

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the BSc programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

Area of Professional Practice covered, (called elements in your module descriptor):

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*
- *You should upload your completed document as a saved pdf of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them despite you being able to upload them.*

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	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:

Now that I have completed my initial 6 months of training, I can look back and analyse how I have personally developed resilience within the job and dealt with my fluctuating stress levels during this time period. I will be using the ERA Cycle (Jasper, 2013) to reflect on my training period within this essay. Reflecting on my experiences will allow me to learn from what I have done and improve on how I deal with them again in the future (Atkins, 1993).

I believe that building resilience in this job is vital and is one of the core skills to learn during our initial 6 months of training, or at least learning to develop it. As a Police Constable we are going to encounter many difficult situations and being able to deal with them, understand them and learn from them will be a key part of our journey. For me it is important to have leadership skills, to develop my own resilience, which I feel I did throughout my childhood on sports teams, which will now translate into being a Police Constable.

Looking at leaders, from a sporting context, you have captains of teams, and when a team is going through a tough time, or emotional time, the captains are the ones who will try and generate a positive mindset and increase morale in the team (Santos, 2019). Each time a leader pulls a team through a difficult time, it not only increases the leader's resilience, but also many of those around them, to deal with a similar situation better in the future.

Having leadership skills allow me to analyse a situation and take control of the area around me and the people who are inside it, which promotes more effective teamwork and confidence (Jagger, 2016). During training I feel I was most effective in using my leadership skills during our practical scenarios, as during the initial assessments, my colleagues were not confident in approaching a scenario and made a few errors during the assessment. Using my experience in sports and my previous role as a PCSO, I encouraged my colleagues and advised them on their approach to a situation, which gave them confidence and a plan going into the next assessment. Researching allows me to also understand that making mistakes myself and seeing others make mistakes, but learning from them, are one of the most effective ways in improving upon yourself (Chialvo, 1999).

This understanding will benefit me in my role, as we will always make mistakes, but if we can leave an incident and know what we need to do next time to negate that mistake in the future, we will continue to grow and learn, and become better officers as a result. Developing my resilience will be a continuous effort, and not one that will ever be completed, but will always be improved upon, and will without doubt allow me to positively adapt to reoccurring incidents, and to improve my role as a Police Constable (Hill, 2018).

Building resilience is a skill that can be undertaken, through time and experience on the job. However, dealing with stress can be very difficult, and can have a serious effect on a person's mental health if not managed correctly or with enough attention. Being placed under stress can give you long term issues in the body, as it creates more hormones in the body which raises your heart rate and blood pressure levels, which can have a positive effect in the short term, especially when placed under pressure, but the long term effect can be very harmful to your physiological self (Hindle, 1998).

During my initial 6 months of training, I encountered many moments of stress, and I used different techniques to try and deal with them, the three main techniques that I used were, exercise regularly, listen to music that I enjoy, and to study and learn the subjects I needed to. Exercise helps me reduce stress, as when I exercise there is an

increase in endogenous opioids, such as endorphins and lipotrophin, and these have been linked to having a positive effect on one's mood state (Harber, 2012).

As I continued through my journey during training, I found that my stress levels continued to rise due to the demand of work, and the amount of knowledge I was expected to retain for the exams. I also found that I had less time to exercise, as I was both physically and mentally fatigued from the working day. I continued to exercise as regularly as possible as I know this had helped me reduce stress for my entire life, but I had to find a different way to try and alleviate any of the stress I had, which I did through music.

Research has shown me that music has a significant effect on reducing stress, especially when its music that adheres to your preference, it does not matter if it is sedative music or stimulative music (Jiang, 2013). I tried to study every other night for the duration of my training, and I would give myself 30 minutes to an hour to go over everything I did on that day and the day before. Before I would start studying, I would set aside approximately 10 minutes to close my eyes and listen to music from my favourite artists. I found this technique to benefit my mental state, as listening to my favourite artists makes me happy and alters my mood to a better place if it was not in a good state already.

I did find on occasions that I would not want to stop listening to my music to study, as the thought of engaging my brain again, after relaxing it, was not a nice feeling. In these cases, I would continue to listen to the music whilst studying but with a decreased volume. Studies show that this can have both a positive and negative effect on ones cognitive performance, depending on the person and genre of music (Dolegui, 2013).

For my future studies, I will continue to integrate these techniques into my timetable, as each of them have a positive effect on reducing stress for me in different ways.

[Word count = 1041]

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:

The incident that I will be discussing in this section is a domestic incident where I have had an abandoned 999 call and have had to use my communication skills to understand and diffuse the situation. I will describe how I used the National decision model (NDM) (COLLEGE OF POLICING, 2013) upon my arrival, and for the duration of the incident. I will also discuss how I overcame different stages of emotion, Carrie Cabral (2020) explored how the emotional part of your brain, reacts differently to your rational part of the brain, during any scenario. I will also refer to Betari's box (COP, 2013) which ultimately shows how my behaviour and attitude as a Police Officer, can affect the attitude and behaviour of both the victim and subject.

Before arriving at the address where the abandoned 999 call had come in from, we did checks to see if any previous incidents had happened at the address. There were

previous incidents for numerous domestic incidents relating to both parties who were residing at the address, which heightened our suspicions to what could have occurred inside the address.

Upon our arrival at the address, I knocked on the door of the address, to which there was no reply or answer from inside. I knocked again and shouted "POLICE, CAN YOU OPEN THE DOOR PLEASE", at this point we heard movement from inside the address and a female shout back "I'M OKAY, YOU DON'T NEED TO COME IN, YOU CAN GO". This raised our suspicions and angst even further, so we gave them one more warning to open the door otherwise we would have to enter with force under S17 PACE in case there was a risk to life or limb.

The female opened the door ajar, to which I immediately placed my foot behind the door to prevent it from closing. I instantly noticed that the female had severe bruising to her right eye, which concerned me due to the previous incidents that had occurred at the address. Researching also shows me that 90% of domestic violence that occurs in intimate relationships, are caused by men (Straus, 1999). As Carrie Cabral (2020) also states, I believe my brain automatically went into its emotional state, as all I saw was a vulnerable female, with injuries to her eye. I believe I quickly converted to my rational brain, as I know I needed more context on what had happened. I believe being a PCSO before this role, allowed me to see the bigger picture in how to react and behave.

Using the NDM (COP, 2013), I knew that I needed to gather more information about what had occurred in the address, whether the female wanted me to or not. Before entering, I needed to assess the threat and risk, so I questioned the female as to whether there were any other persons inside the address, to which she stated her boyfriend was in the kitchen. I entered the address calmly, and headed straight towards the kitchen to analyse the situation and assess the attitude of the subject. He seemed to be confused and slightly irate, due to police being inside his address. Reflecting on this part of the incident, and researching Betari's Box (COP, 2013), knowing that I went in, and spoke to the male in a calm manner, deescalated the attitude of the subject and allowed me to remove him from the kitchen without any need for the use of force.

Whilst my colleague spoke to the female, I stayed with the male, trying to figure out what had occurred inside the address before our arrival. The male did not seem to want to cooperate at first as he did not believe we had the right to be inside his address at that time. I believe that I possess clear and capable communication skills, which helped me in speaking to the male to try and dissect what had happened in this address. Having clear and precise communication skills and having the ability to solve problems have a direct link with each other, and without one or the other, it would be a lot more difficult to achieve our objectives of speaking with the male and dealing with the incident (Erozkan, 2013).

Looking at a study regarding how doctors effectively communicate with their patients, it shows us that having clear communication skills can help identify a patient's problems more accurately, as well as the patient trusting the doctors more whilst in their care, the patients react positively psychologically, and the doctors have greater job satisfaction and less stress (BMJ, 2002). Translating this across to being in the police, if we change the doctor to a police officer and the patients, to the subject/victim, I strongly believe the same concept applies. Combining my communication skills and using the idea of Betari's box, I was able to slowly extract information from the male, such as his name and his actions earlier in the day.

I spoke to the male regarding how long he had been at the address for, what he had done earlier in the day, and what he was currently doing. I did this in the flow of the conversation, as if I had directly questioned the male, I don't believe he would have given across as much information. Although at this time the male had now taken out his phone and started to record us, as well at times raised his voice and shouted at us, I remained calm and composed and explained to the male why we were at the address and under what section of law that we were allowed to be inside the address. Each time I did this, the male seemed to reduce the anger he had risen too.

After some time, where the male had seemed to have enough of answering my questions and speaking about what had occurred, me and my colleague decided to swap roles. Up to this point the male had only said that they had a small argument and that he left the premises for some time to "cool off", then returned, which is when we

turned up. I decided to ask the female directly if the male had caused the injury to the eye. I did this as I needed to know how the female would respond and if she would disclose any offences. A study conducted by two university hospitals showed me that only 36% of victims would reveal domestic violence (DV) if asked directly and only 25% of victims would volunteer the information without being questioned. It also showed that 11% of DV victims would not disclose any information at all (Hayden, 1997). In our case, the female denied the fact that the male had caused the injury, and she had in fact personally caused the injury in work where she had walked into an object a few days prior.

I spoke with the female in a calm manner to try and fully understand what had occurred in the address and if the injury to her eye was caused by a self-inflicted injury in work. I also asked my colleague to ask the male how the female had encountered the injury. Throughout our attendance at the address, it was clear that the female did not want us to be there any longer, for the fear of something happening to the male, such as being arrested. Guilt and shame have a major factor to play in domestic violence victims as they feel that they are to blame for what could happen to the abuser and must be considered as to why this female no longer wanted us to be at the address (Williams, 2021).

My colleague enquired about the injury to the female's eye with the male, who stated that the female had slipped when exiting the shower. I questioned the female about this, to which she then changed her story to the same as the males. I continued to ask the female if she was a victim of domestic violence and gave her options if she wanted to disclose any information to me, to which she adamantly denied.

As this was a domestic incident, we had to take positive action, so one of either the male or female would have to stay at a family member or friends address for the night at least. I decided to deploy the 5-step appeal (COP, 2013), which is a simple appeal, which did not work as they both wanted to stay with each other, I then moved onto a reasoned appeal which is where I explained the need to take positive action, which also failed. I tried the third step, which is a personal appeal, where I stated that if the request wasn't fulfilled, they would be wasting their own time if one was arrested, and

what the family would think. Thankfully, this step worked, and the female agreed to leave the premises to stay at her mother's address for the night.

Overall, I believe our communication skills helped take positive action in the end, of what was ultimately a very difficult situation to manage due to both parties not wanting police action. In the end the female was thankful to us for how we handled the situation and was happy to be at her mother's for the night.

[Word count = 1557]

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened.

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

Explain and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

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

ANSWER:

During this section of the workbook, I will be discussing a hate incident that occurred, where I was involved in the investigation from start to finish. I will discuss how my communication skills were used to try and identify offenders. I will also refer to the victims' code of practice (COP, 2021), and discuss what rights were used and followed in accordance with the code of practice. Lastly, I will be discussing how being a victim of any incident/crime can affect you in many ways, but research shows that being a victim of a hate incident/crime, is more likely to effect you and have a more personal impact on your personal life (Williams, 2014).

The incident started when my colleague and I had an incident come through our radios from the control room stating that a female and her friend had just been verbally abused by three male youths because of her skin colour and ethnic background. For

years people have been discriminated against because of their skin colour, ethnic background, and religious beliefs. Hate crime and incidents arise from this, but from discrimination and “everyday racism”, hate can lead to serious violence and in its worst form, can turn to terrorism (Coester, 2008). This is why, as police we must treat every form of hate, incredibly serious, and make sure that the victims receive the appropriate care.

The victims in this incident were two females, aged approximately 30 years old, who were on holiday in Wales from London with their kids, who were at a different location. The females are originally from Pakistan and have both lived in the UK from a young age and they speak English as their first language. They stated that they were walking behind three youths who turned around to them and started to act in a disrespectful manner. The youths firstly asked the females where they were from and then when the females would not answer they said to them “GO BACK TO YOUR OWN COUNTRY”. This is when the females phoned the police.

As we arrived on the scene where the females were located, they stated the youths ran away before we arrived. They gave descriptions and the circumstances of what had occurred. In speaking to the females, we made sure that their first right, in the victim’s code of practice (COP, 2021), was being met. This right is to be able to understand and to be understood. There are many people within the United Kingdom who cannot speak English or know very little of the language. This should not mean that they receive different treatment to others, especially from the police. Research has shown me that some people feel degraded and feel that they will not receive the same treatment from services because of the language barrier (O’Neale, 2000).

We also made sure that the second and third right were followed for the victim. This was to have the details of the crime recorded without delay, and to give the victim information of the crime (COP, 2021). At this point we made sure that we had the victims information and conducted an area search for the subjects. We located the three youths and ascertained details; we asked them to give their version of events. I believe that these hate incidents arise from how the youths behave both at home and at school. A study shows us that between 2007 and 2011, 88,000 incidents of racist bullying occurred inside UK schools (Miah, 2013).

Upon returning to the victim, we again followed the correct steps in ensuring that the victims code of practice was being followed (COP, 2021). We confirmed with them that we had spoken to the youths and ascertained their details. They confirmed with us that they wanted to go ahead with making a complaint. We gathered statements from both victims, as well as enquiring if they wanted to provide a victim personal statement, to which they both agreed. VPS allows for the victim to express how the incident or crime has affected them personally. I particularly think VPS should be used when a hate crime or incident has occurred as it is such a personal attack on that victim, and it allows for them to share how they are feeling. Although the VPS may not make sentencing harsher, if the incident goes to court it allows the judges and jurors to see how it effects individuals (Roberts, 2011).

My colleague and I spoke at length with the victims who were only in the area for a holiday and expressed to us how this brief interaction with these youths, has such a profound effect on them. Racism and hate incidents/crime can have a severe effect on a persons mental and physical health. Research shows me that being a victim of a hate incident can cause psychiatric disorders, such as;

- Depression.
- Anxiety disorders.
- Post traumatic stress disorder.
- Eating disorders.
- Psychosis.

It can also cause physical effects, such as;

- Heart disease.
- High blood pressure.
- Cardiovascular disease.
- Inflammation.

Not every racist comment or action will affect someone the same way, but it does not mean that the previous mental and physical effects will not happen to those victims (Lewsley, 2023).

Once my colleague and I returned to the police station, we made sure that we updated the occurrence with the appropriate responses and then started to contact the relevant agencies and filling in the correct forms. I conducted a risk assessment for the victim to ensure that the measures we were taking were the correct ones. Referring to the victims' code of practice (COP, 2021), right four, shows me that the reason we do this is so that victim receives the appropriate support and so they do not have to repeat themselves when talking to different agencies.

As the victim was happy for us to speak to the subjects with their parents, and for words of advice to be given, we travelled to their homes and spoke with the effects that these incidents can have on the victims. Each youth was given an Anti-Social behaviour referral, as they had no previous encounters with the police. Once this one was done, we re-contacted the victim and updated them of our investigation and the outcome. The victim was happy with the resolution and happy with the support they had received. Once again, referring back to the victims' code of practice (COP, 2021), all in all the victim received the following;

- Right 1 – To be able to understand and be understood.
- Right 2 – To have the details of the crime recorded without delay.
- Right 3 – To be provided with information when reporting the crime,
- Right 4 – To be referred to services that support the victims.
- Right 6 – To be provided with information about the investigation.
- Right 7 – To make a victim personal statement.
- Right 9 – To be given information about the outcome of the investigation.

In conclusion, I believe that hate crimes and hate incidents can have such a negative effect on victims, that having the victims code of practice is vital to ensuring the victims get the support and information that they deserve. Research shows me that victims of hate crime and hate incidents who are Black or mixed race are less likely to report crime compared with white victims. This is down to the trust that the Black and mixed race groups have in the police due to incidents that have occurred over recent years

(Sharp, 2007). It is our job to build that trust and confidence back up, and ensure that victims of crime, will feel comfortable and safe reporting incidents to us.

I also believe that communication is key when communicating with both the victim and subject. So, if the victim could not speak English or there was a language barrier, it would be vital to ensure that a translator was available and ready so that the victim could communicate effectively with them. Research has also shown me that the effects of 'everyday racism' can have such a negative impact on a person's mental and physical health, and it does not matter if it consists of multiple incidents that are building up or a singular incident.

In the future I will refer to the victims' code of practice every time when dealing with any crime and ensure that the victim is receiving the appropriate support. It is also a useful guide in making sure, as a police officer we cover all bases and serve the public in the correct way and way the public deserve.

[Word Count = 1421]

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 section of the workbook, I will be discussing an incident that I resolved through the use of intelligence, the use and understanding of my policing powers and the use of using discretion in my actions. I will also be referring to the National Decision model (COP, 2013) and how using this helped me make a professional decision, but also how it helped me use my discretion, which in the end benefited all parties. During this incident I will also refer to Beratis Box (COP, 2013) where using my communication skills, potentially helped diffuse the situation which could have easily escalated.

As I am still in my tutorship phase, a lot of the work my tutor will receive will come to me. He had received a task to upload CCTV footage of a theft which had occurred in a nearby store and had asked me to upload it to the appropriate website, as the footage we had was burned onto a CD. After I uploaded the CCTV footage, I checked

it over to make sure that it had uploaded correctly, was named correctly and was ready for use. After watching the footage, I noticed the person in the video who had committed the offence was wearing very distinctive clothing, such as a bright blue rain jacket, red beanie, and had a yellow bag over their shoulders. At this time, we did not know who the offender was, and carried on with our shift.

The next shift was a night shift, where me and my tutor were patrolling the city. We visited places of importance such as food banks, homeless shelters, and places where drug and alcohol service users can go to receive help. As we were driving, I noticed a person who matched the description of the person who had committed the theft in the local store. Using the NDM (COP, 2013), my first thought was, what information and intelligence do I have that this person could potentially be the suspect for that offence. The first part was that he was wearing identical clothing to that person on the CCTV footage. We were also close to where the offence had been committed, which was another indicator that this person could be linked to that offence. We decided to act on the information that we had and stopped our marked police vehicle across the street from the person.

The next part of the NDM, is to assess the threat and risk of the situation. I did not know who this person was, or the two other people who they were in company with. As this was a slow time investigation, this person would not know directly why we would be there and then at that specific time, so we crossed halfway in the street and called to the person. All three of the people turned around and asked, "ARE YOU OKAY?", we responded with "WE JUST NEED TO HAVE A CHAT WITH YOU IN THE BLUE COAT PLEASE". The person who we now know was a male, approached us slowly and asked us again if everything was okay.

During my training phase and throughout conducting research, I have learned how important communication skills are to the job. An example of this is where an incident occurred in America, where a female driver had committed a minor traffic offence. A male Police Officer approached the vehicle and conflict arose immediately between the female and the male officer. Thus, ended in the female driver refusing to give any details to the officer, which made his job a lot more difficult to complete (FBI, 2012). Referring this back to my scenario, I instantly knew that even though I believe this

male who matched the description of my suspect, I needed him to be on my side to proceed with finding out any relevant information that I needed.

The male who is now with us, was eating a kebab from a takeaway box, and asked if it was okay if he carried on eating it, to which we agreed, as it allowed us to ask relevant questions in a calm manner. At this point, I had enough suspicion that this person was the male in the CCTV footage, who had committed the offence of theft. The next part of the NDM is to consider my powers and any policies that may be linked. I knew that I could arrest the male on suspicion of Theft under Section 1 of the Theft Act 1968. However, as the male was being very cooperative, I decided that a Postal charge requisition (PCR) could benefit both parties and avoid the need for an arrest. To ensure I could complete this I needed the name of the male, which he instantly gave over.

To be able to complete a PCR, I needed to complete a contemptuous interview. Throughout this encounter thus far, and referring to Beratis Box (COP, 2013), my attitude and mannerisms stayed professional and calm, which I believe had a big factor to play on the male behaving at the same level. We initially asked him about the incident to which he claimed he had no recollection of it occurring. It was at this point that I utilised the next part of the NDM, which was to consider my options and contingencies. I had decided that undertaking a contemptuous interview would be the best option for all parties. I could have arrested the male, and I also considered a Restorative of justice, but due to the males' previous convictions, he was not eligible for one.

I started the interview, whilst having my body worn video activated and asked the male a few opening questions regarding the incident. He still claimed that he did not recall the incident and does not believe that he is the person we were looking for. I then proceeded to show him the CCTV footage that we had from the local store. It was at this point that he admitted that the male on the footage was him, but he could still not recall the incident as he believes he was under the influence of alcohol. The male also admitted that he was homeless, and was very reliant on alcohol to get him through the day, and that it was indeed a drinking problem.

Many people believe that if a person reoffends, then on the second time the punishment should be more severe (CY, 2000). I don't agree with this, as I believe each incident/crime/action, should be looked at individually, and I believe this is the case in this incident. The male who I was speaking to, had committed a theft. What he had taken from the store, was coffee, chocolates and biscuits totalling around £120. Talking to him, allowed me to understand that he was homeless and had a drinking problem. This does not negate the fact the offence had been committed, but as a Police Officer we have a duty of care to everyone, and I believe that issuing this male with a PCR and pointing him in the direction of people who can help would have a greater effect than any of the other options.

I gave the male information of the places that could help around the local area and advised him to look as they can offer places to sleep, food and drink. Research shows me that a report was put together to show the link of alcohol and crime. Approximately 4 in 10 offenders, regardless of If they are on probation, in a local prison or larger prison, self-report that they were under the influence of alcohol during the committing of the crime (Greenfield, 2000). This is because alcohol can change your mental state and deter the way your mind works. Referring this male to services that can help with alcohol addiction, could hopefully prevent such crimes in the future.

The final part of the NDM is analyse and review, which I can do at this point. Overall, I feel the incident went well and the result was a positive one, as we identified the subject, the interaction between the subject and ourselves was calm and professional, and we had the subject admit the offences they had committed and offered them advice and places to receive help in the future. Using the NDM allowed me to use my discretion in this incident. I also feel I managed the offender correctly in line with policing values, and my personal values.

[Word count = 1414]

Task 5

Personal Development Plan (PDP) / Learning Plan.

As part of your reflective process, please use this table to aid you in identifying the next steps for development. This is equivalent to 500 words. Please note that this not the actual number of words you need to use, the wordcount reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline
I feel an area that I need to improve upon is my statement writing.	I will continue to take statements and review the statement with my tutor. I will ask how I can improve upon the statement and if there are ways to set it out in a more professional way.	My colleagues can offer me advice on how to complete statements. Including how to set them out and how to be effective in what information I write.	I am to improve upon my statement writing by the end of my tutorship and will set a further timeline to improve again in January 2024.
Another area that I need to develop is my knowledge of alternate options to arrest. I have an idea of most options available, but do not feel confident in using all the options.	I will speak further with my tutor and I will write down all the options I have for different offences. I will familiarise myself with each option and this will help me be more confident in the option that I choose.	If I come across a scenario or incident where an option other than arrest can be used, I will confirm with my colleague that another option can be used, and I will discuss it with them.	I hope within two months, I can be confident in my knowledge of alternate options to arrest.
Interviewing is another area where	I will sit in with my colleagues for more interviews to	My tutor and colleagues will support me in this.	My timeline for improving my interviewing is

I feel my development needs improving. I am confident in the direction of where an interview needs to go, but I feel my techniques and confidence needs building and expanding.	try and understand how they each conduct their interviews. Thus, allowing me to implement my own techniques and alter any new ones I feel could benefit me.	I have also spoken with my sergeant and Inspector who have also given me tips on how to implement new techniques which I believe will help me. I will also speak to officers who have been on the hub, who have conducted many interviews to see what advice they can give me.	sparse as it will depend on how many I can sit in on and how many more I conduct. I will be happy if by March 2024, I can adopt new techniques and feel confident in myself to steer interviews in any direction I feel necessary.
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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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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: Adam Banfield (Learner - Electronic signature or type name)

Date: 31/08/2023