

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:

When I was faced with my first exams during the first six months of training, I knew I had to develop a personalised approach to dealing with stress. Stress has been recognised to “have an important position in relation to the productivity of human resources. Work stress faced by labours is associated with decreased job performance, increased work absenteeism and prone to accidents.” (Information Resources Management Association, 2020). I knew I needed to understand my stressors and focus on building resilience to ensure I continued to perform successfully. In this essay, I have explored and evaluated several coping strategies that have been recognised to develop an individual’s resilience and minimise stress.

Becker et al, (2023) research has defined stress as the bodies physiological reaction to situations we interpret to be threatening, where we believe we have insufficient resources to tackle the problem. This results in the experience of unpleasant emotions such as anxiety, frustration, and depression (pp.13). During my initial training period, I experienced the impact of stress, especially in relation to my first exams. I knew I had to develop and adapt ways of becoming resilient to new experiences. Herman et al (2011) recognised resilience as the most important factor to positive adaption to our surroundings, whilst enabling us to maintain our mental health and wellbeing, “despite expecting adversity” (pp.258). This highlights the importance of understanding what contributes to my personal wellbeing, to develop effective coping strategies to deal with stress. I would define this for me as finding the balance between my resilience and being challenged in my work. Developing such strategies allowed me to develop my personal resilience to work effectively during times of work-related stress and adequately prepared me for stress felt in the second exam.

One of the coping strategies I used during the build up to the first exam was to socialize. I did this with different groups of people, and I would try to do this for an hour most days. Tommiyama et al. (2022) found that “adults who see their friends less frequently over a short period of time may develop depressive symptoms” and S. Pinker (2014) recognised how feeling lonely can exaggerate any feelings of stress. Both studied the importance of socialising, especially while under pressure or when dealing with stress. In addition, Scott (2022) research established that spending too much time alone can raise cortisol levels and blood pressure which has been previously linked to the impairment of our cognitive function. I found the most effective way to socialise would be with my close friends and family. I found this took my mind off the stressors for a period of time, giving my mind a period of rest. This subsequently improved my wellbeing, which allowed me to return to studying with a positive attitude and a clearer mind.

During the stressful times I found that going the gym and exercise had a positive impact on my stress levels which resulted in an overall improvement on my mental health and wellbeing. Mikkelsen et al (2017) says “regular physical activity can significantly improve mental health and lessen symptoms of depression anxiety and stress.” This is supported by Nicole A et al. (2013), who found there is a positive association between physical activity and perceived stress. During exercise, our bodies naturally produce serotonin (Mikkelsen et al, 2017). Mikkelsen et al (2017) research accentuated the importance of exercise to reduce the risk of depression. Their research identified exercise as one of

the leading coping strategies to implement during times of stress, as a natural way to balancing out our neurotransmitters to a natural state of happiness.

Going to the gym gave me a healthy way to relieve any anger or negative feelings that arose from being irritable as a result of stress. Going to the gym also allowed me to have some time to myself allowing me to put the stress I felt into context and rationalise it better; and allowing me to plan my studying better.

My final coping mechanism I used was going for walks around my local area. I found this helped it allowed me to reset and I would return to my studies feeling refreshed. Roe (2020) studied the effects of going on a walk through urban areas and found that stress levels dropped after going for a short walk through an urban green environment. Allen (2008) stated going for a walk in a green area can be “as beneficial for treating some mental health problems as prescribed drugs”. I found this method the most effective out of the three because of how it can be done while socialising and also being a form of physical exercise.

Stress is most commonly seen to be a negative reaction that has detrimental effects on a person's overall health and mental wellbeing. However, stress can have positive effects such as, positively impacting on memory, better resilience to further stress, and stronger immune responses (Elizabeth Scott, 2023). I found that during the second exam when I was more in control of my stress levels, my memory of what I had studied improved significantly and I believe that was due to a healthy level of stress. Stressors can also lead to innovation in solving a task through adjustment to fit their strengths (Xu 2024). From these findings one can conclude that stressors can act as catalysts for enhancing problem solving abilities.

To conclude, prolonged stress can cause significant cognitive and physiological problems if a person does not have adequate coping mechanisms and resilience; therefore, making sure you build resilience, and coping strategies is paramount to a person's wellbeing (Becker et al, 2023). However, we should recognise the positive impact on a person's productivity when stress has been experienced for a small amount of time (Xu, 2024). The coping strategies I have developed have supported me in my initial 6 months of learning. I will be able to implement these strategies in the future to continue to develop my resilience and minimise the impacts of stress.

Word count:1000

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:

Effective communication is a skill that, as a police officer, must be trained to high standard. Good communication has been recognised to not only convey information, but build confidence and provide comfort, which is one of the most important factors to consider as an officer when dealing with the public (Underwood, 2013). In this essay, I will be writing a detailed review of an incident I dealt with which required a good understanding and application of communication and managing conflict. I will explore two communication models and their application to my scenario with an offender.

My tutor and I received a call to attend an address because the caller's son was having a mental health crisis and causing damage. An initial account from the victim disclosed that the male had a mental health episode and damaged the house and cut himself as a result. This meant the offence of criminal damage; *Criminal Damage Act 1971 s.1(1)* was committed. The male had previously been diagnosed autism.

While my tutor was talking to the victim, I was with the suspect who was very agitated and upset. I then waited with him while my tutor got him prepared for a night in custody and collected his medication. It became apparent that my communication with the male began to significantly reduce any signs of further aggression and excessive stress.

We observed the defendant to ensure he received verbal reassurance as and when he needed it. This involved regular trips to the exercise yard in an attempt to reduce any further signs of agitation. As a result of this, he kept calm for the whole night, and he got some sleep before I left in the morning.

Verbal communication is simply communication through the use of spoken words. Delivering this form of communication effectively is important. We must consider several factors of how an individual speaks and how this can affect a person's understanding and perception of the communication and communicator. Some of these factors include depth of voice, accent, and volume (Gordan 2021). Gordan, (2021) considered the importance of word choice and rephrasing repeated messages to keep the listener engaged. Using effective verbal communication in the incident I attended was important because of his aggressive and irate behaviour. It became apparent he needed to understand his position in the situation so we could progress and reach a conclusion. In an attempt to calm the male, I focused on lowering my vocal tone, adopting a softer tone of voice to let him know I was calm to give the impression that was acceptable in this scenario. Although verbal communication is most commonly used over other forms of communication it is also recognised that non-verbal communication uses the same mental process as verbal communication (Wigham 2013). Wingham, (2013) research highlights that verbal communication will not work in the intended way if not paired with effective non-verbal communication.

Non-verbal communication is a form of human communication which does not use words in any form. It leaves individuals to rely on a person's body language, hand movements, and eye contact to communicate tone, emotions and ideas. This form of communication works to assist other in detecting the tone of what you are saying, Peutela (2015) stated that non-verbal communication has the ability to replace verbal communication in certain circumstances. Peutela, (2015) identified that non-verbal communication is more ambiguous than verbal communication and if the spoken word is unclear then non-verbal communication can act as a "back up" for understanding what is being said to you. Using effective non-verbal communication helped in the incident when trying to calm the male down. I kept my body open so he knew I was not a threat. I maintained eye contact when he was talking to me so he knew I was listening to him. However, one cannot rely on non-verbal communication to establish the meaning behind what is being said. Thompson et al. (2014) found there is a "small but significant" difference between men's and women's ability to recognise non-verbal cues. Kulnke (2012) mentioned in her book that different cultures have slight differences in non-verbal communication and doing something which may seem normal in your culture may be found offensive in another. This is also something which must be taken into account when using non-verbal communication commonly.

The male, in the incident described, has autism. People with autism often have impaired communication. "An autistic person may appear not to hear what you say to them, not respond to their name, or appear indifferent to any attempts you make to communicate." (The National Autistic Society 2020). Due to the male's autism, he may spontaneously respond, produce, or interpret non-verbal communication (Georgescu 2014), this meant I would have to ensure that my non-verbal communication was simple, such as open body posture to imply a non-threatening nature. I also had to ensure that verbal communication used was unambiguous by using definite words when I could and answering all his questions honestly and concisely.

When I first arrived at the scene the male was irate, and I believed he could have been close to becoming violent again. It was clear that if the individual became aggressive, force would have to be implemented. An effective method of controlling a person's behaviour and attitude through communication is to use Betari's Box model (Patty Mulder 2023). This model explains states: my attitude affects my behaviour which affects the other persons attitude which affects the other persons behaviour, this is a cycle so will continue to go around as time goes on. I took method into account and made sure I spoke to the male with a calm tone of voice as to ensure the situation remained calmed and controlled. I knew this method was effective when his breathing calmed, and he stopped crying and shouting. He began to communicate with us, concerned with what was happening instead of assuming everyone was against him.

When conveying the male to custody he needed a lot of reassurance around what was going to happen to him. When explaining this I used Aristotle's Model of Communication (Panovski 2023). This model considers, the speaker, the audience, and the message. The speaker includes everything that comes from the person delivering the message and how they use their verbal and non-verbal communication. When answering his questions I used open body language and remained honest in my answers. The audience makes sure you consider who is receiving the message. If the audience doesn't understand what you're saying, or, get the wrong impression from what you're saying then the communication has failed. My audience on this occasion was an autistic male who was extremely

anxious and in a heightened state. His breathing was shallow, he was crying and shouting, and he was thinking of the worst possible outcomes of the incident. Due to this I knew that I needed to speak to him calmly and explain everything with honesty and in as much detail as possible. The male also has ADHD meaning his ability to remain attentive is impaired, this meant I had to consider the length of my answers ensuring they were long enough to include enough detail but not too long so that he would lose concentration on what I was saying.

The message is the final part to consider. This considers what you want to say and how you say it. It needs to be concise and accurate. I did this by making sure I didn't give the male any false hope about what is happening to him. I made sure he was aware of the things that were going to happen and what was available to help him.

In review of both communication models, I believe that they both served their purpose well. I used Aristotle's model when conveying to custody and at custody itself when the male had already calmed down a great deal. I used Aristotle's model as the male was asking questions, concerned with what was going to happen and how he will be treated when at custody. This model worked effectively because what I was relaying to the individual was factual and informative which is what the model promotes. I used Betari's box when I first arrived at scene in order to calm the male. I used this at that time in order to calm the situation to ensure we could converse effectively with the male to understand and resolve the incident.

To conclude I think that the two methods I had used were extremely effective in this scenario. Due to the effectiveness of the models used it meant that no force was implemented. I am happy with how these methods had worked and am confident I could apply these to different scenarios in order to communicate better with people. Verbal and non-verbal communication are both effective forms of communication when used together correctly. However, they cannot be relied upon on their own to communicate effectively, as shown by Thompson et al. (2014) and Kulnke (2012).

Word count: 1498

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:

A thorough understanding of criminal justice is an important part of being an effective police officer. After dealing with an incident involving a racially aggravated public order offence and harassment I gained a greater understanding of the criminal justice system, how to use it proportionately and effectively, whilst understanding how to assist the victims of crime. In this essay I will be outlining and reflecting on my responsibilities as an investigator, the procedures I followed and describing how policing values were demonstrated.

The incident I dealt with involved a suspect committing an offence under Section 4 of the Public Order Act 1986, causing harassment alarm and distress with intention to cause fear of violence. In this incident the suspect was shouting racial abuse in the street at his neighbour, (victim 1) and threatening him with violence. Victim 1, is seen in the street arguing back and telling the suspect to leave him and his family alone. Upon speaking to victim 1 and his partner, (victim 2), they disclosed that there had been on going harassment from the suspect for about a year and they really feared for the safety of themselves and their child. As a result of this we arrested the suspect for a racially aggravated public order offence and harassment.

While investigating an offence there are certain policies that must be followed to ensure the victim is treated correctly. There are twelve victim codes that were designed to "ensure the victim has an understanding of what they can expect from the criminal justice system" (Gov.uk 2024). The fourth code is "to refer to services that support victims and have services and support tailored to your needs". This is always an important part of code due to the severe affects that crime can have on an individual and as police officers support needs to put in place to assist the victim in repairing the damage that has been as best as possible. In cases of hate crimes support services become even more relevant because victims of hate crime report a much less safe in their local community (Benier 2017). Stopforth et al (2022) research supported our decision to focus on the victims mental health as

“experiences of racism are also negatively associated with positive mental health outcomes, such as self-esteem or life satisfaction.”

Another part of the victim's code is the right “to make a victim personal statement” (Gov 2024). This is a statement that can be taken from victims which is written in their own words about how the crime has affected them and their life. The harassment from this incident had occurred over the course of a year and had a detrimental effect on both victims' mental health. The statement is normally read out in court and assists the judge in deciding the sentence. However, Roberts (2013) found that approximately a quarter of victims are offered the opportunity to do a victim personal statement, and only half of those offered actually completed one. This shows although a victim personal statement can help the victim in their recovery and affect sentencing, however, they are not completed enough minimising the impact they should have.

The final part of the code I will be discussing is the right to “be provided with information about the investigation and the prosecution.” Victim support (2010) stated that 55% of victims were kept well informed about their investigation. Victims support then go on to explain how it made some victims feel with some saying, “we felt isolated and unsupported.” And “we feel really let down.” The victims in the incident I have described also mentioned feeling isolated as a result of the offence, this meant that not keeping the victims well informed regarding the investigation would've only exaggerated the effects the offence has already caused.

The broken window theory states that signs of crime in one area encourage more serious and more regular crime in that area (Garcia-Tejeda 2023). For this reason, I knew that this incident had to be dealt with in a timely and effective manner and that not apprehending the suspect for these offences could cause far greater problems in the future. This theory links to one of Gwent Police's force wide priorities is to ‘keep neighbourhoods safe’ (Gwent Police 2024). This involves the reduction of public order offences, and offenders. Given this and my knowledge of the broken window theory I understood that dealing with offences such as public order and any hate offences is a priority for the prevention of crime.

In order to reflect on the investigation, I will be using Gibbs Reflective cycle (University of Edinburgh 2024). This cycle contained six stages: the first stage is description of what happened and what was done; the second is what you felt before during and after the task; the third stage is an evaluation of what went well and what didn't; the fourth stage is the analysis of why it went how it went; the penultimate stage is draw conclusions about what has been learned; then the final stage which is an action plan of how to improve for the next time.

In order to ensure that the victims felt justice had been done I ensured that I actively listened to their situation and their concerns when initial contact was established. This relates to one of the policing code of ethics, “respect and empathy” (College of Policing 2024). The College of Policing goes on to explain this by saying “encouraging, listening to and understanding the views of others, and seeking to recognise and respond to the physical, mental and emotional challenges that we and other people face”. I continued this throughout the investigation by keeping the victims updated on everything that was done, and also ensuring to take a victim personal statement and also ensuring the best evidence was obtained in statements by arranging an interpreter for victim 1 who felt he could explain the incidents better in Arabic.

Throughout the investigation I felt as though I worked effectively and quickly. I did this by arresting the suspect at the scene for offences to remove the majority of any risk presented. I also took statements off the victims and interviewed the suspect the next day. Looking back, I still feel the same about my actions and I believe that the victims have been given justice for the crimes against them.

Upon evaluation I think that the victims were dealt with well and they were happy with the service they were provided. I also think that the suspect was treated fairly and was given his chance to provide an explanation fairly in interview. However, I am aware that due to the accelerated nature of the investigation that some evidence could have been missed, for example, some details in the statements or valuable questions in interview.

I think that it went well because my tutor and I worked together efficiently. Also, everything we made a record of everything that we did ensuring that every base was covered. My tutor's extensive knowledge of policing policies and investigations was useful as it assisted me in understanding what were the next steps and why.

To conclude I have learned the importance of acting quickly, I also now understand the full effects that hate crime can have on a person and their family. In order for me to be able to handle a situation like this completely on my own I will develop a furthermore in depth understanding of the process of investigations and what steps need to be taken.

In order to improve for the next time, I deal with a similar situation, I intend to have developed a further understanding of the criminal process to further inform victims of what is going to happen to assist in their recovery from what happened.

To conclude I believe that an in depth understanding of the justice system and justice as a whole has allowed me deliver an effective and ethical service as in the police code of ethics. Understanding the criminal justice process and what is expected of an investigation also allowed me understand the importance of effective and timely evidence gathering. Without this knowledge I don't believe I would have been able to succeed in a charging decision against the suspect at the time I did meaning that the victims were able to feel safe in their own home again.

Word count: 1398

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:

Decision-making and discretion are important parts of dealing with incident and conducting investigations. It is also crucial that all investigations are in line with the Criminal Procedure and Investigations Act (CPIA) 1996. This ensures that all investigations are thorough, impartial, and fair; and all information that may be relevant is recorded even if it undermines the prosecution. In this essay I am going to be describing an incident I attended and my actions during this showed adherence to CIPA 1996 and how I used effective decision making.

My tutor and I received a call to deal with a male who has indecently exposed himself in a car park to a female who is below 18 while she was leaving the building. This had a serious effect on the victim and caused her to feel alarmed and distressed. We immediately began to work on finding this male we were able to do this through knowing what car he used and talking to the victim and witnesses to the incident. A statement was taken from the victim describing what had happened and the male was arrested that night for an offence under the Sexual offences act 2003 s.66. During the investigation we discovered he had carried out similar acts before, and in the same location for which he was further arrested.

Decision making is something that, as an officer, must be done every day. The decisions that are made are decisions that have the potential to change a person's life or infringe on some of their human rights. As a result of this, the college of policing engineered the National Decision Model (NDM) (2024) saying that it is '*suitable for all decisions and should be used by everyone in policing*'. The NDM is comprised of six main elements; firstly, to gather information and intelligence around the situation. This allows the officers decision to be based upon facts and their decision to be informed. The second part is to assess threat and risk and develop a working strategy. In this stage officers must weigh up the risk to all parties involved and develop a strategy based on minimizing or removing risk of harm to all those involved, including possible offenders.

The third stage is to consider the powers and policies available to officers. This can include powers granted by the police and criminal evidence act 1984 and the police code of conduct, as well as relevant local policies and procedures.

The penultimate stage of this process is to identify options and contingencies. This is important as it encourages officers to identify all options available to them and not just the first or easiest option available. It allows and encourages officers to make contingency plans for if their main option fails or is no longer the best decision.

The final stage is to then take the action you have decided on and then after review what has happened. Reviewing what has been done is imperative for officers continual learning and improvement.

The sixth part of the NDM is at the core of all of the previous stages which is to consider the code of ethics. This part is important as it makes officers make the right decision for the right reason.

The NDM is used commonly in relation to using a police officers' discretion. Discretion is defined by the Oxford Dictionary of Law Enforcement (2015) as '*the power [...] to decide whether and how, within legal bounds, they enforce the law*'. Being able to use discretion is a very important part of policing and has a massive effect on public perception and future dealings with the same people. When investigating the offence, I used discretion when taking a statement off the victim. The victim was under 18 and a victim of a sexual offence, this meant she should have been video interviewed by a specially trained officer; however, it was decided that this was not needed due to her maturity levels and understanding of what was being asked of her but also the delays being balanced against the risks posed.

Part 2 of the CPIA 1996 'imposes a duty upon the home secretary to prepare a code of practice to regulate the conduct of the police in relation to unused material, which is to be disclosed by the prosecution.' (Oxford Dictionary of Law Enforcement 2015). An example section of this act which I followed is Criminal Procedure and Investigations Act 1996 s.23(1)(b) This section states that all information obtained that may be relevant to the investigation is recorded. An example of when I did this is, the victim couldn't provide an accurate description of the suspect, I made sure to make note of this in the investigation log as it may become relevant during the process of the investigation.

During this investigation I first used the NDM when first deciding what to do with the small amount of information I had initially. The only information I had initially was what happened and what car was used. There was no known offender at this stage as this was a random offence.

The next step was to assess threat and risk and to develop a strategy for the investigation. I was able to conclude the risk is medium. Previous incidents indicated to me there was a likelihood of escalating reoffending. I was then able to develop a working strategy. The strategy I developed was to, find out who the offender is through an insurance check on his car, take a statement from the victim, or arrange a video interview due to her age, and finally to arrest the suspect and interview him in custody.

To do this I considered the powers and policies available to me in order to carry this out. The powers available to me were the power to arrest, the power to search any person, premises, or vehicle immediately after an arrest, an Achieve Best Evidence (ABE) interview with the victim due to her age, possible bail conditions, automatic number plate reader camera checks to identify where his vehicle had been.

I was then able to identify different options and contingencies that I were open to me. These were, to find out who he is and arrest him straight away, then proceed with further evidence gathering the next day such as taking a statement and interview. I decided not to go with this option due a possible ABE needing to be arranged at a later date, and there was also a risk that the car did not belong to the person we arrested, there was also a risk of giving the handover shift too much to do. My other option was to find out who the male is, go to see the victim about taking a first account and seeing if an ABE interview was necessary and then going to arrest the male, and conducting an interview in the morning for the handover shift. This is the option I deemed to be the best for the situation at that the time.

I then acted on this. I found the male on police systems who had previous incidents of a similar nature. The automatic number plate reader camera placed the car in the area at the time of the incident. Upon speaking to victim, it was decided she was capable of making a statement at that time. This then allowed me to make a more informed decision to go and arrest the male for the offence of indecent exposure. We arrested the male and conveyed him to custody. Upon review of my actions, I

believed I made the right choice on my actions as the risk of further harm was low and my actions led to have enough information to make an informed arrest.

I understood for the duration of the incident that I had an unconscious bias against the suspect due to the nature of the offence, which other officers and other people who knew about the incident also had. Davis (2019) stated that an unconscious bias can have a negative impact on decision making if left unchecked. As a result, I had to ensure that I stayed impartial throughout the investigation of this offence and to always check if I am assuming or pressuring as a result of the unconscious bias. Kelly (2000) stated *'this fact of disagreement over fundamental values is taken to be the prime reason why we need neutral reasons that do not advantage the standing of any social group or set of values.'* I knew this male was a sex offender who had offended in a similar way multiple times against different women and he had just committed a sexual offence against a child. This was the reason for mine and the others' bias against him. However, to counteract this I made sure that I treated this male as he was when I saw him and not by his actions that night.

To conclude I believe that the ability to use the NDM and discretion effectively is of the utmost importance for police officers. This is due to the currently low level of public confidence in the police recently. Correct actions in line with CPIA 1996 is also important to make sure that the criminal justice system is fair and impartial. Finally, impartiality in the police is also important as not being impartial could lead to poor decision making among other issues. If all of these are actions and values are instilled within officers, then it would lead to an increase in public confidence in the police one encounter at a time.

Word Count: 1594

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
Statement writing: Layout and going into enough detail in what I'm including.	I believe this can only be achieved by doing more statements and practicing. I will do this by making sure if there is a handover I will volunteer to do the statement. I will attend a statement writing workshop. I will proofread all my statements. Finally, I will read some of my colleagues' statements to be able to use as a good example to follow.	My colleagues, The recourses available on the beat and other intranet sources. My sergeant, My tutor.	I intend to do this within six months.
Dealing with conflict: How to defuse situations and how to use force effectively.	I will volunteer myself for calls which involve conflict and put myself in situations where I can use words to diffuse situations such as volunteering for city safe. I could contact the public and personal safety training team about attending a refresher course	Personal and public protection training instructors, Colleagues, Sergeant, Control room,	I intend to be able to deal with conflict effectively by the end of my tutorship in June.

	and go into more detail with them about how to resolve conflict.		
Case file building	This can also be achieved by practicing. I could go on an attachment to the case file team to help me understand the process better. I can attend inputs done by the case file team and those who know how to do them well in order to understand how to do them better.	The case file team, Colleagues, Sergeant,	I intend to do this within the next year. This area for improvement has a longer time frame due to case files not being a common thing to do.
Working NICHE	I can do this by making sure I check over everything I've written in the logs, practice on NICE train finding people and associated items. I can do this by becoming a NICHE champion on shift meaning I would spend more time on NICHE giving me more time to practice.	NICHE champions, Colleagues, Sergeant,	I believe I can become confident with NICHE within 2 months due to how often I use NICHE in day to day working.

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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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Signed: Edward D. Davies _ _ _ _ (Learner - Electronic signature or type name)

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