

**BSc (Hons) Professional Police Practice**

**LEVEL 4 - 40 Credits**

**Workbook title: Competency Based Workbook 1 (PCDA)**  
**(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)**

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**FACULTY OF BUSINESS AND MANAGEMENT**  
**PUBLIC SERVICE PROGRAMME**

***Module title: Professional Police Practice 1 (PCDA)***

## Workbook Guidance

Please read these notes carefully; they provide essential information.

### What is the workbook for?

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

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

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

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

### How should the workbook be presented?

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

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

[https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter\\_07\\_Assessment-Taught\\_Programmes\\_Pages\\_72-79-UPDATED-05-11-2019.pdf](https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

[https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf](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:**

| <b>Workbook</b> | <b>Area of Professional Practice</b>                                                                             | <b>Word count</b> |
|-----------------|------------------------------------------------------------------------------------------------------------------|-------------------|
| Task 1          | <b>Wellbeing and Resilience</b>                                                                                  | <b>1000</b>       |
| Task 2          | <b>Communication Skills, Managing Conflict, Valuing Difference and Inclusion</b>                                 | <b>1500</b>       |
| Task 3          | <b>Criminal Justice, Valuing difference and inclusion</b>                                                        | <b>1500</b>       |
| Task 4          | <b>Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)</b>       | <b>1500</b>       |
|                 | <b>Bibliography</b>                                                                                              |                   |
| Task 5          | <b>Development Plan</b>                                                                                          | <b>500</b>        |
|                 |                                                                                                                  |                   |
|                 | <b>Total</b>                                                                                                     | <b>6000</b>       |
|                 | <b>Confirmation of Confidentiality and Plagiarism</b><br><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:

Since getting attested as a police constable there has been an influential increase in stress levels and the need to be resilient. There have been many different types of stresses I have experienced in the initial 6 months of training such as a change in responsibility and coping with the stresses and pressures of becoming a Police constable inside and outside of the tour of duty, managing a new workload and revision timeframe and also dealing with the high input of new information needed to be remembered. The need to be resilient is obviously a key skill needed to be an effective police constable as the heavy requirements required of the job need resilience to be done correctly and to be efficient in supporting victims and carrying out police work. I researched websites to aid me in retaining information and found that there are 10 tips in aiding with remembering information.

M.M., Systematic, A., vocabulary, 21st C. approach to memorizing foreign language, names, faces, numbers, poetry, Easy, A.I. in W.T.A., elegant and fun.

(2021). *Magnetic Memory Method - Memory Improvement Made Easy With Anthony Metivier*. [online] Magnetic Memory Method - How to Memorize With A Memory Palace. Available at: <https://www.magneticmemorymethod.com/how-to-retain-information/>.

A time in my first initial 6 months when I first felt a higher level of stress and pressure was the lead up to my first exam. The stresses originated from a worry of not being an academic person and bad experiences with exams in the past. A coping strategy I found that helped massively with this stress was regular exercise and creating a gym routine. I found out that going to the gym either before or after my day I was able to concentrate on the pressures I faced more and allowed me to control my feelings better as the gym and exercise acted as a management for stresses, I had built up the day before or on the day of an exam. Having a regular pattern of going to the gym or exercising increased my motivation and general happiness about revising a certain topic or completing a piece of work as it allowed me to release all of my stresses into

something productive and allowed all of my positive attention to be focused on a work I had to complete, leading to more efficient learning times.

*Managing stress and building resilience - tips* (no date). Available at: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/managing-stress-and-building-resilience/>.

Quite an influential stress I had encountered in my first 6 months was the realisation of the severity of the role as police constable. I found the responsibility gained by becoming a PC put new stresses on how I act day to day. This was quite a big stress I experienced in training school, so I had to find an effective coping strategy for the stress level and to aid me in becoming more resilient. I found that talking to family and friends about what I was stressed about gave me a place to express my stresses without affecting my theory work. It allowed me to realise that I had support from family and friends if I was ever struggling which allowed me to become more resilient in how I work as I knew I had a support base if I needed to talk about the new stresses I was getting meaning I could put more effort into my studies as I knew I had a support group to go to if I was struggling.

Throughout the initial first 6 months of becoming a police constable I had to deal with personal issues that effected how I was performing in training. I realised I needed to research strategies that could help combat stress and anxiety which were not police related but was affecting how I was learning and my motivation around the job.

I researched a coping strategy principle which allowed to me combat these feeling and to allow myself to concentrate on my workload. This principle was the RAIN principle which allowed me to Recognise a problem or feeling I was having and to realise what I had to overcome to be able to move on, Allowing myself to feel the emotions I was experiencing or to allow myself to see the problem I had in front of me, Investigate the emotions or problems I was faced with and to work out how and what I needed to do to overcome the barriers I was facing and to Nurture myself with self-compassion and to embrace the stresses I was feeling and to reassure myself that there were many different strategies for overcoming issues faced in my personal life and work life.

In my first initial 6 months of training, I was faced with an issue of dealing with an increased workload which was much higher than I was previously used too. The increase in stress due to the new higher workload I had started to affect the quality of my sleep and also my sleeping pattern as I was staying up later to complete tasks I had left to do. The issue of having poor sleep was then starting to affect my concentration in work and was damaging how I was obtaining information. To combat this issue I focused on practicing techniques that would aid in improving my quality of sleep, sleep is a key factor in allowing my mental and physical self to maintain and develop resilience and to prepare myself for the upcoming day. I improved the quality of my sleep by limiting screen time an hour before I wanted to fall asleep, partaking in mindfulness workshops and sessions to relax the mind after a stressful day, and to stop working on assignments prior to going to bed. Allowing for these changes to happen allowed me to have a much healthier sleep , reduce

stress and anxiety levels through the day and improve how I would obtain information as my concentration was now much healthier.

*How to fall asleep faster and sleep better - Every Mind Matters* (no date). Available at: <https://www.nhs.uk/every-mind-matters/mental-wellbeing-tips/how-to-fall-asleep-faster-and-sleep-better/>.

## 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:

I attended a call relating to a male who has been suffering from mental illness had been walking on the train tracks and threatening to jump in front of a train disclosing to the RP that he wanted to end his life. The victim disclosed to officers upon arrival that he suffers from PTSD and depression. The platform and train station were not busy, but members of the public were present therefor adding another risk factor into dealing with this incident. As the male was becoming more distressed and talking to us on the platform, he repeated to officers that he did not want to live anymore and that he wanted to come to the train station and die.

The victim smelt like intoxicants and after further conversation it came apparent that the male was highly intoxicated and was becoming more and more distressed as we asked him more questions and tried to evaluate the situation, we were in.

The use of the national decision-making model played a key part in evaluating and deciding which route of action we would take regarding the victim in question.

On first impression I thought that a section 136 mental health power would be required as our initial thoughts on the situation was that the male is at huge risk of harming himself and causing distress to members of the public.

It was clear from the start of the situation that there was a conflict between me and the intoxicated man as he was instantly showing me and my tutor verbal resistance when we tried to have a conversation with him. The man was also intoxicated and showed that he had not had full capacity in the decisions he was making.

I knew that I would need to remember my conflict management skills in this situation specifically my situational awareness, the male was intoxicated and was threatening to kill himself along with that risk we were also on a train station platform with trains passing by regular along with other passengers around us. Being aware of your situation allows you to gather all evidence shown to you at a particular time and make a decision on what course of action you are going to take and the level of authority you will use. In this scenario the male was clearly vulnerable and did not have a full understanding of what was happening so a more relaxed and supportive approach was used.

*Conflict management skills | College of Policing (2020).* Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills>.

After evaluating the situation,

we were presented with after using the Nation decision making model, the use of a section 136 was not justifiable and ethical as the victim did not present the full criteria needed to action an effective section 136. The male may have said that he wanted to die but after talking to the male we discovered that that was not his plan and that his plan was to visit his girlfriend to get help, as he showed us, he was willing to get help we were able to justify not actioning a 136.

I attended the incident and instantly knew that I would need to use a range of communication and listening skills in order to defuse the situation I had in front of me. I knew that effective communication between me and the male was vital in building a rapport with the male as in an incident like this regarding mental health building a rapport with the victim is a key part in dealing with the situation safely and achieving the best outcome for the victim.

- College Of Policing (2013). *National Decision Model*. [online] College of Policing. Available at: <https://www.college.police.uk/app/national-decision-model/national-decision-model>

My first initial plan was to use verbal communication between myself and the male. My first actions were to ask for details on the man asking for his name, date of birth and address, this would've allowed us to check the male for previous incidents allowing officers to have a better understanding of the victim. After using specific verbal communication between officers and the victim it became apparent that the victim has had issues with alcohol abuse and previous issues with his mental health. This allowed us to change our approach of the situation and understand the victim more than we did when we first arrived at scene. The victim also disclosed to us that he had a partner at home waiting for him who was very distressed as she was on the phone to him as he was saying he wanted to die. After communicating with the partner

on the phone I was able to find out an address that we could take the male, so he was safe and with people to look after him.

I made sure I consulted the college of policing website to refresh my mind on the key factors of effective tactical communication.

College of Policing (2021). *Communication*. [online] College of Policing. Available at: <https://www.college.police.uk/guidance/vulnerability-related-risks/communication>.

After building a rapport with him I was able to find out that he had attempted suicide before and that his suicidal episode in this case was triggered by his PTSD. To maintain that rapport, I had with the victim I had to adopt active listening, it was clear that the male wanted to be heard and understood and wanted support from people so he could help his mental issues. By actively listening and understanding what the male was disclosing to myself and my colleague we were able to organise a way of safeguarding the victim from any possible further harm to himself or others. The use of open questions by myself allowed me to get the most crucial details on the male's situation and how he was feeling and what he wanted.

By obtaining the key details and after talking to the male we were able to find out that the victim's plan was to visit his girlfriend all along and that he had got to the train station and had been triggered by his PTSD allowing him to be put into a mental health episode. This once again helped me in justifying not using a section 136 as it was now clear his plan was not to kill himself more that he wanted to die and was acting this way to get support on his mental illness.

After reflecting on the incident, I was pleased with how my knowledge on how to use the national decision-making model in a real situation and also my knowledge of my policing powers and when and when not to use them. The use of these skills allowed me to be able to assess the situation with my tutor and work out the best course of action for the victim.

### 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:

I was asked to attend a call of a young male who was stating to police that he was suicidal and that he was going to kill himself. Upon arrival the male had slit his throat and was bleeding heavily from his neck and required emergency live saving first aid

The victim had been living at a mental health housing facility and had previous incidents surrounding his mental health. The victim had called police stating that he was in the address but after arriving on scene the male was in his car outside the address.

. This incident was different in the way of supporting victims as no offence had taken place and also the person responsible for the injury was the victim so some key codes of practice we use as police officers when helping victims did not apply. The first key assessment I needed to make was a risk assessment to the injuries caused along with the risk posed to the victim's chance of survival. Using the code of practice for witnesses and victim's framework

( *Working with victims and witnesses* | *College of Policing* (2013). Available at: <https://www.college.police.uk/app/investigation/working-victims-and-witnesses>.)

I was then able to identify the different risks that may be present, these were : whether anyone else was injured or harmed, how the injury was caused asking whether any weapons were used and if so where they were discarded and to identify what risks were posed to other officers or any member of the public or additional emergency services.

It was clear to me when attending the scene that the victim had a serious chance of losing his life to the injuries, he had caused to himself. It was crucial to note that under Section 2 HUMAN RIGHTS ACT along with key policing values and principles it says that when a person is in

real and immediate risk of losing their life police must take immediate action and try their utmost in preserving life.

*Core principles and legislation | College of Policing* (2013). Available at: <https://www.college.police.uk/app/public-order/core-principles-and-legislation/core-principles-and-legislation>.

My main responsibility in this incident was to try and preserve the life of the victim until medical assistance from Ambulance arrived. This was done by using essential life saving first aid skills mainly in stopping the flow of blood and communicating correctly to the victim

Communication was a huge factor in this incident as we did not want the victim to further panic and we wanted to make sure he was aware of everything that was happening to him and that he understood that we were trying to help him. Communication is a core principle in policing so it is vital that the use of it is correct and suitable for the situation you are in. the use of communication between me and the victim in this case was to maintain assurance for the victim and to allow me to gain as much information regarding the incident as possible so i could rule out any offences and to also get a better picture on what help the victim needed and why this had happened in the first place.

*Core principles and legislation | College of Policing* (2013). Available at: <https://www.college.police.uk/app/public-order/core-principles-and-legislation/core-principles-and-legislation>.

When ambulance crews arrived at the scene my responsibility then moved too finding out details of the victim and any family members so that an investigation to why this had happened could take place. I was able to contact the victim's mother and father who were driven to the scene, it was hugely important that effective communication was used between me and the victims parents to make sure all relevant information was transferred along with making sure i stayed respectful and talked about sensitive information with them to avoid any further panic or frustration. Policing values state that we need to be compassionate towards anyone so the application of this poling value was vital in maintaining the best level of trust between the victim and officers. Being such an emotional driven incident, it is normal to anticipate that the victims next of kin will act in ways they wouldn't normally act in. Another policing value to put into play was being emotionally aware of the situation and to understand why people may have acted like they did.

*Core principles and legislation | College of Policing* (2013). Available at: <https://www.college.police.uk/app/public-order/core-principles-and-legislation/core-principles-and-legislation>.

We need to deliver and support victims through life changing incidents as police officers even after the initial incident has happened. We also need to deliver the best service and support victims through the process after our first initial response. This incident was different to others as we normally deal with a victim of a crime, but this was dealing with a victim who needed mental health assistance and support. After talking to the victims parents and support workers it was made clear that the victim had been suffering with his mental health prior to attempting to take his own life and it was crucial that if the male survived immediate support would need to be provided by police and mental health agencies to ensure that this would not happen again.

*We Deliver, Support and Inspire - College of Policing* (2017). Available at: <https://profdev.college.police.uk/competency-values/deliver-support-inspire/>.

When handing over the victims care to the paramedics' communication was vital in making sure they had all necessary information regarding the male to ensure we gave him the best service possible. When at the RESUS unit the family of the victim were hugely distressed about what was going to happen, as police officers it was vital that we reassured the family

that the victim was in safe hands and that everything was being done to save him. In this time i gathered details of the family in order to build an investigation into why this had happened. I wanted to find out what the victims' previous incidents with mental health included but had to be cautious in what i said to remain aware of the emotional impact my questions may have had. As this was a massively emotional incident there was all the possibilities that others may be affected about what had happened especially the family. Support was offered to the family and regular updates were given by me to the parents regarding the victim's health and also regular welfare checks were made to ensure that the family was coping well with what had happened. The victim turned out to have survived the attempt on his life and was given all the required support available to help him with his mental health, the family were put in touch with a mental health support worker and calls were made to MIND in relation to housing the male in the future and to find out why no support has been given prior to this incident taking place.

The use of policing values alongside the codes of practice for victims and witnesses played a huge part in structuring how i could offer support to all those involved and how i could provide the best service possible before and after the incident had happened. Assessing how to use these values and codes of practice allowed me to establish a relationship between victim and their family this allowed me to offer and support them through the process after the incident had happened. I referred both family and the victim to the victim support unit as this was such a distressing incident, this was to make sure that a repeat of this would not happen again.

As police officers we need to be collaborative with all including other officers and partner agencies. This was obviously a traumatic incident, and the support of other officers was hugely impactful after this incident. I knew that i also had to support other officers and emergency service personal who was present at the incident along with victims and family. Throughout the entire incident collaboration between me and other officers and partner agencies was massive, it allowed us to all collaborate in providing the best service possible and establishing an investigation to aid in supporting the victim.

- *We Deliver, Support and Inspire - College of Policing* (2017). Available at: <https://profdev.college.police.uk/competency-values/deliver-support-inspire/>

## 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:

I attended an incident relating to a young male causing criminal damage to his care workers car. The young male lived in a residential children's facility under the care of the local authority. I was not the first officer on scene but had collected this incident as a handover. The young male had gotten into an argument with a support worker which has led for him to storm out of the home and smash her car windscreen with a rake, the damage totalled approximately £500 and a complaint made from the aggrieved.

Looking at all of the different options I had present to myself it became clear that the best course of action for this incident was to get the young boy to attend a voluntary

interview. I had to use my discretion before coming to a final decision alongside with the use of the National Decision Model. I decided to use my discretion because of some key impact factors such being, the damage was minor and was re-paid to the aggrieved, the offender was young and I wanted to keep him out of the criminal justice system. I used the NDM model in assisting me to make these decisions

College Of Policing (2013). *National Decision Model*. [online] College of Policing. Available at: <https://www.college.police.uk/app/national-decision-model/national-decision-model>.

The threat was no longer present between the offender and the aggrieved or any risk posed to the public or other residence of the care home. The cost of the damage had be re-paid also so we developed a working strategy towards dealing with the offence and also managing the offender.

I had various powers and policies at my disposal but after consulting with the NDM I did not use my PACE powers of arrest, I offered a voluntary interview for the young offender with hopes a Youth Justice intervention would be agreed.

I decided that a voluntary interview with hopes of a Youth justice intervention was one of many options I had in dealing with the offender in this incident. The offender was below the age of 18 and I did not want to criminalise the young offender so agreed with an out of court disposal to take place. This was a first-time offence and members of staff stated that the young male's behaviour is usually good and they have no issues.

This was my first time dealing with a youth offender in a care home and I knew from previous research that there are certain principles needed to be met in order to prosecute a young offender who lives in a care home. I used government resources to aid my decision in prosecuting or not.

CPS (2019). *Youth Offenders | The Crown Prosecution Service*. [online] Cps.gov.uk. Available at: <https://www.cps.gov.uk/legal-guidance/youth-offenders>

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The aim of the voluntary interview was to investigate the offence in much more detail and to get an account of what had happened from the young male. I stuck to the provisions of the CPIA and made sure all investigations were conducted in line with that. As the CPIA states as I was the investigating officer for this offence, I had to make sure all information disclosed was recorded and I retained all information or material given. This was aided by consulting the College of policing website highlighting the codes of practice under the CPIA.

College of Policing. (2013). *Investigation introduction* | College of Policing. [online] Available At <https://www.college.police.uk/app/investigation/investigation-introduction?highlight=cpia>.

As the child was under the age of 18 and lived under care a appropriate adult was arranged to attend the voluntary interview to help aid the young offender in understanding the questions I had for him in relation to the offence. A solicitor was provided for the offender, and I went through all required provisions of the CPIA such as disclosing the solicitor before the interview took place. The interview was audio and videoed recorded and the offender was made aware of this in the interview I conducted. I had arranged for a VA, but I still had some enquiries to complete and needed to gather information and evidence of the offence. I had received pictures of the damage caused by the offender and exhibited them into my interview.

I had to think of the reproductions that prosecuting the young male could have on the chances of him re-offending. Previous reviews have shown that effective interventions of young offenders have found factors to consider in reducing the risk of re-offending. Some of these factors to consider are, predicting the attributes that can be shown to the risk of re-offending and targeting them in rehabilitation and service provision.

Adler, J., Edwards, S., Scally, M., Gill, D., Puniskis, M., Gekoski, A. and Horvath, M. (n.d.). *What Works in Managing Young People who Offend? A Summary of the International Evidence*. [online] Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/498493/what-works-in-managing-young-people-who-offend.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/498493/what-works-in-managing-young-people-who-offend.pdf).

Throughout the investigation and the decision in how to manage the offender I have had to put a lot of policing values into practice. The policing values framework ensures that there are clear expectations of everyone working in policing which in turn will lead to standards being raised for the benefit and safety of the public. I made sure I went through all my values and put them into practise, I was transparent in my decisions and actions, I made sure that my decision-making rationale is clear and considered so that it is easily understood by others. I remained integral in the investigation by acting in line with the different values of the police service and abiding by the code of ethics and looking at the benefit of the public. I always remained impartial when the investigation was happening my actions were taken after making sure that I considered the individuals needs and requirements in each action I took. I made sure I gave the young male various opportunities to express his own views and opinions on the incident allowing for a fair investigation. I always maintained I acted in the publics best interest throughout

the investigation by looking at the risk or threat posed to the public before deciding on the route of managing the offence. I made sure I took all parties thoughts and best interests into account before reaching a final decision. I used the policing values framework in making sure that all parties were treated fairly and had their best interests thought about.

Competency and Values Framework for policing Overview of framework

BetterProfessionals forBetterPolicing <sup>TM</sup>. (n.d.). Available at:

[https://assets.college.police.uk/s3fs-public/2020-11/competency-and-values-framework-for-](https://assets.college.police.uk/s3fs-public/2020-11/competency-and-values-framework-for-policing_4.11.16.pdf#:~:text=It%20sets%20out%20nationally%20recognised%20behaviours%20and%20values%2C)

[policing\\_4.11.16.pdf#:~:text=It%20sets%20out%20nationally%20recognised%20behaviours%20and%20values%2C](https://assets.college.police.uk/s3fs-public/2020-11/competency-and-values-framework-for-policing_4.11.16.pdf#:~:text=It%20sets%20out%20nationally%20recognised%20behaviours%20and%20values%2C) [Accessed 13 May 2023].

I had to make sure that I looked at the values in depth and put them into practice so that there was no bias in any of the actions taken from either party or myself as the investigating officer. After reflecting on the whole investigation, I was happy in how I conducted myself and kept to the CPIA provisions. If I was to do something different and to improve , I would not plan like I did as I found when the interview deviated off the plan I would struggle gathering the relevant information needed for the investigation to be a success

.

## 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                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| It was made clear to me that when i arrive at incidents i would forget to use my models and frameworks in achieving decisions on an incident. | This will be achieved by researching the decision-making principles and models such as the NDM and JDM in order to justify my actions and decisions i make when responding to calls.                                                                                                                                            | My colleagues and previous teachers can aid me in showing me how to apply these models into real life practice and how i can use them to establish different options in dealing with incidents. | This can be put into practice whenever i am in work and ca always change so i would use this and try and develop this area of improvement gradually over becoming an independent police officer.       |
| I was made aware that i need to look at different ways in dealing with investigations.                                                        | When attending calls at first i instantly thought of arrest or no arrest. I will research various out of court disposals and options that can be taken instead of an arrest.<br>I will look at the policing principles too to help me understand the best course of action to take and how that would provide the best service. | Colleagues can help with this by sharing how they have dealt with incidents previously and also give me advise of any incidents i may be unsure about.                                          | I would like to understand my options in dealing with offenders and victims within a year of being independent as there is so many different options and so many different incidents to be dealt with. |

|                                                                                                                           |                                                                                                                                                               |                                                                                                                                                 |                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| I was told that i needed to learn more about conflict management when attending calls , especially situational awareness. | This will be actively improved by attending calls with conflict management in mind to make sure that everyone involved is safe and the risk level is lowered. | Colleagues and by me looking into the conflict management framework so that i understand what it involves and how i can apply that in policing. | This will be used every time i am presented with a situation or some level of conflict. |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|

## 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: \_\_ \_ ETHAN L EVANS \_\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ (Learner - Electronic signature or type name)

Date: \_\_ \_ 29/05/2023 \_\_ \_ \_ \_ \_ \_