

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

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

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

Learner name: Ria Jones – PC 6400 Jones

Learner's University Registration Number:

1815610

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)

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.

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.

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.

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.***

- 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;

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
	Development Plan	This plan is equivalent to 1000 words
	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	
	Confirmation of Confidentiality and Plagiarism	

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.

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

ANSWER:

Responsibility was predominantly my overriding sensation when joining as a Police Constable. I had chosen a profession in which ultimately, my work life actions would now be judged and scrutinized by the public.

Having not been in the formal education limelight for over seventeen years, my anxiety to achieve success and have the confidence to be assessed in my learning and writing plagued on me heavily.

Fleming and Mills (1992) theory (VARK - A Guide to Learning Preferences, 2019) 'suggesting four modalities' used in the learning of information consisting of Visual, Aural, Read/Write and Kinesthetic, was implemented in a way of a test and scores added for the assumption of my given learning style. My style was the apparent Aural which I did not wholly agree that one's learning style can be determined by one test and not judged on each scenario.

As the initial course progressed, I soon understood 'cognitive, affective and psychomotor domains of learning' as outlined by psychologist Doctor Benjamin Bloom (Nwlink.com, 2019). My cognitive memory recall and ability to construct information from material, remembering facts or reciting learned material had deteriorated due to inactivity of processing new knowledge for so many years. The human brain needs a constant supply of water, glucose and oxygen to enhance learning, attention and improve memory skills (Thesecondprinciple.com, 2019).

To ensure developing coping skills, I began physically exercising during the evenings. My headphones went on and lose myself in my music, or during exams, I recorded my voice reciting the law and listened repeatedly whilst running.

To try to increase my brain capacity, I practiced a strategy called 'chunking' which effectively distinguishes incoming information and stores it into bite sized chunks e.g., definitions. This worked by not overloading too much information whilst revising or in lessons (Malamed, 2019) I was also able to use positive transfer of information from previous work experiences and recall past work memories.

I had a clear intentional affective growth learning objective whereby throughout the course, I illustrated an emotional growth by taking risks to enhance my self-confidence and engrossed myself within specific student study groups providing a positive learning environment. I set realistic goals and encouraged myself with positive reappraisal, which a self-awarding spa day massage was always embraced on weekends. I made sure my diet was healthy, taking necessary breaks to relax and I learned to accept inevitable things could happen thus developing resilience and preparing to start with the public- dealing with emotional reactions.

I was able to meditate at my Kadamption Meditation Centre and practice Buddha's teachings. Dalai Lama suggests 'Education is the proper way to promote compassion and tolerance in society. Compassion and peace of mind bring a sense of confidence that reduce stress and anxiety, whereas anger and hatred come from frustration and undermine our sense of trust' (A-Z Quotes, 2019).

I developed resilience in psychomotor learning skills targeting cognitive functions and physical movement. This manifested in physical techniques using PPE such as handcuffing. At first, I struggled, but through repetitive practice, patience and discipline, my fine and gross motor skills, strength, coordination and actions became refined (En.wikipedia.org, 2019).

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 adopted the 'Gibbs Reflective Cycle' for each stage of my conflict incident. The 'Gibbs Reflective Cycle' provides formation from learning experiences. It is a framework of recurring nature allowing you review and determine if a situation has been successful, how it has been accomplished and to reflect on the outcome (The University of Edinburgh, 2019).

The role of a police officer among other principles is to keep the Queen's peace, identify and manage risk, diminishing harm within the community and whilst encounter with violence, officers will only use necessary, justified, proportionate force, staying composed and professional throughout (College.police.uk, 2019). Conflict resolution and management within the police is a method of process whereby the conflict is reconciled between the committed parties in an anticipated peaceful outcome. Some of the general public's interpretation of policing is to apprehend and imprison criminals. In reality, police officers are more mediators attempting to resolve conflict from domestic arguments and iron out public order affairs. I believe the efficiency to arbitrate the conflict resolution skill seems dependant on an officers dimension of service as well as persona, strategies equip to deal and individual considerations in regards to discretion. I do consider officers personal experiences with the subjects embroiled in the conflict which can affect judgement of the directive outcome.

The 'restorative justice' approach focuses on offenders taking responsibility for the conflict imposed on the victim and candidly acknowledges wrong doing to the victim as opposed to the courts. This outcome relies on offender's history, compliancy of both victim and offender and

officer reasoning. I believe this highly impacts victims as well as communities preserving good alliance and also frames trust and confidence between police and communities. I am attempting to accomplish these skills and I endeavour to absorb any guidance and instruction from more experienced officers as well as my tutor- aggregating his style in conflict management (Oijpcr.org.in, 2019).

The Thomas-Kilmann model is a conflict management resolution designed by Kenneth Thomas and Ralph Kilmann which delineates options we have to determine how to deal with conflict productively. It focuses on five options; competing, accommodating, avoiding, compromising and collaborating, being able to adopt a preference and reflect (Amazing People, 2019).

Causes of conflict can be outlined by 'The Karpman Drama Triangle' which is a communal model of interaction. It is a triangle framework, faces of drama, which defines three roles as being 'the victim'; the sufferer, the loser of the situation, negative feelings – if not dealt with pursues persecutor, 'the rescuer'; typical enabler, the police, provides victim dependence and concerns for victim's needs, 'the persecutor'; the authoritarian, the controller, the criminal (Karpmandramatriangle.com, 2019).

I was involved in a conflict situation whereby I arrested a male for 'Breach of the Peace'. Breach of the Peace is a common law offence. "A breach of the peace is committed whenever harm is done, or is likely to be done to a person, or, in his presence to his property, or, whenever a person is in fear of being harmed through an assault, affray, riot or other disturbance" (Docmanager.pnld.co.uk, 2019). Everyone in society is expected to keep the Queen's peace, disruption could result in appearing before the court. It is a low level public order offence. Public order has to be maintained but incorporate recognition of 'The Human Rights Act 1998' article 10- Freedom of Expression and article 11- Freedom of assembly and association (Legislation.gov.uk, 2019).

I attended to a call of a domestic disturbance reported by neighbour's involving a male and female at an address.

A stated case McConnell v C.C. 1990, whereby a judge delineates 'a purely domestic dispute will rarely amount to a breach of the peace', was implying that most people have domestic arguments whereby shouting is involved that rarely develop any further. However, when neighbours are affected or there is a chance of the feud progressing into the street, a 'breach of the peace' is more likely to occur (Docmanager.pnld.co.uk, 2019).

I was provided with details of the parties involved. I conducted warning marker and system checks of each person. The names presented returned as a negative result indicating that there had been no previous police involvement. I was, at that point on 'yellow light' conforming to 'Coopers colour codes'. This is a mental thought process system designed for police to visually manifest dangers of threat within their environment. The system incorporates simple colours which associate officers with their perceived levels of threat; white- safe (in parade room or off duty), yellow- switched on but relaxed, orange- decision making process and evaluating options, red- flight or fight and logic vs fear (PoliceOne, 2019).

I felt calm and relaxed as my tutor had rolled his eyes and said 'not that street again?'. I am aware of the code of ethics and the nine policing principles, I always treat people fairly and respectfully and I am non-judgemental in any situation.

We arrived at the property. There had been a verbal argument in the marital home between

Task 2

Relevant areas of the National Policing Curriculum:

husband and wife, originating when the male had returned home intoxicated. The female indicated she was fearful of his behaviour escalating. I assessed the initial impact factors by asking the female about her husband. I instantly recognized that my communication skills had to be flexible with a structured approach. I would have to listen to the male's side of the story, ask and paraphrase regarding the incident. I would have to show empathy but take control of the situation when needed.

Even though we had permission to enter, the power of entry concerning breach of the peace is not absolute, but the threat level must be distinguished on each occasion. If the threat levels were imminent, then I could have used 'Section 17 PACE 1984- power of entry to a premises for the purpose to save life or limb or to prevent serious damage to property' (Docmanager.pnld.co.uk, 2019).

Upstairs I was greeted by a burly male who was clearly intoxicated. I scanned the room, but there was no damage or indeed weapons. I spoke to the male, remembering my communication skills using the mnemonic 'LEAPS'; listening, empathy, ask, paraphrase and summarize. I recalled the National Decision Making Model to use as a guideline of risk assessment and decision making allowing me to gather my thoughts surrounding threats and risk, powers and policies and my tactical options and then to review if the outcome was not suffice (App.college.police.uk, 2019).

The male was not compliant. I utilized Betari's box model- which reflects a person's attitude and behaviour and how it impacts on another's attitude and behaviour, attitude playing a large part of behaviour we exhibit (Mulder, 2019) but this was ineffective as he did not want to be appeased. An officer is allowed to remain on the premises, under common law, as long as the breach was still impending. The male refused to be taken elsewhere for the evening. My only option at that point was to arrest the male. I informed him he had been arrested for Breach of the peace, which was not criminal but he would be staying at the custody suite until he was sober and the Custody Sergeant deemed this matter dealt with.

At this point, his profiled subject behaviour was at 'active resistance'. The male was not being physically aggressive towards me but was actively resisting when I attempted to escort him from his property. I was fearful of losing control of the situation. I decided to appropriate the 'five step appeal'. This is a model to give the offender every opportunity to comply with the officer before force is used; simple, reasoned, personal, final and action (College.police.uk, 2019).

I used force whereby my tutor and I gained control of the male using home office approved techniques and I applied handcuffs conscious of Articles 2, 3, 5 and 6 of Human Rights Act 1998 (App.college.police.uk, 2019).

My three main powers to utilize use of force are encompassed within common law, Section 3 of the Criminal Law Act 1967 and Section 117 of PACE 1984 (App.college.police.uk, 2019).

The male was then conveyed to custody where he was booked in, searched using power 'Section 54' PACE 1984- provides power for a person to be searched in a police station, and resided until the next morning. I completed a 'use of force' form to comply with force policies. 'Code C' of PACE 1984 outlines the detention, treatment and rights of a detained person.

Upon reflection I believe the incident went smoothly. The male was detained and the peace was restored in the property. Neither I nor my tutor were injured. I risk assessed and used my tactical communications throughout. I was confident behind the common law offence of Breach of the Peace and I felt positive regarding my actions.

I should definitely have been in 'coopers colour' orange state as opposed to yellow due to the uncertainty of any incident due to threat and risk. At one point during the ordeal, I indicated to my tutor if I should use my CS spray, but upon reflection, using the spray in such a small environment would have consequential effects on both officers as well as offender. I also believe that I should have applied handcuffs earlier to gain control during informing the male of his arrested and not waited until after this.

I have learned that even though I will attend circumstances of similar nature, all calls will be different and should be treated accordingly, I should never become careless, vague or complacent regarding any event. My personal protective equipment to be checked regularly and maintain physical fitness for the role.

If the incident had spilled into the street, I could have visited more substantial public order offences such as 'Section 5 Public Order Act 1986' as the male was swearing and shouting causing harassment alarm and distress but was inside his property with nobody else to hear.

Criminal Justice, Valuing difference and inclusion

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

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

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

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

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

ANSWER:

"The purpose of the Criminal Justice System...is to deliver justice for all, by convicting and punishing the guilty and helping them to stop offending, while protecting the innocent. The central purpose of the Criminal Justice System is to deliver an efficient, effective, accountable and fair process for the public" (Crimeandjustice.org.uk, 2019).

Forty three police forces across Wales and England, along with the Crown Prosecution Service (CPS), Magistrates and Crown courts, prosecution and defense lawyers and prisons, are an array of government agencies which comprise the Criminal Justice System (CJS). The main purpose of the CJS is to impart justice to those who commit crime but the intention also to inhibit other crimes, provide support for victims and witnesses and rehabilitate offenders (En.wikipedia.org, 2019). The criminal justice process proceeds with a reported crime or incident, the police then decide which way to deal with the matter for example, a police warning, a fixed penalty notice or utilize a Restorative Justice approach (this is a process to attempt to repair harm caused by a person, enabling victims to play a key part to find a positive way forward- thus being a more victim led approach). The police may also decide to investigate and charge an offender. In more serious cases, the police send the file of evidence to the CPS who then make the decision whether or not to charge. If charged, the offender may be entitled to a police caution or will have to attend Magistrates Court or in more pressing matters, Crown Court. The Court then consider whether an offender is fined, found not guilty or sentenced. Sentencing factors are deliberated by the courts with regards to protecting the public, transformation of the offenders' behaviour, punishing the offender for the crime and seek to prevent future crime reoffending (Police.uk, 2019).

The Police and Criminal Evidence Act 1984 (PACE) codes of practice was established as the

public had 'lost faith' in the Criminal Justice System. It was pioneered in order to provide a balance between police powers and freedom and rights of the general public. It is a legislative structure for police throughout Wales and England comprising of police powers to fight crime and the codes of practice within affirming the employment of those powers. PACE 1984 deals with criminal evidence, the protection of detainees and offenders, witnesses, victims and all police powers. The codes of practice incorporates eight sections classified from A to H which outline the exercise of various police powers (InBrief.co.uk, 2019).

The statutory 'victims code' relates to all criminal justice bureau's including the court system, probation and the police. It is a code that outlays the depth of service from the criminal justice system that victims should receive. An example of just a few of many victim's rights are having the right to be kept informed by police regarding the developments in the case, applying for 'special measures' which are provisions set up to enable vulnerable or intimidated victims and witnesses provide best evidence in court (consisting of removal of wigs in the courtroom, video link evidence or screen evidence), provide a Victim Personal Statement which summarises if and how crime has affected witness and victims whether financially, psychologically, emotionally or physically and also be referred to Victim Support Service which is a charity set up over forty years ago (Victimsupport.org.uk, 2019).

During my time in tutorship, I was involved in a domestic related harassment and revenge porn policing incident where I played a significant role with an offender, victim and witnesses. I was made 'officer in charge of the case' for a reported incident whereby a female had been harassed over a period of four days by her male ex-partner. It was also alleged that the male had sent to the female's parents an explicit video of the female engaging in a sexual act with another male.

I had been given the incident with an MG11 witness statement already provided by the female, which was taken by an officer from a different shift the day previous. I read extensively through the statement and then telephoned the female to keep her updated, informing her that I was the officer in charge of her case and to ensure I was complying with the 'victim code' as early as I possibly could. I reassured her that the matter would be dealt with expeditiously. Whilst conversing with the female, she supplied me with details of the alleged offender and made sure that all safeguarding measures were put in place. I did this by ensuring the offender did not live at the female's address, that she had blocked his telephone number, suspending him from contacting her and that she had family or friends surrounding her for emotional support. The female provided me with a Victim Person Statement VPS- which impacts the thoughts, feelings and emotional impact of the victim. I empathized with her as she was clearly emotionally distressed and vulnerable as not only had her ex-partner sent an explicit video of the female to her parents, he had maliciously involved her place of work by contacting her manager alleging the female had been taking drugs.

I considered my options with my tutor surrounding the investigation side. I contemplated requesting the male to attend as 'Voluntary Attendee' (VA) which welfare and 'rights' guidance prevails under 'Code C' of the PACE 1984. A VA is when a person attends at the police station to have an interview but is present voluntarily to assist with a police investigation and is not under arrest, but can still be charged (Policestationagent.com, 2019). I deemed this method as

Task 3

Relevant areas of the National Policing Curriculum:

inappropriate for the alleged offence due to the potential gravity scoring and it being a domestic incident which are considered high priority in South Wales Police.

I used the National Decision Making Model (NDM) to make a dynamic risk assessment before effecting my arrest. I used computer systems to ascertain information, warning markers, code of ethics and any relevant intelligence held on the male. I conducted a search on his home address to check for any previous offenders or known risks regarding the address and number of persons residing there as precautions and develop tactical options. There was no previous offending history for this male and he was living with his parents, with no relevant risk presented. I developed a working strategy encompassing my legal powers to arrest and detain the suspect.

I proceeded to the suspects address in company with my tutor. The suspect presented himself sober to the front door whereby I then utilized my arrest powers under Code G, 'Section 24 PACE 1984'. This enables a police officer to lawfully arrest if 'a person's involvement, suspected involvement or attempted involvement in the commission of a criminal offence or reasonable grounds for believing that the person's arrest is necessary' (App.college.police.uk, 2019).

I cautioned the male to which he made 'no reply' when asked if he understood. He was fully compliant. I used Section 32 PACE 1984- provides power to search a person on arrest. If I was to use force, I would have considered my three main powers to utilize use of force which are encompassed within 'common law', 'Section 3 of the Criminal Law Act 1967' and 'Section 117' of PACE 1984. As per force policy, I handcuffed the suspect (App.college.police.uk, 2019).

The male was then conveyed to custody, searched under 'Section 54' PACE 1984- which provides power for a person to be searched in a police station. I completed a 'use of force' form to comply with force policies. 'Code C' of PACE 1984 outlines the detention, treatment, rights and questioning of a detained person (App.college.police.uk, 2019).

I interviewed the male ensuring his treatment in accordance with 'Code C' PACE 1984 and 'Code E' PACE 1984- audio recording interviews and 'Code F' PACE 1984- visual recording with sound of interviews (Assets.publishing.service.gov.uk, 2019).

A person can only be held in custody for up to twenty four hours and after liaising with the Custody Sergeant and the 'Crown Prosecution Service'. I ensured all relevant paperwork and forms were produced and submitted and the male was charged to magistrates court, which I am still awaiting the result, for harassment and revenge porn with bail conditions- not to approach the victim.

Throughout the investigation, I adhered to the 'victim's code' and informed the female the exact outcome and bail conditions to which she was satisfied with the result.

Upon reflection, I conclude that the investigation was efficient and effective. I exercised the correct powers, policies and procedures and I believe the conclusion was sufficient for all parties involved. My mannerisms towards all parties was professional and I consider my interpersonal skills to have evolved since first starting as a Police Officer. My knowledge has significantly improved in relation to utilizing powers and procedures embroiled within the Codes of Practice PACE 1984.

If I was to echo this incident, I would alter my interview tactics and questioning. This was only my second interview and upon reflection, I did not leave initial sufficient time for the suspect to reiterate his version of events prior to me asking my questions. I reviewed my interview with my tutor post incident and in retrospect, I would have probed and questioned more in depth at some of his answers even though he fully admitted the offence- which I was not expecting at the time and consequently should have also prepared for.

I have learned that the VPS has a significant impact in regards to police, prosecutor and the court to understand how the crime has actually effected the person's life. I also maintain that even though this was only one outcome, I believe that every success has a positive impact on the general public's perception and faith of the police service.

'Success seems to be connected with action. Successful people keep moving, they make mistakes, but they don't quit'- Conrad Hilton.

Task 4

Relevant areas of the National Policing Curriculum: Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

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

Give a brief description of the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Consider** the role of discretion in the decision-making process.

Explain your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through an **analysis** of the potential impact of bias on the decision-making process.

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

ANSWER:

The Criminal Procedure and Investigations Act 1996 (CPIA) code of practice made under Section 23(1), an investigator is 'any police officer involved in the conduct of a criminal investigation and have a responsibility carrying out the duties imposed on them under this code' (App.college.police.uk, 2019).

An investigator should discover the truth and disclose investigating material even if it negates or supports an offender. Finding out certain circumstances of an offence and obtaining, recording, storing, reviewing, deleting and sharing information, including personal information and all other relevant material. The National Police Records (Recordable Offences) Regulations 2000 states that when there is a conviction, it must be recorded against the offender on the police national database/computer (Legislation.gov.uk, 2019). There is a process in which a person has the right to request a copy of their police record. This process is called a 'subject access request'.

The investigator must be governed by the 'Equality Act 2010' and must recognize any individual's particular. The investigator must execute findings as translucent as possible but maintaining discretion and respecting others including vulnerable people and children. The officer must make sound judgement, use common sense and use integrity whilst collating information for the Crown prosecution service. 'The investigative mindset' is a practical approach that officers use to ensure they will remain open-minded and impartial throughout the investigation and ensuring the ability to evaluate, consider findings and avoid bias and emotional attachment to form decisions (Essaykitchen.net, 2019).

"Disclosure is a vital part of every investigation and the preparation of every case for

prosecution and trial. Public confidence in the system of disclosure needs to be rebuilt and this continues to be a priority for all three of our organisations, both individually and working together.” (Cps.gov.uk, 2019)

An officer must reveal disclosable data to the prosecution which may aid and assist the defence in early stages, as well as keep records and disclose all other unused material. Case law ‘R v Stallard 2000’ was a failure by officers to produce a full CCTV of a theft in store, only a modified copy of the CCTV which in turn was found by the court to be an abuse of process and failure to disclose all used or potentially unused information (Docmanager.pnld.co.uk, 2019).

The codes of practice CPIA also incorporates the relevant matters involved throughout handling witnesses, interviews and suspects. For example Paragraph 5 of the Code of Practice ‘PACE 1984’ underlines that an officer must arrange an interview at a reasonable time, date and venue and to inform the person of these changes.

I was on duty with my tutor when a call was passed over the airwaves involving a nearby address. The call was regarding a domestic violence incident whereby the reporting person was a female who was alleging that her male partner had pushed her hard up against a wall. He had left the premises but the female feared his return. I instantly checked the names against the police national computer and niche system of both parties involved to review and identify any warning markers. I checked the address to view if any previous domestic violence had transpired, keeping in compliance with ‘Data protection act 1998’ and ‘Human Rights Act 1998’ particularly Article 8- Respect for your family and private life and also Article 14- Protection from discrimination (Publications.parliament.uk, 2019). Even though the female had called in, I made sure I did not tunnel-vision into always presuming the male was the aggressor.

Warning markers from system revealed that the male was a perpetrator of domestic violence in a previous relationship only three years ago. I was aware that there was a child at the current premises and the female was somewhat a lot younger than the male in question.

Enroute to the call, my tutor elucidated the steps of process and investigation that may have accosted us when arriving at scene. I reviewed the details and even though the male had left, I had scrutinized his record and engaged that he was a lot bigger and stronger than myself and so I ensured I had the correct Personal Protection Equipment.

Upon arrival at the address, a female answered the door. Her stance was somewhat slouched and hesitant to approach. I asked her if we could enter the house to converse about what had happened. She reluctantly let us inside. The female was looking down at the floor the whole time she was talking to me. It seemed she was almost embarrassed whilst illustrating the argument between her and her new boyfriend which had escalated and evolved at a fast rate. She described how her child was in the upstairs bedroom but could not hear anything as he had his music on. She recounted the steps of the argument and then specified that the male had shouted in her face and pushed her hard with both hands to her shoulders which subsequently made her fall into the wall. He then left the property. I made sure to follow the Victims code.

Even though I could not disclose under ‘Data Protection Act 1998’ the males previous high risk domestic violence history, which had been subject to Multi Agency Risk Assessment Conference (MARAC) (Domestic and Sexual Violence and Abuse, 2019), I felt this victim would benefit from ‘Clare’s Law 2014’, a ‘Domestic Violence Disclosure Scheme’ which grants a person to ask information held on a person they are in a relationship with in relation to domestic violence and convictions (Cambs.police.uk, 2019).

I proceeded to the suspects address in company with my tutor within the ‘golden hour’.

The suspect presented himself sober to the front door whereby I then utilized my arrest powers under Code G, ‘Section 24 PACE 1984’. This enables a police officer to lawfully arrest if ‘a

person's involvement, suspected involvement or attempted involvement in the commission of a criminal offence or reasonable grounds for believing that the person's arrest is necessary' (App.college.police.uk, 2019).

I cautioned the male to which he made 'no reply' when I asked if he understood. He was fully compliant. I considered the National Decision making Model throughout the incident. I used Section 32 PACE 1984- provides power to search a person on arrest. If I was to use force, I would have considered my three main powers to utilize use of force which are encompassed within 'common law', 'Section 3 of the Criminal Law Act 1967' and 'Section 117' of PACE 1984. As per force policy, I handcuffed the suspect (App.college.police.uk, 2019).

The male was then conveyed to custody, searched under 'Section 54' PACE 1984- which provides power for a person to be searched in a police station. I completed a 'use of force' form to comply with force policies. 'Code C' of PACE 1984 outlines the detention, treatment, rights and questioning of a detained person (App.college.police.uk, 2019).

I first had disclosure with the male's solicitor. In keeping in compliance with CPIA codes of practice, I disclosed all relevant information to the solicitor, being translucent. I interviewed the male ensuring his treatment in accordance with 'Code C' PACE 1984 and 'Code E' PACE 1984- audio recording interviews and 'Code F' PACE 1984- visual recording with sound of interviews (Assets.publishing.service.gov.uk, 2019).

Being a domestic violence case, the decision for charge had to fall with CPS. I submitted the relevant documentations. These included an MG5/MG3, MG11 including victim statements coinciding victim impact statements, CCTV enquiries, phone disclosure, Police National Computer checks and all other relevant CPS documentation. Intelligence logs were also passed to CPS due to the disturbance call at the property.

The decision by CPS returned in an MG3 format which concluded the male was to be charged with Domestic Violence common assault. The male was subsequently given the 'now' caution and bailed to attend the Magistrates Court a week later with conditions.

Due to the severity of the offence, the circumstances of the arrest post charge were shared with partner agencies i.e. submitting a Public Protection Notice. This included child protection, thus enabling under the 'all wales child protection policy 2008' (Children in Wales, 2019) safeguarding for the child and also safeguarding to the domestic abuse hub. If there had been no charge, I would have considered applying for a 'Domestic Violence Protection Order 2014' (Assets.publishing.service.gov.uk, 2019) which is effective for 28 days, giving the victim 'breathing space' and the suspect would not be able to contact or go back to the home address for that period of time.

I prepared my full file of evidence ensuring to include disclosable and unused material. I prepared three completed files, these included police, prosecution and defence. I applied, via an 'Annex C', full medical notes, any social services involvement, mental health assessment and counselling. I was also aware of 'editing' documents, this included telephone numbers, names and addresses.

Upon reflection of the incident, I did not realise how a domestic violence common assault could instigate other partner agencies becoming so involved, such as the domestic violence hub, child protection, Social Services and MARAC. I felt extremely satisfied and relieved that the partner agencies assisted in safeguarding the female, safeguarding the child and also that the male was signposted towards supporting agencies for his anger. Interventional work at this stage would be beneficial.

When I deal with another domestic violence offence, I will certainly feel more confident in contacting partner agencies for relevant information. I am more aware of the disclosure

process and understand the need for such care and consideration when involved with domestic violence cases. Next incident, I would give consideration to a VA interview however, recognise that this would not always be applicable.

I realise that every case is unique however, it gets dealt with by same process that being fairly and non-bias but as thorough as the last case.

As part of your reflective process, please use this table to aid you in identifying the next steps for development. (To be completed at the end of workbook completion)

Identified area for development	How it will be achieved	Who can provide support?	Timeline

Identified Area For Development

From the initial start of the incident, I believe I could have interacted more with male and the female involved. I realised that as soon as an officer attends and is in the public eye, they will be scrutinized and eyeballed as to how a situation is dealt with. I consider on this occasion, as it was close to being my first dealings with the public, I don't believe I was standing as proud, tall and confident as I should have been due to uncertainty of legislation and nervous of getting procedures incorrect. My interviewing skills and tactics is all about practice. My tutor advised me that an interview is almost a 'conversation' with a person, trying to discover the truth, but I think there is a 'knack' to questioning a person to which I am eagerly trying to develop.

Also the area in which I have been posted is socially and economically deprived and this seems to have had a negative impact on how the community deal and speak to persons in authority.

The impact an incident can have on a person or family's life can be astronomical and sometimes catastrophic. As I am dealing with different and process similar scenario's, I need to ensure I am contacting the relevant partner agencies and relevant departments within the police, such as domestic violence, to secure safeguarding of all members of the community and also to provide support during and post police involvement.

How It Will Be Achieved

This will be achieved by gathering knowledge. As the saying goes 'knowledge is power'. I need to re-visit all my legislation and powers to be confident in my actions and decisions. My tutor is also ensuring that every person I arrest, if possible, I am interviewing them as a way of practice and generating my own style of questioning as a way of uncovering the truth. As this was one of my first incidents to deal with, I believe the more incidents and people I deal with, the more experience and people skills I will develop. Due to my area of posting, I will adapt my communication styles to ensure that Betari's box does not commence and I can gain the respect of the community.

After every incident I attend, I am asking my tutor and other colleagues on my shift if a 'public protection notice' (PPN) needs to be submitted for the knowledge and safeguarding of the people involved in that family. Due to this being of such high importance, I am ensuring I fill this form out as thoroughly as I can, taking a bit more time to do so in case I miss any detail out.

Who Can Provide Support

Firstly, all my notes, lesson plans and text from the first six months of training will assist in revisiting knowledge based learning. I will attempt to absorb the legislation like a sponge.

Practicing with my tutor to interview and also, I have asked my Sergeant if I could possibly sit in an interview with a higher tier trained officer just to see how they progress in interview and learn from their style of questioning. With regards to establishing communication barriers and confidence, I believe by observing my tutor and other colleagues whilst talking and dealing with the members of the public, I will become resilient and competent.

Timeline

This process is already in practice, as I have attended several calls since writing this example and I have noticeably improved in confidence and adapting my communication styles. In my second year of being a probationer, I will be working in 'the hub' on an attachment where I will solely be dealing with interviewing and file building. I believe this will enable me to expand my knowledge in these fields.

Within the next three months, I will have dealt with more calls and incidents and with knowledge and determination, I believe I will be achieve success.

After every domestic, child or violent incident, I am establishing details from all parties and submitting a PPN form and with practice, this should become second nature.

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.

Referencing Question 1

VARK - A Guide to Learning Preferences. (2019). [online] Available at: <http://vark-learn.com/introduction-to-vark/the-vark-modalities/> [Accessed 6 Nov. 2019].

A-Z Quotes. (2019). *Dalai Lama Quote*. [online] Available at: <https://www.azquotes.com/quote/812422> [Accessed 6 Nov. 2019].

Malamed, C. (2019). *Chunking Information for Instructional Design*. [online] The eLearning Coach. Available at: http://theelearningcoach.com/elearning_design/chunking-information/ [Accessed 6 Nov. 2019].

Nwlink.com. (2019). *Bloom's Taxonomy of Learning Domains: The Cognitive Domain*. [online] Available at: <http://www.nwlink.com/~donclark/hrd/bloom.html> [Accessed 6 Nov. 2019].

Thesecondprinciple.com. (2019). [online] Available at: <http://thesecondprinciple.com/wp-content/uploads/2014/07/A-dozen-important-brain-based-concepts.pdf> [Accessed 6 Nov. 2019].

Fleming, N.D. & Mills, C. (1992). Not Another Inventory, Rather a Catalyst for Reflection. 11, 137-155

References Question 2

The University of Edinburgh. (2019). Gibbs' reflective cycle. [online] Available at: <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle> [Accessed 13 Nov. 2019].

www.dictionary.com. (2019). Definition of conflict | Dictionary.com. [online] Available at: <https://www.dictionary.com/browse/conflict> [Accessed 13 Nov. 2019].

College.police.uk. (2019). [online] Available at: https://www.college.police.uk/What-we-do/Ethics/Ethics-home/Documents/Code_of_Ethics_ReadingList.pdf [Accessed 13 Nov. 2019].

Oijpcr.org.in. (2019). Role of Police in Conflict Resolution | OIJPCR. [online] Available at: <http://www.oijpcr.org.in/role-of-police-in-conflict-resolution/> [Accessed 13 Nov. 2019].

Amazing People. (2019). Thomas Kilmann (TKI) - Amazing People. [online] Available at: <https://www.amazingpeople.co.uk/thomaskilmann/> [Accessed 13 Nov. 2019].

Tyler, T. (2006). Restorative Justice and Procedural Justice: Dealing with Rule Breaking. *Journal of Social Issues*, 62(2), pp.307-326.

Karpmandramatriangle.com. (2019). The Official Site of the Karpman Drama Triangle. [online] Available at: <https://www.karpmandramatriangle.com/> [Accessed 13 Nov. 2019].

Legislation.gov.uk. (2019). Human Rights Act 1998. [online] Available at: <https://www.legislation.gov.uk/ukpga/1998/42/contents> [Accessed 13 Nov. 2019].

Docmanager.pnld.co.uk. (2019). Login. [online] Available at: <https://docmanager.pnld.co.uk/content/D447.htm> [Accessed 13 Nov. 2019].

PoliceOne. (2019). Cooper's colors: A simple system for situational awareness | PoliceOne.com. [online] Available at: <https://www.policeone.com/police-trainers/articles/coopers-colors-a-simple-system-for-situational-awareness-Np1Ni2TbRj9EkGUN/> [Accessed 13 Nov. 2019].

App.college.police.uk. (2019). National Decision Model. [online] Available at: <https://www.app.college.police.uk/app-content/national-decision-model/> [Accessed 14 Nov. 2019].

Mulder, P. (2019). Betari Box theory, a human attitude and behaviour theory | ToolsHero. [online] toolshero. Available at: <https://www.toolshero.com/communication-skills/betari-box-theory/> [Accessed 14 Nov. 2019].

College.police.uk. (2019). [online] Available at: https://www.college.police.uk/What-we-do/Standards/Guidelines/Documents/Conflict_management_consultation260219.pdf [Accessed 14 Nov. 2019].

Legislation.gov.uk. (2019). *The National Police Records (Recordable Offences) Regulations 2000*. [online] Available at: <http://www.legislation.gov.uk/uksi/2000/1139/made> [Accessed 22 Nov. 2019].

References Question 3

Crimeandjustice.org.uk. (2019). *The purpose of the criminal justice system* | Centre for Crime and Justice Studies. [online] Available at: <https://www.crimeandjustice.org.uk/resources/purpose-criminal-justice-system> [Accessed 16 Nov. 2019].

En.wikipedia.org. (2019). *Criminal justice*. [online] Available at:

https://en.wikipedia.org/wiki/Criminal_justice [Accessed 16 Nov. 2019].

Police.uk. (2019). *The criminal justice process - Police.uk*. [online] Available at: <https://www.police.uk/information-and-advice/court-service/the-process/> [Accessed 16 Nov. 2019].

InBrief.co.uk. (2019). *PACE: Police and Criminal Evidence Act 1984 - InBrief.co.uk*. [online] Available at: <https://www.inbrief.co.uk/police/pace/> [Accessed 16 Nov. 2019].

Victimsupport.org.uk. (2019). *Victims Code | Victim Support*. [online] Available at: <https://www.victimsupport.org.uk/help-and-support/your-rights/victims-code> [Accessed 16 Nov. 2019].

Policestationagent.com. (2019). [online] Available at: <https://www.policestationagent.com/post/whats-a-voluntary-police-interview> [Accessed 17 Nov. 2019].

App.college.police.uk. (2019). *Response, arrest and detention*. [online] Available at: <https://www.app.college.police.uk/app-content/detention-and-custody-2/response-arrest-and-detention/> [Accessed 17 Nov. 2019].

Bibliography

Assets.publishing.service.gov.uk. (2019). [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/709222/CCS207_CCS0518642174-3_Home_Office_PACE_E__PRINT_.pdf [Accessed 17 Nov. 2019].

App.college.police.uk. (2019). *Working with victims and witnesses*. [online] Available at: <https://www.app.college.police.uk/app-content/investigations/victims-and-witnesses/> [Accessed 17 Nov. 2019].

References Question 4

App.college.police.uk. (2019). *Introduction*. [online] Available at: <https://www.app.college.police.uk/app-content/investigations/introduction/> [Accessed 22 Nov. 2019].

Legislation.gov.uk. (2019). *The National Police Records (Recordable Offences) Regulations 2000*. [online] Available at: <http://www.legislation.gov.uk/uksi/2000/1139/made> [Accessed 22 Nov. 2019].

Essaykitchen.net. (2019). *Why it is Important to Develop an Investigative Mindset - 1100 Words*. [online] Available at: <https://essaykitchen.net/essay/harvard/law/investigative-mindset.php> [Accessed 22 Nov. 2019].

Cps.gov.uk. (2019). *Disclosure | The Crown Prosecution Service*. [online] Available at: <https://www.cps.gov.uk/disclosure> [Accessed 22 Nov. 2019].

Docmanager.pnld.co.uk. (2019). *Login*. [online] Available at: <https://docmanager.pnld.co.uk/content/D26246.htm> [Accessed 22 Nov. 2019].

Publications.parliament.uk. (2019). [online] Available at: <https://publications.parliament.uk/pa/jt200708/jtselect/jtrights/72/72.pdf> [Accessed 22 Nov. 2019].

Domestic and Sexual Violence and Abuse. (2019). *MARAC | Domestic and Sexual Violence and Abuse*. [online] Available at: <https://www.devon.gov.uk/dsva/information-for-professionals/marac/> [Accessed 22 Nov. 2019].

App.college.police.uk. (2019). *Response, arrest and detention*. [online] Available at: <https://www.app.college.police.uk/app-content/detention-and-custody-2/response-arrest-and-detention/> [Accessed 17 Nov. 2019].

Assets.publishing.service.gov.uk. (2019). [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/709222/CCS207_CCS0518642174-3_Home_Office_PACE_E__PRINT_.pdf [Accessed 17 Nov. 2019].

Assets.publishing.service.gov.uk. (2019). [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/575363/DVPO_guidance_FINAL_3.pdf [Accessed 22 Nov. 2019].

Children in Wales. (2019). *All Wales Child Protection Procedures 2008 - Children in Wales*. [online] Available at: <http://www.childreninwales.org.uk/policy-document/wales-child-protection-procedures-2008/> [Accessed 22 Nov. 2019].

CONFIDENTIALITY and PLAGIARISM – to be completed by the learner

All information provided in this workbook complies with the guidance on confidentiality. I confirm that all work is my original work and has not been copied. Plagiarism is taken very seriously by the University and the programme.

Signed:  PC6400 (Learner 1815610

Date: 24.11.19

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

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

Signed:  PC6400 (Learner) 1815610

Date: 24.11.19

Signed: _____ (Tutor Constable) - PC5592 COTTON
(ON A/L UNTIL 27/11/19)

Date: _____

(Please print this page, sign it, and scan it and add it back into the document)