Prifysgol Cymru
Y Drindod Dewi Sant
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BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count). (https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment_Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:
https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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:
Introduction

During this essay, I will explain the definition of stress and the negative effects it can have on personal, physical and mental health and outline the benefit of minimising this stress. Including the methods, I used in the management of stress.

For the past 6 months, I have been enrolled in the Police Constable Degree Apprenticeship Program. The first 6 months of my training have been classroom-based learning with a mixture of academic work as well as practical work spread out over the 6 months. During the last 6 months, there have been many new experiences and a large amount of learning to accompany it. Due to the amount of learning and challenges the 6 months of initial learning have given us, many different stressful periods have occurred as a result of this. In order to help minimise these stresses to the best of my ability, I have used several different coping mechanisms to minimise the amount of stress being exerted on myself.

Stress is defined as a feeling, of being under pressure, overwhelmed or unable to manage mental or emotional pressure (Foundation, 2021)

Stress is a response from our body to pressure. There are many different things, which can trigger stress however, it is more often than not brought on by new experiences, the feeling of not being in control of our current situation, or anything which threatens ourselves (Foundation, 2021).

We as individuals all deal with stress in our own way and how we as individuals cope with stress can depend on several different things such as Personal life events, our personality, our social and economic circumstances, and even our genetics. When our bodies encounter a stressful situation they produce a stress hormone that initiates a fight or flight response which subsequently activates our immune system, which aids us in responding to dangerous situations (Foundation, 2021).

There are wide plethora of negative effects that can be a result of stress, they can affect several different aspects of a person, such as: Their mental health, physical health and also have a negative effect on those around that person.
On your body – Stress is a key contributor to several different effects on your body such as Headache, chest pain, fatigue, change in sex drive and sleep issues.
On you're mood - Stress also has a negative impact on a person's overall mood by affecting several things such as Increased anxiety, restlessness, feeling overwhelmed, irritability or anger, and depression (Clinic, 2021).

Stress also can have an extreme impact on your behavior as a person which can lead to further negative effects. A few examples of the effect on a person's behavior would be: Over/Under eating, social withdrawal, exercising less often or not at all, and drug or alcohol misuse (Clinic, 2021).

As shown above there is a wide range of negative effects that stress can have on a person's overall demeanour. Which can impact many different aspects of that person's life and even then go on to negative effects on those around them, which is why it is so important to make efforts to reduce the amount of stress in your life to subsidise some of these effects (Clinic, 2021).

(M Clinic Staff 2022) One of the coping mechanisms that I have used to help minimise the stress I have been put under was trying to keep to an exercise routine.
Exercise is an excellent stress reliever, it does this by increasing your overall health and giving you a better sense of well-being. Exercise also has some more direct benefits to negating stress such as:

Physical activity has been shown to have a positive effect in the release of endorphins within the brain. This is known as the 'feel good' hormone. The release of this gives a person a sense of feeling good about themselves and their life generally lowering a person's stress levels. This was my main coping mechanism over the last 6 months and really gave me a great advantage over coping with the levels of stress that have been prevalent over the last 6 months (Clinic, 2022).

Exercise can give the body much-needed stress relief, it does this through imitating the effects of stress, it does this by imitating the fight or flight response your body has. This helps to train your body to work together during this response and to negative those negative effects. Which can ultimately lead to positive effects within the body, including things such as better cardiovascular health, and digestive and immune systems. It does this by helping protect your body from the damaging effects of stress (Clinic, 2022).

Another coping mechanism that I have used over the last 6 months has been to talk about the stress that has been affecting me and to share the problem with my close family. This has helped me get a better understanding of the stresses that I am facing and to give my close family who I live with a better understanding of my frustrations with the workload that I am currently dealing with as talking about the stresses you are currently under and the situation you are faced with can help you sort through a

problem, see it more clearly and often help to identify solutions to issues which you may have not thought of previously (Government, 2021)

Conclusion

In conclusion of this, I have felt it necessary to use different coping mechanisms due to the large workload, which was given to me during my first 6 months of initial police learning and development. I have taken several different approaches to deal with those stresses and I have tried to make no two coping mechanisms the same. I feel the most beneficial to myself over the last 6 months has been daily exercise which has removed me from a learning environment and mentally reset me ready for the next challenge, however, this does have negative effects as it makes me physically tired and therefore can sometimes prevent me from doing further work to the best of my ability. I would encourage anyone who is struggling with a workload to take regular breaks and to try to keep up with a regular exercise routine as I believe this to be the best routine to help minimize stress when dealing with a heavy workload.

Task 2

Relevant areas of the National Policing Curriculum:
Communication Skills, Managing Conflict, Valuing Difference and Inclusion

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

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

Review the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Describe the process for determining whether the use of force was necessary in a conflict situation (including any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

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

ANSWER:

During this essay, I will discuss at length dealing with conflict in a response policing environment while taking advantage of different tactical communication methods such as non-verbal commutation to help negate the conflict as much as possible while being in a public place. Also to refer my decision-making and attitude to Betari's box model and to reflect on the incident as a whole using the Gibbs reflection model.

My first dealing with conflict whilst being in the role of a police officer came within my first few days. The incident was involving a male who had been causing a disturbance outside a holiday shop on the high street. The reporting person had described the male as drunk and violent. This was evidenced by the fact that he had been banging on the doors and windows or the store as well as shouting abuse at members of the store and spitting on the window of the store. It was reported that the man was under the influence of alcohol which created a communication issue between the offender and the police.

On our way to the scene of the incident myself and my tutor were discussing the different types of options that we have on dealing with incidents such as this. While

we discussed different methods of dealing with the issue. Whilst we discussed methods of dealing with the situation, I received an update over my personal radio that there was a crowd of people encouraging the male who was still outside the shop shouting and swearing. Following this update I immediately went back over the air to ask if there were any weapons that had been spotted by the reporting person, I was informed that no weapons had been sighted. My tutor who was driving our marked police vehicle then turned on our police siren, this was done in an effort to reduce the crowd of people in the area as this noise could potentially scare off part of the crowd who were encouraging the male in the town center and to alert the male of our presence within the area in a potential effort to try and deescalate the situation.

The first method in trying to calm the man we discussed on route to the incident was to make sure we communicated with him nonverbally from the moment we step out of the police vehicle. We decided to take a slow approach to the man to make sure he didn't feel threatened by our actions.

Non-verbal communication plays a very large part in commination. It suggests that non-verbal communication is the foundation of a successful relationship and or encounter between criminal justice personnel and suspects, victims, and criminals (Journal, 2015)

Non-verbal communication is seen as giving, sending, or exchanging of information and ideas, which are often given verbally and non-verbally through facial expressions, posture, gestures, and tone of voice (Journal, 2015).
Non-verbal communication is seen described as communication that regulates different relationships and can help to guide or even replace verbal communication in various different situations. Non-verbal communication can also be negative and be a block to relationships and effectively break down relationships between people (Journal, 2015).

Upon arrival at the scene, I could see the male outside the main entrance of the store. I could visually see that the man was upset. This was evidenced by the fact that he was flaying his arms at both myself and my tutor. He was also shouting, and swearing and took a very aggressive approach towards us. I initially tried to calm the man by speaking with a soft tone in my voice and approaching him with open body language and positive facial expressions.

During this incident, I was constantly debating whether force was necessary. I made the decision that using necessary force was the best option for me at the time. The factors that led me to use force were prevalent throughout the entire incident.
The first instance of my thought process was that the male was highly intoxicated, evidenced by his slurred speech, the smell of intoxicating liquor, and was highly agitated, due to these circumstances communication with the male was difficult.

I used a communication skill in the first instance to make sure that I have used different methods to establish the need for using force. The method of communication I used was Betari's box.
Betaris Box is a cycle which looks at how our attitude affects our behaviour which then goes onto affect someone else's attitude which then affects that persons behaviour. Stating that our frame of mind plays a very big role in the behaviour we exhibit to others. For example when we are feeling positive we smile and complement others around us and empowers those people. However if we are negative then the reverse usually happens, we can yell and shout and demotivate those around us with our behaviour (MindTools, 2022).

Using this method of thinking I made sure throughout the time of asking question to the male I was smiling and showing a positive image to the male in and effort that this behaviour became infectious and was reciprocated by the offender. I made sure that I had a positive mindset when going into the incident. However this was no use and the male did not reciprocate any of the behaviour which was on display by myself and my colleague leaving us to believe that using force was the only solution to getting control of the incident at hand.

On reflection of this incident I will use Gibbs reflection cycle to explore this experience as a whole. Looking at the first aspect of Gibbs reflection cycle. Gibbs reflection cycle is used to help give people structure when learning from past experiences. It gives a framework for examining these experiences which leads to better development, learning, and planning for the next experience. It helps someone understand what went well in and incident and what didn't go so well. It involves six different stages which I will talk about (Edinbrugh, 2020).

The overall situation was very high intensity, the male was in the middle of a busy town centre at 5 pm in the afternoon swearing, shouting, and being extremely aggressive towards members of the public as well as myself and my colleague.

This made me feel very apprehensive to get control of the situation as I didn't want any further offences to occur due to our hesitation, although I also felt conflicted as I didn't want to use unnecessary force on the male before trying different methods of calming him first.

https://www.legislation.gov.uk/ukpga/1986/64/section/5
I feel that given the circumstances the overall situation was handled well, however, using hindsight I believe that I should have used reasonable force granted to me within Section 3 Criminal Law Act 1967 to negate the male's ability to possibly commit a further crime of Section 5 Public Order which states: A person is guilty of an offense if he –

(a) Uses threating or abusive words or behaviour or disorderly behaviour, or
(b) Displays any writing, sign or other visible representation which is threating or abusive within the hearing or sight of a person likely to be caused harassment, alarm or distress (Legislation.gov, 1986).

On analysis of this, I should have stepped in earlier as the male carried a verbal threat by using profanity in a public place such as a high street during the middle of the day, in hearing of many members of the public. Fortunately for me during this incident no members of the public made a complaint of this, however, looking back I should have used my policing powers to negate this possibility and take that option away from the offender.

In conclusion of this, I have felt that the methods I have used to control this incident worked well, given the fact that the male was drunk. Communication appeared to be an issue throughout the entire incident and therefore I felt it necessary to exercise my powers within Section 3 of Criminal Law Act 1967 to prevent any further offenses from being committed. However, this should have been executed by myself quicker given the circumstances of the incident.

Using this model to reflect on the incident as a whole, going forward and creating an action plan for the next incident that would be in a similar context to this I would have used powers granted to me under Section 3 Criminal Law Act to negate the males ability to cause further offences to members of the public. I was fortunate in this scenario that this was not the case, however my plan going forward in incidents similar to this would be to thoroughly evaluate the surrounding circumstances and not to hesitate in utilising police powers and controlling the male as early as required.

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 my first few weeks as a police officer, I have dealt with an incident of assault. One male has assaulted his ex-partner leaving her with significant damage to her face. The damage was inflicted by a pint glass and has left her with permanent damage to her face. There were no cultural, ethical, or language issues however due to the nature of the incident emotions played a significant role in this instance and our response to this incident as police officers was going to have a significant impact on the victim's life.

This task will talk about the stages of supporting the victim in the appropriate ways using all relevant support services as well as taking into account policing principles and code of ethics.

One of the first big incidents I was called to as a response police officer was an incident where it was reported that a male had assaulted his partner in the garden area of a local pub. On route to this grade, one reported assault, I went back over the air to ask if we had any update on the extent of injuries or if the male was still present at the time and if any prior knowledge we had of the male and his warning markers. I did this so I could do a dynamic risk assessment of not only the threat of the male who was involved but also to make an assessment of the state of injuries of the victim. The offender in this incident was known to police and had a wide range of previous offences

and warning markers for violence, weapon carrying, and drugs. Therefore I and my colleague were on high alert and understood that the male needed to be controlled as soon as possible. Given the circumstances, me and my colleague whilst on the route were discussing different methods of containing the male using appropriate police powers under Section 3 of Criminal Law Act 1967. My colleague was carrying taser and we both thought it was necessary to pre-emptively draw a taser if the male was still in the area of the offence.

Unfortunately, for myself and my colleague, no other information had been given to us therefore we were going into this incident blind. On arrival at the incident, witnesses had informed us that the male had made off in a vehicle, however, the female who was injured was still present at the scene. I went over to see the female and after seeing her injuries I knew time was critical. I went over the air and asked for an ambulance for the woman however it was stated that an ambulance would be over an hour wait. With this in mind, myself and my colleague decided that we would take the woman into our care and take her in our van the short distance to the hospital as she was losing a lot of blood and we were concerned for her welfare.

On route to the hospital, we went back over the air to relay information to our other colleagues about the details of the vehicle the male had made off in. We made sure that we treated the victim as a matter of priority as I believe this is extremely important for a multitude of reasons which is set out by the Victims Code which is a clear set of rights for victims and why it is so crucial to support them in all areas of the criminal justice system.

First impressions are extremely important in gaining trust and building a good relationship between victim and police and once they are done first impressions are very hard to change (CollegeOfPolicing, 2021).

Police are seen as not responsible for the crimes and the physical harm caused by the crimes however, they are responsible for not making the victims feel worse. This is done through a multitude of ways such as the way the victims are spoken to, including non-verbal communication such as tone and body language. Victims often have little to no understanding of the criminal justice system and how it works, therefore it is key for police to inform them of the process of this and support them as much as they can through the criminal justice system. It is vital that police personnel follow through with what they have informed the victim that they are going to do and fulfill their side of purpose within the Victims code (CollegeOfPolicing, 2021).

One of the rights on the victim code states ‘RIGHT 3 – TO BE PROVIDED WITH INFORMATION WHEN REPORTING THE CRIME’ (CollegeOfPolicing, 2021).
With this in mind during this stage of the investigation after taking the relevant MG11 statement from the victim, I explained the process of a victim’s personal statement to them. I explained in detail that it is all about the emotional damage caused by the crime and the effects it has on your life which can lead to physical and mental conditions. This statement is then read out in court and will often be used to consider the sentencing of the perpetrator.

There are several different methods by which the victim has support when involved with incidents. One of these support options is a Public Protection Notification Report. This report is submitted by police officers and has many different circumstances on it which can be altered to suit the crime, victim, and offender. This report summaries the vulnerability of victims, the report is then sent to the force Public Protection Unit which analyses the information and circumstances on the report and assesses the risk to the victim. Following this, a maker can then be created on the victim on the relevant intelligence system to show the relevant level of risk on that particular victim (Rates, 2015)

For this particular incident, I submitted a high-risk public protection notification report for the victim due to the offender's violent past history, the level of injury inflicted to the victim, and her overall mental welfare after the incident. My justification for this was due to her needing several surgeries on her face to help reconstruct and revert the damage caused when the offender struck the victim. This was then going to have a negative effect on her mental wellbeing.

Another one of the rights on the victim's code is the right to be provided with information about the investigation. Officers are not only responsible for informing victims of key decision points within the investigation but also to explain these updates to the victim and ensuring they understand. This could be updates such as; Arrest of the suspect, charge of the suspect, decision not to investigate, and a wide range of other things (CollegeOfPolicing, 2021).
With this relevant legislation in mind, I ensured the victim that I would update them with any relevant information about the incident even information that could negatively impact the victim such as the charge being dropped and over the course of the investigation I kept regularly updating the victim about the incident. As the male was on the run for a number of weeks I would weekly contact her to provide an update, even when we had been unsuccessful in locating the male. Showing this level of transparency helped the victim to feel valued.

During one of the regular updates that I was giving to the victim, she stated that she was apprehensive about attending court and potentially being in the same room as the offender. Due to this, I explained to her the special measures we can put into place to help with this issue.
One of the special measures I informed her off was a live link. This is a live link that enables the victim or witness to give their evidence in court during the trial from outside of the courtroom through an artificial link to the courtroom. The victim or witness can do this from within a suitable room within the courts or at an appropriate different location (CrownProsecutionService, 2021).
Having given the victim this option and explaining it to her in detail really helped to aid her through the criminal justice system and made her concerns feel valued.

In conclusion of this incident and looking back in reflection on this incident as a whole; I feel I prioritised the victim at every stage of the investigation. Which proved to be a vital step in helping support the victim through the criminal justice system as at multiple occasions during the investigation the victim was considering withdrawing support. But with regular updates, transparent communication, and prioritising the victim she

continued to give the police her full cooperation, and the male was charged with the relevant crime. This incident evidenced to me how critical it is to put the victim as a first priority and the positive impact it can have not only on the victim but also on response police officers by having the victim's full support for the investigation.

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 am going to take about the use of the national decisions making model, why it is beneficial in policing, and how it can help aid the decision making process for response police officers ensuring all actions are justified and done according to the correct legislative contexts as well as relating each step of the incident I was involved in back through the National Decision making model. I am also going to use a reflective model to assess my decision and critically analyse them given the parameters I was given.

The national decision making model is a model used by police officers to help them make decisions in the job of a response police officer. It is suitable for every decision and it is taught that it should be used by everyone within policing. It can apply to many different incidents; spontaneous incidents or incidents that are managed and carefully planned. By a single person or by a large team, In many different types of operational situations (CollegeOfPolicing, 2013).
This decision-making model can be used as a structure to provide rationale as to why they chose to use those particular type of actions. Due to the nature of the policing role, it is not always possible to relate each step of the NDM to the incident that you may be involved in however in these cases the main priority of the decision maker should be to protect and serve the public (College of policing 2021).

The NDM is broken down into six main elements:

1. Code of ethics
2. Gathering information and intelligence
3. Assess threats and risk and develop a working plan
4. Consider powers and policies
5. Identify options and contingencies
6. Take Action and review what happened

Each piece of the NDM provides the decision maker with an aim of focus. The code of ethics is at the centre of each element and minds all aspects of the NDM together (CollegeOfPolicing, 2013).

One of the incidents I have gone too over the last few weeks as a response police officer was an incident where a neighbour had reported that she could hear screaming coming from the upstairs flat and that it sounded like a woman screaming for help and for someone to call the police. I and my colleague entered our police vehicle and started to make our way to the address on a grade one call. On route to the address I asked over the radio if we had any further information and intelligence and if the people who are registered at that address had any warning markers or previous police involvement, I also asked if the victim and suspect were still present at the address at this time.

The call handler came back to me and informed me that they had no further information other than it involves one female and one male. The male who was the only registered person to that address was well known to police and had several warning markers: Violent, violent on arrest, weapons, concealing knives, mental health and drugs stating that he has a Valium addiction. Both the victim and suspect were reported to still be at the scene during this time.

I had already started the process of using the NDM by starting to enquire over my personal radio about the information and intelligence that we had on the address including its occupants and their potential warning markers. Once I had all the relevant information that was available to me and I started to assess the threat and risk to not only myself and my colleague but to the potential victims that are still at the scene.

I have started to develop a working plan with my colleague on how we are going to tackle this incident. We had taken into consideration the initial call that has come in and although the female was potentially in distress and the male was known for being violent we decided to go into the incident with an open mindset and ascertain as many details as possible prior to using any force. The plan was to separate both parties and get details from them about what had happened. We would both assess the environment and take action according to what was told to us and what we could physically see.

We were around 2 minutes away from the location and we receive information from our call handlers that changed the dynamic of our plan completely and made us start the NDM again with this information and reassess everything.

We received information that the potential victim has placed a call herself to state that she has been badly assaulted by the suspect and that he has a knife in his possession and has threatened to kill her.

With this new information, myself and my colleague took into account this and developed a new working plan to reduce the risk to us and the victim and to manage the situation as best as we could. We revised the information and decided that we need to get the male under control as soon as possible before ascertaining details of the events of the incident. We could use Section 3 of Criminal Law act to use force on the male and detain him to ascertain information of what has happened. Due to the nature of the information that we received, we also decided that once the male was detained we had to search him under section 1 of the Police and criminal evidence act to try and locate the reported knife.

The next part of the NDM has already been consulted by myself and my colleague which is to consider powers and policies. We knew that we had the power to detain the male to ascertain details under the criminal law act, we also knew we had the power to search the male given the description given to us from the victim under section 1 of Police and criminal evidence act.
Identifying options have already been discussed with myself and my colleague and has been constantly used throughout our time traveling to the incident. The next stage is to take action and do a in-depth review on the positives and negatives of what has happened.
The male was detained by ourselves and a knife was found concealed on his person. The victim gave a statement and made a full complaint to officers.

It is a compulsory duty of police officers as declared in the Criminal Proceedings investigatory Act to disclose information in relation to the offence. This is done for a multitude of reasons the reason which is relevant for us is to declare this information on this person going forward as a domestic violence aggressor (Legislation.gov, 1996). This information can then be granted to the potential victim under Claire's law, in which provided certain criteria is met the victim can request to see if a person has been a domestic abuse aggressor in the past. Giving that victim a warning into a person's background and potentially saving a life (GOV.uk, 2018)

This shows how vital the management and sharing of information across different intelligence platforms is to the safety and protection of members of the public. This is a core value of the police.
This is why I deemed it so very important to share and retain this key significant information about this particular offender.

On reflection of this incident, I will use Gibbs reflection model to provide an in-depth review of actions taken by myself and how I can learn from the negatives and take forward the positive from past experiences and for future calls of this nature (Edinbrugh, 2020).

The overall incident was very high pressure, knowing that this male was violent to police on arrest from warning markers and potentially had a knife in his possession left a great risk to myself, my colleague and the victim.

This made me feel very apprehensive in order to take control of the male and retrieve any potential weapons that was on the offender to prevent further injury or offenses.

On analysis of this incident I and my colleague were too focused on the offender and getting control of him. Whereas we should have taken a more victim-focused approach and made sure she was safe and well immediately after the threat was detained as she could have had potentially life-threatening injuries within the property. Thankfully on these occasions, no such injuries had been obtained.

Going forward on the conclusion of this incident I feel the situation was handled well. The male was obtained without any injury to the police, victim or offender. However, me entire action plan was based around the offender rather than being a victim-driven action plan which conflicts with the policing core principles.

As a result of this reflection and looking forward to future incidents. I would create an action plan which would be more focused on the victim and making sure that they are safe, well, and not in need of medical treatment rather than basing our entire action plan on the offender. Of course, the offender will need to be dealt with during these incidents but the victim should be treated with the same if not more of a priority.

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
Allocating specific time to reading through feedback, researching the feedback I was given and different methods to help me better my knowledge and understanding of my modules.	Using books and the internet as well as speaking with other people who are going through the same program as myself to identify my weaknesses and help me to better myself on this course.	I can ask for support off my university. I can seek the support of people I work with who have already completed this program. I can ask friends and family members for their advice going forward and base my questions off the feedback I will receive on my first workbook.	Idealistic timeline for completion: 01/07/2022 A realistic timeline for completion and full betterment and self-reflection: Winter 2023
Focusing on implementing my theoretical work with my day-to-day policing work. Finding the use for different methods such as: The drama triangle – and implementing these methods into my policing career on a basis that is required.	Asking colleagues about the relevant methods that I am developing and trying to incorporate into my daily response policing role.	My colleagues are the main people who can help support me for this particular piece of work. As only seeing someone else implement these methods firsthand is the only way that I will have a better understanding and implement these methods myself.	The timeline for completion on this will be forever changing as I feel there will always be something new to implement in this line of work but for the majority, I will say the end of my probation so completion by the end of 2024.

The next stage of my progression would be to take on more of a leadership role when dealing with calls. This includes taking ownership throughout the entire incident as well as the follow up.	This will be achieved through watching my colleagues and how they take control and ownership of a situation and following this method myself and implementing it into my own personal way of dealing with situations.	Colleagues can help provide support when dealing with this as I will have to face new situations for a rather large amount of time within this job therefore it will take me a good while to be completely comfortable.	Timeline for this is going to be until the end of my tutorship which is towards the end of June 2022.

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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

By signing the section below you are acknowledging your progress on O.C.P. This is recognised by the university as work that is fully supporting this module and is equivalent to 500 words towards the overall wordcount.

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: L.WILLIAMS (Learner - Electronic signature or type name)

Date: 05/06/2022