

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

Learner name: _____**Rhys**
Marston_____

Learner's University Registration Number:
_____ **2222449** _____

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.

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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	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:

As a result of my experience beginning a new career as a police constable and needing to undergo vital theoretical knowledge instruction lasting six months, I have had to adapt my way of life and my way of thinking not only to assist me in coping with the stress that comes with learning a plethora of new theory, but also the anticipation of what awaited me after my six months in the training school ended. Harvard Health Publishing (2020) defines stress as the release of stress hormones such as epinephrine, cortisol, and the activation of the sympathetic nervous system. The reaction our body has to these chemical messages is what is perceived as stress. This essay will outline the coping strategies I have discovered to minimise stress and importantly develop resilience. Throughout my essay, I will reference any research, and I will reflect on my actions using the Gibbs reflective cycle (University of Edinburgh, 2020).

The way we perceive stress is, in my opinion, unique to each person. I think this because what is stressful to one person might not be to another. Some people find exams petrifying and can't wait until the coursework modules start. Some people love theoretical exams and dread the start of coursework modules. I felt two types of stress during my training to become a police constable: good and bad.

When stress harms our lives, it can have a detrimental effect on our day-to-day activities and how we are perceived by our peers. Too much stress can adversely affect our temper, health and attitude; especially when it all feels too much. Stress can make you feel irritable, cantankerous and it can damage your self-esteem (NHS, 2023). Stress can also have a positive impact on performance. Without stress, we wouldn't have the drive to complete tasks or have the focus we need. The NHS (2023) states, "A little stress can be a good thing, as it helps us to get things done or focus on something that needs our attention". Without feeling this positive interpretation of stress in my initial six months of training, I wouldn't have had the drive and determination to spend my own time learning new theory, recapping lesson notes and developing myself to be in the best possible position to sit the theoretical knowledge examinations.

When we are exposed to stress, we learn how to cope with it and develop recovery strategies for it. This is called resilience. “Resilience means being able to adapt to and recover from tough or challenging situations. By learning to be resilient, we face new challenges more easily” (BBC, 2023). To me, this means taking hardships from an experience and learning how to use them to your advantage in the future. The point of developing resilience is to be in a stronger position when faced with similar situations going forward. This is where all of this directly links with the question. I experienced stressful situations in police training, both good and bad, and by working through the hardships to obtain the results I was looking for, I indirectly developed resilience to these hurdles going forward.

I recall at times feeling as if all the work I had put into retaining the theory had gone to waste. I also recall thinking on more than one occasion that, on my current path, I wouldn't be successful. What I was doing is something a lot of us do and only reflect on our performance at its worst rather than focusing on when you are doing your best. I soon realised that I was doing far too much work in a short space of time, I had left things to the last minute. This last-minute learning was causing me stress because I thought I knew the material I did not know at all. I realised that I was trying to learn too much in not enough time and my brain simply wasn't absorbing near as much as I thought it was. After completing research on e-student (2023), I found something called Spaced Repetition. This technique is recently developed and makes the user learn things over a longer time, allowing the person to form greater connections within the brain for better long-term memory (Oxford Learning, 2018). This greatly helped me as I was able to space learning over a longer time, which was evident in my second exam result. I managed to jump from 66% to 82% in my exam marks. This method has also helped me build resilience as going forward, I know how I learn best and how I take information in. Therefore, I know strategies to use to most effectively take in large quantities of information.

The second coping strategy I used was taking part in my hobbies. A hobby allows a person to disengage with stresses in their life and to engage in something they enjoy or are passionate about (Kettering Global, 2019). My hobby was flying. Since earning my pilot's license, I have always found flying to be relaxing. When you are flying, your concentration goes into flying and you're not worrying about anything else on the ground. This allowed me to not worry about theory for the hour I was in the air, and this helped me reduce my stress. Concentrating on a hobby also helped me build resilience as I know that when I am not at work, I can do something that has nothing to do with policing. I can then come back to work with a mind that is not only fresh but in a much better position to deal with what is in front of me.

To evaluate and analyse the learning curve I faced in my initial police training, I sometimes felt overwhelmed with what was in front of me and wondered whether I would be able to pass the exams. The anxiousness gave me the drive to learn the theory, however, this same anxiousness often caused me to take two steps back by trying to learn too much in a short space of time. I learned that if I spaced out my learning, I could take much more information in over a longer time, and I will be doing this going forward. I also learned the importance of my hobbies to keep my mind off of

work-related activities outside of work as this all counts toward minimising bad stress and building resilience which will be vital going forward in my role as a Police Constable.

Word count: 1,075

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:

Police officers have powers enabling them to use reasonable force as necessary, to assist them in their duties. In this essay, I will describe an incident I attended that resulted in a male being arrested and I will discuss the relevant social and legislative contexts behind it. Furthermore, I will be discussing the elements of effective communication and the underpinning models of conflict management that were used. I will reference research made, and I will reflect on my actions in the incident using the Gibbs reflective cycle (University of Edinburgh, 2020). Research from the University of Edinburgh (2020) has told me this model consists of six stages and allows you to reflect on each aspect of an incident, and how you plan to learn from it.

The incident this essay surrounds is one of Section 5 of The Public Order Act 1968 (The National Archives, 2014). Section 5 of The Public Order Act 1968 (The National Archives, 2014) makes it an offence to use language which is considered threatening or abusive in the hearing of a person likely to be caused harassment, alarm, or distress. Police received a call in the early hours. Reported by a witness were two males shouting in the street whilst appearing intoxicated. The caller was distressed and wanted the police to deal with the incident promptly. I knew the street, and I knew there was a public house at the bottom of it.

Using the information provided to me and my pre-existing knowledge, I started to formulate a plan using the National Decision-Making Model (NDM) (College of Policing, 2014). This multi-stage model is used by police and other emergency services to formulate appropriate decisions whilst considering various factors such as gathering information and intelligence as well as remembering to keep the Code of Ethics (College of Policing, 2023) at the heart of all the decisions made. I used this model to inform my decision to arrest a male to resolve the incident and prevent the problem from reoccurring.

Arriving at the incident, I was able to see a young male in dark clothing who was leaning up against a washing machine on the pavement. At this point, the only information we had been given was what had been provided by the force control room. Therefore, it was important to ask open questions to the male to help identify his situation. The biggest advantage of asking open-ended questions, to begin with, is that they encourage the person whom they're being asked to provide a response which is not 'swayed' by police, one which is of their opinion and one which expresses their feelings (OptimistMinds, 2023). It was important to ask closed-ended questions as well. Asking closed-ended questions allowed me to refine the finer details of the male's reason for being out which assisted me in my decision-making process. (OptimistMinds, 2023)

Whilst analysing the situation, there were two main ways in which the male provided me with information: verbal and non-verbal. Verbal communication is when someone provides you with information by speaking. There are a few things that can affect the quality of verbal communication. These include, but are not limited to, the environment, language barriers and any hearing impairments held by any of the persons communicating (BBC, 2023). At the incident, the male was telling me he had drunk four glasses of vodka and had nowhere to go. His voice was slurred which is a sign of being drunk (NHS, 2023)

The male's non-verbal communication assisted me in my assessment as well. Non-verbal communication is when someone provides information to another person without speaking and can be seen by a person's facial expressions, body language and posture to name a few (Britannica, 2022). Throughout my initial encounter with the male, he was unsteady on his feet and had to support himself with a washing machine. As being unable to coordinate movement, stand or walk are all symptoms of being drunk (NHS, 2023), I concluded that the male was intoxicated by using a combination of his verbal and non-verbal communication.

When dealing with any incident, a police officer must be able to actively listen to victims, witnesses, suspects, and any other person providing them with information about the incident. By actively listening, we are listening to information without making prior assumptions or jumping to conclusions and we are taking a genuine interest in what the person has to say (NHS England, 2021). I needed to use active listening

skills to determine what had caused the male to be in the situation he was in and how I could help him. By doing so, I determined he was under the influence of alcohol, he had recently been injured and there was an address in Newport he could go to. Police officers must also be aware of how to build rapport. When someone builds a good rapport with me, I feel comfortable providing them with information and I feel like they are trying to help me rather than work against me. Some common ways people build rapport are being themselves and not robotic, showing a genuine interest in the matter at hand and not coming across as 'fake' by asking overused rapport-building questions such as who they support in football (College of Policing, 2020). I was able to build rapport in this incident by asking follow-up questions about what the male was telling me and showing a genuine interest in what had happened to him.

By actively listening to the male, I was able to initially negotiate with him. Negotiating is something we do every day in policing, and Harvard Law School was a good source of information about what negotiation is. They say negotiation is "back-and-forth communication designed to reach an agreement when you and the other side have some interests that are shared and others that are opposed." (Harvard Law School, 2023). By talking with the male and getting to understand a bit about him, I was able to identify an address where he could go for the rest of the night to avoid any further disruption. I, therefore, made a deal with him that if he returned to the address he gave me, no further police action would be necessary. He agreed to this, and I thought he went on his way.

Twenty minutes after leaving the scene, police received another call from the location stating the male was back. He was shouting in the street and walking through people's gardens. Arriving back at the location, I identified the male and approached him. I knew that I would possibly end up in a conflict situation, so I remembered my training on Betari's Box and how my attitude and behaviour towards the male would have a direct impact on his attitude and behaviour towards me (College of Policing, 2020). I approached him with a calm demeanour, hoping he would reciprocate. There is also the factor of the male's emotional vs rational brain and how this would affect how the male saw me. As the male had previous convictions, it was highly likely he would not appreciate police presence again and this turned out to be the case.

As the male started shouting and swearing in a public place, I arrested him for an offence under Section 5 Public Order Act 1986 (The National Archives, 2014). I came to this decision by using the National Decision Model (NDM) (College of Policing, 2014) and working through the various steps it holds. As the male was not being compliant, I decided to use handcuffs, and Section 117 of the Police and Criminal Evidence Act 1984 (The National Archives, 2017) enables me to use reasonable force whilst using the powers given to me under the act. All use of force must follow the 'JPLANE' acronym (College of Policing, 2014) which states any use of force must be justified, proportionate, lawful, accountable, necessary and ethical.

To conclude, my experience involved the arrest of a male for an offence under section 5 Public Order Act 1986 (The National Archives, 2014). Officers had attempted to

move the subject along on an initial encounter, however, the male refused to listen to the advice he was given. He subsequently caused further complaints from neighbours. This case certainly had an alcohol factor to be taken into consideration. To begin with, I felt happy that we had negotiated with the male to go back to an address he had given, however, I then felt frustrated when we got further calls. I thought I had not done well enough to move the male on. My negotiating skills were not good enough to get the male to move on, however, I was able to make a lawful arrest in compliance with Section 24 of The Police and Criminal Evidence Act 1984 (The National Archives, 2022). By making a lawful arrest I was able to ensure I followed the European Human Rights Act 1998 (The National Archives, 2004); more specifically Article 3 which covers the prohibition of torture by using a Home Office approved handcuffing technique, and Article 5 which covers the right to liberty and security by making a lawful arrest. There was an element of alcohol that affected the incident and I have taken this into account when reflecting on my actions. If the male had not had alcohol in his system, I believe I would have been able to negotiate with him more effectively. In the future, I would try harder to fix the problem the time by giving the person a lift to wherever they need to go or calling a nominated person to collect the subject, so I know they've gone somewhere safe. In the future, I will try to get contact numbers for family members or friends who can look after the person and get them to a place of safety as this would avoid me having to use police powers to defuse the situation.

Word count: 1,650

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:

Police officers have duties and responsibilities to support victims and witnesses through the criminal justice system, in line with relevant Codes of Practice. With any incident, policing values must be engaged as these are at the core of the role of a police constable. Throughout this essay, I will reference an incident of suspected domestic violence. I will illustrate how I assisted in supporting the victim through the criminal justice service and how I engaged important policing values when dealing with them. I will reference research made, and I will reflect on my actions in the incident using the Gibbs reflective cycle (University of Edinburgh, 2020) which, from my research from University of Edinburgh (2020), is a good way to work through an experience as it provides structure to learning from experiences. It consists of six stages and allows you to learn from what went well, what didn't go well and how you are going to deal with similar situations moving forward.

The incident I will be talking about is one that involves domestic violence. Police received a call from a distressed female stating her partner had just shoved her head into a door after a heated argument and had driven off with his daughter in the car. The couple, along with four children, had been to a garden party that afternoon where the female had noticed her partner not socialising with people, not eating, and

drinking excessively. When they have returned home, the couple have had a heated argument about something the female did not want to disclose, and the male has then smashed her head into a door. The male has driven off with his daughter in the car but it was reported the male had been drinking excessively. Police were initially called in relation to the male's daughter. The reporting person, who was also the victim of the assault, was concerned for the child's safety due to her partner drinking prior to driving with her in the car. The offences I identified were common assault and battery (The National Archives, 2018) as well as driving or being in charge of a motor vehicle with alcohol concentration above the prescribed limit (The National Archives, 2011). From my research using The CPS (2022), an assault is an act by a person which intentionally or recklessly causes somebody else to be the victim of or apprehend immediate and unlawful violence. From my research on Roadwise (2022) drink driving is classed as one of the 'Fatal 5' and these are the five main causes of fatal road traffic collisions in the UK. As such, the reporting person was very concerned for the safety of the child who was in the car with the potentially drunk male.

A code of practice that police officers need to follow when dealing with victims of crime is The Victim's Code (College of Policing, 2021). This code contains twelve rights a victim has concerning an incident and is something all police forces in the United Kingdom must follow. The twelve rights are minimum standards, and the College of Policing (2021) was a very good place for information. One of these rights is for victims to be able to understand and to be understood (College of Policing, 2021). This means from initial contact with the victim, I needed to ensure I was able to effectively communicate with her and establish whether English was her first language. This is very important because I need to ask questions about the incident and the victim needs to be able to understand exactly what I am asking about.

Another right contained within The Victim's Code (College of Policing, 2021) is to be provided with information on the crime when they report it. From my research using the College of Policing (2021), I can see there are multiple things required for this right to be fulfilled. These items include, but are not limited to, being provided with a crime reference number, details of the offence, contact details of the investigating officer and information on making a victim personal statement. I ensured I complied with this right by providing the victim with an information card which contained all the relevant information in a way that the victim could clearly understand.

Ensuring the safety of any victims, witnesses and suspects is a vitally important responsibility of the police in any investigation we undertake. Victims and witnesses provide the police with critical information that we use as evidence. As this evidence will often have a direct impact on a defendant's case, it is paramount for police to provide safety advice to them to ensure they remain safe and well. By providing safety advice to the victim, I was also acting in accordance with one of the policing values, public service, which The College of Policing (2023) sets out. The value of public service, according to The College of Policing (2023) ensures officers are always acting in the best interest of the public, providing the best possible service to the public at all times and understanding the unique needs of each victim and acting in their best

interest. By providing tailored safety advice to the victim of this incident, I was acting in her best interest and set the foundations for providing her with the best possible service.

After leaving the scene, I submitted a Public Protection Notice in line with force policy. HMICFRS (2023) outlines the definition of a Public Protection Notice and it can be summarised to being a document that is submitted to partner agencies to begin a multi-agency response to safeguarding concerns for adults or children. From my experience, Public Protection Notice's are a fantastic way of engaging partner agencies by sharing information I have uncovered so that the subject can receive help from agencies specialised in their care needs. I submitted a Public Protection Notice to inform partner agencies of the domestic violence that had been disclosed to me by the female as well as for the child who had been driven by her father whilst he was under the influence of alcohol.

As part of submitting the Public Protection Notice, I also submitted a referral to MARAC, which is the Multi Agency Risk Assessment Conference. From my research on SafeLives (2017), a MARAC is a meeting between agencies such as police, social services and a domestic abuse specialist where cases of high-risk domestic abuse or serious harm are discussed, and how best to protect the victims of such incidents. I did this because of a significant risk being present to the young child who had been driven by the male as well as to the female. The female victim is a repeat victim of domestic abuse and was at risk of being subjected to further abuse.

Before attending the call, I felt apprehensive knowing what the circumstances were. I felt worried that further, more serious harm would be disclosed to me however this made me feel determined to provide the best possible service to the victim. Whilst talking to the female victim, I was concerned for all the children involved but I felt relieved when they were all found to be safe as a result of a welfare check. I feel that the actions I took at the scene and after leaving have ensured the victim is kept safe and I feel obliged to assist her in whatever way I can going forward.

When I look back at the incident, I was able to remain calm and professional when talking to the victim. I was able to obtain relevant information which helped me produce the appropriate referrals after I had left the scene. I was also able to issue safety advice to the victim which would keep her safe from further incidents. I would have liked to, however, tried harder to get the victim to support police action going forward. The victim did not want to make a formal complaint as the aggressor was her partner and I would like to have tried more to convince her to make a complaint. However, I was able to successfully submit a MARAC referral which will hopefully further support her moving forward.

From this situation, I learned about the importance of submitting referrals to partner agencies and how keeping a calm presence has a positive impact on our interactions with victims of crime. I have also learned that keeping to the victim's code (College of

Policing, 2021) is important and how taking simple steps can ensure we are giving victims their rights will ensure they have a positive encounter with the police. I have also learned that I need to work harder on convincing victims that it is OK for them to pursue a formal complaint as, in this example, assault is not acceptable in or out of the home. Going forward, I will speak with more experienced members of the team who have more knowledge on such matters and ask them how they deal with similar situations. I can then put what I learn into practise by attending calls and reflecting on my actions.

To conclude, I have talked about an incident of domestic violence and how I have supported the victim through the criminal justice system using codes of practise such as The Victim's Code (College of Policing, 2021). I have talked about the importance of submitting agency referrals such as Public Protection Notice's and MARAC forms. I have also outlined how I have acted in line with the policing values (College of Policing, 2023) and how I will look to improve my response to similar calls in the future.

Word count: 1,599

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:

Police officers have duties and responsibilities governed by codes of practise when conducting investigations into criminal offences. In this essay, I will describe an incident I was involved in that resulted in a male being arrested and I will discuss how I used the National Decision Model (College of Policing, 2014) to arrest him. I will also be describing the procedures that were followed during my investigation of the offence to ensure it was fair, lawful and in line with the CPIA (Ministry of Justice, 2015). I will reference research made, and I will reflect on my actions in the incident using the Gibbs reflective cycle (University of Edinburgh, 2020) which, from my research from University of Edinburgh (2020), is an effective approach for navigating through an incident as it offers a structured framework for reflection. This method encompasses six phases and allows you to factor in both successful and unsuccessful aspects of the incident and how you can handle similar situations in the future.

The incident I shall be referencing in this essay involves a female who had called the police because her ex-husband was violently banging on her living room window and kicking her door. After he had not been successful in gaining entry in this way, it is alleged he obtained a large stone, threw it through the window causing it to smash, and gaining entry through the broken window. The female has been trying to separate from the male for some years, but she is currently acting as the male's carer. The

female no longer wants anything to do with the male and is scared of what he will do next. Upon arrival at the incident, I was able to identify the distressed female and the male was standing in the property's doorway. As police had been given reports of the male having a stone and a sharp stick, we were concerned when we saw a needle in his hand with a brown liquid in the syringe. I used my PAVA spray as a deterrent and another officer drew his gravity friction lock baton in the event the male came at us with the syringe. The male was handcuffed and taken to the police vehicle, and I obtained an initial account from the female. With what she told me, I arrested (The National Archives, 2022) the male on suspicion of criminal damage (The National Archives, 1991).

When deciding whether to arrest (The National Archives, 2022) the male, I used the National Decision Model (College of Policing, 2014). This model is used by emergency services across the UK to provide a structured response to making decisions. It also ensures the Code of Ethics (College of Policing, 2023) is at the heart of every decision we make. The information I had received was that a male, who was detained, had broken a window by throwing a stone through it. As the victim was very scared of the male, I concluded there was a strong risk of harm to the female if I didn't do anything. The powers and options I had available to me would have been to arrest (The National Archives, 2022) the male, ask him to attend the police station for a voluntary interview (College of Policing, 2022) or complete a community resolution (College of Policing, 2022) for the damage as a form of restorative justice. I decided not to use discretion and issue a community resolution (College of Policing, 2022) due to the nature of the offence. I therefore arrested (The National Archives, 2022) the male on suspicion of criminal damage (The National Archives, 1991). Looking back, I made the correct decision as arresting the male gave the female some much needed time away from him and it allowed police to bail him not to attend the address or contact the female in any way. I believe I demonstrated integrity here by doing the right thing in arresting the male and I also showed impartiality by taking multiple accounts into consideration before making my decision. I ensured I remained respectful of the male when he was under arrest and I have shown honesty by ensuring any entries to the occurrence were as accurate as I could make them.

Whilst investigating the offence, I had to ensure I complied with the Criminal Procedures and Investigations Act 1996 (Ministry of Justice, 2015). This document defines a criminal investigation and I can summarise it to being an investigation conducted by police to tell whether someone should be charged for committing an offence or whether someone charged is guilty (Ministry of Justice, 2015)

When investigating, police officers must ensure any information relevant to the case is recorded in a durable and retrievable form (Ministry of Justice, 2015). I interpret this as being able to look at any data relating to an investigation at any time. I therefore ensured any data I collected in relation to my investigation was recorded in my pocket notebook and any separate documents, such as the female's victim statement, was uploaded to the records management system as a matter of priority.

The CPIA (Ministry of Justice, 2015) also governs the retention of material gathered. It states officers should take particular care to retain documents consisting of crime reports, custody records, telephone calls, victim statements, interview records and details of the suspect's first description. To comply with this, I ensured my electronic pocket notebook was kept up to date with all relevant information, the custody record of the male was attached to the records management system. I requested a copy of the 999-call made by the female and uploaded this to the record management system and ensured the female's statement was uploaded to the records management system. A digital copy of the male's interview is stored on the Gwent Police secure database, and I have linked this to the investigation.

To reflect, I was involved in an investigation into the ex-partner of a female throwing a stone through her living room window after previously banging on the window and kicking her front door. The male also made threats to the female, saying he was going to kill her. When the male entered the property through the smashed property, the female was scared for her safety and ran out through the back door. In the investigation, I acted as the arresting officer as well as the investigating officer.

From initially attending the call to now, I have felt proud to be part of the investigation. When I arrived at the incident, I was able to see the female was clearly distressed and in need of help. I feel as if I have played a big part in the female's life. When gathering her victim statement, I was able to clearly feel her distress and I knew instantly I had to do my absolute best to get the best result for her. I also felt scared at the initial attendance due to the male holding the needle in his hand. I think I reacted accordingly by backing up another officer approaching him and didn't shy away from the situation. This was also the first time I had drawn my PAVA spray 'in anger', and I now feel more confident using it in the future as it worked well as a deterrent.

Overall, the incident was handled well, and I was able to make an effective arrest to assist in keeping the female safe. I was able to gather vital evidence in the form of a victim statement and I have been able to conduct an investigation into the alleged offence in compliance with the CPIA (Ministry of Justice, 2015). I should have, however, taken more positive control of the male when he presented himself with the needle by taking hold of his arm. I could then have applied handcuffs earlier so officers and members of the public were safer, sooner.

Before attending the address, I was expecting there to be an element of drugs as other officers had said this property is known for being used for taking drugs. Therefore, I had an unconscious bias in my mind that the address would be unclean and there would be proof of drug use littered around the house. I was also expecting the surrounding neighbourhood to be anti-police, but this was far from the case. There was indeed evidence of drug use, however, this did not seem to be the cause of the incident taking place. The house was indeed unclean and smelt of damp and grime, so I had to ensure I didn't react to this in front of a distressed victim.

From this incident, I have learned the importance of conducting a thorough investigation in line with the CPIA (Ministry of Justice, 2015) and the Victim's Code (College of Policing, 2021). I have also learned the importance of applying the NDM (College of Policing, 2014) to decision-making, more specifically in regard to the use of force (The National Archives, 2017) and arrest (The National Archives, 2022). Moving forward, I will use my experiences from this incident to assist me in future investigations. I will be more confident in how to conduct proper and thorough investigations and how to ensure the victim's safety. I feel that if I were to go to a similar job again, I would be able to confidently investigate the offence and prepare all relevant documentation for the charging authority to use.

To conclude, I have talked about a policing situation where I have played a significant role. I have reflected on my use of the National Decision Model (College of Policing, 2014) and also considered my ability to apply discretion to the situation. I have explained my responsibilities in line with the CPIA (Ministry of Justice, 2015) whilst conducting the investigation and how significant information will be retained relating to it. I have also shown how I have demonstrated policing values throughout.

Word count: 1,647

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
The production and submission of casefiles has been identified to me as an area for development.	I will try my best to become involved in as many case file builds as I can with members of my shift. I will also re-visit the presentation notes from my Tier 2 casefile input and ask for any assistance I need. I will also volunteer myself to attend a further casefile course provided by the CPS in the coming weeks as this will help me understand exactly what the CPS want in a case file. This course will focus on what evidence is required in a case file for a victimless prosecution.	My line managers can provide me support by requesting I attend the course run by the CPS. I can also ask the learning and development department for assistance in further resources into casefiles. I can always ask my colleagues for assistance as well as they will have experience with case files. As I am still in tutorship, my tutor will be able to help me and any case files I do in my tutorship will be of great benefit.	The case file course run by the CPS is being help on 16 th June 2023. After this session, I would like to be more confident with case files.
I would like to be more confident with the relevant templates I need to fill in on the records management system we use in Gwent Police. As	I will achieve this by attending a variety of calls and actively completing the relevant forms myself. I will also look back on previous incidents I have attended and	My tutor constable is my fist line of support for this at the moment. Whenever we attend an incident, my tutor constable will go over the various forms I	I am due to finish my tutorship period by approximately 31 st May 2023. This will be the date when I potentially become an independent officer and I would

there are lots of different forms, I need to familiarise myself with the ones that are relevant to each type of incident I attend. This is to ensure I complete OEL entries accurately first time and I'm not forgetting something which could be valuable to another officer.	see what forms were completed for these. When the opportunity arises, I will familiarise myself with more of the forms available by looking at the content of each of them. I will also ask colleagues on shift what forms they think are most suitable for a particular incident and I will ask my supervisors if I am still unsure.	need to complete, and I will make note of these for future reference. My line managers will also be able to help me by suggesting which forms need to be completed and by when. I can also look on the help section of the records management system as this will guide me to which forms might be relevant.	like to be able to have a sound understanding of what forms need completing by then. I can measure this by assessing how confident I am by this date with which forms need completing. My assessing sergeant will also review my occurrences and inform me of whether I am completing the correct forms. If they are not happy with my performance, they will not sign me off so this is another way to gauge my performance here.

Bibliography

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

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

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

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

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

Date: 29/05/23