



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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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Task 5	Development Plan	500
	Total	6000
	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:

Becoming a Police Constable is one of the proudest moments of my life, and a real privilege to any holder of the office. When I was attested within the first week of my employment, I was aware that I was being granted a wide-ranging set of powers and duties that the general public don't have, and that great responsibility came with them, all to allow me to serve my Queen, country, and community.

Responsibility for me, means recognising the importance of these powers and duties and the immense impact I could have on people's lives. To help me accept this responsibility that came along with being attested as a Police Constable, I had to and still do utilise the process of reflection, which allows me time to 'take hold' of experiences, digest them slowly, and learn lessons and new ways of working from them.

To put this into practise, I utilised Kolb's model of reflection, the so-called 'experiential learning cycle', which is split up into 4 parts; 'concrete experience,' (*doing/having an experience*), 'reflective observation,' (*reviewing/reflecting on the experience*), 'abstract conceptualisation,' (*concluding/learning from the experience*) and 'active experimentation.' (*planning/trying out what has been learned from the reflective process.*) (Kolb, 1984)

My 'concrete experience' was being attested as a Police Constable and having to accept that my life would change forever, and that stress and perhaps anxiety would come with this. I would be taking on a new job role, one which is under heavy scrutiny at all times and is currently suffering from under-funding, thus meaning I would be expected to 'do more with less,' which would put a lot of pressure on me in the workplace and potentially my private life if ever I got something wrong or came under direct scrutiny from South Wales Police, the public or any other relevant organisation or body.

My 'reflective observation' was taking a deeper look at the stresses and other factors involved with me being attested as a Police Constable and in doing so, considering what would be expected of me in my career to come. I considered whether or not I fully understood what I was 'getting into' by joining the police and subjected myself to a mental 'stress test' of sorts.

To conduct this test, I took all of the available information I had received, such as inputs from my university, inputs from police leaders and inputs from our Professional Standards Department, and thought of worst-case scenarios in my head – what if I got things wrong by mistake? What if I wasn't performing adequately in my role? What if I was unable to cope with the academic workload on the new PCDA scheme due to my disabilities? I put all of these questions and more to myself, and continuously reflected on them from the day I walked into the policing environment, in the hope that I could digest these questions and develop working strategies that I can utilise to avoid worrying, getting stressed out and to become more resilient.

My 'abstract conceptualisation' came in the form of realising that I am only human, and that being human means that sometimes we make mistakes, sometimes we get things wrong, and sometimes we underperform. However, having had multiple talks from my university leaders, police leaders and various other policing figures, I learned one thing very clearly – provided that I act in line with the policing Code of Ethics at all times, and do what I honestly believe is right in the circumstance, that I can have both a clear conscience when dealing with the challenges of being a Police Constable, and job safety in the knowledge that I have done my best at all times.

Abiding by the policing Code of Ethics' core principles means being accountable, fair, honest, respectful, selfless, and objective, as well as showing leadership, integrity, and openness (College of Policing, 2014). I believe that these principles are present deep within my very being and have been since I was a child, thus I have always lived by them.

Living by these principles and being aware of these in my role as a Police Constable helped me immensely to manage my stress levels and develop emotional resilience, as I was aware that if I did what I thought was right and in line with the Code of Ethics, I would not get things wrong, perform inadequately or be unable to cope with the workloads, whether that be at training school or out on the beat.

I concluded that whilst living by these principles, I must also be able to 'switch off' from policing and take some time to ensure my own health and well-being does not suffer as a result of me accepting the role of a Police Constable. This brought me to the next stage of Kolb's reflective process;

'Active Experimentation.' As a result of what I had done, reflected upon, and then concluded upon earlier on in the reflective process, I decided very soon after becoming a Police Constable that I would set aside 30 minutes at the end of the working day, every day, to sit alone, reflect on the day's events and the challenges ahead – whilst in training school, this was useful in digesting daily content we were taught and preparing/revising for the two exams we had ahead of us.

I knew that I could utilise the reflective process repeatedly and apply it to situations both in and out of training school, all in aid of making my transition into the role of a Police Constable easier, less stressful and making me a more resilient person.

I knew from previous experience that I get stressed when it comes to taking exams. In order to minimise the impact of this stress, I created several mind maps, revision 'flash-cards' and a study timetable so that I could effectively prepare for both exams. I found

that following these exams, I felt a lot better knowing that I had prepared to the best of my ability, and so this feeling alone made me more resilient and helped change my mindset when it comes to exams and other daunting academic tasks.

I know that if I ever fall victim to the things that I am chiefly worried about, that I can hold my hand up and admit so, ask for help to fix the situation, and then utilise a model of reflective practise – such as Kolb's – to digest the situation and build working strategies that can be applied to things I experience throughout the rest of my career, thus making me a proud, positive, professional and resilient Police Constable.

Task 1 Word Count: 1099 words.

Task 2

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

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

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

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

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

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

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

ANSWER:

The incident I am going to discuss was a fight involving several males. Upon attendance, I witnessed several males fighting, and these males all appeared to be intoxicated, and were swearing at one another loudly in the street and being generally aggressive towards each other.

I immediately began assessing the situation and as part of this, I considered the various impact factors present on the scene in line with the National Decision Model (NDM), which notably were that all of these males were large in build, heavy in stature and were currently being physically aggressive and violent.

Aside from their behaviour, there were other impact factors such as a crowd of bystanders being present and the potential for weapons (*such as bottles*) to come into play – these too formed part of my risk assessment and I had to consider this in real-time to develop a working strategy and make a decision as to how I would engage the situation.

I figured that there was a risk to myself and my colleague if we were to get physically involved in the situation, and I began considering my powers and policies so that I

could be sure I was acting in lawful execution of my duty and in line with the policing Code of Ethics. (College of Policing, 2014).

I made the decision to approach the males, and shout; "Police! Stop fighting and move back!" loudly, and the males noticed me. I believe my presence as a police officer in uniform alone had an impact on their behaviour, as they immediately backed away from one another, ceased fighting and were now just shouting at one another.

I approached one male (*male A*), who I could see was the main aggressor, and he was extremely agitated and attempting to get at the other males involved in the incident. Whilst stood between male A and the other males, I said to him in a stern, authoritative, yet calm manner; "Move back now!" and he did but was still shouting and swearing at the other males.

I was constantly 'spinning' the NDM in my head, and I recognised that my colleague and I needed assistance, as there were far too many aggressive males for us to deal with alone. I utilised my radio to talk to our control room and call for assistance, and I provided them with my exact location and updated them as to what was going on. The control room informed me that further units were en-route, and my plan was to try and keep the males from fighting again.

Intermittently, several males were trying to get at male A, and so I would shout at them; "Get back!" and they would listen and move back. Male A charged past me and tried to get at one of the males in the crowd (*male B*), and the two began fighting.

I ran towards them, and male B backed off instantly, but male A kept charging towards him whilst throwing a flurry of punches. I again spun the NDM in my head and identified that it was necessary to use reasonable force in line with section 117 of Police and Criminal Evidence Act 1984 in order to execute my duty to protect the public and prevent crime. (UK Parliament, 2017)

Given this, I grabbed a hold of male A with both hands, pulled him away from male B and attempted to gain physical control of him in order to arrest him for committing an offence of affray under section 3 of the Public Order Act 1986. (UK Parliament, 2006).

Male A managed to break free of my grip and began attempting to flee the area. My colleague managed to tackle male A to the ground, and male A became aggressively resistant towards my colleague.

I ran over to assist my colleague with securing male A by handcuffing male A's hands behind his back. This was done successfully and was justified, proportionate, lawful, and necessary given the circumstances of the incident and male A's behaviour.

My colleague arrested male A and made the decision to restrain him on the ground until further units arrived. The other males present – including male B – became hostile again and were aggressively trying to get at my colleague and male A.

Male B ran up to male A and my colleague, and I again spun the NDM and pushed male B with two hands to his chest, and shouted; "Get back and stay back, or you'll

be arrested too!” – this action seemed to change male B’s thought process, and he placed both hands up in a defensive manner and immediately backed away.

Another male (*male C*) appeared to be talking to male B, and so I called male C over to me, and in speaking to him, I learned that he and male B were best friends and were on a night out together. I utilised my skills of persuasion to negotiate with male C and attempted to get him on my side so I could use him to my advantage in defusing the situation by getting male B to leave.

I said; “If you can work with me here to get your friend to leave, his night won’t be spoiled by him getting arrested if he continues with his behaviour, and your night won’t be spoiled by having to pay for a taxi by yourself, you’ll have someone to split the bill with.” Male C seemed very receptive to this and went over to male B and spoke with him. Male B was looking at me, and nodding along to what male C was saying, and both males began leaving the area together.

Several additional colleagues arrived in police vehicles shortly after, at which point all of the remaining males ran away from the scene and scattered, with some being pursued by my colleagues. I ensured that I passed the description of male B over the air using my radio, and I asked for local council CCTV operators to observe male B and guide my colleagues to his location.

I had remained with my colleague I had initially attended with in order to ensure he was safe, and that male A was safe whilst in his custody. I refused to leave my colleague as this would have made them vulnerable to attack from the volatile crowd and potentially rendered them defenseless, as they had to control male A, who was still being resistant whilst restrained on the ground.

The fundamental elements of my communication during the incident that I can identify were; excellent verbal and non-verbal skills, building rapport, negotiation skills and tactical communications.

When considering Betari’s Box throughout the situation, my attitude was that I wanted to defuse the situation and resolve it safely. My behaviour as a result of this meant I had to utilise the NDM to be information and intelligence led by the goings-on in real time and be prepared to utilise reasonable force and police powers to bring the situation to a conclusion.

My behaviour thus affected the attitude of male A and male B in particular, who did not initially comply with me, which meant that male A’s behaviour was continually aggressive and violent and led to him being arrested, whereas male B had a change in behaviour and thought process and left the scene.

Due to Betari’s Box being cyclical, this led to my attitude being adjusted too, and as the situation simmered down, I readjusted my behaviour to incorporate negotiation skills and rapport building and I had to use force less and less. (College of Policing, 2020).

My actions during the incident led to male A being arrested, and male B was pursued from the scene by my colleagues and subsequently arrested. I am extremely pleased

with the overall outcome of the incident. I feel that I utilised the NDM and my rapport building skills appropriately to aid with my decision making, which allowed me to feel comfortable and justified when using my police powers to utilise force in the execution of my duties.

I am disappointed that I could not apprehend and arrest male B during the incident, as I feel as though I should have. However, I do know that I did the right thing by acting as 'crowd control' and keeping male B and the other aggressive males away from male A and my colleague.

I feel that if I had left my colleagues' side to apprehend male B alone, that I, my colleague, or male A could have been seriously injured as a result.

I reflected on the incident afterwards utilising Gibbs' reflective cycle, which enables me to properly dissect situations, garner learning from them and take this learning forward with me. Gibbs' reflective cycle is made up of several elements, which allowed me to consider about the incident; what happened, my feelings, what was good and bad, what could I have considered more deeply and what else I could have done.

The cycle then allowed me to form an action plan in my mind as to what I could potentially do in the future if faced with a similar incident. (Gibbs, 1988)

I feel that my actions helped fulfil my duty to protect the public but having reflected upon this situation and learned from it, I can definitely see the value in having more colleagues present at an incident and developing my verbal/tactical communication skills to help accomplish this, and thus if a similar situation occurred again, I would definitely call for assistance earlier or ask for more units to attend when the call is initially allocated.

This would allow situations to be resolved more quickly and safely, which then instils public confidence in the police as we are able to use less force individually, which poses less risk to a person's right to life. (Human Rights Act 1998, 2004)

Task 2 Word Count: 1645 words

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:

The incident I am going to discuss is a case involving a sexual assault by touching against a female victim by a male offender.

The initial report detailed that the victim was vulnerable and distressed by this incident, partly due to the victim being foreign to Wales and thus having a limited support network, and due to the victim being a victim of sexual abuse in the past.

I visited the victim to talk to her regarding the incident, and to explain the options available to her to proceed with the incident if she wished to. I explained to her that South Wales Police are victim led in our service, and that we abide by the 'Victims Code', which sets out various rights for victims of crime in the UK.

She explained to me that she felt ignored and that no one believed her during the past when she had been a victim of sexual abuse, and that she did not have any support beyond a very limited network of persons. Another core concern of the victim was also that she would not be believed this time and that the offender would get away with it.

I explained the Victims Code to her, and specifically addressed her three core concerns. I told her that I was sorry to hear that she had not received the level of service she hoped for from the police in the past and reassured her that I would try my

absolute best to make her feel listened to and valued throughout the process if she wished to pursue a complaint.

I told her that under the Victims Code, specifically according to 'right 1', she has the right to be able to understand what's going on, the process involved in making a complaint/pursuing the complaint, and to be understood.

I also informed her that according to 'right 4' she had the right to be referred to services that can support her as a victim of crime, and have these services tailored specifically to her needs and her desired level or method of engagement.

Finally, I informed her that according to 'right 6' she had the right to know what was going on in terms of the investigation and in terms of the prosecution being undertaken by South Wales Police and the CPS. (Ministry of Justice, 2020)

I explained to her firmly that these rights are there to serve her and make her feel comfortable in pursuing a complaint. If she chose to do this, I explained, it was my responsibility to uphold these rights for her, as well as the other rights in the Victims Code, and ensure that I put every possible effort into investigating this matter and making her feel safe and supported throughout the process.

The victim seemed much more at ease with me and with the whole process of pursuing a complaint once I explained this to her, and she specifically mentioned to me that she initially was hoping for a female officer to arrive to take her complaint, but that she now did not want a female officer to take her complaint, as she trusted me completely to work hard for her during this matter and that she felt I put her at ease like no other police officer had before by explaining the Victims Code and what I planned to do to deal with the matter so clearly and precisely.

I explained to her that I would take a statement of complaint from her detailing the incident, arrest the suspect/offender in question, and then carry out several enquiries to gather evidence, such as CCTV enquiries, house to house enquiries and conduct further statement taking from parties that may be able to assist with this matter.

The victim was pleased to proceed, and I took a statement of complaint from her. I also explained the Victim Personal Statement (VPS) scheme to her, and how it was an opportunity for her to put into words and explain how the incident had affected her and made her feel in terms of her level of vulnerability or intimidation, as well as the mental, physical and emotional impact the incident has had on her, and that she had the opportunity to read this out to the court or have it read out for her if the matter ended up in court. (Crown Prosecution Service, 2017)

I offered her a chance to complete the VPS straight away – the victim stated that she did not want to, and so I reassured her that if she changed her mind that she could call me when I am on shift or email me when I am off shift to arrange a time to complete the VPS. I provided the victim with my personal-work contact details, and she was very pleased that I had done so, and verbally commended me for being so thorough, accommodating and understanding of her situation.

Following taking a statement from the victim, she explained to me that she was nervous regarding attending court, and so I explained that there existed a series of provisions known as 'special measures' which I could apply for her to receive if she had to attend court. I explained that I could not promise her these, but I would try my best to get them for her so that she feels comfortable and safe in progressing this matter.

I explained to her that she was eligible for special measures as she is classed as an intimidated witness under section 17 of the Youth Justice and Criminal Evidence Act 1999, due to the fact that she was indeed suffering from fear and distress in relation to giving evidence in the case, and that under section 17(4), she is automatically classed as an intimidated witness due to her being a victim of a sexual offence. (UK Parliament, 2015)

I explained the various special measures to the victim, such as; the provision of a screen to shield her from the offender in court, to give her evidence via live link or in private, the removal of wigs and gowns by judges and barristers and several other provisions that I could apply for on her behalf. (Crown Prosecution Service, 2021)

She told me that she would like a screen to shield her from the offender in court, and I stated I would apply for this on her behalf.

Before leaving to carry out further enquiries, I assured the victim that as a police officer it is my responsibility to ensure her 12 rights under the Victims Code are upheld. I reaffirmed to her that I would personally contact her on a weekly basis to update her, and that I would be her single point of contact for this to make things easier and less stressful for her, in that she would not have to worry about pursuing updates in regard to the case as I would provide them fully for her as frequently or infrequently as she wished.

I also offered her the opportunity to receive a referral from Victim Focus, which I explained is a charity that South Wales Police work closely with whom can provide bespoke support to victims of crime – she agreed to be referred. (South Wales Victim Focus, 2022)

The victim was happy with my approach and thanked me profusely for my level of service, which she described as 'fantastic.' This made me feel like I had done a good job and provided a fantastic level of service to the victim in a way that would have increased her confidence in the police.

I understand that the Victims Code as of April 2021 binds me to treat victims of crime with respect, dignity, sensitivity, compassion, and courtesy, and that I must respect their privacy and their right to make informed decisions. The Victims Code stipulates that I as a police officer must provide victims with services and support to assist them to understand and follow the process and engage appropriately with the criminal justice process. (College of Policing, 2021)

The policing Code of Ethics also states that I must act with authority, respect, and courtesy, and that an example of me meeting this standard would be to "recognise the

particular needs of victims and witnesses for policing support.” (College of Policing, 2014).

I embodied these elements of the Victims Code and the policing Code of Ethics, as well as the core policing values of integrity, transparency, public service, and impartiality throughout this incident. (College of Policing, 2016)

Firstly, I acted with integrity by providing a ‘fantastic’ service to a victim of crime and fulfilling my responsibilities according to the policing Code of Ethics and Victims Code and acting in line with the procedures of South Wales Police – thus enhancing organizational reputation and public perception of the police.

Secondly, I acted with transparency by being open, honest, and realistic with what I planned to do for the victim in this case, and by being accountable for my decision making, as well as taking ownership of and responsibility for my approach to the case.

Thirdly, I acted in accordance with public service by being extremely motivated to engage with the victim in this case, to act in her best interests and to investigate it as a matter wholly. I sought to understand the victims vulnerabilities and needs and ensured that my communication and approach to the victim was professional, respectful and in line with her needs and wants from a police officer.

Lastly, I acted with impartiality in this matter by ensuring the victim had access to me, support and all the information I could lawfully give her in relation to this case. I also arrested and interviewed the offender and allowed him to give his account and express himself in a fair, equal manner, my sole intentions being to establish the facts of the matter and to allow justice to prevail.

Word Count: 1650 Words

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:

The incident I am going to discuss involves an incident whereby a reporting person (the RP) they stated that they had been walking through the local town center and had noticed two males – male A and male B, talking to one another underneath an overpass about possessing Valium, and that these two males were showing one another bags of what appeared to be pills.

The RP gave a very distinct description of both males and stated that he knew male A personally, and that male A was a known Valium user and frequently carried a knife for protection. The RP gave male A's information to the force control room, who passed on information and intelligence to me that male A was known to be violent with police officers and carried knives.

I arrived at the overpass with a police colleague and saw both males talking to one another. They saw me approach them and started to walk away.

I immediately started to 'spin' the National Decision Model (NDM) in my head in order to better aid me in conducting a dynamic risk assessment and formulating a working strategy that I could apply to the situation. This would consist of me having to gather information and intelligence, assess threat and risk and develop a working strategy, consider my powers and policies, identify my options and contingencies, take action

and review what happened and then, if necessary, 'spin' the NDM again based on my review to further continue the risk assessment process. (College of Policing, 2014)

I began gathering information and intelligence by considering the initial emergency call, the physical characteristics of these males, and the information present to suggest that male A and B were in possession of illegal drugs and thus willing to commit criminal offences, and that male A potentially had a knife.

Based on this, I began assessing threat and risk and developing a working strategy. I utilised elements of the THRIVE model, which is used across police forces in England and Wales to align the policing Code of Ethics and NDM to help police officers judge threat, harm, and risk, and decide how to respond to incidents (Fisher, 2021).

I considered the threat, risk, and harm that these males may have posed to myself and others if I engaged with them, and I also considered what may happen if these males were left unengaged, were in possession of drugs and decided to sell these to members of the community.

Utilising THRIVE, I knew that I had to engage with these males as part of my working strategy.

I then considered my powers and policies, chiefly section 3 Criminal Law Act 1967 – which allows me to use reasonable force to prevent crime or arrest offenders/suspects (UK Parliament, 1991) – and section 117 Police and Criminal Evidence Act 1984 – which allows me as a police officer to use reasonable force to carry out my duties (UK Parliament, 2017).

In identifying my options and contingencies, I felt comfortable that I could legally use force to conduct a stop search under section 23 of the Misuse of Drugs Act 1971, as I had reasonable grounds to suspect that these males were in possession of drugs from the information and intelligence I had gathered. (UK Parliament, 2011)

I considered several options and contingencies, such as getting more officers to assist me and making use of local council CCTV operators to cover the incident. I requested the former and was told that no officers were available to assist. My latter request was successful, and I felt safer and better protected knowing the incident was being captured on CCTV.

I also decided to turn on my body worn video camera (BWV) to capture the incident to add another layer of self-protection, as I was mindful that if the CCTV coverage did fail at a crucial point during the incident, that my BWV would capture it as a contingency.

I took action by firmly telling both males to stop and announcing myself as a police officer that wanted to speak with them.

Both males stopped, and male A immediately became verbally aggressive with me, and had both hands in his pockets. I was not comfortable with this, and continuously 'spun' the NDM during the situation and concluded that I was going to act decisively.

I conducted the stop search in line with my policies, procedures, and powers, and recited 'GOWISELY' (College of Policing, 2022) to male A and handcuffed him for the safety of myself and others present. This resulted in the recovery of a large quantity of illegal Valium from male A, and I arrested him for possession with intent to supply a class C drug.

I repeated this process for male B based on my 'spinning' of the NDM and found 2 Valium pills on him. After conducting the appropriate police checks on male B, I decided to utilise the discretion afforded to me as a constable in line with the policing Code of Ethics (College of Policing, 2014), and rather than arrest male B, I deemed it appropriate to report him for summons for the offence of possession of a class C drug, meaning he would have to attend court in relation to this matter, but would not be arrested and have his human right to liberty (Equality and Human Rights Commission, 2021) taken away in that moment.

Upon review and reflection, I feel as though my usage of the NDM was constantly underpinned by the policing Code of Ethics, and that I used it correctly as a risk assessment and strategy development tool, which worked perfectly in allowing me to achieve my end goal of preventing and detecting crime and then dealing with those offenders proportionately and appropriately.

If faced with a similar situation in future, I would consider more options and contingencies so that I may be better equipped in dealing with situations more efficiently. However, I am conscious that I am relatively new to the role of constable, and I am confident that my ability to use the NDM and effectiveness when taking action during incidents will improve over time and through being exposed to more incidents and gaining more experience.

The role of discretion in my decision-making process was at the forefront of my mind when considering disposal methods for both males. I knew that it would not be proportionate to report male A for summons, as I had several necessities to arrest him, and I honestly believed that he posed a danger to himself and others by having such a quantity of drugs on his person that I believed he intended to sell.

I felt it was proportionate to report male B for summons due to his lack of offending history, as it would not be in the public interest to arrest him – I did not have a necessity to arrest him, either – and spend public funds on putting him through the **entire** criminal justice process for the sake of having 2 pills on his person when alternative methods of disposal were available and were far more proportionate.

When considering the situation as a whole, it is easy to see how implicit bias (Perception Institute, 2022) could have been present in my thought process. I received information and intelligence early on that male A **may** have had a knife or **may** have behaved a certain way towards me, and this could have subconsciously altered my attitude and approach towards the situation and male A, and thus made me behave differently without my own knowledge.

The potential impact of this bias being present could have been negative in that I could have ended up using force unnecessarily, leading to public confidence and legitimacy in the police being damaged, or perhaps I might have ended up being unwilling to

engage with the males respectfully or impartially due to a generalised negative perception of drug users that may cause implicit, unconscious bias.

However, because I constantly acted in line with the policing Code of Ethics and the Competencies and Values Framework, I automatically know to act with integrity, transparency, impartiality and in the interest of public service (College of Policing, 2016) – this means to be respectful, fair, and consciously check my own state of mind to ensure I am not acting in a bias manner, but rather objectively, in order to ensure that evidence is gathered and that I work on the basis of evidence, facts and common courtesy.

The Criminal Procedure and Investigations Act 1996 (CPIA) introduced the ways in which police officers must record, retain, and reveal material obtained in a criminal investigation to the prosecution; this process is called ‘disclosure.’

When someone is charged with a criminal offence, police officers and prosecutors have a duty to disclose to the defence any material from the investigation that may be capable of undermining the prosecution’s case or assisting the defence with their case. This is done in the interests of impartiality and to ensure a fair trial. (Brader, 2020)

I gathered several bits of material throughout the course of the investigation regarding male A, notably, text messages on his seized phone that may have strongly shown his intention to personally use his large quantity of Valium rather than sell these.

I knew it was important to record this information on police systems, to retain this information and reveal it to the prosecution and to the defence, as doing so may have helped male A’s defence and had a positive impact on his case, even at the cost of undermining the prosecution’s case.

As a police officer, I understand that I am an independent and impartial evidence gatherer, and by acting in line with my responsibilities under the CPIA, I was also acting in line with the policing Code of Ethics in terms of being impartial, transparent, and acting with integrity to gather evidence and establish the facts in a case.

Word Count: 1650 words

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 must further develop my tactical communications skills so that I can better engage with members of the public and deescalate situations appropriately to avoid the use of physical force, which will allow situations to be concluded more safely for myself and others.	I will be mindful that tactical communications are a tool that is available to me when I am involved in a conflict situation, and I will opt to consciously try my best to utilise tactical communications during conflict situations and I will reflect on my usage of tactical communications following an incident to see whether or not they were useful/ how they were useful, or to see what I could have done better next time.	My supervisor/line manager and other colleagues who are older in service and have more experience. Colleagues that are new to the role such as myself can also be of assistance by sharing their experiences with me, which I will ask them to do.	Developing effective tactical communications is an ongoing process that I hope to achieve by the end of my 3-year PCDA course before I become a fully confirmed in rank Police Constable.
I must further develop my physical fitness so that I can perform better in the physical aspects of	I will make use of one of the several fitness facilities/gyms that are available to me, both in my local area (such as my private gym) and in my force area (such as	My colleagues will be able to signpost me so that I may join the athletic fund and thus be able to use force run gyms.	Again, developing my physical fitness will be an ongoing process. However, I hope to achieve a measurable improvement by the time of my

my role as a Police Constable, such as when attempting to apprehend suspects who attempt to flee on foot or suspects who become violent and actively resistant or worse.	force run gyms and sports clubs). I will pay into South Wales Police's athletic fund which will enable me to use the force run gyms. This will be very beneficial to me, as it will make fitness and gyms more accessible to me and allow me to fit fitness activities into my busy shift pattern more easily. By doing this, I will be able to improve my overall fitness measurably and be able to better cope with the physical demands of the role of Police Constable and also be able to recover better between shifts.	Both my colleagues and also friends in my private life will also be able to accompany me when I go to the gym and conduct sporting activities such as boxing, running and rugby – this will provide me with a morale boost and allow them to offer me fitness and wellbeing advice. I know that my friends and family will also be able to support me by encouraging me to 'stick at' improving my fitness, and that they will be supportive of any lifestyle changes I need to make; such as to my diet, or the adjustment of my schedule to accommodate improving my fitness.	next Job-Related Fitness Test and Officer Safety Training course in September 2022. I also would like to apply for a specialist department sometime within the next couple of years once I pass the PCDA program, and thus I would like to be fit enough to pass a level 10.4 on the Job-Related Fitness Test by the end of 2022.
I must develop my paperwork completion/file building skills utilising police systems so that I can complete tasks in a timely manner and not become	I will seek more exposure to jobs/tasks that require the utilisation of police systems, completion of paperwork and file building. The reason I will do this as I have identified that I learn best by doing, and by	My supervisor/line manager and my colleagues who are more experienced than I am will be able to help me with this, as they have a lot more knowledge in these areas than I do. I always know that I can ask members of my	I would like to be more proficient in casefile building and paperwork completion than I already am by the time I come to do my attachment to the investigations hub in PCDA Year 2, so that I can 'pull my weight' whilst I am there and get the most out of the

overloaded with work. This is important as I am currently juggling my PCDA workload as well as my actual workload as a Police Constable in terms of dealing with crimes and other reports.	exposing myself to these things, it will allow me to gain hands on experience and practise in the utilisation of police systems, completion of paperwork and file building. With the outcome of this new learning, I will be able to complete tasks quicker and to a higher standard, thus providing a better service to victims of crime and to my communities.	team, or my supervisor/line manager for help with completing tasks, and that I can ask to be shown new ways of working to better develop myself into a more well-rounded Police Constable.	attachment, as I will already have a heightened awareness of ways of working in this areas.
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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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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: **Jorge Lee** (Learner - Electronic signature or type name)

Date: **05/03/2022**