

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

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

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf

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

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. Therefore, you must:

- adhere to guidance in the Student Handbook about unfair practice and plagiarism;
- not identify individuals including witnesses, victims or offenders by name;
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions;
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Student Handbook.

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is very important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Student Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*
- *You should upload your completed document as a saved pdf of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them despite you being able to upload them.*

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Task 5	Development Plan	500
	Total	6000
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

During this task I will be using the Gibbs reflective cycle model (The University of Edinburgh, 2020) During my first six months of training at vantage point, we had to undergo three exams. One multiple choice, two short answer-based questions. Also, to add to this we had numerous practical assessments done on the lessons we were taught during that week, we also had to complete one week worth of officer safety training which included an exam at the end, and a practical assessment on the skills we have been taught during that week.

Before I joined the police, I had a quite stressful job which was an area manager for a well-known pharmaceutical company. So, I was quite used to being under pressure and feeling stressed. So, during my time in the six months training I was put under a different type of stress and out of my comfort zone.

I believe stress is caused when we feel under pressure from a circumstance that is likely out of our control and can affect the way we treat other people and our body. It is very common and happens due to the strains of work, home, and general life. Sometimes stress is a good thing where you could be going for a new job and putting yourself under stress to develop yourself. Other stress such as a death in the family could lead to other problems such as breakdown in a relationship, which could cause more issues and more stress leading to long term problems. Stress is as described here by the NHS website. (NHS, 2021)

During my six months training, we had a lot of information to take in for example, laws and powers, from someone who hasn't been in education for more than 16 years it was difficult to adjust to learning, I felt like I was not taking in information as quick as I should have been which made me feel more under pressure with the learning. I then adjusted to a different type of learning. I just sat in lesson and listened. I did not take any notes. I found by doing this I was taking a lot more information in than I would of by taking notes, as I would miss bits out due to not listening while I was taking the notes.

In the six months I was in training I found out I had dyslexia. As stated, on the NHS website dyslexia is described as a common learning difficulty that mainly causes problems with reading, writing, and spelling (NHS, 2018).

It was something which I had an idea I had but it was never proven. So, this was a relief when I found out that it wasn't just me being paranoid, I always knew I had a problem with my English and spelling, so it felt like a weight had been lifted following the diagnosed learning difficulty.

We had a very good cohort and everyone in the class got on amazing, I believe this is because we were more of a mature age and everyone, apart from a few were in their late 20s early 30s. This led to having more things in common and everyone had more of life experience. Due to the fact of everyone getting on well. It was an open and honest classroom, and this helped, if someone was struggling (e.g with the exams) the whole class would work with that person to get them through the exams. The one time I struggled, it was during the time we had to remember the caution and say it in front of the whole class. I could not remember it and kept messing it up. This caused me to get worse and remember less, then one of the class came over to me and gave me a few bits of paper, each had a line of the caution on. He said try this just learn one line at a time and break it down, the next day after using them lines and arresting the dog on our walk about 20 times.

I used dog walking as a way to wind down after work and reflect on the day. I used to not take my mobile phone on the walk with me, and that hour we went out for was what distressed me the most. As stated on Bupa UK's website that dog walking has many health benefits. (Heaton, 2019)

I would often train twice a week for a local football team and play on a Saturday. I would use this as a way of socialising with other people who weren't from my work. This helped as they would not be talking about the weeks work, we had other things to talk about, this would help minimise the stress levels and the playing football would also decrease my stress levels and develop resilience as stated by Dr Martin Turner. (Turner, 2022)

I found by using these methods of stress reducing, it kept me at a good level of stress where I could learn and continue to develop in work. I think without this I would not have coped well with the continued pressure that we were under every day in training school.

I think I could have spoken to my partner more about what was going on in training school and hoped she could have gained an understanding for what I was going through, I think I could have spoken to my family more, but instead I kept what was going on in work to myself. Like I had previously done in my old role when I was an area manager, I never brought work home, but I understand now more for my mental wellbeing that it would have been good to talk to family and friends about what was happening in training and work, obviously without breaking confidentiality rules. As shown in this study by talking about your feelings, it helps stress management. (Curtin, 2014)

What I would do if this happened again, I would make sure I speak to my partner a lot more, I would maybe train at the gym and socialise more. I feel that the change that happened to my lifestyle since joining the police has been massive. So, I think by speaking to people and explaining how I'm feeling would have made the situation a lot smoother than it was.

1065 WORDS

Task 2

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

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

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

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

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

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

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

ANSWER:

During this task I will be using the Gibbs reflective cycle model (The University of Edinburgh, 2020) I will be talking about an incident where; I got a call to say four masked men are seen to be trying to burgle a factory unit. I attend with my mentor; we see a van that is parked next to the factory and shadows behind it. My colleague tells me to jump out at the rear of the van and he will go to the front to stop the suspects running away. As I get out of the van three men run from the scene and my colleague chases them. I now go to the front of the van and see a large built male with a large crowbar in his hand. The male starts to come towards myself, and I tell him to put the bar down whilst backing off. The male then diverts and gets into this van and drives towards me. Then I move on to the pavement radioing in his registration plate.

I then hear other officers behind me chasing another male, I then chase after him before taking him to the floor. There were me and two other officers struggling with the male whilst we are trying to get him in handcuffs, we get him in handcuffs and then he is still resisting. We keep him on the floor until he calms down and then plan to do a search on the male, as we had reasonable grounds to believe the male was involved in the burglary.

Once we've got the male safely detained, I then started asking him open questions (A open question I would describe as question you cannot answer with a yes or a no, forcing the person to say more than they would have) such as 'why are you running?' He said he feared police. 'Where have you come from?' My girlfriend's house I'm going to work 'why are you wearing gloves and a balaclava?' He stated he was cold and wanted to keep warm. He answered to all these questions with reasonable replies to which I told him to that effect to try and build a rapport with the male. I knew then how to start asking more in-depth questions about 'where he worked?' He did not answer this. 'Where was his car parked?' He was very vague with his answer to this also 'where his girlfriend lived?' He did not know the name of the street only how to get there. The more questions I asked more reasons I have not to believe him as he had no reasonable excuse to be in the area at that time.

Whilst the male is then claiming he was walking from his girlfriend's house to go to work. He says he scared of police because of where he was from, the police beat people he kept saying. My gut feeling was he was lying, he did not have a local accent he had a London accent, he also had gloves on and was carrying a balaclava. At this point my emotions were all over the place because of almost being seriously hurt by the other suspect who had driven away but I knew that I had to remain professional, and I had to treat him with respect since he might be innocent.

I performed a stop search on the male under section 1 of PACE (police and criminal evidence act) as stated on the college of policing website (College of Policing, 2017). Using the mnemonic GOWISLEY, which makes the search legal. It stands for Grounds for the search, Object of search, warrant card shown if in plain clothes, Identity of the officer, Station in which the officer is based, they are entitled to a copy of the search record, the legal power used and that you are being detained for a purpose of a search. (College of Policing, 2022)

During the search I found an older phone on him along with another phone, sometimes criminals use second older phones as 'burner phones' which can be disposed of easily and hard to trace. (Brookes, 2021)

We could justify using the handcuffs and the use of force due to him fleeing from officers and resisting once he was caught by officers. Which could have caused a safety issue. We justified this by using the police national decision model (NDM), as also explained on the college of police website (College of Policing, n.d) which helps officers to justify decisions which they have made during incidents. This has five main points, this includes, gathering information and intelligence. The information I gathered was four masked males were attempting to break into a building. The next part of the NDM is assess the threat and risk and develop a working strategy, during this incident I was threatened with a crowbar, so I knew there was a risk to mine and my colleague's personal safety. The next part of the NDM is to consider my powers and policies. Which mean do I have a lawful excuse to use handcuffs or a use force on this male, to which I did due to the threat that was posed. Other parts of the NDM are identify options and contingencies, so during this incident I had to think about what options I had, could I search the male? Could I arrest the male? Another part of the NDM is take action and review what happened. The action I took was to search the male and then he was arrested on suspicion of burglary which is Section 9(1)(a) of the theft act 1968

as shown here (Legislation, 1968.). I then reviewed the whole incident with my mentor and reflected on what I could have done next time. The NDM is a fluid model, and you can go back to any one at any one time.

Then after the first incident where I had to chase and detain the second male after he runaway from officers, I did not know whether he was armed like the first male, but I could see he had nothing in his hands, so I decided to take the male to the floor using force in the way of a rugby tackle I could justify this force using PACE 117 which states Power of constable to use reasonable force. (Government, Legislation, 2017.). The mnemonic we use for use of force is JPLANE. Is the force I used Justifiable, Proportionate, Legal, Accountable, Necessary and Ethical. As of which I reasonably believed I did. (Humberside Police, N.D)

Using the Karpman's Drama Triangle for reflection using the three points Victim Rescuer and Persecutor, at the time of the first incident, I was the rescuer, trying to stop the persecutor from breaking into the factory. If I then got attacked by the male and hurt. I then would have moved into the category of victim. For instance, if I overused force on the and hurt the male by not using JPLANE, I could move in the category of persecutor and the suspect could have been the victim. This is fluid and could change in an instant and with one single action (Lynne Forrest, 2008.)

After booking the suspect into custody, I sat and reviewed what happened with my mentor. as this was only my 5th day working as a response officer my mentor believed I handled the situation well as it was a fast-moving environment, and the main thing was that I am safe and well. I believed I could have done more when the first suspect came at me with the crowbar, I completely forgot I had my parva spray (which is a spray which can temporarily impair the suspect if you spray them in the face) and a baton which I maybe could have used along with communication skills to keep him out of the van until backup arrived. I believe could have justified using my spray as the male was coming towards me with a weapon but due to my inexperience, I did not use this, and the male got away.

I did however tell male to put the crowbar down, however he did not listen as he was actively seeking to get away, on reflection I would have made it harder for him to get away. I would have done this by perhaps raising my voice and not making it easy for him to get into the van. I would have tried reasoning with him before using force for example my baton and parva spray.

On reflection I feel that I made the right decision in not going to confront the male as I was on my own and he had a large weapon this was my first instance in the police of conflict, and I feel as the more experience I gain in dealing with conflict the better I will become at managing it.

It was good to get my first interaction with conflict out the way early in my career but also quite concerning for myself that I backed off the first male and let him get away, I believe next time I would deal with this better.

After this incident I then had to fill out a use of force form which is used after any force is used on a person, this is for handcuffing, taser or any time you forcefully put your hands on a person, this form helps understand if anyone got injured during the incident

and what type of force was used, this also helps Gwent Police be open and honest about the type of force which has been used throughout Gwent. This is in line with Gwent Police's policy. (Gwent Police, n.d)

1621 WORDS

Task 3

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

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

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

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

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

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

ANSWER:

During this task I will be using the Gibbs reflective cycle model (The University of Edinburgh, 2020) I will be talking about an incident which involved, a sudden death of a 70-year-old female. The female had been suffering with Alzheimer's disease. Which is the common cause of dementia. After speaking to her daughter who was also disabled, she had been ill for a while and had suffered with the disease for around two years. (NHS,2021.)

So, this would be classed in a police term as a sudden death, due to her illness and her being in her home address at the time of passing away and would require police attending her home address to make sure everything was and nothing suspicious surrounding her death.

“Sudden death’ is a police term for any death which involves some form of police action. It may not be sudden at all, in that the deceased may have been ill for some time, but because of circumstances, such as an elderly person living alone who has not been seen by a doctor for a considerable period, some enquiry is necessary. There are some occasions where the circumstances suggest that perhaps the death was not as natural or accidental as it first appears.’ (West Midlands Police, 2016.)

She was living at home under the care of her daughter and had died suddenly in the night. We were called after an ambulance had been and confirmed that she had passed away but because it was a sudden death, Officers had to attend and make sure there were no suspicious circumstances. We were greeted by the daughter of the lady passed away. I spoke the paramedic and did a hand over with them, they explained that there were no signs of life when they arrived and that they did an ECG just to confirm that life was extinct. I then checked over the deceased women's body to make sure there were no marks such as bruises, scratches, any wounds, burns or anything that would indicate that this death could have been caused by other person. As taught in training school (ABC), assume nothing, believe nobody, Challenge everything. I also did a search of the house, as per the guidance from the college of policing. (College of Policing, 2019.)

As I found no suspicious circumstances I then asked if they had a funeral director or do they need us arrange a funeral director for them. It turned out the mother had a plan with a local funeral director. I then arranged for them to attend.

Whilst doing this I spoke to the family about filling out the sudden death form which needs to be completed every time there is a sudden death, in this form it asks questions about the persons, medical history, were they ill running up to their death, what medication they are on, have they been to see the doctor in the last two weeks? Which all can be quite hard questions whilst you're trying to get over the shock of a loved one who's just passed away. So, you must be quite sensitive in how you are asking the questions. Ask them if they need to take a break and really think about if the shoe was on the other foot, how would I want to be treated by these police officers.

After that we had to wait for the funeral directors to come. When they arrived, I had to watch them put the female into the bag to make sure that processes were followed correctly, I then watched them put the female into the van. We then had to follow the van to the hospital and watch the female get booked into, this is to make sure that the right person gets transported to the right place and no one could interfere with the body.

I found no suspicious circumstances in the household, but I was concerned for the wellbeing of the daughter, who was disabled and had mental health problems which could get worse now because of the death of her mother. The house was in a poor condition and very unkept, and I believed she could be vulnerable to potential exploitation as the area she currently lived in was a well-known hot spot for cuckooing, which is where gangs of drug dealers will befriend you in return to stay at your property, then will then use this property as a base for drug dealing, sex work and potentially abuse the person for financial gain. They will then threaten the person with violence if they want to go to the police. (West Yorkshire Police, 2020.)

I then returned to property, and I asked who the daughter if she had any family who lived nearby. She stated she had her brother who was at the property at the time, but he lived around three hours away, she didn't have anyone else. I then asked her if she wanted me to put in referrals to social services and other partner agencies such as the council, to see if they could help her with her living situation and social services regarding her mental health issues, to which she agreed.

A referral is what police use to put in for a person they are concerned about this is called a Public Protection Notice or a PPN, this for vulnerable adults, children at risk, domestic abuse, this can be used to inform social services and other partner agencies, such as mental health professionals, doctors, schools that police are concerned about a person. This can be then used to get them support and help. (South Wales Police, 2021.)

I then spoke to the daughter alone and went through the adult at risk form, which is on the PPN, this included questions such as. 'What does the person want from this referral?' She explained that she found it hard, in everyday life and she wanted support from the council regarding moving to a smaller house as she could not manage the stairs well and support with her mental health as she believed after looking after her mother for so long this has made the situation worse.

I believed putting in this referral could potentially stop this lady being a victim of crime in the future by making the daughter a harder target for criminals to exploit by making sure she has a social workers and carers who could inform the police if they believe she could be a victim. Using the 10 principles of crime prevention model as a guide. Which are things officers can do to help people protect themselves from being victims (West Yorkshire Police, N.D.)

As this was my first sudden death in the job, this was a lot to take in. This was unfortunately not my first time of seeing a dead body, so in some respects I wasn't shocked by seeing one. I felt sorry for the family as we needed to do our job and it wouldn't have been nice knowing that we must search their loved one, to make sure there were any suspicious circumstances and almost feel like we are thinking they could be to blame for their loved one dying. As quoted on psychology today's website, there are normally 5 stages of grieving '1. Denial 2. Anger 3. Bargaining 4. Depression 5. Acceptance.' (Perina, 2020.)

I believe the family were going through stage 2 anger at the time as they were a range of emotions, one minute they were laughing. One minute they were angry just at other people on the street. Then the daughter would cry, it was strange to see how they were going through this emotion. This made me feel on edge and keep my guard up the whole time I was here, as I believe one wrong word from myself, or my colleague could have been upsetting.

What I took away from the situation was that the experience has stood me in good stead for the next time I will have to deal with it by myself. I feel more confident in dealing with it when it next comes up. The bad experience was seeing the process and having to search the body to make sure there's no signs of foul play. Also being there for the worse time of someone's life when a family member has just passed away. Having to ask them questions at the time when they may not want to be asked these questions which could have been upsetting for the family.

I think looking back I did well, I thanked the family. I searched the female with respect, I asked the right questions at the right times and even though we were there for a while, made conversation with the family about other things, which maybe took their mind off what was going on. I can look back and think even though it was maybe the worst time of their life, that the police did not make things worse for them by being

there and that we respected that it was a hard time for them. I feel I also made a difference in the daughter's life by getting her the referrals, which could help her in the long term.

I believe perhaps i could have been more sensitive as there was a lot of traffic outside the house and I had idea to block the view of the traffic. I did not put this to my tutor, whereas perhaps I should have done this to keep the dignity and respect of the person who has just passed away, I did not feel comfortable in putting forward my suggestions. I feel that since this incident I have become more forthcoming with any ideas that I would have into making sure I am professional as I can be.

1637 WORDS

Task 4

Relevant areas of the National Policing Curriculum:

Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

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

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

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

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

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

ANSWER:

During this task I will be using the Gibbs reflective cycle model (The University of Edinburgh, 2020) I will be talking about an incident where a shoplifter had been detained, the shoplifter had attempted to steal over £500 worth of items from the store. When I arrived, I was met by the store security who explained that the female was working with two others in attempting to steal from the shop. The two people got away but the female who had the items on her was detained. She entered the store with the other female and placed items into a bag and items into the other female's basket. They later went on to pay for the items in the basket but not the items which were in the female's bag. The female was not from the area and lived around two hours away. The security guard had also stated a male was waiting in a car outside the store and drove off with the other female in.

After considering national decision model (NDM) and the code of ethics I had to ensure that this arrest was lawful and necessary. At this first stage of the investigation, I was using one of the NDM, I was gathering information and intelligence from the witnesses who were at the scene, asking what they witnessed, would they willing to make a statement regarding what they witnessed and would they be willing to attend court in relation to this matter. Also, if there was any CCTV available.

The national decision model is what the police use to justify and make decisions they have made. (College of Policing, n.d.)

The code of ethics sets out standards in which police officers must follow, to keep professional when making decisions and to make sure they do the right thing by victims, witnesses, and offenders. (College of Policing, 2014.)

After this I then went spoke to the security guard and asked him how the suspect had been, was she aggressive, resisting being detained? As part of the NDM where I was assessing the risk and threat to myself, others and developing a working strategy, the security guard stated she was complainant. I then moved on to another part of the NDM considering powers and policies, did I have enough evidence to arrest the suspect. To which I believe I did, due to the witnesses and CCTV. The next stage of the NDM is identify options and contingencies, was the subject intoxicated or had any mental health issues, would I be able to gather all the evidence within the 24-hour custody clock, could this be dealt with in any other way apart from arrest, was it in the public's interest to investigate this incident.

The 24-hour custody clock is the amount of time police must gather information to prove or disprove a person's involvement in an incident. (section 41(2) of PACE) This includes taking statements from victims, witnesses, gathering CCTV, awaiting evidence to be collected. (Legislation, 2011.)

Did the suspect have previous for shoplifting or her first time? Going back to the NDM gathering information and intelligence, I ran a police national computer check on the suspect which shows if anyone has ever been arrested before or in trouble with the police. This showed that the suspect had previous and was a drug user. I then moved to the next stage of the NDM where I took action for a prompt and effective investigation by arresting the suspect on suspicion of theft. Section (1) (1) of the theft act 1968. Which is defined as, 'a person is guilty of theft if he dishonestly appropriates property belonging to another with the intention of permanently depriving the other of it' (Legislation, 1968.)

If the shoplifter had stolen maybe food for themselves as they were homeless or baby milk as they could not afford it, had no previous convictions for shoplifting, I could have perhaps used discretion to deal with the matter. Discretion is when officers do not arrest the suspect but instead find alternative ways of dealing with the matter by a verbal warning to the suspect or to ban them from the store in this incident. But due to the amount attempted to be stolen and the suspect's previous history of shoplifting, I could not do this in this case. (College of policing, N.D.)

I then had to start an investigation into the shoplift. I then had to go back to the first stage of the NDM and gather evidence, by taking a statement from the witnesses and collect CCTV of the incident. I completed the statement on a MG11 form which is a template for statements used by police officers. On the form it asks if the witness/victim is willing to attend court and other specialist needs they could want from the police to attend. Which is normally taken on a laptop or a phone which helps with safeguarding a person's details due to the data protection act, as if this information was leaked back to the suspect, then this could potentially put the witnesses at risk.

The data protection act makes sure people's information is shared lawfully, used fairly, used for specific purposes, and not kept on the system for no longer than necessary. (Government, 2018.)

My responsibilities for the case were to make sure the witnesses were not comparing stories and what witnessed was their own side of the story. To make sure any information that was gathered was retained correctly and safely on police secured systems. That sensitive information was not given to any third party, such as the suspects previous history of offending, in line with the Criminal Procedure and Investigations Act Code of Practice (Government website, 2015.)

I prepared for the interview. For this I needed an aide memoir, this is an account for officers to ensure the suspect knows their rights and entitlements in the interview process such as a solicitor or a break if needed. Also needed was a MG6a which is a form in which you give to solicitors to disclose what evidence we have against the suspect, such as victim/witness statements, CCTV and forensics. Also needed was to upload the CCTV to police system called NICE. Print the MG11 witness statements making sure they are disposed of correctly after interview and crossing out any names of witnesses or victims on the form just in case the offender could see them. Also, to think of questions which were only relevant to the case and being careful not to disclose any of the witness's personal information.

This was my first time contacting a solicitor and organising everything myself. This included speaking to the custody Sergeant to make sure she was fit for interview, if she needed an appropriate adult and if she wanted a solicitor. Also trying to arrange a solicitor with the female.

My responsibilities for this suspect, was to make sure that she had a fair chance to explain why she had been caught shoplifting, I knew I could not be biased in the interview, even though there was overwhelming evidence against the suspect but there could be a reason for it, such she was being forced to do this, or she was trying to fund her potential drug addiction which she could want help for and give her side of the story. If I was biased towards the company in question, I could have thrown out the case, as officers we are independent investigators.

I made sure by not gathering information and evidence from third parties to help gather a picture of the incident. In interview I made sure that the suspect knew all rights and entitlements, this included being able to stop the interview at any stage as she did not have a solicitor, but her solicitor was given the MG6A via email and advised the suspect over the phone. Making sure I only asked relevant questions, that were about the incident. Breaking down the caution to ensure she knew what this meant and that her answers could be used in court.

I conducted the interview; she gave a no comment interview. As there was overwhelming evidence, she was later charged with theft. Even after she was charged for the offence, we gave after care. As she lived a distance away, we even drove her to a service station so she could get picked up by her friends.

I then built the case file ready for her court date, in this I had to put in everything I had on the incident. This included CCTV, witness statements (MG11), MG6a, a receipt of

what was attempted to be stolen, the interview recording, also the suspects offending history. I had to make sure all the evidence was recorded on the correct templates to make sure there was no come backs or arguments regarding this case. This shows the suspect was treated fairly and respectfully.

The good thing about this case is that I followed this incident from arrest to charge, by myself and I managed to get a charge which was my first one, the bad things about this incident was that we did not manage to catch the other two offenders which had got away.

Upon reflection of this incident, I think I did very well in securing evidence and making sure that the right processes were followed. I feel that if I did this again, maybe I would have been a bit quicker in getting into the interview. As there was a lot of messing around with her solicitor as he did not want to come to the area. I feel as I applied the NDM very well in this incident and make sure that I was thinking about everything carefully before I took an action.

1628 WORDS

Task 5

Personal Development Plan (PDP) / Learning Plan.

As part of your reflective process, please use this table to aid you in identifying the next steps for development. This is equivalent to 500 words. Please note that this not the actual number of words you need to use, the wordcount reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline
Witness/victim statement taking.	This will be achieved by completing more, statements. Making sure the structure is good. Making sure everything what should be in there is in the statement. Also by learning viewing other officers statements.	My tutor can provide support as well as my other colleagues and my senior managers.	Specific – I will aim to achieve this by December 2022 as this is a skill which is learnt whilst completing more Measurable- this will be measurable from looking at my old statements and seeing how far I have come. Achievable- This will be achievable by completing more statements and learning on the job. Realistic- I think December 2022 I will have done a lot more statements than I currently have and will be at a good level by then. Timely- I believe I have given myself enough time to learn more information and get better at the statement taking by this time.

Using the radio correctly	I have been having issues with the radio, and not using this correctly. I seem to interrupt other people using the radio and not use correct terms. I will do this by gaining more experience using the radio and research correctly terminology.	I will google police jargon and learn the correct terms and the phonetic alphabet. I will also speak to colleagues and to go the force control room to get their thoughts on what I could do.	Specific- I will aim to get better at using the radio by speaking to colleagues and learning different communication skills that each officer has. Measurable- I will speak to my tutor and ask him how he thinks I am doing on the radio compared to when I first started. Achievable- I will achieve this by September 2022 and I believe I can complete this. Realistic- I believe this is a realistic timeline to achieve better usage on the radio. Timely- I will access my progress after each set and think about how much time I have spent using the radio each day.
Gaining more knowledge on how to use NICHE	At the moment NICHE feels abit confusing on how to build case files and how to do certain stuff. So to improve I'm going to have to keep gathering information from others and improve on my knowledge of NICHE.	Speaking to my other colleagues ask them how they are doing certain things and improve my overall knowledge of NICHE.	Specific- I am going to continue to ask questions and gain knowledge on how to use NICHE and to explore different parts of the system. Measurable- I will measure this by how im doing things on my own

			and not asking my colleagues any questions. Achievable- this can be achieved by November 2022 And is achieved by using the system more. Realistic- I think I can realistically get better at NICHE every time I use it, and using it for different things such as hate crimes or case files. Timely-I believe November 2022 is a achievable timeline and can be used, I can review this progress each month.
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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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Recognition and Confirmation of the progress on the Occupational Competency Portfolio (OCP).

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

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

Signed: J Arnold (Learner - Electronic signature or type name)

Date: 31/3/2022