

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.

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.

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
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:

In this task, I will be explaining what I did to minimise stress over the initial 6 months of learning. I will also be speaking on what I believe stress is in the context of policing and the coping strategies I have applied to develop resilience and minimise stress. I will be explaining what I did to minimise it over the initial 6 months of learning.

I believe that stress is both a positive and negative element to life. Stress acts as an alarm system to the human mind for when we face a challenging and/or new situation. "Stress is the body's natural defence against predators and danger." - Felman (2023). Stress can allow a strong focus on the situation at hand, however stress can then negatively affect a person in mental and physical ways for example a lack of appetite, anxiety and depression.

The quote above is a well demonstrated view of stress which I thoroughly agree with. In my view, stress is a way in which we as humans begin to acknowledge the importance of a situation and process the handling of said situation.

My experience with stress throughout my initial 6 Months in training was varied however it was always present at one point or another. As training began, it was already a stressful beginning as it would be for anywhere else. For example, a new Job, a new place and a new group of people was a nerve-racking thing to step into which already had a level of anxiety to it due to worries of fitting in with the training group.

To deal with this, the coping strategy I followed was the "Theory A, Theory B" Model which is commonly used in CBT therapy.

The model from Think CBT is as follows:

"The problem is... What is the hard evidence that this is true? What is the hard evidence that this is true? What do I need to do if Theory A is true?" - Edgar (2020)

I learnt this model through a therapist who assisted me in dealing with these issues. The common worry that I found affected me was the worry that I would not fit in with the culture of my training class as there was lots of joking around with and about each other which as time went on, I realised was all in wholesome fun. By using the "Theory A, Theory B" model, I was able to rationalise my thoughts by thinking that the problem is that I will not fit in, but there is no hard evidence to suggest that this is even partially true therefore the thought is unrealistic, and it is just anxiety and nerves.

With this, I found my stress levels for social aspects of training were minimised and my

ability to involve myself in the group was improved. That brings me onto my next point...

The stress and negative mental health that sometimes comes with Policing is well known throughout each and every force as shown through this survey conducted by the Police Federation for England and Wales which says:

“More than two-thirds (82 per cent) indicated they had experienced feelings of stress, low mood, anxiety or other problems with their mental health and wellbeing over the last 12 months”. - Bytyci (2024)

While this may be a worrying thing to read for some, it does have some positive benefits for Officers as it means that colleagues are likely to have experienced the same levels of stress that an Officer may be feeling. For me, this was very much present. After getting closer to my training class, it was clear that many other students were feeling the stress that comes with training, particularly the exams that were coming up. This meant that I was able to speak with other members of my class about my worries and stress about training and the exams that I was preparing for.

Speaking with classmates and creating friendships was a greatly beneficial step towards creating a strong support network within training. Having these connections allowed colleagues and myself to speak on feelings of stress and help each other with said feelings. Knowing that others felt the same way during aspects of learning allowed comfort and relief. Speaking with others became a strong coping strategy to use as time went on and even as I have progressed into my accompanied patrol weeks, I still use this coping strategy following stressful moments.

“Support from colleagues and friends was the most frequently reported personal intervention for managing stress at work.” Bhui (2016)

During my initial 6 months of training, my work-life balance was an aspect that I kept on top of from when I started on the first day. I had already developed this strategy in previous education such as Highschool GCSE and College BTEC courses as I had learnt that it is incredibly important to allow myself time between studies to relax, spend time with my family and partake in other activities that I wanted to. Work-life balance is in my view a needed aspect when in any job, particularly the Police.

“almost every employee needs work/life support at some point” -Kalev and Dobbin (2022)

In order to keep my work-life balance at good levels, I ensured that I set time aside for myself following personal learning time. I would regularly do an hour of study followed by a 10 Minute break and I would repeat that up to four hours. From that four hour mark, I would take at least an hour away from studies to decompress and then return for approximately 30 minutes to ensure that the information has gone in properly. In days in which I was not on personal learning time, I would do a one day on, one day off schedule where I would study one day and have the next day off. This schedule allowed

me to spend time on work while learning effectively and give myself time to spend to relax. Doing this schedule as a coping strategy meant that I was in control of my learning and able to minimise my stress levels in regard to studying.

In conclusion, the strategies that I have applied during my 6 months of initial training from developing support networks to using CBT based theory have meant that I am able to develop myself as a person safely and comfortably as an Officer and I believe that I will be able to continue with these strategies as I further my career and I will continue to develop these strategies and create new ones where they are needed.

(Actual task word: 1099)

Task 2

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

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

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

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

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

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

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

ANSWER:

In this task, I will be describing and reflecting on a policing incident that I attended involving conflict alongside other Officers. In each section, I will be going through the process of determining if the use of force in this incident was necessary, each step of my thought process at the time of the incident and my thoughts upon reflection of the incident. I will be reflecting on the incident by using the Gibbs model of reflection (Brown, 2022)

My tutor and myself were on a night shift when we were initially called to a report of a missing 16-year-old girl who had said that she wished to take her own life shortly after midnight within our patrol area. The girl herself had previously been involved in similar occurrences and she had suffered with negative mental health in the past. After enquiries into local connections and places where the missing person could be. We attended multiple addresses and we eventually found her residing at another family members address. Upon speaking with the missing person, it was obvious that she was in a lot of distress. She refused to speak with myself and my tutor. I went to speak to the family member whose address the female had been staying in and attempted to find out details that may have been disclosed to them. As my tutor turned around to speak with the family member, the female ran out of the front

door to the property. Myself and my tutor instantly ran after her due to the risk of suicide and managed to stop the female from leaving right a few meters from the front door, from there the female began to kick and resist our attempts to prevent her from leaving.

Force was used to prevent the female from harming herself and thus will be described in detail in a following section.

In this section, I will cover the context of my decision making and describe the thought process behind it.

Firstly, when the call came in, I felt immediate worry for the girl as the call log included details that the missing person had intended to end her own life that night. The circumstances behind the incident were that the missing person had an argument with her father. The relationship between the two had previously been poor and the argument had pushed her to a breaking point. It was also disclosed that the girl had been diagnosed with attention deficit hyperactivity disorder. My initial thoughts upon response included consideration of this aspect along with her age making her a vulnerable person

During initial assessment, I followed the National Decision Model by firstly gathering any information and intelligence available on the incident, the missing person themselves, known associates, family and known addresses. This allowed me to prioritise attending the addresses most frequently and recently visited by missing person along with prioritising speaking with people closest to the missing person about locations known or unknown to Police. This stage of the assessment was in my view, the most important stage as it allowed us to quickly locate the missing person. "The collection, development and dissemination of intelligence allow decisions to be made about priorities and tactical options." - College of Policing (2013)

Checks were also done via the Gwent Police Control Room, and it was then shared to me that the victim had previously stated similar threats of suicide.

As previously stated, upon completing enquiries with family and associates, we found information about a family member who the missing person had previously stayed with in a similar incident. Upon attendance to the address, we found the female there. She was obviously distressed and was completely unwilling to communicate with me.

After assessing the situation, I saw that it would be best to let my tutor attempt to get through to the girl, as I was aware that my tutor had more experience dealing with similar situations and having two people speaking to an already distressed person with attention-deficit hyper activity disorder (ADHD) at one time could cause further distress as it is common for people with ADHD to struggle with listening. "Listening, comprehension and working memory are impaired in attention-deficit hyperactivity disorder" - Clinical Partners (2021)

In this section, I will cover the communication skills used in the incident described.

Following the missing person leaving the household, my tutor and I ran after her. She then stopped at the wall immediately outside of the house and we stopped next to her.

I began to use tactical communication in line with the conflict management model provided by the college of policing but created by the FBI for negotiation. This model is known as "MOREPIES". - **College of Policing (2020)**

I attempted to get through to the girl at this point as the girl had once again shut down and the only communications received from her was profanity telling us to go away. I started by introducing myself to start to build rapport and followed with open questions as guided by the "MOREPIES" mnemonic by asking "Can you tell me what's happened?" and "What's made you feel like this today?". Unfortunately, the replies to this were much of the same until the female once again attempted to run away. At that moment, I made the decision to stop the female from leaving by holding onto her arm and my tutor did the same in assistance. The thinking behind this was that the female had already not just threatened to end her own life but promised it by saying that she was **going to** end her own life. I acted under Common Law (**R v Griffiths 1988**)

I acted in this situation with the thought of acting in the females best interest to prevent the taking of her life by her own hands as I was under the firm impression that she would attempt to do so if given the chance. However, both before and during the incident, I kept in mind that due to the mental state of the female, her reasoning would be heavily altered in comparison with her regular thought processing, especially with the aspect of her ADHD taking place. "Aggression is a common symptom of many psychiatric disorders including attention deficit hyperactivity disorder" - Turgey (2004)

With this, I continued to use communication skills with her as we restrained her to attempt to get across the severity of the situation and why we were there. We were there to help, and I wanted her to understand that, but with the state that she was already in, it was unsuccessful. However, it at least offered an understanding of our presence.

Ensuring that Police presence was understood to be for that person's wellbeing was something I kept in mind while in attendance and even while dealing with the resistance shown to us. This was especially important for building rapport. "Many studies have demonstrated the positive effect that building rapport can have on outcomes...such as subject cooperation and information disclosure." - Brimbal & Hill (2022)

My tutor called for assistance at this point, and they shortly arrived but with the father of the girl who had reported her missing in the first place. He was very quickly confrontational with us and as I look back on the situation, I understand why. No one wants to see their child in that state with Police Officers restraining them and, in the moment, the Rational mind from the "Emotional VS Rational Brain" Model (Cabral 2020) would not be active. Initially the father was aggressive and was attempting to step between Officers and his daughter. I firstly felt frustrated at this as we were attempting to help his daughter and due to safety concerns, I attempted to move the father back until a colleague who knew the man before said to let him through. It was here that his presence became beneficial as he was able to slowly get across to his daughter with her calming down over the course of 10 minutes while we were there. After the situation calmed down, the Officers who had arrived with the father took over and allowed myself and my tutor to stand down. It was here that we all spoke with the father and provided advice on public services available to him and his daughter to attempt to get some help with their current circumstances. The father spoke with us and to my surprise thanked us for our being there and explained that he respects us now. This reaction was a complete opposite to the original actions and emotions demonstrated by the father, but it further confirmed to me that we did the right thing.

For the evaluation of this incident, I feel that I acted well.. The daughters life was potentially preserved her life and despite her reaction to us there was several attempts at trying to get through to her without using force. When this was exhausted, the force that was used was necessary and proportionate. The father was very grateful and his request to Police was fulfilled and support was then arranged for future. I initially came away from the incident feeling down as it was my first incident in which I had to use force on a young person, but I then evaluated and allowed myself some pride in my actions.

In conclusion, I am glad that I acted in the way that I did. Despite the negative sides of the incident, I have now experienced use of force to preserve life and I will therefore be more confident in my use of

it in future. For future development, I will focus on allowing families through in situations of this nature as long as it is justified and safe to do so and allow a more human outlook onto the initial reactions of people witnessing their family having force used on them by Police.

(word count: 1649)

Task 3

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

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

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

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

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

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

ANSWER:

In this task, I will be describing a policing incident in which I played a significant role with a Victim of a crime. I will then be explaining the responsibilities placed upon me by reflecting on them by using Kolbs (1984) Model of reflection.

In the incident, the offence of criminal damage (Section 1 of the Criminal Damage Act 1971) had occurred in a block of residential flats. A request was passed to me by the Gwent Police force control room (FCR) to attend an address following the incident as it had occurred the previous night. The victim was a vulnerable person having dealt with domestic abuse as a victim in the past and the offender was an ex-partner of hers.

I attended the address in company with my tutor and upon approaching the door, there was a large amount of damage done to the door. We knocked the door and the victim answered. I then began to speak with the victim, and it was clear that and it was clear that she was very upset from the previous nights events. I reassured the victim that we were here, and she would be safe. The victim disclosed that the offender had turned up with several youths and began to hit her flat door with a metal bar and a nail hammer causing a large amount of damage to the wood and glass panes of the door. It was here that I asked if she was willing to give a statement, she agreed, and I began to explain what would happen with it. I explained the court process with situations like this and reassured her that we would be putting safety measures in place to ensure she is out of harm's way. I described that if she was willing to go to court in relation to the matter, we would be able

to request special measures in which she would not have to see or direct communications at the offender while present in the court. The victim agreed to the statement so we sat her down and began the process.

She began to disclose the events of the incident and she mentioned that her children were present at the time of the incident. I was instantly concerned for their welfare and it added to the necessities of arrest for the offender for protecting a child (Code G of PACE)

I completed the statement in full with the victim and I then offered to complete a Public Protection Notice. I explained that this was something that would outline her and her kids circumstances to outside agencies who would be able to provide support for them. The victim consented to this and we went through it together.

From there I began further enquiries in company with my tutor in order to gain evidence. We spoke with many neighbours who said that they had their property damaged in the same night. None of them had seen the events take place in person, however one of them had the events on a ring video doorbell. We requested the video for evidential purposes, and they obliged. The video shows what was described in the statement from the original victim which added to need to arrest the offender and added to the evidence for the case if it were to go to court.

It was by coincidence that the offender had a warrant being executed on him that same day and he was therefore arrested for the circumstances of that warrant along with criminal damage.

In this incident, I acted on my responsibilities and used procedures in line with the codes of practice to support the victim. Firstly, I ensured that the victim firstly felt safe and comfortable with our presence. I did this by approaching the situation with sensitivity and understanding of what she had already been through. Upon my first interaction with the victim, I made sure that I was approachable and friendly as to make her able to trust my tutor and myself. I took some time to get to know her before we got into the procedural side of the incident. "Take time with the victim. It may take them quite sometime to feel they are safe enough to say anything to you." - Buckley (2021)

I acted in line with the Victims Code (Domestic Violence, Crime and Victims Act 2004) by ensuring I acted sensitively and ensured information about the investigation would be available during the process. I ensured that the victim was aware of support available both in a policing context and outside agencies such as Womens Trust and put a safety plan in place to ensure she felt in control of her safety. For me, this was a very important part of the process as with the victim previously being a victim of domestic abuse, she didnt feel in control. Providing the safety plan allowed her to be in control while being supported by Police.

A major responsibility in policing involved in this incident was the responsibility to collect evidence and investigate lines of enquiry within a timely manner. I followed the Criminal Procedure and Investigations Act 1996 which states these responsibilities by collecting a statement from the victim, spoke to potential witnesses and collected any CCTV available at

the time, whether that be from the Ring doorbell or other cameras in the area. In this particular incident, there was only Ring doorbell available. Reflecting on this area, I can see that thoroughly checking lines of enquiry and collecting valid evidence is a crucial stage to any investigation and with this being a domestic related incident, it made it all the more important to collect the evidence effectively and in good time and with that, it supported the victims statement further adding to the cases validity.

Confidentiality was another responsibility which I took very seriously in this incident. In domestic related incidents, ensuring that the offender was not in the loop with the steps we were taking to protect the victim and investigate the incident was crucial in ensuring the victims safety following the code of ethics and victims code once again. I communicated this to the victim to once again reassure her that we would be taking every available step to protect her.

Collaborating with the Officers who were already arresting the subject that same day and informing them of the circumstances of which I had investigated allowed for the man to be arrested for hi

In this incident, I engaged the policing value of courage following the competency and values framework by engaging in a difficult conversation about her past with the offender. I was also very honest about how the victim may have to stand up in court in relation to the matter. I engaged the values of respect and empathy by listening to the victim and even when she went off topic, allowing her to speak her mind on the situation in respect of her situation. I was very appreciative of the fact that I had not gone through this experience and no level of training nor research can allow me to fully understand her feelings.

I believe that in this incident, I acted well with the victim and ensured she felt safe throughout the encounter and allowed for a long-term support network to develop for her in a public service sense with the PPNs being placed and police contacts being given to her. However, I do believe that I have aspects which I could improve on from this incident for example, although I took a detailed statement, my structure of writing it was somewhat off and meant that we had to jump back to subjects. To improve this for future, I think being clearer with what is needed out of the statement and how I would take it would mean a more professional look for members of the public and therefore better public confidence.

In conclusion, I am happy with how I handled this incident with considerations to possible improvements in future incidents. There was a positive outcome reached in the arrest of the male for the offence of criminal damage and the victim was given plenty of support for current circumstances and anything to follow. The victim was given full details of the court process and reassured that while it may be a difficult process, it is a safe one and as long as it is consented to, plenty of support is available to be used during said process. The children involved in the incident were to be provided with reassurance and protection by Police and other public services from the PPN and referrals made by Police.

(Actual word count: 1443)

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:

In this task, I will be going through an incident that I played a significant role in as a Police Constable. I will firstly describe the incident and then reflect on the responsibilities placed upon me in regard to the incident using the Gibbs model of reflection (Brown 2022). Finally, I will illustrate the strong Policing values engaged within the incident

In the incident, an emergency call was placed to Police and the caller reported that a male had potentially been masturbating in a public place. I engaged the National Decision Model and requested a description from the Force Control Room to gather information beforehand. I then mentally assessed the situation and deemed there to be no immediate risk of harm to myself or other Officers but there was a risk to public decency. At the time, I felt concern for other members of the public who may have had to witness such an act. I discussed a strategy with Officers while we made way to the incident and we decided that we would split up within the area to look for him when we got there.

My tutor, another Officer and myself attended the location from which the call came from and began to search for the described male. My initial thoughts was that the potential Offence would be Exposure (Section 66 of the Sexual Offences Act 2003)

We initially saw a male who matched the description in every aspect other than skin colour. The description stated a white male however this person was a brown male yet the rest of the description matched. Due to the discrepancy in the description, we walked slightly further up the road while an Officer kept an eye on the original male. Upon searching, we found no other people in the area who matched the description.

From there we then approached the original male and asked him what he had been doing. Upon speaking with him, it was blatantly obvious that the gentleman did not speak fluent English. He appeared very confused at our prescience, so I attempted to explain why we were there. This appeared to be semi-successful however in order to effectively continue communication with the male, I utilized an online translator tool. This worked quite well so we continued using it. We explained the circumstances of the call to him and requested that he provided us with his name. He obliged and showed a student ID and explained that he was on an exchange program. After further questioning, he eventually showed us medical cream and explained that he had been applying it to his crotch area. It was at that moment that I understood the circumstances to be a simple misunderstanding as the cream was indeed for that area of his body.

I attempted to contact the witness to ensure that this was the correct male, however this was unsuccessful, and the witness had already left the scene. I attempted to find others who may have witnessed something however there was no one close by. There was also no CCTV covering the area in which he had been standing therefore there was no further evidence to suggest he had been doing anything with the intention of committing an offence.

To effectively communicate this to the subject, we continued to use the translating tool and use his limited English to attempt to verbally communicate information to him and provided words of advice to him. In my view, it seemed like a potential difference in culture which I quickly understood. This was my first encounter in which cultural differences played a significant role. Understanding these differences along with demonstrating empathy with the language barrier was imperative to allow a peaceful solution to take place. "We can ignore race (skin color) on a political level but we can't ignore that ethnic differences exist" – Massey (2006)

Acknowledging the fact that this person was unaware of how his actions would be socially unacceptable was something I was appreciative of, and I explained this to him so he could avoid future mishaps while he was staying in the UK. I decided that there was no necessity to arrest the man as the situation was a misunderstanding and therefore left the male with words of advice and no further action.

By utilising my discretion in this incident, I was able to appropriately deal with the incident. I see understand discretion to be the ability to make decisions and take action in a way that I see fit as long as it is in line with the code of ethics. "Most police guidance is discretionary which means that officers can deviate from it if they can demonstrate a clear rationale for doing so" - Brown (2021).

Upon reflection of my use of the National Decision Model, I feel that I applied it well with collection of valid information regarding the incident and a good risk assessment before

attending. It allowed me to identify the potential suspect very quickly upon attendance meaning that it worked well for responding Officers to deal with the situation in a timely manner.

At the scene, I activated my body worn video to record the actions of the potential offender in line with the force BWV Policy and I also recorded the name and date of birth of the potential offender. I did this at the time of the event to stay in line with the Criminal Procedure and Investigations Act of 1996 code of practice (Section 23(1) outlined under 4.4 of that code of practice and recorded the information that the man provided stating what he was doing. This information would be considered negative information and in line with 4.3, I retained this information in relation to the investigation and placed it into Police systems in line with 5.1 of the CPIA COP

If there was to be a cooperating witness at the scene, I would have taken information from them including initial accounts and then retained it by placing it onto official Police systems. My responsibility with CPIA would be to record all information relating to the investigation from the witness, whether it be differing from original events or negative information which would aid the potential offender in his defence if he were to be charged with an offence.

Throughout the incident, the core values of policing of courage, respect and empathy and public service were all engaged. Courage was used when we responded to a situation in which we were potentially going to see some not so pleasant things from the man. In challenging the man on his actions also engages the courage value of policing.

Respect and empathy was engaged when I treated the man with dignity by taking him aside to a more secluded area to have what would be a difficult discussion, I also made a strong effort to allow the man to share his side of the story by putting bias aside. The bias that may be unconsciously present in this situation would be negative thoughts and emotions towards a potential sex offender as I will openly and honestly say that I have particular resentment for sex offenders however I do not let this affect investigations or any other form of police work as to remain completely professional. "No matter how unbiased we think we are, we often have negative opinions about people who are outside our own group." - (Institute of Engineering and Technology 2021).

On the opposite side of the spectrum, the unconscious bias that may have been present in the form of a sympathetic bias in which due to him not being able to speak fluent English, If the man had committed an offence, without being aware of this potential bias, he may have been subject to a lesser and disproportionate action. However, being aware of this meant that a robust and fact following based investigation was able to take place.

I acted while engaging the policing value of public service as I acted within the public interest to investigate the incident and make a fair decision on one of the members of the public while also ensuring that I was aware of the potential biases that may influence my decisions. While speaking with the man, I also ensured that his needs were heard and seen to in terms of the language barrier and before we left the scene, I ensured his worries were no longer present, therefore ensuring that the public service value was engaged to the best of my ability. However, I do feel that in future similar situations, offering further help for someone who is new to the area would be beneficial for public confidence with that person as it shows the public that Police are humans as well.

In conclusion, this incident went well. It was my first time being the first on scene at a potential sex offence. I investigated lines of enquiry which was not successful however I worked with what was given to me. However, I feel that for future incidents of a similar nature in which someone has been wrongly accused, it would be a positive to offer more support for that person in terms of offering our knowledge of the area as guidance. From this incident, I have also learnt that it is incredibly important to be aware of our biases towards people in both positive and negative contexts. This is important as it allows for an effective investigation to take place and allows for the truth of the matter to willingly come forward.

(Actual word count: 1589)

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
Create a better strategy for pre-statement taking	I will achieve this by continuing to practice my statement taking by taking opportunities while attending incidents to take statements from victims or witnesses	My tutor, University staff and In force policing staff	By the end of my tutorship
Grow my confidence in using force	Ensure that I am fully aware of all use of force powers so that when I need to use it, I do not have to hesitate and think about it	My tutor, Sergeant and PPST staff.	By July 1st
Reduce hesitation when making an arrest	As with using force, ensuring that I am ready to make an arrest if needed is crucial so I will be trying to take a larger role in arresting a person when I am able to	My tutor, Sergeant	July 1st

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

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

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

Signed: _____ (Learner - Electronic signature or type name)

Date: _____