

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):

- Well-being 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 of 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, towns, villages, and streets), specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information, including medical or other conditions;
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

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

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

Should any health and well-being 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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	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: Well-being 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:

The Ideology of Stress and resilience has been researched by many across the globe for centuries. One of the key researchers into stress was Hans Selye, who would describe it as the “rate of all the wear and tear caused by life” (Selye, 1956). There has been extensive research into stress in an attempt to explain how stress occurs. One of the critical theories created was general adaptation syndrome (G.A.D.), which focused on the hormonal stress response and found that stress is a bodily defence mechanism where, in the short term, the hormonal difference is beneficial; however, prolonged can be detrimental and can lead to stress-related illness (Dhabhar 2018). Other theorists, such as Lazarus and Folkman, theorised a transactional theory of stress. They found that stress is a transaction between an individual and the environment and focuses on the necessity of an individual's own coping mechanisms to overcome the stressor (Lazarus 1966). Other theorists have also gone as far as making a stress scale to identify events that can lead to high unhealthy amounts of stress, even though there are cultural differences (Noone 2017). One common finding throughout most research is that coping mechanisms are essential to maintaining a healthy level of stress. In this thesis, I will explain the coping strategies that I have applied to develop resilience and minimise stress.

One coping strategy I have applied throughout the initial 6-month training period would be weight training at my local gym. I have found that this has significantly reduced stress throughout the training period. It gives me an atmosphere where I can take my mind off everyday life and put my energy into something positive (Kolehmainen & Sinha 2013). This allows me to step away from the mindset of a student police officer and focus on personal growth and development instead of legislative academia.

In addition to this, I have also noticed that spending time at the gym has formed a positive routine which I look forward to at the end of each weekday, motivating myself throughout the day and creating a further emotional barrier to stressors within my day-to-day life (Hou et al. 2020). Additionally, having my gym routine in an atmosphere that makes me feel safe, weightless and separate from my problems has a positive impact on any negative coping mechanisms that I have developed for stress (e.g. smoking), as I am fully emerged in my work out while positively building resilience against my stressors (Kurti & Dallery 2020).

As well as the gym, I have indirectly adapted my hobby of Warhammer into a working coping strategy for stress. The realm of Warhammer is a fantasy tabletop game which requires you to build 3D-printed plastic miniature models and paint each figure to build an army while simultaneously studying the lore of your army's faction through reading to understand the factions' background and play style. Through doing this, I have identified three main areas that help elevate stressors: the building and painting aspect, the fantasy lore aspect, and the fast-paced turn-based game.

Concerning building and painting, it creates an immersive environment which allows me to focus time on creating a miniature army in my vision by following building instructions and creating a unique colour pallet that I envision my faction to be (Stuckey & Nobel 2010). Through doing this, I have found that in those moments, I focus on a fantasy army, immersing myself indirectly calming my thoughts to only the task at hand. As well as this, fully completing models brings a strong sense of achievement for me as I have built something in my vision.

Furthermore, the second aspect of this coping strategy of fantasy lore enables me to momentarily place myself away from reality into a place of imagination, surrounding myself with monsters of evil and heroes of divinity who, in the end, always triumph (MFHA England 2018). Through my vision, I have begun to notice that it, in essence, takes my mind somewhere away from the difficulties that I

face, not just in work but in life, as in those moments, it feels as if nothing can reach me (Psychology Today 2020).

In addition to the two other aspects of Warhammer, the final element that I have identified is through playing against others. Through doing this, it is clear that I can bring myself to focus on the game itself and relax myself to the stressors outside of it. Furthermore, through playing with others, like many games, there become instances that lead to moments of solid joy and laughter (sometimes frustration if you lose too!) but more importantly, creating a place of safe social interaction where I am comfortable to talk about issues that I am unable to distract myself from (DoveMed 2023).

Another coping mechanism that I regularly use is P.C. gaming (Pallavicini et al. 2021). Through gaming, I can alleviate stress as it creates a virtual reality as a way to release emotions that come attached to stress, such as anger and frustration.

Moreover, most games come with objectives and playstyles, almost like a 3D book with a storyline to fully immerse myself in a story that someone else had envisioned, collecting virtual awards along the way for completing specific tasks in battle providing a sense of achievement. Moreover, I find myself more attached to problem-solving and strategy games, which require me to think more for out-of-the-box solutions, not only allowing me to immerse myself in the game but also to gain a further sense of achievement. Even more so, when I play multiplayer games, it requires working and communicating closely with others to achieve a common goal, not only by building a support network for the future but also by building resilience to stressors for myself and others simultaneously (Hastings 2015).

To conclude, for a healthy relationship with stress, coping mechanisms are essential as they build resilience. It is important to note that stress is a part of being human and would be impossible to eradicate, but it should certainly be well managed. The main coping strategies that I apply not only in managing work-based stress but stress in life also are frequent exercise, immersing myself in Warhammer fantasy and playing problem-solving and strategy-based games on my P.C.

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, ethnic and language issues.

Review the fundamental elements of effective communication (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 reflect 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.

ANSWER:

In this essay, I will look at an incident that I have attended and played a prominent role in an offender that involved conflict within the first month of my being in division. Due to the nature of my work, many details will be left dormant to ensure compliance with GDPR. Initially, I will describe the initial incident in brief detail, including the applicable legislation. Following this, I will tell my methods of effective communication that I have applied to the incident. Finally, I will finish with an explanation and justification of my thought process in determining why my judgment of using force was necessary and proportionate.

The occurrence was targeted and proactive. The Proactive aspect was based on intelligence aiming to reduce anti-social behaviour and petty crime in and around a social housing neighbourhood. I and other officers had extensive intelligence from different sources that a group of males (of multiple ethnic backgrounds) in the area were possessing/ distributing controlled substances (Misuse of Drugs Act 1971). En route to the location of the intelligence, I found the people matching the description. The majority began to flee, some jumping over fences into people's gardens and others running down the street. There were a few that stayed and engaged in verbal conflict toward me and other officers. Those engaging in verbal conflict spoke English and could understand the officers. Specifically, one individual who was riding an electric bike drove at us while shouting lewd phrases. I attempted to defuse the situation with tactical communication to reduce the need for physical confrontation (College of Policing). However, due to the lack of time, I was unsuccessful in using this method and took positive action to stop them. I proceeded to tackle the male who was riding the bike (Common Law) so that the bike would not hit me but rather collide with a fence. In doing this, I was able to ascertain the individual that was riding the bike and restrain them for a stop and search to take place under S23 Misuse of Drugs Act 1971.

The role of effective communication is to de-escalate a situation by gaining rapport and building trust to minimise the need to take physical action from officers and, more importantly, to increase my safety (Communication 2021). However, due to the high pace of this conflict, I could not fully carry out my tactical communication skills as intended. Initially, I used non-verbal gestures such as raising my hand in front of me, insinuating that I wanted that person to stop, and paying attention to my kinesics to be assertive rather than aggressive (Patel 2014). moreover, with a raised voice due to the initial distance between us, I clearly stated, 'Police come to a stop' to ensure that they were aware of my intention and my role. However, this was unsuccessful, so I decided that positive action was necessary for my safety. I came to this decision because it was clear that the person was irate, as shown by their actions, verbal cues and through the subjects' non-verbal cues. These cues are called impact factors, which suggest resistance (Control, restraint and Searches 2013). It was clear that the individual's face (which was initially pale) was starting to change to red and that the individual had lowered their body closer to the bike in a brace position. These actions can often indicate intention, allowing me to risk assess when physical conflict can be necessary (Identifying, assessing and managing risk 2023).

Even though confrontation was needed, following the individual's detention, the need for conflict had dissipated. Once again, I attempted tactical communication to build a temporary relationship with the individual to aid in the policing objective and the subject's well-being. Furthermore, I was able to use my own verbal and non-verbal cues to improve the subject's outlook towards myself and my organisation. One tactic I use is drawing humour from things unrelated to the event, as often the incident was isolated to the person in that specific moment (related to adrenaline, criminal record, or mental well-being).

As an officer, I am governed by the code of ethics, which states that I must remain impartial to the situation, and actions like this help deliver that to the individual. Humour grants the individual time to desensitise to the situation while retaining dignity for themselves and respect for the situation and my position. It is often unexpected for an officer to create humour; however, I find that it aids in breaking the barrier between myself and the subject and can aid in building rapport, allowing me to ask more serious open questions where they are often more coming with information. Moreover, a positive experience with an officer has also increased trust in the Police (Alumni, 2019). In addition, the use of

the LEAPS model aided me in bringing the individual back to a more rational perspective (*Conflict Management Skills* 2020). As a result of the LEAPS technique, the subject could rant and say what they wanted without being interrupted. Simultaneously, I was able to engage in active listening to gain an understanding of the individual's rationale, motives, and feelings.

Furthermore, I could explain what was happening and what was happening next while empathising with the person. Following this, I used closed questions to understand the persons' retention of information that I have provided. I chose not to use this on initial contact as it offers little insight and fails to heighten our relationship compared to open-ended questions. After this, I was comfortable that the individual had calmed down, so I sought to comfort the individual by completing tasks for them, such as standing them up and getting a drink delivered, to build trust and respect between us further.

During the initial phase, I attempted negotiation with the individual to try and get him to stop his bike alongside my dynamic risk assessment while considering the theory of rational vs emotional brain (Kirman et al. 2010). This theory suggests that our thinking consists of two forces: the ability to consider rational action and the mindset of instinct and intuition. Research has shown that both parts go hand in hand (Kirman et al., 2010). Rational thinking takes time to consider a course of action, which I did not have. At the same time, the emotional side is quick to make decisions and has been refined through our life experiences. The main reason behind my decision came from the emotional aspect of my brain. This is due to several factors, notably the time to act. The main reason that I concluded to take positive action came from my intuition from training school as well as the fear of colliding with someone riding a bike. At the time, my gut instinct was that they would not stop. However, this rationale was not impartial as there was a chance he could – or so my reasonable side was thinking. As this, I continued negotiation until it was clear there was not enough time for the individual to stop. It was at this moment that I concluded that positive action was necessary and proportionate. After the conflict, it was apparent that my emotional thinking was still active as my thoughts were rapid, and I was in a highly emotive state from tackling to detention.

I had to consciously consider my decisions before taking further action, as the main aim now was to build rapport instead of physical action. Now, I considered Betari's box model (Pepper 2011), which, in summary, suggests that my attitude affects my behaviour, which in turn affects their attitude and behaviour. Thus, it was clear that I had to check my attitude and behaviour to correctly address the situation instead of enraging it or, worse, acting in breach of the code of ethics before attempting to break the barrier between myself and the subject. Due to this, I self-reflecting, not engaging with the individual but rather the assisting officers to take myself momentarily out of the situation and bring myself in with my rational brain before I continue to build rapport and ensure their well-being.

I also considered a transactional analysis theory (Romano 1981). In summary, this focuses on communicational interactions between people. It suggests that we have three egos in our personality: the child (showing emotion), the adult (leading reason and rational thinking) and the parent (advising and caring). The research shows that the best form of communication is through adult-to-adult thinking. In this occurrence, in the beginning, I was disproportionately mixed with a mindset of the child over the adult as my rational aspect did not have enough time to engage, resulting in swift and concise action.

Moreover, once the person was under control, my mindset would have changed disproportionately to an adult over the parent. This is the case as I was now focusing on building rapport to achieve my occupational aim as a police officer. I'm required to build a relationship with the subject. Simultaneously, attempt to change the subject's outlook into an adult to achieve the best outcome for the investigation. It was at this point that the parent aspect of transactional analysis came to light while building the rapport. The subject's behaviour also changed, and I began taking nurturing actions for them. I had to analyse my thought process to maintain the adult ideology to achieve the best result.

To conclude, the central aspect that I will continue to work on is my mindset, as I am still relevantly new to the job, and applying rational thinking is necessary to de-escalate the conflict. Conflict is an unwanted aspect of police interaction which often becomes necessary. It is important to note that not all conflict is physical; it can often be verbal. It is down to the officer to make swift decisions based on constant dynamic risk assessments to decide when force should be used, and at times, positive action can lead to less conflict. Our mindset plays a significant role in dealing with conflict, and it is wise to keep yourself in check when dealing with conflict to ensure that, as an officer, we do not escalate the situation but instead find common ground to build rapport and protect the well-being of

those involved. I handled this situation well and used tactical communication to defuse the case where appropriate to decrease the conflict.

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, ethnic 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:

Every single serving officer has their unique qualities that they bring forward to ensure the protection and reassurance of our community. This provides the service with a vast spectrum of skills, experiences and approaches to the work that they do. In this essay, I will be explaining the role that I have played in an incident that involved two different groups of children and the use of a pocket knife to inflict a public order violation.

The incident that I will be explaining my role in was reported roughly one week after it had occurred. The call had originated from a teacher at a local school in my policing area. The teacher had informed us of two youths (approx. age 10) who had been threatened with a pocketknife when they had visited a local shop. As they were leaving the shop, they were approached by two other boys (approx. age 13 years old) that they did not know, and they had made unfriendly gestures with their pocketknife, as well as making maliciously racist, derogatory, and homophobic comments towards the youths. Luckily, in this instance, the two boys (approx. age 10) could make their way to safety within the shop. The victims, in this instance, were severely shaken by this incident. The two youths with the knife were very aggressive but remained outside the shop. Moreover, a negative history with the Police and the courts in the past made it difficult to build and maintain the rapport needed for a healthy investigation (Bradford et al. 2009).

In this investigation, the victims informed me that they were white males who had spent the majority of their lives living in Wales, so English was their first language. This meant that they could understand the information that I was giving them without difficulty (as detailed in the Victims Code) (Ministry of Justice 2023). It is also a right of the victim to have the crime recorded without unjust delay, so the first aspect of this call that I had arranged was the crime reporting. So I completed a CR001 (for National Statistics information).

The first hurdle that I faced in this occurrence was due to the victims being considered as children due to their young age. They must be spoken to in front of an appropriate adult, which proved difficult due to everyone having different availability. I was also conscious of how open the victim would be in front of that adult. Although the victim and their mother showed a healthy, caring relationship, one of them was not willing to speak the whole truth in front of their mother. This meant that a revisit was required with another family member that they were more comfortable with. As noted above, one of the fundamental rights in the victim's code is the right to understand and be understood (Ministry of Justice, 2023). As of this, I simplified my language so that a ten-year-old could understand what I was saying.

As soon as I was made aware of the incident above, it was clear to me that the victims were classed as vulnerable due to their age. I also viewed this case as a "Hate Crime" due to the nature of the comments made regarding sexuality (homophobia) and race (derogatory racial terms) (Stop Hate U.K., 2022). Despite this not being true of the victims in this case, Hate Crime includes any criminal offence which is perceived by the victim to be motivated by hostility or prejudice based on the person's sexuality or *perceived* sexuality, race or *perceived* race (C.P.S. (2016)). I was then required to file for enhanced victim support for the aggrieved to ensure they were met with support from our organisation's victim support team. This is to meet the standards of not only our organisation but also of the victim's code. Thus, the victims would be contacted by a team within our organisation to provide well-being support due to the incident, as well as make efforts to prevent further victimisation, which would make them a repeat victim.

The teenagers who were affected by this also had the right to make a victim personal statement (VPS) to explain how the incident had affected them physically and mentally. This is also set out in the victims' code; it highlights the importance of recording the full impact of crimes on the individual. I explained the process of court and victim support to the victims upon my initial visit. In this instance, the youths did not feel comfortable enough to speak freely to me, and given the purpose of the VPS and the impact that it may have in the prosecution stage, I used my discretion to have this done later. This was done so that the full toil of the event could be recorded. As well as this, it is a requirement for me as one of the lead officers of the initial investigation to ensure that the victims are kept up to date with any critical involvement in the progression of their case (Ministry of Justice 2023). In this instance, I had agreed to contact the victims' mothers once a week to update them. Another factor that I had to consider was the usage of special measures later on during the case. Due to the age of the victim, if it was believed that evidence giving would be affected by the court process, then they can have special conditions or terms to their attendance to court, should it be necessary to minimise the impact (Ministry of Justice 2023) (Ministry of Justice and National Police Chief Council, 2022). I considered this when filling out the victim support form so that this could be addressed through their support for the victim.

Any incident involving children automatically means that they are entitled to an achieving best evidence (A.B.E.) interview. I also decided that there was a need for an A.B.E. interview in this instance due to the nature of the incident (hate crime, homophobia, racism and young victim). This is because a witness who is distressed or even in fear will produce a lower quality of evidence if not conducted by specially trained officers. Due to the need for an A.B.E. interview, I was restricted in what I could ask and how much detail I could take from the victim for my investigation (Youth Justices and Criminal Evidence Act 1999). My initial interview with the victim was based on the 5WH questions I obtained from my Witness Interview Booklet.

At the core of policing values and competency is the code of ethics (College of Policing, 2016). This code enforces the need for a high standard of policing decisions, which means that an officer must consider not only the values of my organisation but those of the wider community, too. Furthermore, implies that a serving officer must act in a way that is honest and professional both on and off duty. In this instance, it was vital for me to demonstrate integrity as the youths had a previous negative

encounter with the Police, and failure to act correctly would have been profoundly negative regarding the value and perception of the interactions that took place throughout the investigation. More importantly, failure to act in this manner would not only damage the reputation of our prestige organisation but in crime reporting and forthcoming in the future.

In addition to this, another value that was important during this interaction was transparency and openness. It was important to the victims of my case to understand what was going on and what may happen due to them being anxious about the policing systems in place. I was clear with the victims throughout my interactions with them and their families in sharing relevant information with them and ensuring that decisions made were with their consent. The value of openness (College of Policing, 2016) also played a role for me as a new officer, accessing the support from my colleagues when discussing my decision-making and thought processes related to this investigation.

The value of impartiality was also at the heart of this investigation, as it was important to me to consider different aspects of the case equally and without pre-judgement. It would be unjust for me to put forward my own opinions to persuade myself or others in any aspect of this occurrence. Another aspect of working with the value of impartiality is to ensure that I give everyone involved an equal opportunity to get information and services to support them (Ministry of Justice 2023). For this case, I knew there were two victims, so I took the time to listen to both of their accounts and views on the incident. This ensured that I could consider the correct support for them and adapt my approach to working with them appropriately. As they were young, I also adapted my language and ensured that I rephrased any information that they did not understand.

To conclude, Policing is a unique role with a dynamic service user base. This role requires officers to consider different approaches for every person they encounter. In this instance, dealing with children meant that there were differences in evidence gathering to ensure that victims felt comfortable and were able to understand the process of reporting a crime. This was important with gathering the best evidence available. As well as this, policing values and ethics underpin all interactions and encounters with service users and ensure that Police practice is held to a high standard, where all actions and decisions are thoroughly considered, proportionate and just.

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, ethnic 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 regard 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 role of a police officer is extremely dynamic as the call itself decides on the proportionate action. Officers are provided with extensive training on the National Decision Model (NDM) (College Of Policing 2014) to ensure that sound decisions are made. Due to the nature of the incident, I will be paying close attention to the information that I share. I will be explaining my role in a high-risk domestic abuse case that is ongoing, explaining my responsibilities with regard to the provisions of the criminal proceeding and investigations and policing values.

The incident that I will be describing my role in is a recent domestic abuse case that is still ongoing. Those involved in the incident were in a romantic relationship for eighteen months but had started living together roughly four months ago. It was at this time that abuse from the male partner began to take place. There were several instances where the male partner had held her captive and restrained her physically by her wrists. In the lead-up to police involvement, the male perpetrator punched her with a clenched fist to the arm (section 39 assault) while damaging her property (section 1 criminal damage). He followed her to her place of work, forced her into his car, made death threats to her and her family with a firearm and threatened to use knives against Police should they become involved. The following day, the survivor made the Police aware. The male in question had no history of domestic abuse or criminality prior to this incident; however, due to the rapid increase in abusive behaviour and the severity of his actions against her, this case quickly became of major concern and priority to me.

At the heart of decision-making is the national decision model (NDM) (College Of Policing 2014), which was produced by the College of Policing to assist frontline officers in all aspects of our role. At the centre of this are the core values and principles that my organisation hold. Following this, I gathered information and intelligence. I checked the police national computer, NICHE (local policing database), and Storm (initial contact database) to identify any history that both the male and female had with the Police and the information that had already been obtained. In this case, there were no previous convictions or involvement that was of concern, so it did not provide much insight. I had to then rely purely on what had been discussed with the force control operator, which outlined what had previously been stated. Upon review, NICHE can be a useful tool; however, in this case, no information could aid this case. I will continue to use these databases regarding my future cases to gather information to inform future risk assessments and decision-making.

Following this, the next stage in this model is to assess the risk and situation and develop a working strategy. My initial thoughts were that it was a domestic abuse incident by definition, as it had occurred between two people who are personally connected. Both parties were over the age of 16 (GOV.UK 2021). Once an interview had been conducted, a reassessment of the NDM was conducted to account for any new information provided. Going forward, an initial consultation with the aggrieved will be my primary step to plan my actions in the case more effectively and promptly.

The next two stages are powers and policy and options and contingencies. As an officer, I have many police powers at my disposal to achieve a goal in line with my force policy. I had considered a range of powers from voluntary attendance, community resolution, and support referrals to even arrest. Due to the initial disclosure of several offences of concern (namely T.T.K., kidnap and false imprisonment), it was clear that an arrest was justified, necessary and proportionate, not only to further the investigation quickly but to safeguard the survivor from further harm (College of Policing 2021). This is also in line with our forces policy of positive action when it comes to domestic abuse. The final aspect of this that I considered was the threats made to law enforcement, as my safety is paramount. As of this, either taser-trained officers or firearms needed to be present on the initial arrest in case there was truth behind the threats. Going forward, it would be prudent of me to consider force policies before considering my powers as, at times, they restrict the actions that I can use and ask other officers for insight more frequently for their experience in similar incidents to account for more

variables as in this case one aspect that was overlooked was the subjects' personal belongings. As this was my first DA incident, it was not something I had initially considered.

The final step in the NDM is action and review. With all the variables in this case, it was prudent to make an arrest. However, given the circumstances of the claims against law enforcement, I had contacted taser-trained officers as a contingency – luckily, they were not needed. The arrest was made, and the subject was conveyed to custody.

As this incident is still ongoing, my review of my actions on the incident is not complete. At the moment, I am happy with how I dealt with the situation.

Throughout this occurrence, I also considered the use of discretion against the subject as the victim did not want them arrested but rather out of their life. However, due to the nature and severity of DA, the risk involved with using my discretion was not one that I could justify. Although my actions went against aggrieved beliefs, they were in her best interest.

The role of the Criminal Proceedings and Investigations Act (CPIA) is to regulate processes related to a criminal investigation and the retention of those materials found therein, as well as the disclosure of information (Ministry of Justice 2015). My role is to act as an investigator on behalf of the courts and explore all lines of enquiry relevant to both the subject and the aggrieved, regardless of perceived innocence or guilt. Through this, I remain open to all lines of enquiry while thinking outside the bias of innocence. One of the most common ways of doing this is through thorough questioning using the 5WH method (E. Oxburgh et al.) initially and gaining depth of the incident by asking tell, explain and describe questions (T.E.D. questions) (College of Policing, "Investigative Interviewing" 2014).

In my role under the CPIA, I must consider professional curiosity (Ministry of Justice 2015). My role as an investigator is crucial, and the curiosity of my judgment is needed to explore avenues of enquiry and retrieve information from all parties involved. In policing, we are taught the A.B.C. – assume nothing, believe nothing and challenge everything. This idea is to not only remain impartial to an investigation but to ensure that I gather everything that I, as an investigator, deem relevant to the case, not what those involved think is. As of this, it allows me to consider the case holistically and build an understanding of their situation. As with this case, the aggrieved attempted to minimise the full event, and if it was not for my curiosity, it is unlikely that they would have divulged all the information they had.

Also, under the CPIA, I disclose information that is obtained. Under the guidance, all information gained in the case, regardless of relevancy, must be stored and split into two categories: disclosed and unused (Ministry of Justice 2015). I do not disregard any information to ensure that a fair trial takes place. Although the disclosure has not been completed as the case is still ongoing, it is clear to me that, as of now, all statements obtained will be disclosed as the CCTV and arresting documents. Should these guidelines not be followed, there is a high risk that the case will not go to court due to an unjust process, and I will face disciplinary action.

Bias can be seen as the unconscious tendency to prefer information that supports pre-existing beliefs (Simkus 2020). In policing, this plays a concerning role in decision-making and our values. Related to this case, it is difficult to say how bias impacted my thoughts and decision-making. Regarding my role as a police constable, I pride myself on being very self-aware of biases or preconceptions that I hold and aim to treat everyone fairly and impartially. In this case, there was a time that I had to gather my thoughts as I took almost an instant dislike to the alleged perpetrator based on the information that the victim shared with me and the call handler. This bias was related to the inconceivable events that the victim had to endure from the perpetrator. Self-awareness is key for me in understanding my own biases and ensuring that I do not act on them (College of Policing, "Resources for Reflective Practice"). As a police constable, it is set out in the core values and principles that I am required to be impartial and integral. It is my role to investigate crime and provide the crown prosecution service with the evidence to determine a conviction in court, not to decide guilt.

To conclude, police officers are required to carry out dynamic assessments to achieve a desirable outcome. However, personal factors at times may hinder this process. As of this, an officer needs to remain self-aware and consciously make decisions in line with policy and procedure.

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 is not the actual number of words you need to use; the word count reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline
Confidence when carrying out stop and searches.	I will take the lead in all stop & searches that I come across during my shift with my Tutor and speak to my sergeant to see if there are any operations taking place that can aid in this.	This will be mainly my Tutor and sergeant. I will also review the College of Policing guidance and complete my NCALT on stop and search.	I aim to take the lead during all stop and searches, so I should see a vast improvement within the next two weeks (W.E. 26/11/2023)
Confidence when making an arrest.	I will take the lead during all arrests that are made on my calls. I will also speak to my Tutor to seek role plays to build confidence from a legislative context, as this is my biggest concern.	This will mainly be my Tutor and sergeant. I will also complete my NCALT on the effective arrest.	I aim to take the lead during all arrests that take place, so I should see an improvement by the end of November.
Efficiency around NICHE and other police admin.	I will act as O.I.C. for all incidents that I and my Tutor attend, as well as use practice systems to create dummy records.	Tutor and sergeant. I will also use internal systems such as Training property systems and Training NICHE.	I aim to complete this by the end of my 12 weeks of tutorship.
Increase my resolution in conflict management.	I will take the lead on all instances that include conflict management and look to take specific calls that include this.	Tutor, sergeant and force control room. I will also review University resources on conflict management resolution to gain a better understanding.	I aim to see a vast improvement by the end of November.

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing is 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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I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

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

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