

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/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.*

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

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

During my initial six months of learning I have experienced stress which can be defined in its simplest form as the “response of the body to any demand” (Selye, 1976, p.74). These demands can present as both negative and positive events. “Negative life events (e.g. losing one’s job, the death of a child, a serious illness) are obvious stressors. Desirable events (e.g., job promotion, travel, invitation to present one’s research at a national convention) are also stress producing” (Berger, 1994, p.100). Examples of the variety of demands I experienced during these six months include; starting a new career, meeting new people, returning to a classroom environment, and examinations. The body’s responses to these stressors could include both psychological effects which occur “when an individual perceives that environmental demands tax or exceed his or her adaptive capacity” (Cohen, Janicki-Deverts and Miller, 2007, p.1685). Along with physiological reactions, which “give us the indication that we are stressed” (Lupien et al, 2007, p.209). Examples of the psychological responses to stress can include; feeling worried, nervousness, feeling fatigued, short temperament. Additionally, examples of the physiological responses can include; increased heart rate, sweating, shaking, headaches, and muscle tension.

Being aware of some of the indicators of stress has allowed me to effectively manage my stress levels by utilising coping strategies. “Coping is a dynamic process that relies on the interaction between persons and their environments and resilience can be construed as the outcome” (Frydenberg, 2017, p.31). I have always considered exercise as an effective method of combating stress and developing resilience, which can be defined as the “process of effectively negotiating, adapting to, or managing significant sources of stress or trauma” (Windle, 2011, p.152). Or as a “dynamic process encompassing positive adaptation within the context of significant adversity” (Luthar, Cicchetti & Becker, 2000, p.543). Below I will use Borton’s Reflective Tool (1970) which involves considering the; What happened? So what? And now what? In order to analyse how I utilised exercise as a method of minimising stress and developing resilience during my preparation for my examinations.

What Happened?

Starting my initial six months training signalled a return to a classroom based learning environment for the first time in almost ten years, along with this I had two examinations to prepare for and complete during this period. I believe this in turn placed pressures on me. "Pressure may be defined as any factor or combination of factors that increases the importance of performing well on a particular occasion" (Baumeister, 1984 p.610). In turn performance pressure can be viewed as a stressor as individuals will "perceive that their performance is instrumental for the attainment of the desired outcome". (Wallace, Baumeister & Vohs, 2005, p.430). In this case I was aware that I was required to pass my examinations in order to progress with my new career which in turn resulted in placing performance pressure on myself.

So What?

The self-imposed pressures placed on myself in relation to ensuring that I passed my examinations meant that I was placing myself under increased stress. Knowing that this would be the case, during my time in training I ensured that I maintained a regular gym routine as well as ensuring I had time to go for a run. This was because I find exercise to be an effective coping tool in relation to managing stress. This is supported by research by (Chovanec and Gröpel 2020, p.1699) who stated "Both endurance exercise activities such as aerobic or jogging and resistance exercise activities such as lifting weights can be effectively used to improve stress regulation competence and, in turn, obtain health-related benefits". Additionally, research has shown that exercise can, through pleasure induction assist in the reduction of stress as "With regard to the brain and underlying neurobiological mechanisms and pathways, endogenous reward and motivation circuitries that are imbedded in the limbic regions of the brain are responsible for the auto regulatory and endogenous reduction of stress. Exercise techniques clearly have an impact upon these systems. This is one of the reasons why physical activity not only improves overall physical health and strength, or physiologically reduces stress, but also increases mood and decreases psychological distress" (Esch and Stefano, 2010, p.447).

Now What?

Having now completed my initial six months training, and passed my examinations, I am of the opinion that maintaining my exercise routine throughout the six months, and especially in the month leading up to each exam was a great help. I believe being able to exercise allowed me time to completely "switch off" from thinking about the training or any upcoming exams I had, which in turn allowed me to use that time in order to relax and decompress from the day. Using this experience, I aim to continue utilising this routine going forward with my career as I found that I coped with the periods I anticipated as being stressful well. This would support observations made in previous research into the effects of exercise on stress within a Swiss police force by (Gerber et al 2010, p.292) who concluded that "exercise and fitness can help foster a healthy and thriving workforce that takes less sick leaves and feels better prepared to cope with chronic stress". Further research into the effects of stress on police officers has shown that "Police stress can have a bad influence on police performance and can cause many problems such as poor job performance, increased accidents, sleep disturbances, marital discord, domestic violence, posttraumatic stress disorder, depression, suicide, alcohol and other drug abuse, ulcers and other digestive disorders, respiratory ailments, and cardiovascular

disease". (Neely and Cleveland, 2013, p.23). Considering this information further strengthens the importance of continuing to exercise in order to manage my stress levels.

Word Count: 950

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:

Here I will reflect on an incident I attended using Gibbs' Model of Reflection (1988). This model will allow me to analyse the incident by focusing on six sections, these being; Description (what happened), Feelings, Evaluation, Analysis, Conclusion and Action Plan.

Description?

I attended a call alongside my tutor to a restaurant who had reported an individual appearing to be homeless, entering the premises and going to sleep on a sofa who they were now unable to wake. Upon arriving at the scene we were greeted by staff who directed us towards a sofa in the front window of the venue. The staff member explained that as they were in the process of opening the restaurant the individual had let themselves in, and made their way to the sofa ignoring all approaches from staff before falling asleep, and they were now not responding to the staff member's attempts to wake them.

Upon the initial assessment of the individual we could see that they matched the description of an individual involved in an earlier incident where an individual found to be overdosing on opiates had become aggressive towards paramedics after being administered Naloxone before making off from the scene. As the individual was not responding to voice or touch and had incredibly laboured breathing we deduced that they were again under the influence of opiates.

Paramedics were again called to attend in order to administer Naloxone. The attending paramedics were the same as had originally treated the male involved in the earlier incident. They informed us that this was the same individual, and that they had become aggressive when they treated him earlier as they had, in the individual's opinion wasted his money by counteracting the effects of his opiates. Paramedics administered two doses of Naloxone before the individual became responsive, they then became aggressive again, kicking out at the restaurant furniture and raising their fist and going to strike my colleague. At this point force was used in order to restrain the individual arrest them for breach of the peace and remove them from the premises.

Feelings?

During the time I was involved in the incident above I experienced a range of thoughts and feelings. During the initial arrival at the scene and first assessment of the individual, I would describe my feelings as apprehensive due to not knowing the circumstances in full and as I ascertained more knowledge of the situation and became more confident with the incident and the actions required the apprehension lessened. During the incident, I was empathetic to the restaurant manager and staff's emotions as they were understandably frustrated by the situation, as they had to delay the restaurant opening. I demonstrated empathy through effective communication with them.

However based on the initial suspicion, which the paramedics later confirmed, that the individual involved was earlier aggressive after being administered Naloxone, the prevalent feeling was to be cautious. This is due to knowing that I had responsibility to consider the wellbeing of my colleague, and myself but also that of the paramedics, restaurant staff, and the individual themselves.

Evaluation?

I believe the use of force in this situation was used well as I believe I can account for its use using the JPLANE mnemonic. In a policing context, this is used to ensure that actions utilised are; justified, proportionate, lawful, accountable, necessary and ethical. In this circumstance, I can justify my use of force as we had already exhausted verbal communications, which were of no effect due to the individual reacting after recovering from an opiate overdose.

The force used was proportionate in that it was used after considering the needs of the public and officers present and that of the individual upon which it was being used. I considered the need to remove the individual from the premises, and the need to protect myself and my colleague from the harm the individual was now presenting. I

also considered the individuals build, strength, and their state of mind at the time. As a result of this I believe the amount of force used was no more than was needed in order to restrain the individual and assist in placing them in handcuffs.

I can say the use of force in the situation was lawful as it was used in order to effect the arrest of the individual under the Common Law offence of breach of the peace. A breach of the peace is committed “whenever harm is done or likely to be done to a person, or in his presence to his property, or whenever a person is in fear of being harmed through an assault, affray, riot or other disturbance” (The Collage of Policing, no date). The individual’s action of raising a fist to strike my colleague and lashing out at the furniture in the restaurant could be construed as harm being likely to be done to a person, to the property of the restaurant owner, and putting persons in fear of being harmed. The arrest was therefore covered under section 24(1) of the Police and Criminal Evidence Act 1984 which provides; “A constable may arrest without warrant anyone who –

- a. Is about to commit an offence
- b. Is in the act of committing an offence

Or they have reasonable grounds to suspect to be –

- a. About to commit an offence
- b. In the act of committing a criminal offence”

The use of force was accountable in that all other options were considered. I had tried to build a rapport with the individual by engaging with them and trying to demonstrate empathy by asking questions, actively listening to responses that he would give and trying to engage with them. During this time I was also aware of the Betari Box model. This is depicted as a simple cycle, which states that my attitude affects my behaviour towards others, which in turn affects their attitude, which affects their behaviour towards me, which again affects my attitude. An example that effectively demonstrates this would be an interaction between a call handler and caller whereby; “If the call taker speaks to a caller negatively, it will be reflected in their voice and will be subconsciously conveyed to the caller. Attitude can come across in voice tone and in certain words which can escalate negative feelings and create conflict between the caller and the call taker”. (Pepper 2011 p.14).

I then moved onto the Five Step Appeal communication model. This involved the ethical appeal, a reasoned appeal, a personal appeal, a practical appeal, and finally action. The ethical appeal was completed when the individual was asked to leave the premises. When he refused I gave a reasoned appeal by explaining to them that they couldn’t be sleeping in a restaurant or after having taken opiates. I then tried a personal appeal by attempting to place the individual in the shoes of the staff and customers. When this failed I informed them that should they still refuse they could be forcibly removed from the premises, this was the practical appeal. Finally I took action by removing the individual from the premises.

Analysis?

I believe the individual, who was clearly irate having been administered naloxone, was incapable of being reasoned with, due to his emotional state at the time. Research has shown that this anger can be combatted by positive communication with the individual recovering from an overdose "Anger was less likely to be reported when participants communicated positively with the person who had overdosed by talking to them, explaining what had happened, and/or trying to calm them down". (Neale et al 2020 p.5). However "Anger was also more frequent when the person who had overdosed was concerned about loss of money or drugs after they had been resuscitated" (Neale et al 2020 p.5).

Conclusions?

Barriers to communication can stem from many factors including "misunderstanding and conflict due to differences in cultural norms, assumptions, values, and histories, and a lack of shared language. Prejudice, discrimination, and systemic disenfranchisement, both historic and current". (Orbe & Alexander 2016 p.23). Utilising the research findings above I believe the anger felt by the individual recovering from the opiate overdose was enough to present itself as a barrier to effective communication, which in turn prevented me from being able to build a rapport with the individual which would enable me to talk him into leaving the premises of his own accord.

Action Plan?

Upon reflection of the incident, if I were to be involved in a similar situation in the future I would ensure positive communication with the person recovering from the overdose. Being aware that anger is often displayed in these circumstances due to frustration at loss or waste of money or drugs I will try to structure some of my responses and engagements to share such grievances with the individual, which will hopefully allow me to build some rapport. This in turn will hopefully allow me to appeal to the rational side of the individual rather than the emotional side.

Word Count - 1496

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:

A victim can be described using the (revised) Victims' Code (revised 2021) as "A person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence". Using Driscoll's (2000) adaptation of Bortons Reflective Model, here I will reflect on an incident which involved a victim of assault in which I had an active role.

What happened?

I was called to attend the University Hospital of Wales in order to take a statement from a victim of assault whereby a male was punched to the face by a security guard of a venue before falling backwards and hitting his head on the floor.

What did I see?

Before attending the hospital I looked at the incident log to obtain as much information as possible before speaking to the victim. On seeing the victim I could see that his nose had been bleeding as there was dried blood on his face, hands and clothing. I could also see that he had a bandage and dressing covering an injury to the rear of his head.

What did I do?

Upon arrival at the hospital, I spoke to a nurse who informed me that at this stage, the victim had been through triage and it was believed he had a slight concussion and a bloody nose. I then went to speak to the victim in order to obtain a statement, unfortunately the victim had no recollection of the incident.

I took the victims details in order to be forwarded for victim support referral, however at the time he was in good spirits and was of the opinion the incident had little effect on him other than his injuries, and when afforded the opportunity to complete a victim personal statement they declined. Following this I completed a victim needs assessment Due to the lack of detail remembered within the statement, I asked the victim to contact me in a few days when he had recovered to ascertain if he remembered anything more.

I then obtained CCTV footage from the venue involved, and neighbouring cameras which captured the incident. As the person responsible was not arrested on the night I also asked the venue management to provide me with the details of the person responsible.

A week later I contacted the victim to enquire as to his recovery and inform him of the case progression. At this point he informed me that he had been in hospital for four nights due to a small bleed on his brain and his nose in fact being broken. He further informed me that he was having to take 2 months away from work due to his injuries.

What was my reaction?

Initially whilst on the phone with the victim my reaction was to reassure them what was being done in order to progress investigation as well as what had already been completed. I also informed my sergeant of the escalation in the reported injuries as this escalated the incident from a s.47 assault to a s.18 assault under the Offences Against the Persons Act 1861. I also asked the victim if they had any further recollection of the events for a secondary statement, however, they did not.

During the phone call I also asked if any of the friends that he was with on the night had seen the incident, and if so would he be able to provide contact details in order for me to pursue statements from them. I also ensured the victim had the occurrence and informed them that they could contact me for updates, I also asked them how frequently they would like updates on the investigation. At this stage I asked the victim again if they would like to complete a victim personal statement as his injuries were far more substantial, and had a greater effect on his life than he had initially thought they would. On this occasion, they confirmed that they wanted to complete one.

What did others do?

Upon being informed of the escalation in injuries, my sergeant assigned an additional unit to assist in obtaining statements and CCTV footage. Having this additional support would allow me to progress the case sooner, and afford me more time to provide the victim with regular in depth updates.

What was the key aspect of this situation?

I believe that adhering to the Code of Practice for Victims of Crime in England and Wales was a key aspect to this situation. I believe this as adhering to the Victim Code will have many beneficial effects including; ensuring they are dealt with in the most appropriate manner, allows them access to appropriate support agencies as well as safety and security advice. It will also encourage the victims to feel safe and that the police are taking the matter seriously. Another reason that adhering to the codes of practice is important is that it can contribute to the reduction in the “reassurance gap” which “has evolved from concern that while the crime rate has been falling, public perception has been that it has continued to rise. This disparity has been dubbed the “reassurance gap”” (Herrington & Mille 2006, p.2). One of the reasons doing this will aid in the reduction of the reassurance gap is that by providing this enhanced level of service, public confidence in the police will increase. Providing the victim with a means of contact and regular updates accomplishes that the Police “need to be familiar faces within local communities, and be accessible – be that via an improved service at front counters or call centres, by e-mail or via police websites” Millie & Herrington (2005 p.43).

What were my feelings at the time?

At the time of my initial attendance, I felt concerned for the welfare of the victim, and in addition, whether or not it would be possible to obtain the evidence required in order to charge the responsible party.

What are my feelings now?

My initial feeling of concern for the individual in relation to their injury, despite increasing when being informed of the severity of their injuries after release from hospital, are now lessened. This is because through regular contact with the individual I am aware that their condition is improving. The concern I felt in relation to obtaining the evidence also lessened as the investigation progressed and the evidence needed was gathered.

What effects did my actions have?

As discussed previously my actions in ensuring the victim received the service they were entitled to under the Victims Code ensured that they received a higher level of service from the police. In turn, this allows the victim to assist the criminal justice system as best they can, which in turn can increase the success rate of the justice system. This can eventually result in a reduction in the “justice gap” which can in turn improve the “reassurance gap”. Ultimately my actions in providing this level of service provided the victim with one of the core values of policing, this being public service.

What good emerged from my actions?

The victim received a service that kept them updated on the progress of the case, thus leaving them satisfied with the response of the police in relation to the incident.

What troubles me about it?

That the person responsible was not investigated thoroughly at the time of initial report. As a result of this they were able to leave the scene by the time I attended the location. Fortunately I was able to obtain their details from a member of management, however this will not always be the case.

What are the implications and consequences for me?

The consequences of this for me were that I had the additional pressure of locating the person responsible as well as having to inform the victim that this was the case.

What am I going to do about the situation?

With the situation having now passed, there is little more to do other than use it as a learning experience which I will reflect upon below.

What would I do differently if faced with a similar situation now?

If faced with a similar situation whereby I was the officer attending the initial scene I would ensure that I had the details of both parties involved before allowing them to leave the scene. Additionally if I was to attend hospital in order to take a statement from an individual with similar injuries who was unable to recall events, I would attempt to obtain details of individuals who they were with that may have seen the incident there and then in order to make earlier contact.

Word Count - 1439

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:

Here I will again use Gibbs' Model of Reflection (1988) in order to aid me in reflecting on an incident I attended.

Description?

I attended a call to a hall of residence where the residence manager had reported that a resident had disclosed a sexual assault by touching to them during conversation. Upon arriving at the location and talking to the staff member, we were informed that the reporting person identified as transgender, however they preferred to keep this a secret as they were from a South Asian background and afraid of repercussions should their family be informed.

We were then introduced to the individual who had disclosed the incident to the residence management. They were at first hesitant to disclose any details relating to their parents' names or address. This in turn meant I had to reassure them that we were there to help and that we would not inform anyone of their gender identity, or take any action that could place them at risk. Through showing empathy and understanding towards them and their situation, they disclosed the nature of the incident.

It was disclosed that the individual had invited the other person who was visiting the city, and known to the reporting person to their accommodation for a few drinks two nights prior. Whilst there, both individuals had engaged in consensual kissing. However, the person reporting disclosed that the other party then began to touch them on their breasts, buttocks and legs, with which they were uncomfortable. They then asked the individual to stop, which they did not until the fourth or fifth time of asking. They then informed us that they had asked the person to leave their room, which they did.

On the morning of the following day, the person returned to apologise and informed the reporting person that they were returning home to India that evening and would not make contact with them again unless they wished otherwise. The reporting person informed us that they had accepted the apology and agreed that no contact was to be made unless they decided otherwise.

On questioning the effect that this had on the person and their feelings about the events, they informed me that at present they did not feel as though the incident had, had much of an effect on them, and at this time, they did not wish to make a complaint. I requested that if they consented I would refer them to South Wales Police Victim Support to which they consented.

Feelings?

During my time with the victim I felt concern on their behalf, one of the reasons behind this was the repercussions that they feared if their family was to become aware of events. Because of the person's background, I considered the possibility of Izzat being a factor. Izzat can be defined as "perceived (personal and familial) honour, dignity and respect within the self and as judged by others" (Gunasinghe, Hatch & Lawrence 2018 p.24). This familial honour can result in violence towards the individual deemed to have harmed it and can be committed by family members or other members of the community, the violence can include "oppressive and discriminatory practices which may or may not necessarily result in homicide, but which are nonetheless harmful" (Gorar 2021 p.22).

Evaluation?

Whilst attending this incident I was constantly utilising the National Decision Model (NDM) in order to assist in my decision-making. "In essence, the NDM seeks to provide the policy basis and ethical underpinning for taking action, or for deciding not to act" Bryant & Bryant (2021 p.77). The NDM is depicted as an ongoing cycle with each stage being directed by the Police Code of Ethics which was introduced by the College of Policing in 2014.

The first stage of the NDM is the information stage, this involves the gathering of information and intelligence. During this incident, this was accomplished by utilising the incident log on my work phone prior to attending the scene, and during questioning of both the victim and the reporting person. The information gathered at this stage allowed me to identify threat or risk, which leads onto the second stage- Assess threat and risk.

One of the risks I identified at the information gathering stage was that of the individual's relatives becoming aware of the incident and through that, their sexual orientation and the individuals fear of the repercussions of this. With this in mind, I made it clear to the victim that the information they had disclosed would not be conveyed to their relatives.

The next phase of the NDM involved considering the policing powers available to me, and the policies in place that govern my decisions. Due to the sensitive nature of some of the information disclosed, I needed to pay careful attention to The Criminal Procedure and Investigations Act 1996 (CPIA). CPIA introduced a code of practice that governs how police officers are to disclose material to the prosecution during the course of a criminal investigation, this is known as "disclosure". "Disclosure refers to the process by which someone charged with a criminal offence is provided copies of, or access to, material from the investigation that is capable of undermining the prosecution case and/or assisting their defence" (Brader 2010). Other policies governing my actions here included the principles of the General Data Protection Regulations under the Data Protection Act 2018 as this governed the correct handling and processing of the information obtained.

Having considered the powers and policies, I next considered what options I had in relation to my following actions. I had talked through the available options with the individual, including; them reporting the incident but not wanting to press charges as they had initially stated, or pressing charges against the responsible party. I also talked them through the option of being referred to victim support.

The next step of the NDM was to take action, which after considering the information given and the wants of the victim was to record the incident, however not to pursue with charging the other party. Additionally the victim was referred to victim support for additional aid for additional care and guidance. Finally, I reviewed what had happened, I did this by having a review conversation discussing the events with my tutor after leaving the location.

Analysis?

Using the NDM to make informed decisions in relation to my actions is important as it assists in identifying any potential bias being formed. As a police officer, it is vital that I am able to acknowledge and be aware of the impact bias can have on decision-making, "Human bias can be defined as a disposition to think, feel, or act in a particular way. It may stem from longstanding personality attributes, from particular sets of knowledge or past experience, or from a current predicament" (Kapur 2015 p.2). In particular, I must also be wary of unconscious bias which "is defined as learned stereotypes that are automatic and unintentional and influence your behaviour, a gut instinct that makes assumptions based on various experiences" (Mroz 2020). Considering this allows me to be aware that a gut instinct I develop may not necessarily be the right option to take, and in turn adjust any decisions or actions I may take.

Conclusion?

In conclusion the use of the NDM is a critical ingredient in the decision making process of a police officer. Utilising it allows officers to dynamically gather information, assess threat and risks, identify the powers and policies available, the options and contingencies, take action based on these informed decisions, and review the outcomes. All of this whilst being driven by the Police Code of Ethics, which ultimately assists in ensuring officers decisions follow these principles.

Action Plan?

If I were to find myself in a similar situation in the future, I will again utilise the NDM process in order to drive my actions throughout my involvement with the incident. Utilising this will enable my decisions to be ethical, and will also ensure I adhere to policies and procedures such as the Criminal Procedure and Investigations Act 1996, and the Data Protection Act 2018 as discussed above.

Word Count - 1352

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
Case File Building using Niche	Re-visiting the notes I made during the initial Niche course during training. using these to make smaller guidance notes on what is needed. Additionally I can revisit some of the training videos on the digital services division webpage on the intranet homepage. This can be measured by having my tutor or sergeant evaluating my files and improvement.	My tutor, sergeant, and colleagues can provide support in the form of reviewing the work I have done, and alerting me of any errors.	Two weeks time. 12/12/2021
Suspect Interviews	Repetition, take more of a lead throughout future interviews. Reviewing the interviews with my tutor afterwards will assist in measuring my performance.	My tutor, colleagues and other probationary officers through analysis, support and discussion.	1 months time 28/12/2021
Stop Searches	Having only had the opportunity to	My tutor and colleagues.	1 months time 28/12/2021

	do this once so far, repetition by when possible going on active patrol in order to identify possible opportunities to do so. Reviewing my performance afterwards with my tutor will allow me to measure improvement.		
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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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: __ Llyr Roberts _ _ _ _ _ (Learner - Electronic signature or type name)

Date: _ 28/11/2021 _ _ _ _ _