going forward in my journey of being an operational police constable.

Word Count: 980

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 will reflect upon an incident that I was involved in where I had to consider numerous factors relating to conflict management. The presentation of this essay will be set out using Borton's (1970) Reflective model. Borton's reflective model is based off the three questions which are: what? so what? and now what? The reason I used this model was because Magee and Nurse (2014) described that by using this framework it simplifies the structure of a complex scenario that they wrote about. In turn, I wanted to streamline the writing of the incident I dealt with to maximise the opportunity to reflect on the actions that I took for the incident to draw to a safe conclusion for all involved.

I attended an incident with a colleague the early hours of the morning. My colleague and I were policing a night-time economy and upon driving through a residential area when we noticed three females who I believed to be intoxicated. Two of the females were struggling to stand and were swaying from side to side while the other female was sat in the middle of the road.

I exited the police vehicle and I immediately heard the three females shouting and swearing at each other with slurred speech. I started to assess the situation; it was the early hours of the morning, we were in a residential area and the situation

needed to be diffused as soon as possible. The ramifications of failure could cause disruption to residents in the area. I noticed a few curtains moving in windows from nearby houses which led me to believe that neighbours have already noticed that something was occurring.

When I finished my assessment, I identified the female sat in the road as being most vulnerable so I prioritised her and approached her first. I considered the fact that she could be intoxicated as an impact factor, so I decided not to get too close; just in case she turned violent. Another impact factor that I considered was that my colleague and I were outnumbered, so I needed to always be in a position where my colleague and I could see each other. I asked myself several questions, including “Why is she sat in the road? Has she been assaulted? Is she injured?” When I reached the female, I wanted to try to deescalate the situation as she was still shouting, so before speaking with her, I considered Betari’s box. The College of Policing (2020) state that “Betari’s box describes how people can get locked into a vicious or virtuous circle of communication, based on how their attitudes and behaviour respond to each other.” This was relevant to me at the time as I didn’t want to incite an argument with this female, I wanted to minimise the public disorder, establish if there is anything wrong and provide help. To take control of the situation and to carry out a conversation in a way that wouldn’t be patronising, I knelt down on one knee so I was on a more approachable level with the female, whilst ensuring from a safety point of view I could also spring back up to standing if the situation turned volatile. By being in an approachable position, it made building rapport significantly easier. My colleague spoke with the other females to establish their involvement in the situation but I kept an eye on my colleague, remembering we were outnumbered. I asked the female to explain what had happened that night to better understand the situation. I made sure I spoke clearly and with an empathetic tone to reassure her that I wasn’t hostile. She said that the three of them had been drinking all night and they were on their way home when she fell over and hurt her leg. She said she previously suffered with an injured knee and was worried that this fall had aggravated the injury. I asked her if an ambulance had been contacted and she replied that her friend who was the most sober had called them and said they would be 8 hours. Whilst she was talking, I could tell she was heavily intoxicated due to her slurred speech and lack of coordination; she was swaying side to side similar to her friends whilst sat on the floor. I established that she had capacity as she was retaining and acknowledging what I was saying to her, so I told her that she needed to stop swearing and shouting as it’s early in the morning and the residents were being disturbed and were looking out of their windows.

Unfortunately, my colleague was having difficulties with the other female as although she was still standing, she was even more intoxicated than the female I was talking to. This female wasn’t listening at all to my colleague as he had asked her numerous times to stop swearing and shouting. This was causing the female on the floor to start shouting and swearing at her. I warned the female on the floor again and told her that she is committing an offence and could be arrested if she continues. I could see that the other female’s conduct was escalating so I activated my body camera to protect my colleague and I if a complaint should arise, to secure and preserve any possible evidential material and finally it can also act as a deterrent to public disorder when the subject realises that they are being recorded. I asked for another unit to assist us as we were still outnumbered, acting as a contingency if the situation

continued to escalate. I then considered what options that I had to assist my colleague with diffusing the situation. My first option was to ask the other female, the one who called the ambulance, to try and get her friend home as she continued to disregard our requests to stop shouting and swearing. If the situation continued to escalate this female could become violent so to prevent that from happening my other option was to arrest her. PNLD (2021) state that "Section 91 of the Criminal Justice Act 1967 as makes it an offence to behave in a disorderly manner in a public place whilst being drunk." In my opinion this female had already crossed the threshold of committing this offence however to avoid anything further escalating I asked her friend to try and get her to go home. I was using my discretion to alleviate the situation and this was the final opportunity for the female to leave before I utilised my power of arrest. Her friend obliged however the female refused to leave and began to use abusive words towards her friend and my colleague. By now two other units arrived and my colleague arrested the female for being drunk and disorderly in a public place. The female began to resist the arrest, so another officer took hold of the female to assist my colleague. At this point the female who was on the floor jumped onto her feet and sprinted towards her friend who was arrested and tried to intervene. She started shouting abuse and swearing to all officers present. This female exacerbated the situation as the prisoner resisted even further so my colleagues took their prisoner to the floor. I thought if I refrained from doing anything here somebody could get seriously hurt. The female I was initially speaking with had crossed the threshold of being drunk and disorderly in a public place and was causing further disorder by attempting to obstruct the arresting officers applying handcuffs. I decided that it was proportionate and necessary to utilise reasonable force by taking hold of the female and arresting her for being drunk and disorderly in a public place. Section 117 of the Act (*Police and Criminal Evidence Act 1984*) states that a constable may use reasonable force in the exercise of a power under the same act. I was utilising my power of arrest under Section 24 (*Police and Criminal Evidence Act 1984*). I was also utilising section 3 (*Criminal Law Act 1967*) by using reasonable force to prevent the female from obstructing the arrest of the other female. If I didn't use reasonable force this would have meant that the arrest that was being conducted by my colleague would've been obstructed and the prisoner may have escaped or assaulted officers. I cautioned the female as I took hold of the female's wrist and restrained it until my other colleague could restrain the other wrist, I then applied handcuff. She was then conveyed to custody.

Upon arrival at the custody suite, I asked the sergeant if the nurse in custody could examine the prisoner to see if treatment is required due to her initial fall. This was necessary as I'm responsible for the welfare of my prisoner and in order for the custody staff to look after the prisoner effectively they need to know everything that happened. I wanted to make sure that if there was any injury to her leg it was given the attention it needed by the nurse. Fortunately for the prisoner there was nothing wrong.

To summarise, I believe it resulted in a positive outcome. The peace was restored to the residential area. I learnt that despite trying to deescalate a situation it doesn't always work. Warnings and discretion were utilised, but it resulted in two arrests. If I was to attend a similar incident in the future, I would let my other colleagues know the situation sooner as I felt I left it until we needed colleagues at the scene to assist, it would've benefitted if they were already in the area.

Word Count: 1613

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'm going to reflect upon an incident I attended using Gibbs' Model of Reflection (1988). I will use headings to differentiate each stage of this reflection model. I will explain the actions I took to safeguard the victim utilising force policies and procedures.

Description

I was called to attend an incident that occurred between two neighbours. It was alleged that one person had assaulted another. Whilst on route to the incident I asked the control room if they could provide me with any intelligence, history, warning markers and any relevant information that would benefit me prior to arriving at the scene. They told me that there has been a neighbour dispute going on between families at two addresses for several months. The previous incidents were being dealt with by the neighbourhood policing team, however I was called to attend it as it was graded as an emergency.

I attended the incident with my colleague and another double crewed unit. Upon arriving at the scene, the caller and her family were outside the front of the address and came up to us instantly. I noticed the neighbours were inside their address and were looking out of their window. I asked the caller if the person responsible for the assault was inside their neighbour's address, she said he wasn't and she had seen

the offender drive away from the scene, she was aware of the offender's details and gave them to me. The caller explained to me that her neighbour was shouting abusive words over the fence and when she challenged him, he slapped her to the face.

Upon speaking with the victim she disclosed that immediately prior to the assault the offender shouted a very offensive term that was aimed at the victim's race and culture. This changed the way I looked at this incident as the common assault has developed into racially aggravated common assault. The Crime and Disorder Act 1998 defines racially aggravated assault under section 29. It says "A person is guilty of an offence under this section if he commits common assault, which is racially or religiously aggravated for the purposes of this section." (*Crime and Disorder Act 1998*). The victim's partner was also subject to racial verbal abuse however no physical assault had taken place against him. My colleague liaised with the victim's partner whilst I continued to speak with the victim of the assault. Both of these incidents were categorised as hate crimes. The Crown Prosecution Service agreed with the police to define hate crime and that definition is:

Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity.

(Crown Prosecution Service, no date).

Due to the hate crime occurring I needed to complete several tasks to abide by force policies and procedures. I will discuss these further during the analysis stage of my reflection.

The victim told me that she was willing to provide a statement and wanted to go to court over this matter. I took the statement from the victim. When I explained the victim personal statement to the victim, she said that she wanted to complete one. I could tell that the victim was still in shock with what had occurred so I suggested that we complete the main statement in this sitting and let everything settle down and we could obtain a victim personal statement from her at a later date after she has had time to digest what had happened and she can disclose how it made her feel upon reflection. The victim appreciated my suggestion and took it on board.

Whilst my colleague and I were taking the statements my other colleagues were speaking with the neighbours trying to locate the offender. The neighbours explained the nature of the neighbourhood dispute to them and had no idea where he was. When my colleague and I finished our statements, we then went out to carry out arrest enquiries, looking at points of interest in the area that the offender lives in. Unfortunately, we couldn't locate him at this time.

Feelings

Going into the incident I felt confident as I expected it to be a straight forward assault. However, this changed when the victim disclosed it was racially motivated. Upon asking the victim questions, focussing on the racial element I could see that

the incident really upset her. It reiterated to me that I needed to remain professional, establish the facts, gather evidence and to do what I could support the victim to achieve best evidence.

Evaluation

I believe I dealt with this incident well as I remained professional, impartial but still showed compassion towards the victim. Upon returning to the station my colleague notified the neighbourhood officer that has been in contact with both parties regarding the dispute and also notified their sergeant about the incident that had occurred as per hate crime policy. My colleague dealt with the victim's partner who was the victim of racially aggravated public order and treated the offence against him as a separate incident. He completed the same actions I will talk about in the analysis stage of my reflection for his victim. We worked well as a team to ensure both victims were safeguarded.

Analysis

When I discussed the victim personal statement (VPS) with the victim, I believe that my suggestion to complete it at a later date benefitted her. I could tell that she was in shock with what occurred, as she said she wanted to complete a VPS I thought if she lets everything settle down she would be able to have time to think about the event and reflect upon the impact it's had on her.

I was concerned that this incident would have an impact on the victim's mental health as she described the incident being traumatic, so I provided her with phone numbers that she could use to contact mental health charities where she could talk through her experience. "Traumatic events can be defined as experiences that put either a person or someone close to them at risk of serious harm or death" (Mental Health Foundation, 2016). The Mental Health Foundation (2016) explain that experiencing a traumatic incident can lead to a range of feelings and emotions such as: shock, denial, sadness, anger and guilt. This is not an exhaustive list and they suggest that if the feelings persist they can lead to other mental health conditions including post-traumatic stress disorder (PTSD) and depression. As well as providing phone numbers that the victim could call I also put in place safeguarding measures which I will now discuss.

Due to a hate crime occurring I had to follow the correct policies and procedures in place to safeguard the victim. I had to inform the victim care unit that the victim qualified for an enhanced service, the hate crime officer was made aware to provide support, I completed a hate crime risk assessment, I notified my own sergeant due to them needing to supervise hate crime cases closely, the crime was recorded according to national guidelines and I put a substantial update on the incident log explaining all actions taken.

Conclusion

In conclusion I believe I provided a good level of service to the victim. I believe I acted within the values of policing as I've mentioned in the above paragraph reflecting upon my feelings going into this incident. Prior to joining the police in preparation for the interview I studied the Competency and Values Framework (College of Policing, no date). I utilised several values that are documented by the College of Policing (no date) during this incident which include: being emotionally

aware by showing compassion to the victim, being collaborative by working with my colleague to ensure both victims needs were catered for and remaining impartial as I was aware that the offender needs to have the opportunity to account for his actions.

Action Plan

Experiencing this incident has taught me a significant amount. This was the first time I dealt with a hate crime, so I needed to make sure I carried out all of the tasks required of me. As it was my first time, I did take longer to complete the paperwork upon returning to the police station. I'm now aware of what is expected of me and I will be able to reduce the time it takes to complete the tasks.

Word Count: 1431

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'm going to use Gibbs' Model of Reflection (1988) to reflect upon an incident I investigated and how I utilised the National Decision Model (College of Policing, 2013) to assist me with my decision making whilst using my discretion as a police constable. The National Decision Model (NDM) contains six points and I will explain how each of these points enabled me to decide a suitable outcome for this investigation. Gibbs' model of reflection also has six points that consist of: Description, Feelings, Evaluation, Analysis, Conclusion and Action Plan. I will split these points into paragraphs to present my findings upon reflecting this investigation.

Description

I attended an incident whereby the caller was reporting that they had witnessed an assault take place. As soon as I was asked to attend the incident, I started to go through the National Decision Model (College of Policing, 2013). The first stage of the NDM is to gather information and intelligence. I needed to gain all information and intelligence that surrounded this incident to carry out the investigation effectively and safely. The assault was alleged to have taken place inside an assisted living complex. The initial report said that the offender and victim were both staff members at the complex. It was alleged that the offender had slapped the victim in the face and the incident was captured via CCTV.

Upon arrival at the location, I needed to consider the second point of the NDM (College of Policing, 2013). The second point is to assess threats and develop a

working strategy. I established that neither party was present at the scene. The caller was there and they provided me with contact details for the victim as she has already finished work and headed straight home. The caller didn't want to provide a statement. The offender had left to carry out work related enquiries and was due to come back within the hour. I asked the caller if I was able to view the CCTV, however they didn't know how to use the system. I contacted the victim to see if she wanted to provide a statement, to which she said yes. One of my other colleagues attended her address to take her statement whilst I carried out enquiries to establish if there were any further witnesses. Still considering the second point of the NDM, I carried out checks on the victim and offender and they concluded that neither of them have ever been involved with the police before.

Whilst carrying out enquiries one of the managers arrived at the complex. I asked him if he was able to show me the CCTV covering the incident that occurred. He took me to the office that had the CCTV system set up and played it for me. One of my colleagues was with me whilst reviewing the CCTV. It was apparent that it was a very minor assault, it looked as if it was a light tap to the cheek. At this point the alleged offender arrived at the complex.

I explained why we were there and he fully admitted to what had happened. I then consulted the third point of the NDM (College of Policing, 2013). The third point is to consider powers and policies. I initially considered arresting the male for assault however due to the assault being very minor and causing no injury, I thought about utilising community resolution, my colleague confirming this was a suitable option to use. I contacted my sergeant to see if they concurred with using this as an option and they did. I had previously looked at the offender's history and he had no previous convictions, so he was suitable for this out of court disposal.

The offender was having his lunch in our presence, so my colleague stayed with him whilst I called the victim. Right 6 of the Victim's code of practice says a victim has the right to be provided with information about the investigation and prosecution (Ministry of Justice, 2021). This is important to follow, not only as it's a code of practice but community resolution is a victim led process, so if I was going to use community resolution, the victim would need to be supportive of this. I considered the fourth point of the NDM (College of Policing, 2013). The fourth point is to identify options and contingencies, if the victim didn't want to utilise community resolution, I would then either arrest the male or arrange a voluntary interview to carry out the investigation. In this incident, the victim's decision going forward would either lead to the offender possibly gaining a criminal record for the assault or an out of court disposal method and apologising for his actions. I explained the community resolution process to her, to see if this was something that she would consider. Bryant and Bryant summarise what a community resolution is in the below quotation:

Community resolutions can be used after investigations into low-level crime and anti-social behaviour. They have the advantage of not criminalizing suspects, but still deal with the incident to the victim's satisfaction, and also amount to a documented clear-up for the police.

(Bryant and Bryant, 2020, p. 223)

The victim was more than happy with this outcome as she wasn't overly fussed with going to court and just wanted the matter to be dealt with promptly. By using community resolution, it meant that there was very little paperwork that needed to be completed as opposed to a full traditional investigation. It wasn't about pursuing an easier option, it was about meeting the needs of the victim by being objective, acting in the public's interest and being fair with the offender as the situation qualified for community resolution. The points mentioned previously are part of the policing principles that form the code of ethics, which is at the heart and the main point of the national decision model (College of Policing, 2013). The code of ethics needs to be adhered to when considering all stages of the NDM as they contain the traits and characteristics that every police officer should have. By acting in line with the code of ethics, it makes decision making easier by utilising the stages of the NDM. I then consulted the fifth point of the NDM (College of Policing, 2013). The final point is to take action and review what happened.

I explained the community resolution process to the offender, he was willing to write a letter of apology to the victim and sign my pocket notebook for continuity as he had admitted to the offence. I then visited the victim and obtained a pocket notebook entry from her confirming that she was satisfied with the outcome. She told me that she is glad that she won't have to go to court and can forget about what happened.

Feelings

Upon arriving at the scene, I initially expected it be a dynamic incident and felt it was important to not let my guard down as the offender and victim could still be present. When I established that neither party was present and was told the victim was at home, I knew that the threat, risk and harm levels were now lower. As I established the incident wasn't dynamic, I was able to adopt a more relaxed approach to this incident.

Evaluation

I felt that the overall outcome of this incident was positive as the victim was satisfied by having a letter of apology and it offered an alternative method of dealing with the offender that saved time, resources, and money opposed to a more traditional form of investigation. As the male had no previous convictions and was remorseful of his actions, it allowed me to use the community resolution outcome to resolve this incident without having to arrest him and put him through the criminal justice system. Being so young in service, this was my first time using community resolution and I felt it went well. As I wanted to make sure I did everything right it took slightly longer than it would've taken a more experienced officer as I liaised with my colleagues and supervisor to ensure there were no errors.

Due to community resolutions not leading to a criminal record, it's important that the nature of the incident and relevant material is recorded and retained to adhere with the code of practice, section 23 of the CPIA 1996 (*Criminal Procedure and Investigations Act 1996*). The requirements are broken down further in the statutory guidance of the CPIA 1996 code of practice. Point 4.1 states that any information relevant to an investigation must be recorded in a durable or retrievable form (Ministry of Justice, 2015). In this instance the relevant material was recorded in my electronic pocket notebook and the subsequent entries were added to the incident log which is retained on the crime processing system. Due to community resolution

being an out of court disposal a case file wasn't needed therefore disclosing evidential material wasn't relevant in this investigation.

Analysis

I used my own professional discretion to utilise community resolution as opposed to arrest or voluntary interview. This was a milestone in my career as for the first time I was utilising other options other than the traditional investigation process.

Conclusions

I believe that using community resolution as an out of court disposal method is invaluable to modern day policing. Providing that the necessary criteria is met, it provides the victim with closure and a sanction for the offender. It also gives police officers the opportunity to use their own discretion when investigating low level crime.

Action Plan

Going forward I would be confident to consider using community resolution as an option in the future if the criteria fits. I believe it gives the offender an ample warning that if they commit another offence they could face being arrested and prosecuted.

Word Count: 1647

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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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
The first area I would like to develop is my competency and confidence in conducting suspect interviews. The reason for this is that despite conducting several during my tutorship phase, I still feel that I haven't developed my own style of interviewing yet. I'm confident in utilising the PEACE model but I feel I haven't experienced enough suspect interviews to be fully competent. By improving my knowledge in this area, it will allow me to feel more confident and possibly assist my colleagues with their investigations if they are committed with other duties.	I will achieve this by asking my colleagues for any tips and general advice when conducting an interview. I will also ask colleagues if I can act as a second interviewer when they are conducting suspect interviews, as it gives me the opportunity to improve my note taking and also the ability to observe how my more experienced colleagues conduct their interviews. It's also inevitable in my current role that I will conduct many more interviews as part of my general duties as a response officer, therefore by carrying out my normal duties I will gain experience and be able to build up confidence	My colleagues that I work on shift with will be able to provide me with advice with how they interview. I can also ask for attachments with specialist departments such as roads policing and CID. Investigations on these departments can be quite complex and can lead to complex interviews, so if I can act as a second interviewing officer on a CID investigation that would be a fantastic for my development.	I would like to reach my proposed goal within the next four months. I believe this is an adequate timescale for this goal as I will shortly be completing my tier 2 interviewing course, which will elaborate on interviewing techniques I know already and introduce me to new methods. I will also have been an operational officer for six months by then and I believe that will be a good point to review my progress with this goal.

	every time I interview somebody.		
The next area I would like to develop is my knowledge of roads policing. Roads policing is a specialist area of the police that I have a keen interest in. As a response officer my current experience with policing the roads isn't as competent as I would like it to be, due to commitments with other general duties and emergency calls coming in. As I'm still in the early stages of my career I'm learning about all aspects of policing and I believe if I can improve my knowledge of roads policing, I can be a more proactive officer.	I would like to carry out more proactive vehicle stops, which could lead to me completing traffic offence reports, vehicle searches and arrests. I will achieve this goal by speaking with my supervisor and roads policing officers and ask if there are any pre-planned operations taking place that I could assist with. By completing these operations, it will allow me to build up experience and gain knowledge in this particular area of policing.	As I'm not trained as a standard response driver, I would require the assistance of my colleagues to help me reach my goal. This would be in relation to proactive vehicle stops and searches. My supervisor and roads policing officers would be able to assist me with attending pre-planned operations. I believe this would be excellent for my development as I would be able to focus on traffic offence reports, fixed penalty notices and observe specialist roads policing officers carry out their role.	I would like to achieve this goal within six months. I believe this is a good time scale to set for this goal as I will need to give plenty of notice to my supervisor if I'm allowed to be abstracted from my standard duties to undertake a pre-planned operation. I would have also been outside of my tutorship for six months as I'm hoping to be signed off shortly. As an independent officer I will be managing my own workload and be able to manage my own time allowing me to be more proactive as an officer.
Another area where I would like to develop is completing case	I will achieve this by completing case files that come naturally with my	My colleagues on my shift will be able to help me as they are	I believe three months would be a suitable timeframe for this goal. The

files. Being so young in service case files are an area that I feel I am least competent in. I have completed several however I believe this is an area I need to gain more experience in.	workload and I will also observe my colleagues when they are putting files together. I will contact the casefile specialists in my force and ask them if they can provide any advice to me.	significantly more experienced than me and they are all competent case file builders. They will be able to assist me with my own files and I can also observe them completing theirs. The case file specialists in the force will also be a good point of contact for me as this is an area that they specialise in. I can also speak with CID as their case files are complex and the officers working on those type of files would need to be competent in case file building.	reason for this is I will be able to complete my own case files as well as shadowing my colleagues to observe how they build their files. It will also give me enough time to contact the relevant departments to obtain advice from them going forward.
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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: Rio-Jon Workman (Learner - Electronic signature or type name)

Date: 05/06/2022