

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based Workbook 1
(DHEP)**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

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 Graduate Diploma 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)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

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 file 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	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

Focussing on your initial 6 months of learning and since being attested as a Police Constable, **discuss and compare** the coping strategies you have applied to develop resilience and minimise stress.

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

ANSWER:

The initial 6 months of life as a Police Constable were a multi-faceted and, at times, high pressure environment. It has brought educational, physical, social and psychological stresses that have required the development of resilience and coping strategies in order to overcome them. 'Coping' can be defined as *'constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands'* (Kurt, 2020). This definition is important, as the verb 'changing' carries the implication that it requires action on behalf of the subject, and is therefore an active cognitive strategy, rather than a passive one. On that note, it is also important to identify that it is not an objective strategy, and effective coping mechanisms will vary from subject to subject.

On reflection, I have identified three primary coping strategies I have implemented within my first 6 months as a Police Constable in order to develop resilience and minimise stress. These are regular exercise, maintaining a disciplined routine and early revision.

Exercise has long been proved as a stress-relieving and fortitude-enhancing activity. Carrying out exercise decreases stress-inducing hormones and increases the release of endorphins, such as dopamine and serotonin. Endorphins *'are the body's natural feel good chemicals, and when they are released through exercise, your mood is boosted naturally'* (Natural Therapy, 2022). I have long been an advocate of using exercise as a means of relieving stress and it is a practice that has served me well throughout previous high-stress employment. I applied this practical experience to my first 6 months as a Police Constable and have found the positive results reflected in my instructors' reporting on my performance and in my exam grades. What makes exercise a particularly effective tool for minimising stress and building resilience is that it comes in many forms. High-intensity and demanding anaerobic cardiovascular sessions release serotonin and dopamine that creates the feeling of a 'high'. Whereas low-intensity relaxation disciplines will also have a stress-relieving effect by focussing on stretching and breathing to relax the body, reduce muscular tension and improve mood. Yoga in particular is noted to be one of the leading forms of exercise to reduce stress; *'the benefits of yoga include decreased stress and tension, increased strength and balance, increased flexibility, lowered blood pressure and reduced cortisol levels.'* (Yoga for Stress Management, 2007). With this knowledge, alongside my experience of physical training, I tailored a training plan around my work life schedule that was intense enough to develop fitness and strength, but also incorporated yoga and stretching for recovery. I also train in Brazilian Jiu-Jitsu twice a week as a form of fitness and stress relief. I found this to be a very effective method of minimising stress, which studies support; *'Jiu-Jitsu training shifts your focus. Chronic stress can be caused by the jumble of thoughts you have running through your mind. Stepping on to the mat helps you shift your focus away*

from these thoughts. Training brings you into the present moment where you're focused on your skills and how to apply them.' (4 Ways that Jiu-Jitsu Provides Stress Relief, 2020). In reference to my earlier point of coping strategies being subjective rather than objective, the wide spectrum of exercises available and the adaptability to suit the subject's needs makes it a universal and approachable coping strategy for a wide demographic.

However, although exercise is effective in relieving stress, too much exercise can have a detrimental effect. Excessive exercise, with insufficient rest, increases the risk of injury. Though this carries obvious physical debilitations, being unable to exercise can have a further impact on a subject's mental health if that is how they gauge personal progress and development and there is a regression in performance levels from time off during recovery. Furthermore, exercise releases cortisol in the body. Production of this can support memory and levels of alertness. Conversely, *'too much cortisol can have negative effects on your body and for your mood.'* (The Best Forms of Exercise to Release Endorphins and Improve Mood, 2020). With that in mind, the American Department of Health and Human Services recommends *'at least 150 minutes each week of moderate-intensity cardio exercise plus two days of strength training exercise for all adults.'*

This leads into my second coping strategy of maintaining a disciplined routine. The first 6 months of life as a Police Constable followed a pre-determined timetable, with allocated days of rest. This enabled me to develop a routine of exercise, revision and social life around working hours so as to optimise my spare time. It also meant that I had control of my day and what I could achieve with my free time. Making everyday activities a routine, and subsequently a habit, *'reduces stress by making the situation appear more controllable and predictable... preparedness is a key way to prevent stress.'* (Why Routines Are Really Good for Your Health, 2022). Again, lending from discipline instilled in me from a career in the military, I committed to an early morning daily run and then a workout routine in the evenings of weekdays. Around this, I allocated time for revision that I increased in line with the proximity of exam dates. I found that this adherence to a disciplined routine helped start my day in a positive mindset. I also found that carrying out regular stress-relieving activities ensured that problems did not build up to become insurmountable. This is a recognised way of coping with stress; *'adding in stress management to your daily routine can be a great way to little by little offer yourself some relief. Instead of letting stress build up to burnout, daily stress management keeps it from spiralling out of control and keeps you aware of how you're feeling and what helps.'* (Mairanz, 2019). I also recognised how important it was that the 'discipline' part of adhering to a routine also meant having the discipline to be flexible. In the weeks leading to exam dates, I incrementally increased revision time as a priority activity. This meant that I was still able to exercise frequently and socialise to healthily disconnect from work activities, but I remained within an effective daily routine. This is another benefit to maintaining a routine, *'it can be worthwhile to alter routines periodically to keep things fresh and stimulating. This is another secret bonus of routines: once you've established one, the merest of tweaks can totally revitalize your day.'* (Headspace, 2022).

With these incremental increases to revision time, I was able to then implement my third coping strategy to minimise stress and build resilience; early revision. My intention was to avoid last-minute 'panic revision' in the days leading to the exam, so that the information I was studying would be committed to my long-term memory, rather than my short-term memory. This would then aid my retention of information over a longer period of time and make that information easier to recall on the day of the exam. Starting revision early affords the learner the opportunity to *'really learn the material and understand it rather than just memorising information for the sake of the exam.'* (Tutor Doctor, 2020). I was then also able to employ different revision methods as a means to minimise stress and optimise learning. I initially began with a process of handwritten repetition of information to increase retention.

In this, I would highlight key points and write them in a different colour so that they stood out. I then created flashcards of this information so that I could test my memory and read them aloud for another revision tactic. By beginning exam revision early, and in conjunction with a disciplined routine, I was able to explore these different revision methods in order to identify the ones that best suited my learning style. This also enabled me to begin studying areas that I struggled with, namely traffic offences and legislation within the Road Traffic Act, early on to allow maximum time to learn the key points. This type of targeted revision is recognised as an effective coping strategy and revision tactic; *'revise subjects and topics that make you feel anxious earlier on in the revision plan. This will help reduce anxiety because you will feel that you have more time to deal with them... Revising subjects you know well will boost your confidence – but don't put off the difficult areas until the last minute.'* (The Importance of Revision, 2018).

By employing the coping strategies of exercise, maintaining a disciplined routine and early revision, I was able to successfully complete initial officer training with and control my levels of stress. At no point did I feel that the course was unachievable, as I ensured that I allowed ample time for studies and also ample time for stress-relieving activities. On reflection, I will use the success of this throughout my time with Gwent Police – particularly during my university studies where high levels of discipline and a robust work routine will be essential to complete academic studies around the pressures of working as a Police Constable.

Word Count: 1495

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.

Critically assess the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Reflect on your application of 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 a **critical evaluation** of 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.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

To maximise the learning benefit from this experience, I will be reflecting on an incident through the lens of David Kolb's Experiential Learning Theory. Kolb defined learning as *'the process whereby knowledge is created through the transformation of experience'* (Kolb, 1984). Within this, Kolb identified the four stages of learning as *'Concrete Experience, Reflective Observation, Abstract Conceptualisation and Active Experimentation'* (Kolb, 1984). It is within this cycle that I will reflect on an incident I attended.

The first stage of the cycle, Concrete Experience, involves *'doing or having an experience'* (Kurt, 2020). I attended a call whereby a man had threatened and shown intent to burn down a flat. Given that the flat was in a public building and that the argument was ongoing, our response level was set as Emergency to reflect the level of risk involved. Upon arrival, one male was shouting and gesturing with his arms in the street outside. He was intoxicated, which created a language issue as he was not understanding directions given to him by attending officers. Whilst one callsign remained with the man outside, I entered the public entrance of the block of flats and located the involved address. At this stage, I identified that I had two options from a legislative context to gain entry; knock and wait for the occupant to allow us entry if possible, or use our police powers under Section 17 of the Police and Criminal Evidence Act 1984 (hereon, PACE 1984) to force entry with the intent of *'saving life or limb or preventing serious damage to property'* (PACE, 2020) if necessary, given the threat of arson. I knocked the door and was allowed entry by a male. After using

open questions, I identified that the male outside was the one who had made the arson threats and had used an aerosol can and lighter to produce a flame. At this point, I returned outside to assist my colleagues. I could see that the male was showing aggression towards officers and his level of hostility was growing. I shared the new information and the male was handcuffed while Section 24 PACE 1984 was used to conduct a lawful arrest as there were *'reasonable grounds for suspecting [the male] to be guilty of it [the offence]'* (PACE, 2022). The man fought against the restraints, so I moved in and used *'reasonable force... in the exercise of the [police] power'* (PACE, 2017) under Section 117 PACE 1984 to restrain him. Whilst restrained, I conducted a search of his person under Section 32 PACE 1984 which revealed two lighters and an aerosol can. I had to control the man as he physically resisted and verbally complained throughout the process. Upon completion, I then used necessary force to direct the man towards a marked police van, whereby I left him with the arresting officer for them to convey him to custody.

After actively engaging in this incident and experiencing the conflict elements therein, I was able to move on to the next stage of Kolb's cycle of learning; Reflective Observation. Upon reflection of the incident, the application of effective communication was essential throughout to ensure that the levels of conflict already occurring did not deteriorate into violence. I did this in several ways, but I feel that there were missed opportunities to control the situation earlier.

During the situation, my first analysis was to identify what language the male would most easily understand, which was exacerbated by his inebriation. This would then determine if the use of an interpreter or language aids such as Language Line or Google Translate was necessary. The male was shouting and responding to officers using English, with no other languages being used to fill in for words he did not know. I therefore deduced that there would be no language barriers or extra requirements needed in this regard.

Secondly, the male was speaking with a raised and angry tone of voice. Before I started my search of his person, I used active listening skills to let the male vent his frustrations before I began. For this, I used my *'own body language and gestures to show that I was engaged'* and tried to *'make sure that my posture was open and interested... and encourage the speaker to continue with small verbal comments'* (Active Listening, 2022). Research suggests that *'merely taking some extra time to allow an upset person to vent may be the very thing that de-escalates the situation'* (Effective Verbal Communication In Use Of Force Situations, 2020). I also used my Initial Officer Training by adhering to the mnemonic of LEAPS to *'Listen, Empathise, Ask, Paraphrase and Summarise'* (College of Policing, 2020). This had a noticeable effect on calming him, but it was a short-term method to reduce the level of conflict.

Thirdly, I spoke slowly and clearly to explain what I was about to do in conducting the search of his person. I did this so that my actions would not surprise him and aggravate the situation. Studies suggest that *'being misleading can cause worse problems, and openness at the outset is the best course of action'* (Conflict Management Guidelines, 2020).

Leaning on my experiences as a student teacher, I have a keen understanding that *'communication is made up of so much more than words. Nonverbal cues such as tone of voice, gestures and posture all play their part'* (Body Language: Beyond Words, 2021). Albert Mehrabian's Communication Model states that *'only seven percent of any message is conveyed through the words you choose. The other 93 percent is allegedly found in subtle clues like your tone of voice and body language'* (Body Language: Beyond Words, 2021). Although commonly quoted for all avenues of communication, Mehrabian's statistic here applies to communication involving emotions and attitudes, which fits the context of policing. To that end, I used visual cues and open hand gestures to show that I was listening and engaging.

The College of Policing states that *'being open to what a person is saying helps to build rapport, which could help reduce tension'* (College of Policing, 2020). Throughout my interaction with the male, I attempted to build rapport with him to reduce his level of aggression. To do this, I called him by his name and paraphrased the points he was making to show that I was listening to what he was saying. My intent was to keep his mind occupied so that he would be less concentrated on resisting me in the exercise of police powers. The College of Policing shares this view of the benefits of using effective communication to de-escalate conflict, as they state that *'if a person is using their energy in communicating, they might be less likely to use force'* (College of Policing, 2020). However, akin to my reflections on active listening, I found that rapport-building only went so far to calm the individual and he was still acting aggressively.

Fourthly, there was an instance of an ideological clash between attending officers and the suspect. It was a female officer that applied handcuffs to the suspect and another female officer that conducted the arrest. The male displayed sexist behaviour and stated that he only wanted to speak with male officers attending. Despite the female officers' efforts to calm him down, he became more irritated and aggressive. The female officers then made the decision to remove themselves from the interaction and assist in other parts of the investigation, which seemed to placate the suspect. I agree with the female officer's decision in the context of this incident, even though I find the suspect's sexist attitude entirely wrong. To prevent an escalation of violence in the moment, the removal of perceived negative stimuli from the suspect was the best course of action. Long-term attitude changing such as *'Learning Theory... Elaboration Likelihood Theory... [or] Dissonance Theory'* (How Can Our Attitudes Change and Influence Behaviours, 2022) can happen over time with support for the individual from outside agencies, whereas this situation needed an immediate change.

Despite the use of various communication skills, the addressing of cultural and ideological issues and attempts at rapport-building to achieve compliance from the suspect, I feel that the use of force in this situation was still necessary for the safety of officers involved, the subject in question and members of the public that were nearby. I experienced what is known as a 'gut feeling' that restraint was needed, a feeling which is described in an American study:

'...danger signals travel through the brain to initiate responses before one becomes consciously aware of them. The result is a "gut feeling" or "intuition" that unconsciously informs officers of events unfolding around them. The arousal of the autonomic nervous system that leads to the secretion of the hormones epinephrine and norepinephrine is described as part of the process involved in intuitive policing. The fight or flight reaction to danger that officers regularly find themselves experiencing allows them to act on "gut feelings" before they can consciously piece together why they are reacting.' (Intuitive Policing: Emotional/Rational Decision Making in Law Enforcement, 2004)

The suspect attempted to break to my grip on him whilst being restrained. Owing to my military experience, I am adept in carrying out risk assessments in incidents such as this, and as suggested by the College of Policing; *'dynamic risk assessments of situations can be supported by officers and staff being aware of such impact factors and taking them into account along with other information about the threats they face'* (Conflict Management Skills, 2020). By considering the impact factors of the suspect, namely the suspect's intoxication and his physical size, I felt confident that I had enough mutual support from my colleagues, individual ability and conflict experience to physically control the suspect. I also used the National Decision Model to explore other options of restraint; primarily whether to take the male to the ground or to continue to control him while standing. I decided that a

takedown would not be the proportionate response given the level of resistance I was facing, so I tightened my grip and strengthened my stance to make sure that my use of force was proportionate whilst ensuring I had control. I also did not want to cause a violent reaction in the suspect that could deteriorate the situation. This choice over what force was applied meant that my actions were in line with the principles of the Human Rights Act and were lawful, as well as being in line with the principles outlined by the HM Inspectorate of Constabulary; *'when force is used it shall be exercised with restraint. It shall be the minimum honestly and reasonably judged to be necessary to attain the lawful objective'* (National Police Public Order Training Curriculum, 2016).

Whilst still conducting Kolb's stage of Reflective Observation around my communication with the suspect and the application of force, the conflict model of Betari's Box can be seen from both sides of the situation. Betari's Box *'pertains to the idea that human behaviour influences one's own attitudes. One person signals and interprets the behaviour of another and that forms the start of the cycle... The behaviour you display is often the behaviour you receive from others'* (Mulder, 2018). It is a cycle that claims that *'my attitude affects my behaviour, my behaviour affects your attitude, your attitude affects your behaviour, your behaviour affects my attitude'* (Mulder, 2018), ad infinitum. In this incident, the suspect's negative attitude towards the police shaped his behaviour to be aggressive. This, in turn, meant that officers controlling him responded to his behaviour as it affected our own attitudes. From this theory and the application of it in a real-life scenario, it is evident that a situation can decline if one adopts an 'eye for an eye' tactic to conflict management.

Furthermore, Psychiatrist Stephen Karpman's Drama Triangle that represents roles within a conflict situation can be seen in this incident and offers a long-term solution for the suspect and victim that were involved. According to Karpman, *'in a conflict there are three people involved. The one who always thinks it is his fault (the victim), the one who always puts the blame on others (the persecutor) and the one who always steps in to solve the problem (the rescuer)'* (Bhati, 2022). In this incident, the flat owner occupies the role of Victim, the suspect occupies the role of Perpetrator and the Police occupy the role of Rescuer. Within this methodology there is the Empowerment Dynamic model that can be employed to free those involved from the roles they occupy. For officers acting as the Rescuer, *'the Rescuer has to turn into a guide/coach. If you identify as a rescuer, make sure you guide them through the journey and not live their journey for them. Be a guiding light, a coach and not a crutch'* (Bhati, 2022). Although effective, this does have its limitations. The Empowerment Dynamic model focusses on long-term attitude change, whereby situations involving conflict need immediate and decisive responses. To that end, and in line with Kolb's third stage of the cycle of learning, Abstract Conceptualisation, although it is effective to reflect on the Drama Triangle after the event in order to correlate an appropriate response for those involved, it does not supersede the need for officers to use force when a conflict situation spontaneously presents itself.

There is also an example of emotional versus rational brains and thinking styles presented in this incident. In summary, there are two locations in the brain that respond when a person perceives a threat:

'The amygdala, in the unconscious brain, which quickly determines whether the information qualifies as a threat... If the amygdala deems something to be a threat, it alerts the hypothalamus and brain stem, which trigger the stress-hormone system and autonomic nervous system (ANS) to release stress hormones, including cortisol and adrenaline. This raises your heart rate, blood pressure, and rate of breathing to get your body ready for fight or flight. The frontal lobes — specifically the medial prefrontal cortex (MPFC) — where the information reaches your conscious awareness... It takes slightly longer for information to

reach the MPFC, so your body will react first and think later. If the MPFC determines that there is no real threat, they can put a halt on the stress hormones and pre-programmed response that the amygdala has triggered.’ (Cabral, 2020)

From the suspect's aggressive behaviour, it is evident that his amygdala had engaged a fight or flight reaction. His behaviour was his body processing adrenaline and cortisol release before exertion. Mine and other attending officers' efforts to calm the suspect down with communication skills and body language was our appeal to his medial prefrontal cortex to reduce his adrenaline production and re-stabilise his rational thinking. The suspect's physical and confrontational reaction to me taking a firm hold of him is understandable as it caused his amygdala to trigger even further. In hindsight and as Kolb's fourth stage of the learning cycle, Active Experimentation, it could be argued that more time spent calming a suspect could prevent an escalation in conflict from the outset.

Upon reflection within Kolb's learning cycle, I have gone through his four stages of learning. Firstly, I led in a Concrete Experience by attending the call and actively engaging in the incident. Secondly, I conducted Reflective Observations around the use of active listening, rapport-building, levels of necessary force, impact factors and cultural differences. Thirdly, I used Abstract Conceptualisation by applying the theories of Betari's Box and the Drama Triangle and considering the effects that rational and emotional thinking can have on a situation to conclude and learn from the experience. Lastly, I reflected with Active Experimentation to plan to use these conflict models and my understanding of communication to prevent an increase in hostility in further incidents. I feel that applying the models underpinning conflict management will be effective for the long-term benefit and behavioural change in the suspect, but my actions in the moment were suitable to the situation I was presented with. However, I do think that more time could have been spent trying to calm the suspect earlier in the interaction to prevent the suspect's body triggering his fight or flight response and affecting his attitude and behaviour which then affected officers' behaviour towards him. A key thing I have learned from this reflection is that early and calm intervention, rather than immediately resorting to the application of force, is essential in maintaining control and preventing a situation from spiralling into conflict.

Word Count: 2746

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

Critically assess a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Consider 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.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

For my previous reflection on conflict management, I used David Kolb's Experiential Learning Theory as a template for study. To attain a broader perspective on reflective learning, I will use Gibbs Model of Reflection for this case study of my application of Criminal Justice and valuing difference and inclusion. Gibbs stated that *'it is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience, it may quickly be forgotten, or its learning potential lost'* (Gibbs, 1988). His model consists of a continuous cycle made up of the stages of *'description, feeling, evaluation, analysis, conclusion [and] action plan'* (Gibbs Model of Reflection, 2022). Using these stages as a basis for learning, I will reflect upon a call I attended regarding criminal damage to a person's front door and the subsequent investigation.

The initial stage of Gibbs model, *'Description'* (Gibbs, 1988), requires a focus on the facts of the situation. The incident was that two unidentified males ran up to a member of the public's front door and kicked it, causing damage. The incident was seemingly unprovoked, with no build-up beforehand. Whilst transiting to the address, I considered the legislative contexts within which the police could act. From the information given on the initial reporting to police, the offence of Criminal Damage was complete as per the legal definition under Section 1(1) of the Criminal Damage Act 1971; *'...without lawful excuse damaged property... belonging to another... intending to destroy or damage such property or being reckless as to whether such property would be destroyed or damaged'* (PNLD, 2021). Within this context, it provided me with options for my response as this offence carries the power of arrest without warrant, so long as the conditions satisfied the requirements stipulated

under Code G of the Codes of Practice. It can also be resolved through other means, such as community resolutions.

Upon speaking with the victim, other social and legislative contexts were brought to light. The family affected by the damage were Portuguese and they believed that the damage may have been caused because of they were not originally from Wales. The local area in which the damage occurred is known through previous police interactions and public sentiment to contain people that have a nationalist mindset, who have a negative perception of those they deem as 'foreign'. This presented another legislative context and exacerbated the original offence of Criminal Damage, so that it became Racially Aggravated Criminal Damage under the Crime and Disorder Act 1998 (PNLD, 2021). This is because the offence was *'motivated (wholly or partly) by hostility towards members of a racial or religious group based on their membership of that group'* (PNLD, 2019). For an offence to be considered as racially or religiously aggravated, the motivation need only be *'perceived by the victim or any other person to be motivated by a hostility or prejudice'* (The Crown Prosecution Service, 2022).

There was also a language issue to overcome, as the family's first language was Portuguese. As a family of three, only one family member spoke English as a second language. The other two had a very basic grasp of English and spoke only in Portuguese. This was another social context to consider as I managed the victims, ensuring fair treatment in line with Police Values and Codes of Practice.

The next two stages of Gibbs model require attention to my feelings during the situation and an evaluation of how the various aspects affected my actions (Gibbs, 1988). This call was my very first response tasking, so naturally I was nervous and, in hindsight, over-thinking different factors of the investigation. I was also unsure of how the victim would view police and whether they would be hostile or supportive, given their emotional state over what they had suffered. In reflection, and in adherence to Gibbs model, my evaluation of the situation is that my interaction with the victim was ultimately a positive one. Despite finding themselves in a bad situation after suffering damage, the victim was left reassured and appeared satisfied as I had identified several lines of enquiry that could be used to investigate the incident; namely local CCTV and effective house to house enquiries.

As there was the presence of a criminal offence, I considered the responsibilities and procedures I had under the Codes of Practice and the Victim's Code of Practice. Firstly, the victim had provided me with CCTV doorbell footage of the offence being committed. Although the image was not very clear, it did provide images of the two offenders and what clothes they were wearing at the time of the offence. One offender was wearing a face mask with a distinguishable pattern on the mouthpiece. This meant that, although the identities of the offenders could not be clearly identified from the video footage, it provided officers in the area a defined objective and description for any Stop Searches that could be conducted on people matching the description of the offenders still in the area. Under Section 1 of the Police and Criminal Evidence Act 1984 (hereon 'PACE') gives Police Officers *'the power to stop and search any person, vehicle, or anything which is in or on a vehicle, for stolen or prohibited articles, points and blades, or fireworks. Prohibited articles include offensive weapons and articles with which a person is going equipped to steal or cause criminal damage'* (College of Policing, 2018). As an offence of Criminal Damage had been committed and I had a description of the subjects involved, the criteria that *'the officer must genuinely suspect that they will find the item searched for and it must be objectively reasonable for them to suspect this, given the information available to them'* (College of Policing, 2016) were met. This would also be entirely in line with Code A of the Codes of Practice, which specifically cover the power and criteria for a search to be lawful. Under Code A, it states that *'a person's physical appearance, the fact that they are known to have a previous*

conviction, and assumptions about the likelihood of certain groups of people being involved in criminal activity cannot be used as the reason for stopping and searching them or any vehicle they are in, unless there is information or intelligence giving a specific description of a person suspected of carrying an item for which there is a power to search' (College of Policing, 2018). In this incident, the CCTV footage provided by the victim gave me information on the description of the suspects, which satisfies this requirement under Code A. Having this description of the suspects also mitigated the risk of bias when identifying people to search, as the search would be carried out based *'on objective factors and ensuring they [the searching officer] can explain why they have made the decision, with reference to specific detail'* (College of Policing, 2018). This also adheres to the objective part of the mnemonic of 'GOWISELY' used when conducting searches, as the searching officer can clearly explain *'the purpose of the search in terms of the article or articles for which there is a power to search; and the grounds for the reasonable suspicion'* (Ministry of Defence, 2017).

The language barrier between two members of the family and officers also required rigid adherence to the Victims' Code of Practice. The first of twelve rights under this Code is that victims have the right *'to be able to understand and to be understood'* (Victims' Code of Practice, 2021). This means that as part of an officer's initial investigative actions, they must *'make use of language services should the persons have difficulty in speaking English or [if the person] does not understand English'* (Victims' Code of Practice, 2021). In order to satisfy this, I considered the use of Language Line. This is a 24 hour service available to officers that provides *'on-demand interpretation [with] instant, round-the-clock access to thousands of world-class, professional, vetted interpreters via mobile, video, and phone in 200-plus languages, including British Sign Language'* (LanguageLineUK, 2020). However, after exploring the National Decision Model and considering this option, I decided that the best course of action was to use the family member that could speak English as a translator on our behalf. To ensure transparency, I clearly outlined the choice to the victim, who elected to use this method as their preferred choice. Leaning on my experience as a Spanish linguist and having conducted translation and interpretation within a military environment, I made sure that my language was appropriate throughout and did not contain any 'police jargon' or colloquialisms that could confuse people to whom English is a second language.

Furthermore, within the Victims' Code of Practice I ensured adherence to the other eleven rights that were relevant to the incident. I promptly recorded the details of the crime (Right 2), the victim was referred to the Victim Care Unit (Right 4), I gave them information on what I would do with the CCTV footage and how I would further the investigation (Right 6) and I completed a Victim Personal Statement after completing the initial MG11 Victim Statement (Right 7). I also gave consideration as to whether these victims should be considered a vulnerable or intimidated, and interrogated police systems such as Niche and PNC to see if the victims met the criteria of being classified as repeat victims. However, given that they had not been victims of any other incidents, they were in a secure environment and they had no attributes that matched the *'criteria found in sections 16 and 17 of the Youth Justice and Criminal Evidence Act 1999'* (Landale, 2020), these classifications did not apply.

Early on in this incident, I recognised how important it was to set the right example using the Police's Code of Ethics as this was this victim's first interaction with Gwent Police. Under the first principle of the Code of Ethics, Integrity, I displayed role model behaviours throughout my interaction with the victims. Firstly, I feel it is often underrated how important an officer's physical appearance and bearing is when making a first impression, although this could be influenced by my previous military career. To that end, I ensured that my

uniform was clean and tidy, my boots were polished and shiny and that I had all my appointments on my person. This may seem superficial, but under the definition of Integrity within the Code of Ethics, namely '*I enhance the reputation of my organisation and the wider police service through my actions and behaviours*' (Integrity - College of Policing, 2022), this goes a long way to display role model behaviours and build confidence in the police.

Under the second Code of Ethics principle of Impartiality, my actions were unprejudiced, fair and objective. In this scenario, the language barrier was a need that had to be met. If I had simply explained the situation, not checked the victim's understanding and left, it would have been unfair treatment. To that end, following the aspect of Impartiality defined as '*I take into account individual needs and requirements in all of my actions*' (Impartiality - College of Policing, 2022). I arranged appropriate translation so that all those involved received the same message and left with the same understanding of my actions and what would happen next. This also aligned with the third Code of Ethics principle of Public Service, as I tailored '*my communication to be appropriate and respectful to my audience*' (Public Service - College of Policing, 2022). I also made sure that I understood the needs and expectations of the victims, as well as how the incident had impacted their life through completion of a Victim Personal Statement, despite the language barrier.

Finally, under the fourth Code of Ethics principle of Transparency, I was honest and upfront with the victim. Firstly, I outlined the next steps I would take in the investigative approach, which included a CSI referral to determine if forensic evidence could be identified from the damage and a referral of the victim's CCTV footage for facial recognition. However, given the circumstances of incident and the limited amount of evidence we had, I maintained moral courage and was open and honest in setting the victim's expectations in offender identification, in that our chances of identifying a specific individual were low but that we would make every effort available. In this, my behaviour aligned with the definition of Transparency, namely '*I am consistent and truthful in my communications*' (Transparency - College of Policing, 2022).

In illustration of my consideration of culturally sensitive practice, I considered if there would be any cultural implications or needs that would need to be met to ensure fair treatment of the victims. Given that Portugal is a European country that is predominantly Christian, I deduced that there would be no extra requirements needed to appeal to the victim's culture. The primary issue that this presented was the language barrier, which I overcame by using a family member as a translator and interpreter and using Language Line as a contingency option should this family member be unavailable at any time.

On conclusion of the investigation into this offence, the outcome was that a suspect could not be identified, and all evidential avenues had been explored fully. Under the Code of Ethics cluster of being Innovative and Open-Minded, I '*explored a number of different sources of information and used a variety of tools*' (We Are Innovative and Open Minded - College of Policing, 2022). This included CSI involvement, CCTV facial recognition and the circulation of still images for identification and the completion of House-to-House enquiries for other local CCTV sources or witnesses. Unfortunately, none of these options yielded any results. In accordance with the Victim's Code of Practice, I informed the victim that I had investigated the crime as far as possible, with no suspects being identified (Outcome 18 within the crime outcome standards). The Victims' Code of Practice stipulates that '*a full explanation must be conveyed to the victim as to what investigative actions have taken place. You must explain that the crime report will be retained and, if further evidence comes to light, it may justify the re-opening of the crime and contact will be reinstated should they wish for it to be*' (Victims' Code of Practice, 2021). As with all stages of this investigation, I gave the victim this information with their family member acting as a translator so that it was passed on accurately and clearly. I also gave the message to them in person, to ease the

process should they have had any questions on the outcome so that these could be translated in the moment.

In exploring step 4 of Gibbs Reflective Cycle, '*Analysis*' (Gibbs 1988), this incident proved to be a very useful learning experience for me. It helped me to appreciate the value in exploring different options when language differences present an obstacle. It also gave me early exposure in how to build information and intelligence to support and justify Stop Search actions in relation to an offence, how hate crimes can affect victims and how offenders can target people purely for cultural or national differences without reasoning or antagonisation. I was also able to gain experience in how a positive and friendly personality can be a reassurance to a victim that is suffering through a difficult time and how professional conduct and bearing creates a sense of trust with those involved.

To complete Gibbs Reflective Cycle, I draw the conclusion that victims can still be reassured and satisfied with police interaction even if no suspect is brought to account. In this instance, the victim expressed gratitude that I attempted several lines of investigation and spoke to them in person regarding the outcome. As an action plan for further calls of a similar nature, I now understand the value of having the morale courage to be honest and upfront with victims, even if delivering difficult news (Gibbs 1988). Whenever possible, I will engage with victims personally so that they do not feel like they are being disregarded. During these interactions, I will also ensure adherence to the Code of Ethics so that victims still feel that police are providing them a service and doing what they can, even if the outcome is not what they would have wanted.

Word Count: 2718

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.

Critically assess 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. **Evaluate** the role of discretion in the decision-making process.

Determine 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 assessment** of the potential impact of bias on the decision-making process.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

To explore my professional application of decision making and discretion, conducting investigations and exploring avenues of Criminal Justice, I will reflect on a case I dealt with involving one subject in a criminal damage investigation. To do this, I will again use Kolb's Reflective Cycle as my chosen reflection model.

As part of the first stage of this cycle, Concrete Experience (Kolb, 1984), I will outline the situation I was involved in. The subject in this case had allegedly damaged a cash machine after it had swallowed his bank card. Blood samples and a bank card recovered from the scene provided evidence to confidently and accurately identify a suspect. With this information, a decision-making process began in how to appropriately deal with the subject. In order to make this decision, I applied the National Decision Model (hereon 'NDM').

The NDM is a tool designed to '*structure a rationale of what they [the decision-maker] did during an incident and why*' (National Decision Model, 2014). It can be used in any environment; whether it be a tactical level, fast-paced decision or a long-term, enduring strategic decision. In the context of this investigation, the decision was not immediately required as enough evidence had been gathered and, on completion of an assessment of the level of threat, risk and harm involved, it was deemed that there was no immediate threat to anyone. This afforded time to explore the NDM fully to make an appropriate and justifiable decision. As per the first stage of the NDM, information and intelligence had been gathered. This came in the form of forensic investigation of the cash point, namely blood samples being taken. The bank card that had been swallowed by the machine was also recovered, which gave us a name and ultimately an address for the subject. With these details, I gathered and assessed intelligence following interrogation of police systems, such as Niche

and the Police National Computer (hereon 'PNC'). With this information and intelligence gathered and assessed, I could move on to the second stage of the NDM; '*assess threat and risk and develop a working strategy*'. I conducted comprehensive threat and risk assessments and decided that the level of threat and risk to the public or any individual was low in this incident. This brought me on to the third stage of the NDM; '*Consider Powers and Policy*'. Under the powers afforded in Section 24 of the Police and Criminal Evidence Act 1984 (hereon 'PACE'), it states that '*if a constable has reasonable grounds for suspecting that an offence has been committed, he may arrest without a warrant anyone whom he has reasonable grounds to suspect of being guilty of it*' (Police and Criminal Evidence Act 1984, 2022). On this alone, it could be argued that the subject could have been arrested. However, when applied alongside the policy of Code G of the Codes of Practice, '*the power of arrest is only exercisable if the constable has reasonable grounds for believing that it is necessary to arrest the person*' (PACE Code G, 2012), it becomes hard to justify why an arrest would be deemed necessary when a voluntary attendance interview would also achieve the same outcome. This then brought me on to the next stage of the NDM; '*Identify Options and Contingencies*'. I considered two options; either arrest the subject based on the evidence or request their attendance at a voluntary interview. However, after scrutinising the option of arrest under the Necessity Test within Code G of the Codes of Practice, it would be disproportionate and not within the public interest to arrest and detain the subject. This then brought me to the final stage of the NDM; '*Take Action and Review What Happened*'. I decided to book a Voluntary Attendance interview with the subject, as it afforded me the opportunity to investigate the incident fully, get the subject's account of the situation and do all this whilst adhering to PACE and the Codes of Practice. Upon reflection of my initial decision, and in line with Kolb's second stage of experiential learning, Reflective Observation (Kolb, 1984), I stand by this decision as the best option. As all stages of the NDM must be in harmony with the police Code of Ethics (Code of Ethics, 2022), I believe that this decision satisfied all elements of this:

- Accountability: adherence to the NDM ensured that my decision-making process was fully mapped and transparent.
- Fairness: the subject was treated fairly and not brought under undue stress or breach of any human rights through unnecessary arrest.
- Honesty: all information supporting my decision was presented clearly, and nothing was skewed in order to bring false justification to my rationale.
- Integrity: electing the voluntary attendance interview was the morally right thing to do, given the low level of threat, risk and harm.
- Leadership: by not arresting the subject, it shows our community that police officers are not only out there to 'lock people up'. It demonstrates that we explore all options available to act in the best interests of everyone involved.
- Objectivity: the decision was thoroughly informed with non-biased and impartial evidence alongside experienced professional judgement.
- Openness: as a decision-maker, I was transparent throughout the whole process as to what evidence led me to reach this decision.
- Respect: a voluntary attendance interview was the most respectful option for the subject, given the stress that arrest may have caused him and his family.
- Selflessness: the public will still see that the police are actively pursuing those that break the law.

Following this decision, the subject was brought in for a voluntary attendance interview. After planning and conducting the interview, the subject gave a full admission to

the offence. They stated that their reason for causing the damage was that their child had suffered a serious fit and had to be conveyed to hospital in an ambulance. Due to Covid restrictions, only one person could accompany the child in the ambulance. They had decided that the other parent would go in the ambulance, and the subject would pay for a taxi as he was under the influence of alcohol and could not drive. As the subject went to take money out of the cash point to pay for the taxi, the machine swallowed his card. He stated that, given the high level of stress he was under due to the illness of his child and his level of inebriation reducing his capacity for rational judgment, he lashed out and damaged the cash point in anger.

This information then brought me on to the next and arguably most vital decision of this incident; what method of disposal to apply to the subject. This, again, allowed me to use the NDM to make a thorough and informed decision. Firstly, I gathered intelligence and information on the subject and the incident. After interrogating police systems such as Niche and PNC, I found that the subject had numerous previous occurrences against them for violence, public disorder and criminal damage. He also had warning markers for severe anxiety and concealing items. However, none of these occurrences and risk markers were within the previous 3 years. During my interview with the subject, they had disclosed that their child was 3 years old, which aligns with the subject's apparent improvement in behaviour. I then assessed the level of risk and threat involved after conducting the interview with the subject. My initial assessment of a low level of threat did not change, as the subject appeared genuinely remorseful and said that the alcohol intoxication is what made him lash out. I then considered what powers and policies I had to dispense an appropriate outcome for the offence; namely what disposal methods were available to me, such as postal charge requisitions, reporting the subject for the offence, offering a conditional caution, etc. Continuing the NDM cycle, I developed two main options. The first was to charge the subject with criminal damage, as there was sufficient evidence alongside his full admission of the offence in interview. The second was an alternative disposal method; a conditional caution with the condition being that the subject attend an alcohol awareness course. In order to reach a decision, I examined the subject's interview, his background and the incident itself. Firstly, at interview the subject was remorseful of their actions. They spoke with genuine affection for how much they cared for their child and how it was this, alongside alcohol use, that made them so impassioned on the night of the offence. The subject also stated how having a child had changed their life, which aligned with their history with the police. Since the birth of their child, there had been no police interactions involving this subject. Secondly, there were considerations with the incident itself. It is understandable that the subject would have been emotionally charged after the traumatic experience they had just been through with their child's fit. Covid restrictions added another level of complication, as I was confident that the situation would have never come about had the subject been allowed in the ambulance during conveyance. The presence of alcohol intoxication also served as a catalyst for unreasonable behaviour, certainly when exacerbated by a high stress scenario. Studies support that *'alcohol makes it harder for the prefrontal cortex to work as it should, disrupting decision-making and rational thought. In this way, alcohol prompts you to act without thinking about your actions'* (Why Alcohol Lowers Inhibitions and Leads to Bad Decisions, 2020).

As part of the second stage of Kolb's model, Reflective Observation (Kolb, 1984), I have affirmation that I made a justified decision to apply professional discretion to this situation. When the information is consulted with a binary mindset, the option of a charge seems obvious; a criminal offence was committed, the evidence points to a suspect and the suspect has given a full admission. However, it can be argued that the true value of having human police officers is their ability to apply discretion, as *'discretion also gives police the*

ability to take alternative action with some minor matters such as public disorder offences. When circumstances surrounding offences are taken into account, discretion can and should be considered in many of these cases' (Police Discretion Is Essential Part Of Policing, 2018). I applied discretion to reach the final stage of the NDM and take a course of action. I elected to use the Conditional Caution and Alcohol Diversion Course as my method of disposal.

Upon further reflection of this decision under Kolb's third stage of 'Abstract Conceptualisation' (Kolb, 1984), I gained an appreciation of the role of discretion within the decision-making process. I decided that using this alternate method of disposal would be the best option for providing tangible, lasting change for the subject in this incident. It was clear to me that the birth of his child had changed the subject's mindset and behavioural patterns. To further criminalise the subject and place financial burdens on him, or even a custodial sentence, would only negatively affect them and potentially their young child. By electing the use of the Alcohol Diversion Course, I feel that it may bring about permanent change to the subject's use of alcohol and reduce the risk of them being involved in further offences. By reflecting on the social considerations of the subject and the incident, I was able to effectively use the NDM to reach a fair and justified decision and use professional discretion to arrive at the morally right outcome.

Throughout this investigation, I also understood that I had responsibilities under the Criminal Procedure and Investigations Act 1996 (hereon 'CPIA'). When recording information, the CPIA stipulates that *'if material which may be relevant to the investigation consists of information which is not recorded in any form, the officer in charge of an investigation must ensure that it is recorded in a durable or retrievable form (whether in writing, on video or audio tape, or on computer disk)'* (Codes of Practice, 2015). This principle was important in relation to the recovery of the bank from the damaged cash point. A written MG11 Witness Statement was taken from the person that recovered the card from the machine, which detailed all their actions up to the point of discovery and the context of the discovery. This was to ensure transparency and mitigate risk of accusations that the card's presence at the scene may have been coincidental. The correct retention of material, as outlined under Section 5 of the CPIA, was also followed throughout the investigation. Forensic reports from blood samples taken from the scene and final versions of witness statements were uploaded and stored to the occurrence on the police computer system, Niche. The interview conducted with the subject was also audio and visually recorded, and this material was correctly retained on the police system, Nice.

The decisions I made throughout this investigative process also engaged the policing values outlined in the Competency and Values Framework For Policing, these values being that of *'transparency, impartiality, integrity and public service'* (College of Policing, 2022). As demonstrated earlier, the application of the NDM firstly ensures that these values are adhered to. It does not, however, mitigate the risk of the impact that bias can have on any decision-making process. Studies suggest that there are *'hundreds of different types of bias that have been identified'* (Murphy, 2021), and any of these can influence a decision. In the case study of this investigation, several bias could have had implications on the final decision if they were not examined and addressed. Firstly, there is *'cognitive bias... It refers to deviation from standards of judgement whereby you may create inferences, assessments or perceptions that are unreasonable'* (Murphy, 2021). Through this, it was important to maintain an impartial stance and not one of moral superiority. Hindsight affords many benefits given the pragmatic and emotionless context of when it is usually carried out, but can also bring about skewed perceptions of events. Secondly, there is Prejudice. *'Prejudice is a prejudgement or prior opinion that a person makes before they are given the relevant facts and information. When a prejudice takes place, this prejudgement is usually negative*

or unfavourable. Prejudices are usually based on factors such as race, religion, gender, sexual orientation, age, disability, social class or language' (Murphy, 2021). By being actively aware of this, I was able to discard any bias and prejudgements that could come with social stigmas around people who have previously offended. From this, there was a third bias to consider; Contextual Bias, '*this refers to when experts who have good intentions are vulnerable to making incorrect decisions, based on external influences or influences that are irrelevant or unrelated to the situation. This can result in a loss of objectivity and can cause the experts to develop subconscious expectations*' (Murphy, 2021). This applied to the subject's previous police occurrences. It would have been understandable that, without interrogation of dates and times of offences, prejudgements could be made regarding the subject's character and moral behaviour. However, if not aligned with the birth of the subject's daughter and his subsequent improvement in social behaviour, this external influence and data could have resulted in a negative perception of the individual and could have applied unfair prejudice to my decision. By bearing these types of bias in mind, it ensured adherence to police values, especially those of impartiality and integrity. It allowed me to make decisions that were not coloured by prejudgements and were morally correct.

In conclusion, this experience of managing offenders and dispensing criminal justice was invaluable. Within the third stage of Kolb's model, Abstract Conceptualisation (Kolb, 1984), the analysis I draw from this experience is that it is vital to look at the factors affecting a situation, and not simply think in a binary manner. I have a better understanding of how police discretion can be applied to individual situations to create a more beneficial outcome for victims and offenders alike. Whereas I accept some cases require criminal prosecution, there are also those that would benefit from alternative disposal methods as a form of rehabilitation and early intervention for offenders. In completion of Kolb's cycle, as a way of Active Experimentation (Kolb, 1984) I will be prepared to apply these alternative methods of disposal in future situations, if relevant factors such as alcohol or drugs are an exacerbating factor.

Word Count: 2719

Task 5

Personal Development Plan (PDP)

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 towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
- Improve Stop Search technique and knowledge. - Familiarisation with Stop Search form on iPatrol.	- Further experience in conducting Stop Searches. - Self-study of GOWISELY.	- My tutor. - My chain of command. - My colleagues. - Self-study though use of Blackstone's and other resources.	- TBC by 10 Week review on 10/03/2022 to ensure adequate skill base for independent patrol status.
- Identify key points to put into Witness/Victim statements. - Identify important areas of description. - Identify key points to prove to include. - Include points to mitigate defences.	- Liaise with colleagues to share experience. - Self-study of legislation around points to prove for specific offences. - Self-study around defences for specific offences. - Gain experience in completing statements.	- My tutor. - My chain of command. - My colleagues. - Self-study.	- TBC by 10 Week review on 10/03/2022 to ensure adequate skill base for independent patrol status.
- Develop experience in seizing items from scenes. - Identify what items are key evidence when conducting searches. - Know how to properly log and	- Follow examples of more experienced officers. - Attend warrants and other searches to gain experience in seizures.	- My tutor. - My chain of command. - The station Sergeant that runs the Property store. - My colleagues.	- TBC by 10 Week review on 10/03/2022 to ensure adequate skill base for independent patrol status. - This will be an ongoing development.

store items in the property store.			
- Improve understanding of the process of Retrospective Facial Recognition.	- Follow guides that are published on The Beat. - Speak with my tutor to check understanding. - E-mail RFR teams for advice.	- RFR Team. - The BEAT. - My tutor. - My colleagues.	- TBC by 10 Week review on 10/03/2022 to ensure adequate skill base for independent patrol status. - Although this is not a daily requirement. This will be an ongoing learning point to ensure my skillset remains current.
- Improve knowledge of DASH gradings. - Increase experience in how to identify key points that define whether a case is High, Medium or Standard.	- Refer to notes taken during Initial Officer Training. - Seek advice from CID officers. - Attend further calls to gain experiences in making judgements.	- My tutor. - CID colleagues. - Other officers on shift. - My chain of command.	- TBC by 10 Week review on 10/03/2022 to ensure adequate skill base for independent patrol status.
- Improve knowledge of the headings required for Public Protection Notices (PPN). - Gain experience in what the most valuable points to mention are to better support subjects of PPNs.	- Refer to good PPN examples provided by colleagues. - Refer to notes taken during Initial Officer Training. - Seek advice from senior officers.	- My chain of command. - Social Services. - Self-study of Blackstones. - My colleagues.	- TBC by 10 Week review on 10/03/2022 to ensure adequate skill base for independent patrol status.

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

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Task 6

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

By signing the section below you are acknowledging your continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it 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: Julian Cousins (Learner, Electronic signature or type name)

Date: 28/03/2022