



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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:

In this essay, I will be discussing different coping strategies that I have used throughout my initial six-month training process to help me reduce stress and develop resilience. Stress is defined by Elizabeth Scott MS (2020) as 'any type of change that causes physical, emotional or psychological strain' and is 'your body's response to anything that requires attention or action'. The initial six-month period of police training is something that required a lot of adaptation and along with the exams is likely to cause stress and require an increase in resilience. Due to this, I will be focusing on how I have researched and used different time management, planning and preparation methods to reduce potential stress caused by exams. I will also be focusing on how talking to friends who are already in the force has assisted me with dealing with the stresses of a new job and adapting to the policing role.

Upon beginning training school, one of my main concerns was ensuring I was able to manage my time efficiently to prepare for my exams. I knew that if I were not able to manage my time efficiently then as a result my stress levels would increase, so I had to ensure I put contingencies in place to help. I began to look up different methods of time management and came across 'The Pareto Principle', which states that eighty percent of results will come from twenty percent of your effort; Blaz Kos (2020) was a useful source of information for this. In principle, it means that by spending less time focusing on something but with more concentration and effort, instead of putting more time into something but with distractions, it would result in much better results. This enabled me to put a plan together of spending a specified time of two hours per night of revision, where I would be solely focused on the topics I was studying with no distractions involved. After I had completed the two hours, I would ensure I stopped the revision completely for the evening. This was much more effective than revising for much longer but not eliminating the distractions. As well as this, I began to focus on how else I could reduce stress throughout exams and came to the decision to create a revision timetable of what topics I would study each night.

Revision timetables and having a daily routine are said to be good for the soul and reduce overall stress levels during exams; Katie Paterson (2020) explains this in her article about how to reduce examination stress. I felt that this proved to be correct as overall as by ensuring I limited the amount of time I was spending to a specified amount, it made me feel calmer throughout, due to me having a much

more balanced work and social life. In addition, due to the timetable, I was able to see exactly what I had accomplished day by day, and increased my confidence in my knowledge on these topics in the exams; therefore reducing stress and increasing resilience.

However, there were some downsides to this method; as it was not always possible to follow the timetable I had created as circumstances can change, certain topics are harder than others are and more time is required on them or I simply needed a break to take time away from work. This meant that I had to rearrange the schedule and on certain occasions would have to spend longer revising on different evenings instead. This had a negative effect and meant that I constantly felt that I had to catch up to timetable, having the opposite effect on stress that I had planned. I feel that I could have improved this schedule by reducing the amount of days I assigned to complete revision, giving me more flexibility to adjust the schedule. However, extend each days' revision from two hours to two and a half hours; giving me more freedom and preventing a stress level increase.

As mentioned earlier, another coping method I used was consulting with friends who already work within the police force and have been through similar processes or situations. Like myself, they would have had to adapt to a new job, new systems and stresses of potential life threatening situations that could occur after training. This meant that they would be able to provide advice and reduce possible worries that I may have. Townsend's (2013) study as cited by Curtin (2014) states a 'specific interaction with a person who genuinely understands you emotion and response, and ideally is also experiencing it at the same time, that will provide measurable relief from stress' and therefore is in agreement with my method of sharing feelings with other police officers who already have experience.

After having discussions with friends regarding the risks and difficulties police officers face, it made me feel a lot more relaxed and at ease. This was due to them explaining how they had faced similar worries in the past but after experience and time in the role, those feelings significantly decreased. Similarly, by discussing other worries regarding the role, such as examinations and practical work, they used their experience to help me to prioritise different topics and determine what areas were most important to understand. This again allowed me to focus on topics that are more important and therefore reduced stress levels significantly.

In conclusion, I found that utilising my time and planning this effectively overall reduced my stress levels due to it being a coping strategy that I relied on the most. I believe this worked well for me as I could see exactly what work I had completed on a day-to-day basis and as a result allowed me to focus on the next revision topic. Due to my levels of focus increasing, it furthermore reduced my stress and although on occasion I could not always stick to the plan completely, overall it worked effectively as a coping method. I also found that one of the most effective methods of building resilience and therefore decreasing stress is to discuss stresses and worries with friends. I believe that there was overall a positive result by using this method as talking through problems aloud often reduced the feelings of stress and made me much more resilient.

Word Count - 1049

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:

The purpose of this essay is to evaluate and assess effective methods of managing conflict and the decision-making process behind each method. Conflict can be defined as 'a fight, battle or struggle' (Dictionary.com, no date) and is a term that is often used in policing when dealing with offenders. In order to explore these methods, and how effective they were, I will be reflecting on a policing incident where I played a vital role in dealing with an offender in which conflict arose. I will be discussing how I used the National Decision-Making model to make decisions regarding this incident, as well as vital principles in policing such as: the conflict management model and Betari's box.

During an evening shift, we received a report of a male suspect, reportedly threatening a person outside their home with a knife. Due to the location of the incident and the previous warning markers given regarding the suspect, eight officers attended the scene. Upon arrival, the suspect was sitting outside the persons' home and did not appear to be making any threats at this time. However due to the nature of the report, two taser officers approached first as I was explaining to him the report that was made. A taser officer handcuffed the suspect in order for me to carry out a stop and search. I recovered what appeared to be cannabis however I did not recover any weapon.

Whilst the search was ongoing, another officer approached me and advised that a report was made that criminal damage had been caused to the reporting person's property. The officer confirmed that he had seen the damaged property and that the person wished to make a complaint against the suspect regarding this. Due to this, I made an arrest on the suspect for criminal damage and possession of a Class B drug. At the point, the suspect who was originally calm, became very resistant, thrashing out and trying to escape. Although he was handcuffed, use of force was required by several officers to take him down to the ground and detain him, leg restraints were required and negotiations were made with him to calm down so we could remove them. Due to negotiations, he did calm down and we then able to remove the leg restraints and place him into the rear of a marked police van.

Within policing a model known as 'the conflict management model' is used to enable officers to identify the level of conflict or resistance a suspect is portraying. It also allows us to identify the threat level to themselves and others and any tactics we can use to resolve this conflict. According to Centrex (2004), a section of the model involves a threat assessment whereby the suspect's behaviours are assessed on a scale of compliancy; this scale includes compliant behaviours, verbal resistance, passive resistance, active resistance, aggressive resistance and serious resistance. In this case, the offender being discussed is an example of an offender who fluctuated on the scale of compliancy.

Initially, the offenders' behaviours were compliant when handcuffed to complete the stop and search, again according to Centrex (2004) meant he offered no resistance and complied with requests. Due to him being compliant, it could be questioned why he was placed into handcuffs to conduct the search and instead the search being completed without the use of handcuffs, especially when considering Article five of the Human Rights act which, according to Equality and Human Rights Commission (2021), focuses on protecting individuals' freedom from unreasonable detention. Although the offender at this point was not under arrest, again according to the Equality and Human Rights Commission (2021) a person may be detained if there is reasonable suspicion that they may have committed a crime. However, in line with the National Decision Making Model published by the The College of Policing (2013) I conducted a dynamic risk assessment and threat assessment and deemed the threat to myself, other officers and the offender a high level, if he did have a bladed article on his person. I also considered the powers and policies I had in line with The National Decision Making Model and I knew that legislation was in place to allow the search of the offender if I reasonably suspected that he was carrying a bladed article (Police and Criminal Evidence act, 1984). Due to the powers that were in place, the suspicion I had regarding the bladed article and the risk level attached to this, I felt it was necessary to use force with application of handcuffs in this situation.

Throughout the search, the offender was comfortable and I feel as though this was mainly due to the rapport I was building with him at the time. I explained the process fully, the grounds for the search and the object of the search. I recorded the search and the reasons for the recording were explained to the offender, as well as explaining his entitlements regarding the search. He informed me that he had drugs in his possession and directed me to the pocket that they were located. Initially an arrest

would not have been made in regards to this offence as the necessity was not met, however later events caused this to change. I believe that due to the rapport built and clear explanations throughout it prevented resistance throughout this process and led to him being compliant in the search.

As discussed previously this offender is an example of someone whose compliancy level changed during the incident. When a report was made that he had caused criminal damage to property belonging to the reporting person and he was arrested he began to actively resist. According to Centrex (2004) this was determined due to him pulling away and pushing officers but not physically striking officers. In these situations, legislation covers reasonable use of force being used to prevent crime and to effect the arrest of a suspect (Criminal Law Act, 1967). Due to the increased resistance and the behaviours the offender was portraying; the risk level increased. I completed a dynamic risk assessment and upon doing so, came to the assumption that ground restraint would be the best method of regaining compliancy from the offender.

The National Decision-Making Model is a cycle and therefore as part of the evaluation section within it, needs reassessment when methods used do not initially go to plan. When initially ground restraints did not calm the offender, we applied leg restraints to the lower part of his legs to prevent the offender from trying to stand up and escape. Although applying these did appear to frustrate the offender causing him to become more verbal, it prevented him from actively resisting which then allowed us to negotiate with him as he was focusing on trying to speak to us rather than escape. Negotiations were made that if the leg restraints were removed that he would remain still in order for us to help him to his feet and get him into the police vehicle, as he wanted these removed, he agreed. The leg restraints were only on his person for less than one minute; however, I believe that without application, the offender would have continued to behave in the way in which he did and negotiations would not have been made.

As mentioned earlier, this incident had an attendance of eight police officers. Although the intelligence on this incident stated that more than two officers would be required, upon reflection eight officers was in excess of the amount that should have been there. The College of Policing (2020) discusses the principle of Betari's Box, which demonstrates an ongoing cycle of how an attitude of an officer has a direct impact on the behaviour of the officer, this behaviour then has a direct impact of the attitude of the offender and therefore the behaviour of the offender. This theory could then be applied in the incident we attended, due to the amount of officers at the scene. As there were so many officers in attendance this could have portrayed a threatening attitude and therefore behaviour to the offender, which then exasperated him causing his attitudes and behaviours to become more negative and resistant as a protective mechanism. As well as this, due to the application of leg restraints; it was possible that the offender may have had to have been carried into the police vehicle, meaning four officers would have been required at the scene. Therefore taking the initial intelligence, the use of leg restraints and Betari's Box principle into consideration; if I were to attend an incident similar to this in the future, I would suggest that some of the officers stand down to reduce the level of conflict.

Upon deconstruction of the incident, I can deduct that the National Decision-Making Model was effective in my decision making regarding use of force applied to the offender. Although the offender's compliancy levels changed throughout the incident, I believe that all force applied was in accordance with the Code of Ethics (2014) which states that force should only be used to the extent that is necessary, proportionate and ethical in line with the circumstances of the event. As discussed throughout, human rights laws are something that should always be considered and taking someone's liberty away is not something that should be done without relevant powers to support. I believe that all powers and policies were assessed thoroughly and the correct decisions were made for the majority of the incident. Although I believe that conflict levels would have overall been reduced if the amount of officers in attendance were reduced; upon reflection I feel that the use of negotiation skills were extremely effective in bringing the offender back down to a compliant level. I believe that without the use of negotiation, the offender would have continued actively resisting and the outcome would have been less positive.

Word Count - 1647

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:

Although one of the main responsibilities of a police officer is to ensure that suspects of crime are detected, investigated and presented to the Crown Prosecution Service, they also need to ensure that the victims of these crimes do not go unnoticed. The Problem Analysis triangle found on The College Policing (2013) demonstrates that for a crime to take place there must be three elements: an offender, a location and a target/victim and although crimes can be victimless and against Regina, for the most part there is a victim involved. Therefore, as a police officer it is my responsibility to ensure that the victim is at the forefront of the investigation and is safeguarded and helped through the process as much as possible. With the objective of discussing how this is done I will be reflecting on an incident where I have played a vital role in safeguarding and guiding a victim through a process of investigation. I will be focusing on The Victims' code of practice published by The Ministry of Justice (2020) which ensures that the needs of the victim are met throughout the process. It comprises of twelve rights the victim has throughout the investigation and court proceedings. I will be discussing which rights were applicable in my role in the investigation and how I implemented these.

Recently I was asked to attend the address of a man who had been a victim of a distraction burglary. The male was older and had learning difficulties and due to this, the report had been made by his support worker who he had informed of the incident

a few hours after it had taken place. Upon attendance it was discovered that two males had requested to enter his property in order to use the toilet but had then made their way into other parts of his property and proceeding to steal from him. As stated, the male had learning difficulties and was not as self-aware in these situations as others may be, so did not know how to protect himself from these situations and did not realise the suspects had stolen from him until after they left the address.

In this case the victim was defined as a vulnerable adult due to his learning difficulties. This is confirmed by Northumbria Police (2017) where it is stated that a person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation. The victim's mental health and learning disabilities prevented him from being able to protect himself from exploitation and therefore indicated that he was vulnerable. In situations like this we offer heightened victim support where needed to help protect the victim and guide them through the investigation and potential court case. Due to the victim's disabilities I felt it was necessary to conduct any initial investigations and take statements in the presence of his support worker who I appointed as his appropriate adult. His role is to ensure that vulnerable adults are not disadvantaged, in comparison to adult who are not vulnerable, during police procedures (Scottish Government, No Date).

Within the code of practice, the victim's first right states that they have 'the right to understand and be understood' and 'to be given information in a way that is easy to understand'; which is why the appropriate adult was implemented. If I did not do this, the victim may not have been able to understand the procedures fully and therefore would not have been able to provide the statement we needed in order to file an initial report of the incident. Due to this, the victim fully understood the processes and the necessity of him providing a statement in order to make a complaint about the incident. This demonstrated my understanding of this victim's right and also ensuring that the correct procedures were followed.

In this incident it was vital that I met other elements of the victim's code of practice as well. Two of the main ones that applied in this case due to the crime that took place and the victim's vulnerabilities were numbers four and seven. According to right four of the code of practice, a victim has the right 'to be referred to services that support victims and have services and support tailored to your needs'. This element is very much focused around safeguarding the victim from future harm or distress, as well as preventing them from potentially becoming a repeat victim. The seventh right gives the victim the right 'to provide a victim personal statement' which gives them the opportunity to state how they have been impacted personally or emotionally by the crime committed. By doing this, it allows the victim to feel valued and tells them that we understand how much it could have affected them personally.

When a person is a victim of a crime, especially one that takes place in their own home, it can be a very stressful time for them and a severe invasion of their privacy. This means that it can cause a negative impact on their mental health, confidence and stability. Due to this, I had to ensure in this case that I supported and reassured the victim as much as possible with regards to the incident and to help them return to normality. I spoke with the victim and his support worker and discussed referring him to other services that may be able to support him throughout the investigation and to

help with his vulnerabilities. I offered to submit a public protection notification for him which would allow our public protection unit to assess his vulnerabilities and consult with social services to see if he had any additional needs, as well as offering to submit a referral to South Wales victim focus who provide additional support throughout the investigation process. I then offered him the opportunity to provide a victim personal statement for the incident, which was declined, however I explained that this was his opportunity to give the court an account of how this has personally impacted him, which is different from an initial account of events. Although these referrals were declined by the victim due to him having multiple support systems from social workers and carers, it meant that I had completed the necessary safeguarding steps that were needed, as well as ensuring that the victim had his rights explained to him.

Often in the past, victims have been left in the dark regarding updates about investigations they are involved in until a charging decision has been made. This was one of the main reasons why the Victim's code of practice was implemented. Alongside this, as police officers we must ensure that we are documenting all contact we have had with victims in line with force policies and procedures. The victim's sixth right under the victim's code states that they 'have the right to be provided with updates' and 'to be told when important decisions are taken'. In this case the victim was extremely vulnerable and did not have a mobile phone. Due to this, I arranged to make contact through his support worker whom he saw several times a week. By doing this it meant that any significant updates were relayed clearly to the victim via his support worker, but also to the social services teams he worked for. I had also arranged to make contact with the victim face to face with regards to any urgent updates that needed to be made on dates that he would not see his support worker, in addition to making contact with the support worker as well. By doing this, I ensured that the victim had been kept updated in the best way possible and in line with policies.

In final analysis, by ensuring that the victim is put to the forefront of the investigation they tend to have a better perspective of the police and feel valued as a result of actions we have put into place. It could be said that by ensuring that the victim is treated in accordance with the victim's code, that they are more likely to feel as though they have been treated fairly and have been respected, which furthermore, ensures that I am demonstrating the policing principles of fairness and respect. The Code of Ethics (Home Office, 2014) are a set of professional standards that are at the centre of all police officers' decisions and should always be adhered to. I believe that due to my acknowledgement of the persons vulnerability and how I ensured that they were kept up to date and were understood throughout the investigation, it substantiated my execution of the standards of professional behaviour within policing. I believe I demonstrated honesty and integrity through informing the victim and the appropriate adult of the process and likelihood of locating a suspect; authority, respect and courtesy, by putting the victim first throughout the process; equality and diversity, through recognising his vulnerability but allowing the victim to feel equal anyway; and demonstrated my ability to follow duties and responsibilities, by following the necessary procedures that have been put in place by the victims code. I also believe that due to the victim having a better understanding on what support he has and safeguarding being put in place by social services, it has meant he is less likely to be a repeat victim. This again supports the Problem Analysis theory and by taking the

victim out of the situation through support, it means the suspect would not be able to commit the crime.

Word Count - 1599

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:

One of the main roles and responsibilities as a police officer is conducting investigations in line with relevant law and legislation. The Criminal Procedures and Investigations Act (1996) regulates investigations; ensuring that full disclosure is made to the defence of any evidence or material that could benefit the prosecution or undermine the case. A police officer's role in an investigation is to gather evidence from all sides of the investigation and to ensure that they remain impartial throughout the process. In order to explore this; I will be discussing an investigation in which I have had played a key role in dealing with the offenders, victims and witnesses and how I have used the National Decision Making Model to make decisions in reaching the best resolution possible for all parties. I will also be discussing how I ensured any evidence or material was gathered, used or disclosed fairly in relation to the investigation.

Recently three other colleagues and I attended a domestic related incident involving two males and two females. The initial report was that a male under eighteen had assaulted his father and pregnant girlfriend who was also under the age of eighteen. His mother was also involved as a witness. Upon attendance, the younger male was very aggressive, resulting in his detention by use of force. After he was detained, another officer and I attended a different floor, as another argument was ongoing between the two females who were each stating the other was lying about the

events of the incident. This resulted in me having to take ownership of the situation and separate them both. I asked another colleague to speak with the mother whilst I spoke with the girlfriend, so we were able to get the full accounts from all angles.

Going into this situation I had to consider a lot of vulnerabilities from various parties in the incident including: two individuals being children (one of which was pregnant) and some of the individuals being previous victims of domestic abuse. There was also a heightened level of conflict between the individuals in the home at the time. Due to this I utilised the National Decision-Making Model published on the College of Policing website (2013). One of the sections in the model is to assess ongoing threats or risks, and to develop a working strategy. By doing this I believed that if the two females were in the same room as each other, then there was potential risk for further injuries being caused or risk of heightened aggression between them both. The College of Policing (2013) states that one of the roles of the police is to 'protect life and property' and due to the aggression and animosity that could be seen when both females were in the same room, I felt that in order to protect both of them, as well as the pregnancy of the female that this was the correct action to take.

Whilst going through the National Decision Making Model I also made the decision to separate the witnesses on the basis that accounts from each of the individuals could become contaminated if taken in the same room. It is often the case that if witness accounts are taken in the presence of other witnesses that they intertwine and overlap with others; this leads to evidence being corrupted and could undermine the case. This is because it could cause one witness to believe they have seen something that another witness has and then include this in their account, when in reality this is an imposed memory and not something they have witnessed first-hand. This is supported by the College of Policing (2020) article on Witness Separation which states 'separating witnesses can reduce the likelihood of them reporting information they have not directly observed.' I also felt that that as there were a lot of vulnerabilities to consider it would reduce pressure on individual witnesses to corroborate other stories as this can often be the case with domestic abuse victims.

Throughout the investigation both sides of the incident were consistently trying to persuade their account as the true account however it was important that I ensured I did not use my own bias to influence the investigation in any way. As his girlfriend was legally a child, it meant that we had to take the statement in the presence of an appropriate adult. I considered the powers and policies I had in this situation, in line with the national decision-making model, as I had to ensure that she was protected and that the correct process was followed. As a police officer I have to ensure that children are protected and safeguarded, so due to this we took her away from the scene and to a family member's address for the statement to be completed and to prevent her further harm. We then took the accounts from the adult male and the adult female in separate rooms after we had returned from taking the other female to a family members' home.

The statements were extremely conflicting; with the girlfriend giving a full denial of events and stating that the young male had not caused any injuries and the mother and father stating the opposite. It was also mentioned by the mother that she had a strong dislike towards the girlfriend, even though she was stating that the son had

injured the girlfriend. The girlfriend had also disclosed other reasons why the mother may not be honest in this situation. All of this information could be classed as undermining material.

Owing to the conflict of the statements this meant that there was potentially evidence that could have undermined the case in line with the Criminal Procedures and Investigations Act 1996. Both arguments were equally weighted on both sides with the suspect corroborating the girlfriends' account in interview. In situations like this, I have a responsibility as an officer to declare any evidence, even if this may undermine the case. In order to do this, I ensured that I wrote a disclosure statement, this is a statement that can be used in evidence which declares the first accounts given to the officer and is something that the both the defence and prosecution will be permitted access to if required. In my statement I declared all information and opinions I had been told prior to taking statements from each witness.

It was vital that although I had submitted a disclosure statement, that I also applied the disclosure test to the evidence that we had received. The disclosure test is often described as 'any material in the possession of the prosecution which may weaken the prosecution case or strengthen the defence case' (Kessling, 2021) and gives a set of guidelines to consider when deciding whether the material is undermining or not. In this case the statement from the girlfriend was undermining because it has capacity to suggest an explanation or partial explanation of the accused's actions (Kessling, 2021). This led me to include the material in a streamlined disclosure document, which is a document sent to the Crown Prosecution Service and then onto the defence with any material that has not been used or is material which could undermine the case. If I had not disclosed this, it would have shown a bias towards the witnesses who were giving accounts against the suspect, as well as going against one of the codes of ethic of ensuring we have 'honesty and integrity' (Home Office, 2014).

Taking everything into account regarding the case, vulnerabilities and undermining material involved; I believe that throughout the investigation the best possible decisions were made. The final section of the national decision-making model is to evaluate the decisions that were made, the rationale behind those decisions and whether I would do anything differently next time. Looking back at the initial decisions that were made, I consider the decision to separate the witnesses as one of the most important decisions in the process and if this was not done, it may have resulted in further aggression or potential corruption of evidence. However, upon reflection I would attempt to do this a lot sooner, as there was a period of time where all officers appeared to be engaged with the suspect and no officers were dealing with the witnesses. At this point, I could have ensured the separation was in place which would have further reduced the conflict at the address. Aside from this, the decisions that were made were in line with the national-decision making model, as well as instilling the code of ethics which is always at the centre of any decision that is made. They demonstrated the policing principles (Home Office, 2014) of leadership and accountability, by taking ownership of the problems and ensuring that they were resolved, as well as demonstrating fairness through allowing all witnesses to give their account and ensure that all accounts – no matter how conflicting – were documented. This ensured that I was fully confident that if there was a guilty result in court for the

suspect; this would not be due to the defence or the jury not having the full information but instead due to the evidence being weighted against him.

Word Count - 1532

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
During my time within the role so far, I have not yet had the opportunity to conduct an interview of a suspect. This has been due to the cases I have attended either being handed on to the Hub for interview. The one opportunity I did have to interview, the case was extremely complex and was handed on to our team with less than three hours on the custody clock. Due to this I attended the interview but as an observation instead of conducting this. I have completed interviews in training but I would like to develop my interview skills further so that I have the skills I need to complete these, especially throughout my Hub attachment next year.	I will achieve improvement in this area by doing the following: - Requesting to observe other officers including members of my tutor and other members of my team who have experience in this area and who have completed attachments in the hub. This will enable me to view different interview styles and compare this to the way I work and will give me the ability to put this into practice. I can observe these interviews as they will have been pre-recorded and therefore can use them for my own development with my sergeants permission. - Where possible I will ask to conduct an interview where I have had an	I am aware that there are many places I can get support in this area: - I will be speaking to my tutor about observing me conducting an interview and when the best time would be for me to conduct one. I will also be speaking with him about observing him conduct an interview to gain a knowledge on the best ways to complete these. - I will be asking for support from my current sergeant and future sergeant from the team I am joining about who on the team is known to conduct good interviews and which ones would be beneficial for me to watch in	Within the next two-three weeks I plan on viewing a minimum of three interviews via recordings to get a good understanding of what a good interview looks like and compare the styles of interview so that I can put this into practice. I understand that due to the way that the Hub operates and shifts operate it can be difficult for someone to conduct an interview in their tutorship however I aim to have conducted a minimum of one interview before the 20th December when my tutorship has completed. It will mean pushing to take ownership of the case myself however it is more beneficial for me to complete this whilst with a tutor so that I can get the constructive criticism I need to progress further. Long term I will be speaking with my new sergeant when I move stations to gain as

	opportunity to read into the case and have an understanding of this. This will enable me to get feedback from my tutor as soon as possible in this area and put into practice skills I have learned from observing the other interviews. It will also allow me to get constructive criticism in this area and develop further.	order to gain knowledge and skills for my own interviews in the future. I will also be asking him if he has any ideal cases that he thinks would be a good starting point for me to conduct as my first interview and any feedback he can give me from these as well.	much experience as possible and ideally completing a minimum of one interview a month, getting feedback from my sergeant or team members where possible.
Statement Writing – Although I have taken several statements throughout the past few weeks within the job role and have had good feedback on my latest ones, I would like ensure this is more consistently done whenever I am taking a statement.	I will achieve this by: • Asking to observe other members of the team complete statements and how they do this. I will make notes of what types of questions they are asking the victim/witnesses throughout and think about how I can implement this into my own. • I will also ask other members of the team to observe me taking statements/ read some of the statements I have taken so that they can give me feedback on how I can improve these and what else I can do to ensure I get the	My tutor, sergeant and other members of my team can provide support in this area as this is something that they do in their day to day roles and have experience with.	I will aim to ask for someone to read through my statements on every third statement – whether this be my sergeant or another experienced colleague. By doing this it gives me a realistic chance of progression and they should see significant improvement as I go along. It also gives me a realistic timeline. Ideally I want to see a solid improvement within 12 weeks as this gives me plenty of opportunity to complete statements between now and then.

	points to prove in there.		
Ensuring that Use of Force forms are completed at the same time as body worn video is uploaded and documents are added to online systems.	Although I ensure that both of these are completed in line with force policy; there are occasions where I have forgotten to submit the use of force document and have submitted it slightly later than my body worn has been uploaded. In order to remember to do this I am going to set a reminder on my work phone whenever I deal with a situation where force is used to complete the document. I have also applied a pop up on my computer to remind me to submit these before the end of each shift. By doing this I will ensure that this is completed	I can ask my tutor to double check that I am doing these on occasion, however this is something that does not really require support and is instead something that I need to ensure I am completing myself instead.	This is something that I am going to be implementing every day. I have reminders set up to automatically remind me to complete any use of force forms and upload my body worn video an hour before the end of each shift. By doing this I will ensure that this is completed each day.

Bibliography

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

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

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

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

Signed: S.Warriner 6946 (Learner - Electronic signature or type name)

Date: 22/11/2021