

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: Nicholas Ewers

**Learner's University Registration Number:
2023878**

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/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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.*

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	500
	Total	6000
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

During my six months of learning, I have certainly utilised various coping strategies to help develop my resilience and minimise stress. The following essay will address two techniques for the mind including communication with others and mindfulness, plus two techniques for the body including exercise and eating healthily. This will then be reflected upon in a conclusion.

The Oxford English Dictionary defines the term “resilience” by two different means, “the capacity to recover quickly from difficulties: toughness.” but also, “the ability of a substance or object to spring back into shape: elasticity.” (Oxford English Dictionary, 2021) The former quote suggests that being resilient does not mean that a person will not ever experience difficulty or distress, however it does help to lessen the affects and speed up recovery. The latter quote indicates that an object’s level of resilience can be measured by its ability to return to its natural state, much like an elastic band. During my initial six months of learning, I spent a vast amount of time working from home revising for the end of topic exams. As a result, I noticed I was becoming more sedentary and my stress levels were starting to increase. The mental health charity, ‘Mind’ defines stress as, “Our reaction to being placed under pressure.” (Mind, 2017) It was evident my body was reacting to my new work commitments, therefore to develop my resilience, I made sure to make time for physical activity. For example, I found visiting the gym for at least one hour per day helped to boost my bodily fitness and mental fatigue. “Under stress your body produces a flood of stress hormones including cortisol... because these same hormones are produced during exercise; they are used for their intended purpose rather than causing ultimate wear and tear on the body. Known as the parasympathetic rebound affect – after exercise, your heart rate, blood pressure and breathing cycles return to a lower rate than before you exercised.” (Seward, 2016, p.314) Resilience can be likened to building a muscle as this also takes time to develop. Therefore, the key to building resilience and minimising stress is about what you do in the build up to the event, which was in this case my exam preparation, to enable you to be resilient in the moment, the final exam.

Also, since being attested as a Police Officer, I found it extremely beneficial to speak to my close friends and family members about my initial questioning techniques. I also found it beneficial to talk through the challenge phase scenarios in order to gain an insight into how these questions may be perceived from an outsider’s perspective. As a result, sharing my

thoughts helped to reaffirm the knowledge and skills I had already learned in class, thus boosting my self-confidence. The registered relationship charity, “Relate” offer some insightful comments when communicating during stressful situations, “Very often, when we are finding something difficult what we want isn’t a solution, but just someone to be there with us and give emotional support.” (Relate, 2020). Whilst conversing with my partner over the looming interview role-plays I quickly realised I was not necessarily searching for a right or wrong answer, but the opportunity to simply offload, free from judgement. As a result, I felt that by including my partner in my journey of thought, I was able to develop a deeper level of support, thus aiding my social wellbeing and relinquishing any stresses or worries, I had built up in preparation for the interview role-plays.

Another technique I have adopted since being attested as a Police Officer to help minimise stress has been to practise mindfulness. According to meditation support organisation, “Headspace”, “Mindfulness is the quality of being present and fully engaged with whatever we are doing at the moment – free from distraction or judgement, and aware of our thoughts and feelings without getting caught up in them.” (Headspace, 2021). I found that having transitioned from an office based role, the Police as a career opportunity would certainly become a much faster paced, demanding choice of career. I was keen to ensure that I allocated enough time for my brain to switch off when I was not taking part in training workshops, role-play scenarios or exam revision, to develop my level of resilience. I wanted to ensure that my mind didn’t “wander”, as the quote states, when trying to focus on non-work related activities therefore I researched a number of mindfulness techniques until I found a method that I could connect with and embed into my daily routine. Headspace have a vast number of free online deep breathing meditations that I use before bed to focus on the present, and forget about work. As a result, I have also noticed that my quality of sleep has improved, increasing my energy levels during the day, and therefore highlighting both the mental and physical benefits of developing resilience and minimising stress.

The final coping strategy I have adopted to boost my resilience level has been to maintain a nutritious and balanced diet. “The foundation for good physical health is good nutritional status is directly affected by the foods we eat and their nutrient content.” (Probart, 2013, p.20) Having already stressed the importance of physical fitness, I believe that a healthy diet certainly compliments this practise. For example, whilst taking part in the physical arrest role-plays, which would sometimes last for a full day duration, I needed to remain physically fit in order to apprehend a potential offender during the task. Subsequently, I also needed to remain resilient throughout the day, as this session would include one arrest after another and so on. Throughout my six months of training, I always made sure to eat three meals a day, and never skip breakfast. This was to sustain blood sugar levels and avoid a sharp spike in energy, which could trigger an increase in stress on the body. Had I chosen to eat foods with a lower nutrient content such as highly processed ready meals or foods high in sugar or fat, I would have fatigued quicker, thus affecting my ability to remain resilient long term.

In summary, I have learnt that developing resilience is an integral part of my new role as a police officer as it encourages the mind and body to recover quicker from physically and mentally draining incidents on shift to ensure I am always performing at my best. I will certainly continue my health and fitness regime, and have learnt the importance of opening up to friends and family to minimise stress.

Word count: 1,092

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.

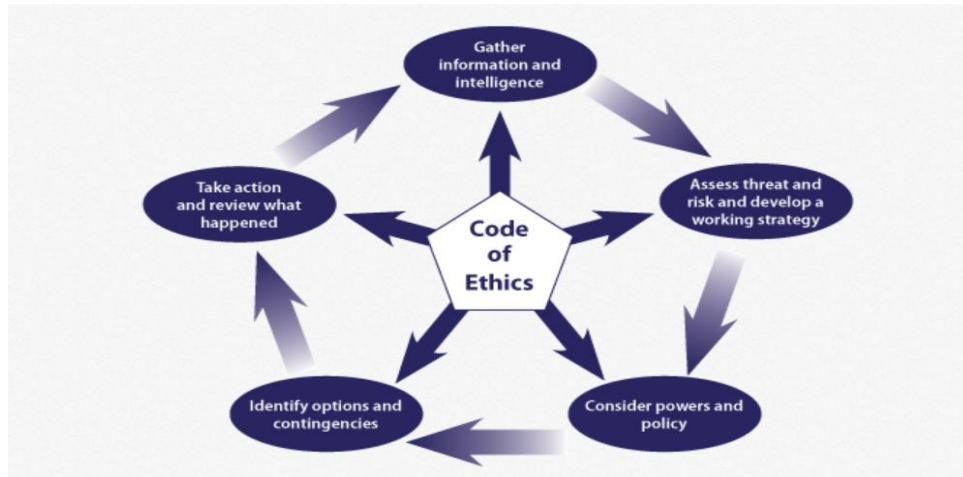
1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This reflection essay will highlight an incident that took place whilst on mobile patrol regarding a male who had caused a domestic disturbance in the family home. The essay will also introduce the Code of Ethics, National Decision Making (NDM) model, Betari's Box and the Five Step Appeal to justify how I handled the conflict presented to me at the time, plus the strategies used to action reasonable force.

Upon receiving the call, I immediately searched the male via the Police National Computer database located on the iPatrol work mobile application. I conducted this search in order to identify if the male had any warning markers against his name and to ascertain if he was linked to any other recent criminal occurrences. This search was completed in line with the National Decision Making (NDM) (See appendix 1) which encourages morally based decisions that police officers should make during situations. "Gather information and intelligence". The relevant search revealed no warning markers present, therefore the level of threat appeared low, as referenced in the NDM.

Appendix 1:



Upon entering the property, we were greeted by the dad whom we identified as the victim. One of the most fundamental areas of effective communication is to first build rapport with the victims we come into contact with. It was clear that the victim was upset by the incident that had taken place. He was struggling to maintain eye contact, form coherent sentences and was physically shaking. To help put the victim at ease, I ensured my tone of voice was calm, pleasant, and free from judgement. As a result, the victim began to relax a little, allowing him to speak more freely and engage in the conversation. He was then able to confirm no one had been injured however there had been damage caused by the male inside the property. The victim stressed that he did not wish to press charges of criminal damage, however, he did express for the male to vacate the property. As police officers, we must respect a person's human rights, and this request certainly highlighted Protocol 1, Article 1: Protection of Property of the Human Rights Act (1998). Throughout the verbal exchange I practiced a number of active listening skills. "Being a good listener is the most critical skill to possess to conduct a productive interview. Good listeners appreciate not only the significance of what the respondent is saying, but also the effort the respondent is making to be candid and complete. Conveying complete attention to the interviewee is an important rapport builder." (Cowan, 2011, p.73) As well as making eye contact with the victim, and nodding as he gave his account of what happened, my active listening skills also included the use of carefully considered probing questions in order to clarify what the victim meant by the phrase 'vacate the property'. I then reassured the victim that we would follow his wishes to the best of our ability and thanked the victim for his time. I also empathised that it must have been very difficult for him to contact us today, as the incident related to a close family member. By expressing gratitude and empathy, I felt this aided my ability to build rapport once more, whilst showing my level of respect towards the victim. Respect is one of the core Policing Principles as outlined in the Code of Ethics (Royal College of Policing, 2014) stating that police officers must treat members of the public with 'respect and courtesy', which I felt, upon reflection, I exuded to the best of my ability.

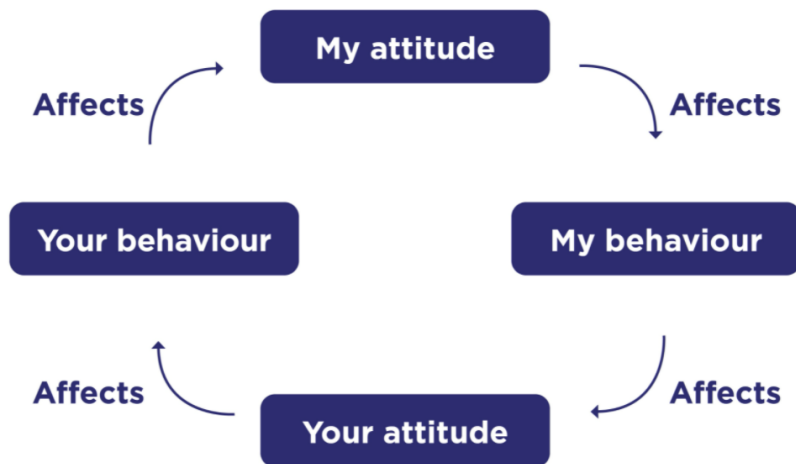
Following our conversation with the victim, we then walked upstairs to find the male sitting alone on his bed with the bedroom door wide open. I called out his name in order to gain his attention whilst stood in the doorway, mindful to respect his personal space, however I received no response. Alternatively, I then asked the closed question, "Are you okay?" in the

hope this would encourage him to engage in our conversation but once again received no response. I then altered my approach with an open question, “What can we do to help you?” to see if this would create a dialogue with the suspect. Once again, this was met by a period of silence, which upon reflection had presented quite a challenge. In that moment I was stunned that both questioning attempts had failed to generate any reaction. I recall racking my brain for another avenue of exploration now that this option had resulted in the same response, which prompted me to begin negotiation skills as a last resort in verbal communication. “A successful negotiation has taken place when the parties end up mutually committed to fulfilling the agreement they have reached. Fairness is a crucial element to make a negotiation process succeed.” (Cohen, 2002, p.3) Cohen makes a vital connection here between the prevalence of fairness in negotiation. My intention when using this negotiation tool was to encourage the suspect to tell his version of events. We had already heard from the victim, therefore it made sense to hear from the suspect in order to make an informed, ‘fair’ decision. ‘Fairness’ is in fact another of the recognised core Policing Principles (College of Policing, 2014) stating that a police officer should remain impartial and treat everyone equally. I asked the suspect, “If you tell us what is wrong we can start to help you” I hoped this would bridge the communication between us, however once again we were met with silence.

Due to the continued resistance from the suspect to cooperate, and the level of threat towards family members within the home under stage two of the NDM, we also consulted the Five Step Appeal (College of Policing, 2021). This model offers a way of dealing with uncooperative behaviour, and involves giving the person every opportunity to comply with the request. Having already ‘asked’ the suspect to cooperate, the lack of response then prompted us to make a reasonable appeal, stating the wishes of the victim, and then the consequences of him not complying with the victim’s wishes. We posed another open question to the victim as our final appeal for negotiation “is there anything else I can say or do to get you to leave?”, but yet again silence prevailed. Similar to the NDM, the final stage of the appeal identifies that we could now take action, which gave us justification to use reasonable force. Blackstone’s Handbook for Policing states that during use of reasonable force, “The person’s perceptions of the circumstances at the time will be taken into account, as well as the reality of the situation.” (Bryant, 2021, p.364) At this point, the reality was that we needed to lift the suspect from the bed as he was refusing to cooperate with our instructions; therefore, we perceived this as appropriate grounds to initiate force. The suspect then started to resist the arrest and became verbally abusive towards my colleague and I. As a result, we used further force to his lower arms to apply handcuffs. I then arrested the suspect for Breach of Peace, conducive of the Public Order Act (1986) before escorting the suspect into the cell inside the police van.

Once inside the van the level of violence then escalated as the suspect started to knee himself in the face. I felt very concerned for the suspect’s safety and welfare at this point, and I could sense that our decision to escort the suspect out of the family home had triggered his violent behaviour. Betari’s Box model (see appendix 2) illustrates how two people can become caught up in a vicious cycle of behaviour, fuelling one attitude, and consequential behaviour, after another.

Appendix 2:



In order to defuse the situation, I altered my tone of voice to calmly reassure the male that we were trying to help him. Upon reflection, I believe that my change in attitude and behaviour towards the suspect is what lead him to reduce his level of violence as he began to sit back in the van and take a number of deep breaths. I felt relieved to observe he had stopped harming himself. I continued to reassure the male that we had his best intentions at heart, trying to build some level of rapport and understanding once again. As a result, he then apologised for his actions and even asked us to send his apologies to his parents, which shocked me as to how quickly he had then taken ownership and accountability for his actions, considering just minutes earlier, he appeared so overwhelmed with despair. As the conversation continued in a calm manner I advised the meaning of Breach of Peace and that if he had another safe place that we could take him to I would look to de-arrest him, providing he does not return to the family home address. The suspect cooperated and we upheld our side of the negotiation.

In conclusion, I feel that I handled the policing incident very well as I was able to satisfy the victim's wishes whilst also defusing conflict that had escalated with the suspect to avoid any further damage to the property and himself. I feel that my decision to use force as a last resort to defuse the conflict was certainly justified and in line with police codes of practice. However, this does not undermine the importance of effective communication skills in order to build rapport, which upon reflection, is something that I will continue to adopt in my future dealings with conflict in the force. If I were to change one aspect of my handling of the situation, it would be not to feel afraid of silence and that actually being met with silence can be a good indicator that you may need to alter your approach in order to receive the response you are looking for from a suspect.

Word count: 1,645

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:

Reflecting on an incident that occurred whilst on patrol, this essay will outline the responsibilities and procedures in line with relevant codes of practise to support victims throughout the criminal justice system, including the Victims' Code.

A call was received regarding an incident that had taken place between a taxi driver and a passenger. We were informed that the passenger had assaulted the taxi driver and damaged the taxi. Upon arriving at the scene, we approached the taxi driver who appeared visibly shaken by the incident that had taken place. We introduced ourselves and explained that we would like him to tell us in his own words what had happened. This was significant because we had a responsibility to hear the victim's side of the story and ultimately treat his situation with respect. Respect is one of the core Policing Principles as outlined in the Code of Ethics (Royal College of Policing, 2014) stating that police officers must treat members of the public with 'respect and courtesy'. As the victim began to speak, he advised that his use of the English language was limited. As a result, I asked if he would prefer to liaise with an interpreter face to face or over the phone via Language Line. Right One of the Victims' Code for Policing states the victim, 'has the right to be able to understand and to be understood' (Victims' Code, 2021) therefore we ensured a choice of services were made available to the victim, in order to help support the victim, as well as gathering information towards the investigation without unjust delay. The victim declined the use of an interpreter, however I

still felt it was my responsibility as a police officer to source an alternative avenue of support to the victim.

Appendix 1:



The Competency and Values Framework (CVF) (see Appendix 1) sets out nationally recognised behaviours and values to support all policing professionals, not just officers within a specific region, thus highlighting a standardised approach when dealing with crime. Upon reflection, I believe I demonstrated the value of integrity, as stated in the CVF, to the upmost of my ability in this instance as I upheld supportive behaviour towards the victim's needs, whilst remaining professional in the midst of the situation. For example, although an interpreter was declined, I then decided to offer verbal reassurance to the victim, calmly instructing the victim to take his time, in order to encourage the victim to open up. Upon reflection, this was a good decision, as the victim appeared to relax and engage a little more in the conversation, also highlighting my acute emotional awareness as a police officer (see Appendix 1). This was a significant revelation as it led to the victim providing a coherent account, without the need for an interpreter. Although we wanted to locate the suspect as quickly as possible, it would have been against the value of public service (see Appendix 1) for us to rush the victim as it could have led to false information and uninformed policing.

Minutes later, the victim confirmed the male suspect had also racially abused him. This was also an important finding, as it now meant we were dealing with a hate crime. The Crown Prosecution Service (CPS) defines hate crime as, "Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion..." (CPS, 2017). Upon reflection, it was certainly the right action to allow the victim to offer the recollection in his own time, as this was now a racial issue affecting him, his family members and his local community. Julian Rappaport once spoke of the importance of empowerment, a core value of community psychology to allow minority groups to take control over issues of concern (Rappaport, 1987). Although police would certainly investigate this crime, for the community involved I could only try to imagine how much distress a hate related crime must have caused

the victim in this moment. Looking back at this incident, I have since learnt how important it is to utilise emotional awareness in order to allow any victim the opportunity to speak freely of their situation, without time constraints, in order to encourage a more accurate and authentic account. I will certainly apply this newfound learning in future policing incidents.

Following the suspect's arrest, I asked if the victim would like to make a formal statement. He agreed, and I advised that I would contact him once we had dealt with the suspect to arrange a suitable date to capture the statement. It was then my responsibility to get in touch with the victim to discuss the arrangements we had outlined that evening, in line with Right Three of the Victims' Code, which states victims are, "To be provided with information when reporting the crime" (Victims' Code, 2021). An example of this 'information' may include contact details of the arresting officer or a crime reference number, both of which were provided during this incident. This was significant as providing this information did not feel in my opinion as though it were a 'responsibility'. In fact, it felt more of an automatic response should a person be in contact with someone who had experienced such a personal attack. I think this is because police officers are often recruited because they already uphold the values listed in the CVF, therefore it should be natural for us to act in a supportive, integral manner when such incidents arise. Going forward, I will certainly continue to act with the CVF values in mind, and will encourage my fellow officers to do the same.

The next day, the victim visited the station to make the formal statement. I took the time to explain the process in more detail, including how long the process would last, and the types of questions we may wish to ask. As stated in the Victims' Code, "Police personnel should not expect victims to understand anything about policing, or the criminal justice system – police officers and staff have a responsibility to help victims understand what is happening." (Victims' Code, 2021). To simply assume that the victim would know how to make a formal statement would have seemed extremely insensitive to the victim, therefore by offering more detailed reasons as to why we need to gather this information ensured the victim was as informed and as cooperative as possible. I also recall asking if the victim had any questions to ask before we commenced the formal statement, which was extremely significant as it unearthed that the victim had never taken part in a formal statement before and wanted to know if the statement would contain all of his personal details that may be disclosed to the suspect. I felt a sense of disbelief that the victim could ever think the police would disclose such information, but I was glad I could then offer the reassurance the victim so clearly needed. Upon reflection, had I not enquired if the victim had any questions, we would not have discovered the victim's concerns. This was certainly a revelation, as I had not previously considered the impact of statement giving on victims. I would not have upheld my responsibility as a police officer to support victims of crime had I not reassured the victim at that point that every effort would be made to ensure his details remained confidential. This part of the investigation has taught me the importance of remembering to view incidents from the victim's perspective and to remember there may still be gaps in understanding even after a process has been explained; therefore, the best way to clarify this is to encourage a Q&A. I must therefore ensure that I always behave with empathy, encompassing the value of integrity.

During the statement, I also asked the victim if he would like any further help and advice, in the form of a victim support referral. This is a procedure outlined in the Victims' Code, "Right 4 – To be referred to services that support victims and have services and support tailored to their needs." (Victims code, 2021). I also asked if the victim wanted to complete a

victim personal statement as outlined in the Victims' Code, "Right 7 – To make a victim personal statement (VPS)" (Victims' Code, 2021). Part of my responsibility as a police officer is to explain the difference between a VPS and a witness statement. As I already had a good knowledge of the process involved, I found this an easy task to carry out, as the VPS focus' more on the after effects of the crime and how it made them feel, empowering the victim to renounce control after what may have been a traumatic experience. The victim was keen to complete this statement but wanted to consult with his family first. "For a local policing strategy to work effectively it is crucial that the public are treated with respect and impartiality, and treated fairly and equally." (Bryant, 2021, p. 170) Once again, we were keen to respect the victim's decision by conducting the VPS at a time to suit him. Strategies such as the VPS can only work if it receives the buy in from those affected; therefore, this incident was significant in highlighting how paramount police support must be to instil victim confidence.

In conclusion, I feel I handled this policing incident really well as I remembered to explain process' to the victim that were linked to areas of the Victims' Code, whilst remaining empathetic to the victim's situation. As a police officer, I have a responsibility to uphold the values and behaviours outlined in the CVF to ensure victims feel informed, listened to, and above all, supported. Going forward, I hope this standardised approach encourages other victims to come forward, thus instilling confidence in local policing.

Word count: 1646

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.

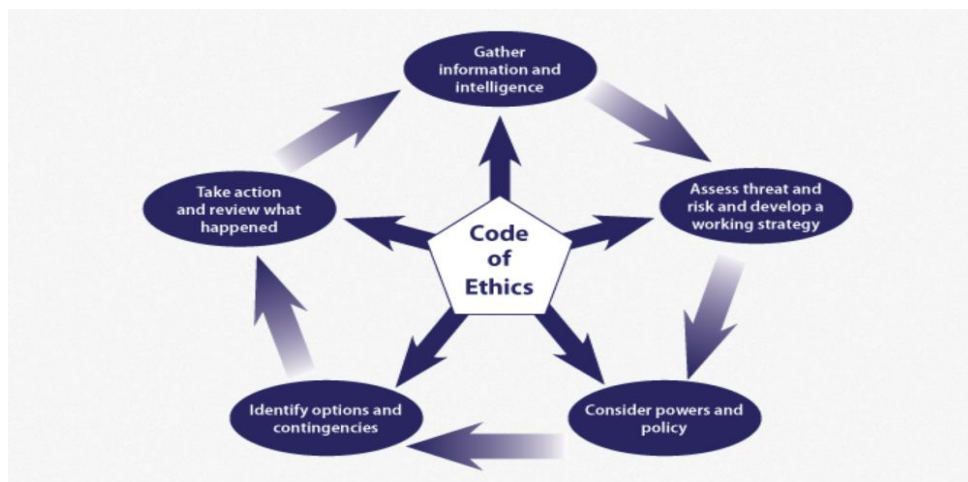
Illustrate how policing values were engaged particularly through an **analysis** of the potential impact of bias on the decision-making process.

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

ANSWER:

This essay will reflect upon an incident that took place whilst on mobile patrol regarding five males arguing on a public street, one of which being in possession of a knife. This reflection will also outline the responsibilities and procedures regarding the Criminal Procedure Investigation Act (CPIA) (1996). Additionally, this essay will highlight the National Decision Making (NDM) model used to resolve the incident.

Appendix 1:



Prior to arriving, I contacted the witness to extract more information regarding the description of the males involved in the dispute so that we could narrow down our search upon arrival at the location. As outlined in the NDM (see Appendix 1), the first consideration of any incident should be to 'gather information and intelligence' (NDM, 2012). This was a significant action as the location was in a built up area, full of pedestrians involving a potentially dangerous weapon. The Royal College of Policing state that the police have a number of core operational duties including, "Protecting life and property." (Royal College of Policing, 2013) As a key responsibility, in order to protect members of the public in the most time efficient way, it made sense to get a better picture of our potential suspects. Upon reaching the scene, we approached two males, one of which matched the description given to us by the witness. The two males were engaged in a verbal argument. We introduced ourselves in a calm manner, and explained we had received a report of a disturbance involving a knife. The two males denied any knowledge of a knife however, one did admit to causing a disturbance. As a result, we consulted the NDM stage two, "Assess threat and risk and develop a working strategy" (NDM, 2012) and although the number of males found at the location had decreased, the level of threat was still high due to the suspected knife in their possession. When managing the suspects I had a responsibility to protect members of the public. This then led us to decide that the best course of action would be to apply handcuffs in order to restrain the male suspected to be carrying the knife, prior to carrying out a search under Section 1 of the Police And Criminal Evidence Act, (1984).

Although no knife had been found during the search, this was significant as it was still our responsibility to record this outcome following the search even though nothing incriminating had been located in the male's possession. "The definition of a criminal investigation in Section 22 of the CPIA, makes it clear that investigators have certain responsibilities and duties, and that these apply right from the very start of a criminal investigation. Relevant material must be recorded and retained, and lines of enquiry that may exonerate a suspect must be pursued." (Bryant, 2021, p.568) The Criminal Procedure and Investigations Act (1996) here outlines the importance of documenting information that may be used during court proceedings, thus highlighting the need for this information to be impartial and free from bias. Had we failed to record the suspect was free from carrying the weapon, courts may have decided the arresting officers were acting unfairly towards the suspect, which goes against the policing core value of 'fairness', as outlined in the Code of Ethics (Royal College of Policing, 2014). Upon reflection, I felt even at this early stage of the investigation we had done our utmost to ensure this value had been upheld.

Due to the account received from the witness, and the suspect confirming he had caused a disturbance, we considered stage three of the NDM, "Consider powers and policy" (NDM, 2012) which resulted in the male matching the description of the suspect and admitting to the disturbance being arrested for affray under Section 3 of the Public Order Act (1986). I also considered stage three of the NDM in relation to the other male, however because he was fully cooperative and did not match the description of the males identified by the witness, I used my discretion to take his personal details at that time and take no further action until additional lines of enquiries were undertaken. Following the Brixton riots, Lord Scarman touched upon the importance of discretion within the police, "The exercise of discretion lies at the heart of the policing function. It is undeniable that there is only one law for all: and it is right that this should be so. But it is equally well recognised that successful policing depends on the exercise of discretion on how the law is enforced... Discretion is the art of suiting

action to particular circumstances.” (Scarman, 1981, p.58) Discretion had a considerable role in the decision making process at this point in the investigation as I began to weigh up the amount of credible evidence we had obtained in order to arrest this male, which in this instance was very minimal. Coupled with the male’s full cooperation at the time, I was then able to identify the risk as low and therefore decided against the arrest, using discretion. Although we may not be able to utilise discretion in all or the majority of cases, there are certain occasions such as this where it can be a highly valuable resource. Going forward, I will certainly factor dynamic risk assessments into future incidents as a way to make efficient and informed decisions.

Other officers then arrived at the scene to take the arrested suspect into custody whilst my colleague and I conducted door-to-door enquiries. This was significant as it allowed us to identify further witnesses and evidence during ‘golden hour’, “The first period of any incident, particularly in a major crime and critical incidents, is often described as the ‘golden hour’. This is a short hand reference to the need to identify witnesses and preserve a scene quickly so that evidence can be protected or gathered while it is still fresh and undisturbed.” (Bryant, 2021, p.235). As well as the door-to-door enquiries, other evidence gathering included a search of the surrounding area. This was an important aspect of the investigation as I managed to locate a knife believed to be the one used during the incident. As a result, this highlighted the poignancy of adhering to the ‘golden hour’ practice as had we not conducted the search so early on in the investigation, this may have hindered our ability to secure this evidence should it have been lost or moved over time. In this example, golden hour certainly helped to maximise the chance of securing the material that will be admissible in court and therefore in favour or not of the suspect, thus highlighting how we acted objectively and without bias, as we were simply adhering to a known practice within the policing system. It could also be argued that we demonstrated the policing core value of ‘integrity’ in this instance, as outlined in the Code of Ethics (Royal College of Policing, 2014), because we carried out the ‘right’ course of action by recording and retaining the evidence in line with the CPIA.

Once all lines of enquiry had been satisfied, it was my responsibility to review all of the information we had gathered as part of the investigation, and decide which needed to be retained or disposed of. With reference to the Management of Police Information (2005), the Royal College of Policing state, “There is a subset of policing information and records that relates to evidential material. This refers to any physical property, digital data or media that is downloaded or recovered, could form part of the evidence of a criminal offense and may become a court exhibit in any judicial proceedings. This could include downloads from mobile phones, body-worn video footage and CCTV.” (College of Policing, 2013). In this instance, the evidential material included body-worn video footage and CCTV. Whilst retaining this significant information my responsibility was to create the case file to be sent to the Crown Prosecution Service. This also involved redacting sensitive information received in the initial 999 call, which demonstrates the value of respect upheld for the independent witness. Respect is another of the core values of policing, as outlined in the Code of Ethics (Royal College of Policing, 2014). This example highlights how even small admin tasks can be just as important when conducting an investigation. This is because had this information been redacted incorrectly, in other words against the guidelines of the CPIA, this may have hindered the credibility of the case, and therefore the credibility of the officers working on that case.

In conclusion, I feel that I handled the incident considerably well, factoring in the imperative need to protect members of the public from the implementation of a dangerous weapon. I was still able to assess the situation in a calm and controlled manner, using dynamic risk assessments to inform my use of discretion where appropriate, whilst continually making decisions with the NDM in mind. I also upheld the value of respect when performing my responsibility as a police officer by recording and redacting sensitive case file information. If I were to undertake a similar incident in future, I would continue to conduct administration tasks in line with the CPIA as this is what could fundamentally destroy the credibility of a case and policing staff.

Word count: 1543

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 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	Benefits to me as a Police Constable
Improve quality of statement writing	I will take a proactive role in notetaking immediately after an incident has taken place to improve the accuracy of information used in the statement. I will ask my tutor for feedback on my previous written statements to identify any reoccurring discrepancies. I will also source further feedback from other colleagues to gain a wider perspective on my statement writing from a grammatical perspective. I will ask my tutor to proof	Tutor, trainer from the initial six months training and more experienced colleagues	By the end of my 12 week tutorship – 1 st October 2021	Ensuring statements are correct and accurate will improve the quality of information that can be used as evidence in court. Ensuring the statements I make are right first time will also aid time efficiency so that I dedicate more of my time on shift to other important tasks assigned by my tutor.

	read future statements before submittal.			
Improve knowledge and understanding of the new NICHE system and the accompanying forms	I will review the NICHE training video located on College Learn on a weekly basis. There are two main courses: NICHE UA Upskill and NICHE Overview. In addition to this, I will read through the training material that I was provided during my two week NICHE training course. I will arrange a Q&A session with other colleagues who are competent with the new NICHE system	Tutor, College Learn Training platform, other colleagues and NICHE trainers	By the end of my 12 week tutorship – 1 st October 2021	By ensuring that I am efficient with the new NICHE system, it will free up more time to complete other tasks. By making time to gain competency in the new NICHE system I will be future proofing myself before the old NICHE system is phased out. This will allow me to have foresight over the tasks assigned to me over the working day, therefore I can plan ahead more effectively.
Improve knowledge of laws and legislation	I will revise one chapter per week of the Blackstone's handbook for policing students. I will ask my tutor to test me	Tutor, Blackstone's book and Pocket Sergeant application on my mobile	On-going throughout the duration of the three year PCDA course	Improved knowledge of the laws will allow me to relate more potential incidents to the most appropriate reason for arrest. The additional knowledge will also help to boost my

	on the relevant weekly topic areas whilst in the work van on shift. I will initiate a Q&A with my tutor once a call has been received in order to test my current knowledge of the laws applicable to that incident.			confidence on shift should I get questioned by colleagues or members of the public for my powers to arrest. Additionally, having more knowledge will also aide my interviewing skills
Blue light driving course	I will ask for feedback from other colleagues who are blue light trained as to what skills they have learnt from this. I will also look at videos and other training material regarding what would be involved altogether. Additionally, I will revise the highway code as this is a requirement of the course.	Blue light driving instructor, other colleagues who have also been on the driving course	Once my 12 week tutorship has ended and I become independent I will be able to apply for the course, however, due to Covid restrictions there is a delay to access this course so I will state a timeline of 2 years.	I will be able to assist with emergency calls in a quicker and more efficient way. This will aid in more overall progression and confidence within the role. Additionally, I will become a more competent driver.

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.

Bryant, R. (2021) Blackstone's Handbook for Policing Students. Oxford University Press.

Cohen, S. (2002) Negotiating Skills for Managers. McGraw-Hill Education.

Competency and Values Framework (2021) Available from:
<https://profdev.college.police.uk/competency-values/> [Accessed: 23/08/2021]

Cowan, V. (2011) Interviewing in Criminal Justice: Victims, Witnesses, Clients, Suspects. Jones & Bartlett Learning.

Crown Prosecution Service (2017) [Online] Available from: <https://www.cps.gov.uk/crime-info/hate-crime> [Accessed: 21/08/2021]

Empowerment Theory (2014) [Online] Available from: <https://core.ac.uk/display/232972802> [Accessed 24/08/2021]

Five Step Appeal (2021) [Online] Available from:
<https://www.college.police.uk/guidance/conflict-management/conflict-management-skills>
[Accessed: 22/08/2021]

Headspace. (2021) [Online] Available from: <https://www.headspace.com/mindfulness>
[Accessed: 17/07/2021]

Human Rights Act (2021) [Online] Available from:
<https://www.equalityhumanrights.com/en/human-rights-act/article-1-first-protocol-protection-property> [Accessed: 23/08/2021]

Mind. (2017) [Online] Available from: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/what-is-stress/> [Accessed: 10/08/2021]

Oxford English Dictionary. (2021) [Online] Available from:
<https://languages.oup.com/google-dictionary-en/> [Accessed: 15/07/2021]

Probart, C. (2013). Eating Well for Good Health: Lessons on Nutrition and Healthy Diets. Food and Agriculture Organization of the United Nations.

Relate. (2020) [Online] Available from: <https://www.relate.org.uk/relationship-help/help-relationships/mental-health/stress-relationships> [Accessed: 17/07/2021]

Royal College of Policing (2013) [Online] Available from:
<https://www.app.college.police.uk/app-content/information-management/management-of-police-information/retention-review-and-disposal-of-police-information/?highlight=report%20for%20summons> [Accessed 31/08/2021]

Royal College of Policing (2013) [Online] Available from:
<https://www.app.college.police.uk/app-content/operations/operational-planning/core-principles/> [Accessed 30/08/2021]

Royal College of Policing (2014) [Online] Available from:
<https://www.college.police.uk/ethics/code-of-ethics> [Accessed: 12/08/2021]

Royal College of Policing (2014) [Online] Available from:
<https://www.college.police.uk/ethics/code-of-ethics> [Accessed: 12/08/2021]

Royal College of Policing (2014) [Online] Available from:
<https://www.college.police.uk/ethics/code-of-ethics> [Accessed: 12/08/2021]

Scarman, L. (1981) *The Brixton Disorders*. Penguin Publishings.

Seaward, B. (2016). *Essentials of Managing Stress*. England: Jones & Bartlett Learning.

Victims' Code for Policing (2021) [Online] Available from:
<https://www.college.police.uk/guidance/victims-code/victims-rights-policing> [Accessed: 21/08/2021]

CONFIDENTIALITY and PLAGIARISM – Will be confirmed through Turnitin.

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 word count.

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

Signed: Nicholas Ewers (Learner - Electronic signature or type name)

Date: 5th September 2021