

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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 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 training period, I suffered from stress relating to my training and exams. By joining the police, I have embarked on a career that goes hand in hand with increased stress and pressure. According to the Bluelight programme carried out by Mind (2015), '91% of police officers have experienced stress and poor mental health at work'. This significant number demonstrates how important it is for me to be aware of different coping strategies and how to use them effectively. In the following passage, I will be discussing stress and resilience and the strategies I used to manage them throughout my initial training.

As there is a myriad of differing symptoms and triggers which present differently for individuals, the word 'stress' continues to be difficult to define. However, for the purposes of this discussion, it can be understood as 'a feeling of being under abnormal pressure that affects us in a number of ways, both physically and emotionally and in varying intensities' (*Mental Health Foundation, 2022*). Through research, I have discovered that it is widely understood that the effects of stress on the body are both physical and mental and that both are connected.

During the build up to my examination periods, I experienced symptoms of physical stress which in turn impacted my mental health. For example, since I would worry about my upcoming exam performance in the night, I found it difficult to sleep restfully. As a result of sleeping poorly, I would feel physically exhausted the next day. The pattern of excess worrying and sleeping problems is discussed by *Suni (2020)* who states, 'Sleep deprivation can worsen anxiety, spurring a negative cycle involving insomnia and anxiety disorders.' I found that the physical exhaustion would then cause me to be significantly less productive in my revision and preparation for the exam as I found my concentration levels and my ability to retain information had decreased. This would lead to another sleepless night due to the

mental worry and the cycle would continue. Therefore, it became essential for me to adapt my way of thinking and develop resilience to intrusive, negative thoughts. According to Mind (2017), resilience is 'your capacity to adapt in the face of challenging circumstances, whilst maintaining a stable mental wellbeing.' To support my resilience and maintain a healthy physical and mental wellbeing, I used physical exercise and mindfulness as coping strategies which will be discussed below.

The first strategy I used to manage my stress levels was physical exercise which is commonly known to have a positive impact on physical and mental wellbeing. Research conducted by Harvard Medical School (2020) showed that 'exercise reduces levels of the body's stress hormones, such as adrenaline and cortisol. It also stimulates the production of endorphins, chemicals in the brain that are the body's natural painkillers and mood elevators'. I found that going out for a long walk in the fresh air or playing football was helpful in bringing my stress levels down. While these activities acted as a break from revision, they also cleared my mind and increased my mood so that when I returned to revising, I was able to retain more information. Supporting the research cited above, *Paluska and Schwenk (2000)* suggest physical activity has also been linked with improved sleep. This was something I found particularly beneficial due to my difficulty sleeping in the lead up to my exams. Once I began sleeping better, I was able to focus more on my revision notes and make more efficient use of the time I was spending revising. I also found the information much easier to retain and I was less confused as my mind was less fatigued. This is supported by an article written by *Schwartzbard (2016)*, who states 'Inadequate sleep cuts into working memory, an important part of focusing. It makes you less vigilant and reduces both your accuracy and speed on mental tasks'. As I started to retain more of the information and definitions I was required to learn, my confidence in my ability to pass the exam increased. This then meant I was not worrying as much before I went to sleep at night and therefore breaking the cycle of worry. Clearly, exercise was an extremely helpful tool in building my resilience against the build up of stress leading to my exams and it is something I will continue to use throughout my time in the police.

The second strategy I adopted to manage my stress levels when they were elevated during my initial training period was social support. I leant on my friends, family and peers and tutors for support to help lighten the load of pressure during my examination periods. Research shows that social support can be extremely effective in reducing stress and improving mental

health, and it can be separated into different forms. These forms include emotional support, informational support, and tangible support (*Scott, 2020*). I sought all these methods during the preparation for my exams to try and build resilience against the stress created by them and give myself the best possible chance of success.

I was provided emotional support by my family and friends in the form of reassurance and positive affirmation. When I discussed my anxiety surrounding my exams with them, they reassured me that if I put in the work and gave my best, I had all the abilities I needed to achieve success. Having the confidence and support from them helped me greatly and rebuilt my belief in myself, removing the negative feeling caused by stress and the doubts that it had created.

I relied on my tutors for informational support. They provided me with the resources and information that I would need to learn, helped me understand the format of the exams and what would be expected of me in order to succeed. This helped me with my preparation and improved my confidence.

Finally, I was given tangible support by my peers in the form of revision notes and learning material which again help me prepare for the exams. Good preparation was key for me in building my resilience against stress, as the feeling of being prepared had a positive impact on my mental state.

Overall, this discussion has used examples from my initial six months since being attested as a Police Constable to reflect upon the stress I experienced and the coping strategies I adopted to develop resilience. Physical exercise, mindfulness and communicating with friends, family and colleagues all ensured that stress was minimised.

(Word count: 1083)

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:

In this essay, I am going to discuss an incident I was involved in where I had to utilise different methods of communication to manage the situation and review their effectiveness in controlling it. I will describe the thought process I went through to decipher if the use of force was necessary to resolve the conflict and reflect on the decisions that I made.

The incident occurred in the custody suite after I had arrested a male for a burglary on his ex-partners house contrary to section 9 Theft Act 1968. Burglary is a crime that is being committed less and less in the UK according to statistics published by Statista. In 2020/21 there were over 267 thousand burglaries in England and Wales, a significant decline of over 116 thousand when compared with the previous reporting year. Between 2002/03 and 2020/21, there has been a clear trend of declining burglary offences, with the most recent year having the fewest

burglaries in this time period (Clark, 2022). At the time of his arrest for this offence, he was heavily intoxicated, which led to communication difficulties that I had to overcome.

The male was transported to custody by myself and my colleague and on arrival he was being very co-operative with us both. Whilst in the holding area of the custody suite, the male made my colleague and I aware that he had been suffering with his mental health and his behaviour began to change towards my colleague. He became more and more aggressive towards him, swearing and shouting that he did not want to speak to him and would not be engaging with him any further. He began kicking the cell door and was threatening to harm himself if my colleague spoke to him again. It became clear that I needed to step in and try to diffuse the conflict using my communication skills. This discussion will now consider the elements of communication I used in the situation.

I began by using listening skills and engaged with the male. He started talking to me about his mental health problems and the issues they had created. To make the individual feel I was understanding his perspective, I chose the method of *active* listening. Active listening is described as ‘listening with all of your senses, focusing on the verbal and non-verbal communication of the person who is speaking, and demonstrating that you are engaged with the conversation’ (SkillsYouNeed, 2022). Active listening is often used by therapists and councillors as the base for a positive rapport with the people that they deal with which was something I was hoping to gain with this individual. I allowed him to speak at length about the issues he had been having with his mental health while fully focusing on what he was saying and trying my best to empathise with his emotions and feelings. I was using my body language as means of communicating to him that I was listening by looking him in the eye and nodding my head rather than interrupting him with words. Body language is a means of non-verbal communication, and the visible actions we show to others are said to make up around 55% of all communication between people Thompson (2011). By doing this, I wanted him to feel like I respected his point of view and I was allowing him the time to give his perspective. Once he had finished speaking, I repeated back to him some of the key points that I had taken, to make him aware that I had been actively listening to what he had explained. This immediately influenced his behaviour as he began engaging in conversation and his level of aggression dropped significantly.

During this conversation, I used verbal communication skills, using a soft tone of voice at low volume in the hope that he would reciprocate. This is part of a model known as Betari’s Box

Theory, which is something I was introduced to in my initial training period. Betari's Box is a model which states:

'My attitude will affect my behaviour, which in turn will affect another's attitude and their behaviour... This may appear in the signals we send to other people, for example in smiles, voice tone and use of particular words. It also appears in how we act, and in particular regarding other people.'

(Changing Minds, no date).

This theory is known to be a useful tool in breaking the cycle of conflict and building a rapport with a person. We continued the conversation and I asked him open questions about what had led him to feeling the way that he did and what had caused the mental health issues that he was experiencing. I continued to use active listening skills while he responded as they seemed to have a significant calming effect on this particular individual.

At the end of the conversation he asked me if he could go to the toilet. I asked him if he could wait a short period of time until he had been booked in by the custody sergeant, but he said no he couldn't. His demeanour rapidly became more aggressive again so to combat this I used negotiation skills. I informed him that if I were to discuss allowing him to leave the holding cell to go to the toilet with the custody sergeant, (which I explained to him is something that is not usually permitted), he needed to calm down and reduce his aggression towards me. He agreed and was allowed use the toilet before returning to the holding cell. Then the male asked if he was allowed to go outside and get some fresh air, to which I explained that was not permitted and reminded him that he was under arrest and a process had to be followed. Once again, he became angry and aggressive. As the male was heavily intoxicated, it was likely that the alcohol was impacting his brain function. The brain is split into two parts; the right and the left side. The left side of the brain focuses on logical function and the right side for more of our emotional functions. I believe the alcohol this man had consumed was having an impact on his rational verses emotional thinking. This is supported by The Recovery Village (2022) who states that: 'Alcohol affects the brain's cerebral cortex, which is where thought processing and consciousness take place. Alcohol consumption, especially in large quantities, interferes with rational thought'. This led to something as simple as being told he could not go and get fresh air at that moment causing him serious distress. This situation would be understood by a rational thinking person but due to the fact he was using the emotional side of his brain, his temper became out of control to the extent that he began hitting his head against the inside of the cell door. At this point, it became clear that the communication tactics I had been using

previously were no longer having an effect on this individual and was going to have to consider using restraint to prevent him from harming himself.

Under Common Law, which states ‘an officer may use force to protect themselves or another,’ I was able to decide that using force was necessary to stop this individual and protect him from himself as he was at serious risk of causing himself a head injury. I entered the cell with my colleague and we physically moved him away from the walls to the middle of the cell, took him to the floor and restrained him with our arms. Whilst he was on the floor, I then reverted to verbal communication tactics, saying things to him such as ‘calm down’ and ‘you’re okay’ in a calm voice at low volume, as this had previously been effective with him. Once again, the male calmed down after talking with me, but due to the disruption he caused the custody sergeant immediately booked him in and he was detained. Although this was suitable for this situation, if I were to have to decide whether to use physical restraint again, I would first use the ‘five step appeal’ before using any use of force. By asking them to stop hurting themselves, and if there is anything I could reasonably say or do that would make them stop before resorting to restraining them, the need for restraint could be avoided.

In conclusion, I believe there were several elements of communication that I used that had a positive effect on the male involved. I believe the active listening skills I used at the start of the conflict to build a rapport with the individual were key in this incident, as after this I was the only officer that this individual was willing to cooperate with. Without this rapport, and due to his determination to hurt himself, the man may have been sectioned using section 136 of the Mental Health Act. Using the Batari’s Box model, I successfully deescalated the conflict and calmed the situation down. As a result of reflecting on this incident, I will continue to implement these strategies in future conflict situations.

(Word count: 1523)

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:

During this essay, I will be reflecting on an incident I attended where I provided support to a victim of domestic violence and how I did this in line with the police Codes of Practice. I will discuss the policing values that helped me deal with this incident and all the considerations I made to provide the victim of this offence with the help and support required. To structure this essay, I am going to follow the Gibbs Model of reflection (Gibbs's 1988). I will describe the incident and the feelings and thoughts that it provoked, evaluate the experience of it including both the positive and negative aspects, then finally analyse the situation and conclude about the learning elements I can take forward.

Description

In February, I was called to attend a domestic violence incident with my tutor after a female had reported that her partner was being extremely aggressive towards her and was causing damage inside the house, punching walls and smashing items. The call was then abandoned and there was a concern for the welfare of the female. On arrival, the male, who appeared to

be intoxicated, answered the door to myself and my colleague and allowed us entry into the premises. If the male had refused to let us in, due to the nature of the information I had received, I would have entered under Section 17 of the Police and Criminal Evidence Act 1984. Section 17(e) gives officers the power to enter and search a premise without a warrant for the purposes of saving life or limb and to prevent serious damage to property. If necessary, I could have used force to do this under section 117 PACE 1984. My immediate concern on entry to the property was to locate the female caller and establish her welfare. It appeared the male was unaware that she had called the police and he became agitated and angry once he realised why we were there. My colleague stayed with the male in the kitchen downstairs while I conducted a search for the female. I located her in the bedroom, where she had shut herself away from her partner out of fear. She was visibly upset, crying and breathing quickly but had no clear or obvious injuries so I asked her to sit down on the bed and take a few deep breaths so we could discuss what happened. I used my verbal communication skills to try and calm the individual while simultaneously gathering information about the events that had preceded our arrival. The female stated that the male had pushed her and grabbed her by the throat. As these acts by the male meet the criteria for a common assault under section 39 of the Criminal Justice Act 1988, I instructed my colleague to arrest him. My colleague did this in line with code G of the police codes of practice which outlines the powers of an officer when making an arrest. We then conveyed the male to custody where his detention was authorised by the custody sergeant. Once the male was detained, I returned to the address and spoke with the victim about the next steps and how I would provide support for her which I will discuss further in the evaluation and analysis phase.

Feelings and Thoughts

When attending situations such as domestic violence, I find it can provoke emotions of anger and frustration towards the perpetrator due to the nature of the offence and it would be easy to let those emotions cloud my judgment of the incident and impact on my decision making. It is important in these circumstances to remain professional and continue to treat the subject with respect and fairness as outlined by the code of ethics. This is not always easy, due to the number of these situations officers have to attend. Domestic abuse is an extremely common occurrence in the UK with police recording 845,734 domestic abuse-related crimes in England and Wales in the year ending March 2021 according to (*The Office for National Statistics, 2021*) and research shows that 90% of victims of domestic abuse are female (Murphy, 2022). Although this is clearly an important and significant figure, it is key that when dealing with incidents of

this nature that police officers remain impartial and try to avoid any unconscious bias that the overwhelming nature of these statistics could potentially give rise to. Impartiality is another of the values that must be held by officers and it is important that when attending any incident I judge the situation based on the circumstances that are in front of me and not make assumptions about what has happened based on pre-conceptions.

Analysis and Evaluation

During an incident such as this, I have a responsibility to provide the victim with the necessary support and information in line with the victim's code of practice. This helps them to get the best chance of justice and offers them the support while explaining the processes to them. I began by explaining to the female that Gwent police is a victim led organisation and that her thoughts and wishes would be at the centre of any actions we would take during the course of the investigation. I asked her if she would like to make a statement regarding the assault on her that evening, and explained that this could potentially mean giving evidence to a court. Initially, she did not want to do this which I could empathise with. Making a statement against a partner or family member can be extremely difficult for some due to the relationships and attachment involved and thought of going to court and giving evidence against them can be daunting. I explained to her that special measures could be put in place during any possible court case. These measures are used to help make it easier for vulnerable victims or witnesses to give the best evidence in court, giving a better chance of conviction. Once I had discussed the type of measures that could be introduced for her, the female agreed to give a statement. I believe had these measures not been made available by the Crown Prosecution Service (CPS), the female in this case would not have provided me with a statement.

I then proceeded to explain her right to complete a DASH form, which would be used to help ensure her safety and welfare. A DASH (Domestic Abuse, Stalking and Harassment) form is used by police to identify and assess the risk to an individual after an incident of this nature. I explained that information can then be shared with partner agencies to help ensure the protection of the individual. She agreed to complete the DASH form and consented for her information to be shared.

Once this was completed, I offered the female the chance to complete a victim personal statement, as required by the victim's code. I explained this statement would give her the opportunity to voice how the incident had impacted her and how it had made her feel and that it could be read out in court as part of the case. This was something that she did not want to complete. On reflection, I can see why she rejected the opportunity to do this as she had already

re-lived the incident while giving her original statement and completing the DASH which was potentially very stressful for her.

Before leaving, I created a safety plan with the individual and explained to her that, in line with the victim's code, she would receive updates from the police about the investigation such as when the male was released from custody and any bail conditions that may be in place.

Conclusion and Action Plan

This incident provided me with the opportunity to display the competencies and values that are the pillar of policing in the UK. 'The Competency and Values Framework (CVF) sets out nationally recognised behaviours and values to support all policing professionals. The CVF has six competencies that are clustered into three groups. All of the competencies are underpinned by four values that should support everything we do as a police service.' (College of Policing, 2022). On arrival at the incident, I remained open minded to ensure I assessed the situation based on evidence fairly. I did this by analysing critically the information I had been provided on route and the situation I was presented with at the address. I remained impartial throughout and, once the facts had been established, I took ownership of the situation by asking my colleague to arrest the male I believed to be guilty of an offence. I showed compassion to the victim and provided her with the opportunity of support. Abiding by these values gave me the platform to deal with this incident professionally and correctly.

If I were to attend an incident similar to this in the future, I would return to take a Victim Personal Statement from the victim at a later date. There are a couple of reasons why I would do this. Firstly, I am now more aware that taking a VPS in the immediate aftermath may cause excess trauma as, by giving a statement, a DASH and a VPS the victim is reliving their experience three times over. Secondly, without a time passed, it is difficult to determine to what extent the incident has continued to impact the victim over time.

(Word count: 1562)

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:

In this essay, I am going to discuss an incident I attended where I received a call to a pharmacy after a report that one of the medication delivery drivers was intoxicated. I will reflect on how I used the National Decision Model (NDM) to aid me in dealing with this situation and discuss how I used my discretion during the process and I will analyse how bias could have had an impact on my decision making whilst dealing with the situation. Furthermore, I will explain my responsibilities as an officer while conducting the investigation and how I managed the offender throughout.

I received a call to attend a pharmacy after the manager had called police to say that one of the delivery drivers had returned from his round and he believed him to be intoxicated. They had detained him within the premises and were awaiting police arrival. While on route to the address, I began the process of working through the NDM as I would in any incident I attend. The NDM is a decision-making tool used by officers which consists of six elements (including gathering information and intelligence, assessing threat, risk and harm, establishing what

powers and polices are available to the officer, assessing options and contingencies and taking action and reviewing the outcomes) (*National Decision Model, 2014*). It structures an officer's rationale during an incident with the Code of Ethics at its centre.

The control room had provided me with the first element of the NDM, information and intelligence. They informed me a male had been suspected of driving a vehicle on the road whilst under the influence of alcohol. On arrival at the pharmacy, I continued to gather as much information about the circumstances as possible by speaking with the manager who had reported the male. He explained to me that the male had returned from his round, was staggering, repeating himself when speaking and he smelt of alcohol. I established with the manager that the male in question was the only person allowed to drive the vehicle involved, and on inspection of that vehicle I found a bottle of alcohol in the passenger seat. Unfortunately, a breathalyser kit was not available but after visually assessing the male myself and evaluating the information I had gathered, I concluded that the male was almost certainly intoxicated and it was probable he had been driving the vehicle that day. Based on this, I moved to the next element of the NDM and assessed the threat risk and harm this male now posed. Due to the fact I believed him to be intoxicated, and the intelligence I had received about him already driving that day, I believed he posed a serious risk to members of the public as he could potentially get back behind the wheel of the vehicle whilst in no fit state to do so and potentially cause harm to another person or himself. In this moment, I assessed my powers and polices in line with the NDM guidance and concluded that it was within my power to arrest this individual. Code G of PACE states that an officer can arrest if they have reasonable grounds for believing a person to have committed an offence, and in this situation, based on the information I had been provided, I believed that to be the case. Due to the nature of this offence, my options and contingencies were limited as I needed the male to be placed on an intoxalyser machine to establish if he had in fact committed an offence which is a procedure which can only be carried out in a custody unit. This left me with no option other than to arrest the male. I considered the possibility of a voluntary interview but, as this would mean key evidence from the intoxalyser result would have been lost, it significantly reduced chance of a charge for the offence. Completing the final stage of the NDM, I took action, and proceeded to arrest the male under section 4 of the Road Traffic Act 1988 for being unfit through alcohol.

Throughout the process, the offender had been calm and cooperative with myself and my colleague and seemed remorseful regarding his actions. He was visibly upset by the situation and was physically shaking. He explained to me he had never been in trouble with the police

before and was scared about what was happening. So, after searching him under Section 32 PACE, I decided to use my discretion when it came to the application of handcuffs. Discretion in a policing context is where ‘officers are given some leeway on which they can rely as they make choices that impact the people they are policing’ (Treebold, 2018). Due to this individual judgment and interpretation, discretion has the potential to be abused by officers, who may allow bias, unconscious or otherwise to impact on their decision making and application of it. Bias has been defined as ‘a tendency, inclination, or prejudice toward or against something or someone’ (Psychology Today, 2022). If an officer has an inclination or prejudice toward a certain group of people, they may use discretion whether intentionally or not, in an unethical way. There is no law stating that every arrested person must be handcuffed, I used my discretion to take the decision not to use handcuff the male, as I did not believe he posed a risk to myself, my colleague, or anyone else. His level of distress was such, that I felt it better not to handcuff him and cause him more trauma than he was already suffering. If I were to attend a similar incident in the future, it would be possible that I would consider the use of handcuffs on the offender as a necessary use of force due to differing circumstances. However, I would be careful to do this objectively based on the situation in front of me, rather than on my own thoughts or potential unconscious bias towards an individual, to ensure my actions are fair and justified in line with the code of ethics.

During the investigation process, I have responsibilities as an investigating officer under the Code of Practice to the Criminal Procedure and Investigations Act 1996 which include ‘recording information and retaining records of information and material.’ (Ministry of Justice 2015). The act guides officers on the investigation process, how to manage an investigation and how to ensure it is conducted ethically. The act describes a criminal investigation as ‘an investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it’ (Ministry of Justice 2015).

As the investigating officer in this situation, I began by gathering evidence relating to the offence. This included statements from witnesses at the scene, my own body camera footage of the suspect and his actions after my arrival, CCTV footage from outside of the pharmacy and the log book filled out by the offender when he delivered medication to customers of the pharmacy. I also seized items such as the alcohol and some of the male’s personal items from the vehicle. I also recorded the intoxalyser result from the specimens that the male provided

that showed he was over the limit to drive a vehicle at the time of his arrest. I used all these pieces of evidence to ascertain whether an offence had been committed and would use this to begin the process of criminal proceedings against him. In this investigation, I knew the identity of the offender, but if this was not the case, I would consider using the TIE strategy, to Trace, Interview and Eliminate suspects (*College of Policing, 2021*). This method is used in the preliminary stages of investigations where the offender is unknown to establish who has committed an offence. As the offender in this scenario had been arrested, it was important for me to correctly record and retain all the information and intelligence that I had gathered so that it could be forwarded to the Crown Prosecution Service if this case were to go to trial. I did this by creating a strategy with my colleague on how we approach gathering the best evidence in relation to this case and what we wanted to achieve by doing so. Our overall objective for this investigation was to gather sufficient evidence to gain a charge against this individual. We did this by recording statements from witnesses in the form of MG11 statements. I uploaded my body camera footage to the online software and linked it to the occurrence so that it would be retained. I booked the items I seized into the property store and made a record of where and what time they were seized listing what evidential value they had. We recorded any significant statements made by the individual in our pocket notebooks and interviewed him regarding the offence and questioned him using the information we had gathered. Before the interview began, I gave a full written disclosure of the evidence we had obtained to his solicitor. During interview he replied 'no comment' to all questions asked to him. This interview was audio and visually recorded and was retained to be used as evidence at any possible trial. The suspect was charged with the offence by the custody sergeant and is awaiting a court hearing.

By following the Code of Ethics and the process of the National Decision Model, I believe the investigation was a success and was carried out in accordance with the requirements set by the CPIA.

(Word count: 1600)

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
Communication with victims of crime to provide updates relating to ongoing investigations	Currently I struggle to find time to contact victims and provide them updates regarding follow up enquires that I have undertaken regarding investigations involving them. I will try to change this this by improving my time management skills and becoming more efficient in my work. I will create a diary, that I will use to remind me of when victims of crime are due updates and include what outstanding enquires need to be carried out in relation to the investigation. I hope that by managing my time better I will be able to give myself more opportunity to contact victims of crime.	My sergeant may be able to support me in this area of my development by allowing me time to carry out some of my follow up enquires and in turn reduce my case load, meaning I have less victims that I need to contact.	Communication with victims of crime to provide updates relating to ongoing investigations
Interviewing suspects/witnesses	I will achieve this area of development through practice and better preparation. Planning an interview is one of the key areas for success and I believe that with a more in-depth plan going into the interview my	My tutor will be able to help me with this by looking at my interview plans before I conduct the interview and pointing out areas that I can improve upon and add detail to. As well as this my tutor could step in during interviews if	Interviewing suspects/witnesses

	technique will improve. I can also use prewritten guidance for interviewing such as the PEACE model to base my development around. I will also sit in on interviews with my tutor to learn from them and gather experience by watching and listening. Then trying to implement the ideas that I picked up the next time I conduct an interview.	they believe me to have missed anything or made a mistake.	
Communication with victims of crime to provide updates relating to ongoing investigations	Currently I struggle to find time to contact victims and provide them updates regarding follow up enquires that I have undertaken regarding investigations involving them. I will try to change this this by improving my time management skills and becoming more efficient in my work. I will create a diary, that I will use to remind me of when victims of crime are due updates and include what outstanding enquires need to be carried out in relation to the investigation. I hope that by managing my time better I will be able to give myself more opportunity to contact victims of crime.	My sergeant may be able to support me in this area of my development by allowing me time to carry out some of my follow up enquires and in turn reduce my case load, meaning I have less victims that I need to contact.	Communication with victims of crime to provide updates relating to ongoing investigations

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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CONFIDENTIALITY and PLAGIARISM – Will be confirmed through Turnitin.

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

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

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

Signed: Harry Wilkes (Learner - Electronic signature or type name)

Date: 07/03/2022