

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based Workbook 1
(DHEP)**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: Joshua WILLIAMS

Learner's University Registration Number: 2117998

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

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 Graduate Diploma 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)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

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.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- Your workbook must contain the items specified in the table below (clearly identified and in the order given);
- You should use this particular document to insert your text / answer within each section of this workbook;
- You should upload your completed document as a saved pdf file 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 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

Developing coping strategies plays a critical role in “achieving psychological well-being” (Mayordomo et al, 2016:816). With police work being regarded as inherently stressful (Collins and Gibbs, 2003), especially among officers with fewer years’ experience (White et al, 1985), developing effective coping strategies is essential to minimise stress and maximise resilience. In this answer, I attempt to explain the coping strategies I have used to develop resilience and minimise stress by using Bortons reflective model (Borton, 1970). Firstly, I examine stress and resilience in turn. Next, I will introduce Bortons model to examine the coping strategies I have applied to develop resilience and minimise stress. Finally, I end by summarising key points.

Stress and Resilience:

Stress is a complex concept with multiple different meanings (Persson and Zakrisson, 2016). A simple and useful definition of stress is “when pressure exceeds your perceived ability to cope” (Palmer and Cooper, 2007:6). Exposure to workplace stresses can cause employees to suffer from poor well-being (De Lange et al, 2003). Studies have shown a strong relationship between high levels of stress and cardiovascular disease (Schubert et al, 2009). It has also been demonstrated that working under stressful condition leads to physical and mental strain (Hahn et al, 2011:203). Therefore, it is crucial to develop coping strategies to minimise the negative consequences. Williams et al have stated, police officers are “particularly at risk of stress when compared to people in other occupational groups” (2010: 274). The complexity of the role coupled with the demands placed on police officers may play a significant role in the elevated stress levels plaguing police officers. As referenced above, new police officers may experience higher levels of stress (White et al, 1985). This may be a result of the examinations (Kuang, 2019), and intensive training police officers must undertake. Furthermore, officers with a greater length of service are believed to have developed effective coping strategies through experience (Maran et al, 2015).

Similar to stress, resilience is a broad concept with no single agreed upon definition. Fundamentally resilience refers to “positive adaptation, or the ability to maintain or regain mental health, despite experiencing adversity” (Herrman et al, 2011:258). Resilience has been described as the “antidote to stress” (Hesketh et al, 2015:222). In relation to policing, high levels of resilience can have a positive impact on officer and staff well-being (Hesketh et al, 2019). Studies have also shown a positive relationship between resilience and job sustainability, performance and satisfaction (Berthung et al, 2021), suggesting individuals with high resilience have longer, more fulfilling careers within the police. Resilient

individuals deal with work related stress more effectively (Zander et al, 2013), negating the negative effect stress can have on a person. Furthermore, resilience is a key factor in “realising, maintaining and improving the well-being of the police workforce” (Hesketh et al, 2015:227). High levels of well-being have been shown to have several benefits including reduced periods of sickness, whilst living longer and happier lives (Johnson et al, 2018). Below I will outline the ways I have attempted to build personal resilience whilst minimising stress through using Bortons reflective model (1970).

Reflective model:

Being reflective helps police officers make appropriate decisions through understanding “very complicated social situations in the future” (Copley, 2011: 65). Reflection allows you to better understand how to navigate a similar situation in future, adapting more effectively (Copley, 2011). Therefore, I will use Bortons reflective model to understand what I have done during my initial 6 months of police training to minimise stress and maximise resilience. This will help me understand what coping strategies are effective as I progress in my policing career. Bortons reflective model has been championed for its simplicity and ability to incorporate “all the core skills of reflection” (Magee and Nurse, 2014:20). The model is extremely influential with several adaptations including the Rolfe et al (2001) model of reflection. Bortons model asks 3 simple questions to help reflect on an event/situation. Namely What? So What? And Now What? The What section is used to describe the situation. The So What section is an analysis of the situation. Finally, the Now What section asks the users to think towards the future. I will start by describing the situation.

What?

After being attested as a police officer the importance of developing effective coping strategies to combat the stress of police training became evident. Learning new legislation, passing examinations and undertaking the practical elements of the course placed a lot of pressure and stress on me.

Exercising was something I deemed important before joining the police to maintain a healthy lifestyle and reduce stress. This is something I continued to do throughout my 6 months of police training. Going to the gym allowed me to forget about the stress of exams and learning new legislation. I would attempt to go to the gym 4 times a week, however I did notice as I got closer to examinations, I would go to the gym less, picking it back up after the exams were over. Furthermore, I usually enjoy exercising outside, however due to the time of year it was not possible to exercise outside as much as I would have liked to. As a result, I would exercise in the gym, more than outdoors. I attempt to exercise different parts of the body each session to avoid monotony.

Moreover, I started playing golf towards the end of the 6 months police training. I decided I needed another strategy to build resilience and minimise stress as exercise alone was not enough. I started golf lessons at my local golf club. I found the significant improvements in my game week to week very satisfying and continued to undertake lessons. After several lessons, I purchased my own golf clubs, took out a membership and started to play with friends, increasing my enjoyment of the game. Golf has been effective at alleviating the stress of police training. It is a difficult game that requires the player to focus throughout, ensuring you are not thinking of other matters.

So What?

I will now analyse both strategies and look at what I have learnt from this experience.

Various studies have outlined the wide-ranging benefits of exercise, with Aziz et al confirming that exercise can reduce stress related illness (2015). This is something I have experienced, with exercise being effective at decreasing work-related stress. However, despite the benefits of exercise being widely established (Burg et al, 2017), I observed that I exercise less when I am stressed. This was evident before my exams, where I would revise more due to the stress and ultimately exercise less. This bi-directional relationship has been established by other studies (Stults-Kolehmainen and Sinha, 2014). This suggests despite exercising being effective at reducing stress, stress can cause people to exercise less. Furthermore, I learned that despite finding that exercising outside is far more enjoyable and effective for me at alleviating stress and building resilience, I was not able to do this throughout my initial police training due to the weather. Multiple studies have shown that exposure to nature and the outdoors is beneficial at reducing stress (Shuda et al, 2020). Combining exercise and nature, “green exercise”, has shown “the greatest potential to counteract pronounced level of stress” (Olafsdottir et al, 2017:364).

The benefits of golf have been outlined by several scholars. Murray et al have urged policymakers to encourage more people to uptake golf due to its “associated improved physical health and mental well-being, and a potential contribution to increased life expectancy” (2017:1). Golf has been stated as having a beneficial impact on people’s mental health (Carless and Douglas, 2004). I have found playing golf is more impactful at eliminating stress than exercising in a gym. However, there are things I have learnt that I will seek to build on. Firstly, as outlined previously, physical activity outdoors is more beneficial for a person’s mental well-being (Kajosaari and Pasanen, 2021). During my initial stages of learning golf, a lot of the training was indoors using simulators. This meant I was not experiencing the additional benefits of playing golf outdoors. Moreover, part of the benefits physical activity has on mental health and stress is due to socialising (Vankim and Nelson, 2013). To date, I have played a lot of golf individually thus missing out on the mental well-being advantages of playing golf with others.

Now What?

As a result of this reflective practice I now know I must manage my time more effectively to ensure I am giving myself sufficient time to exercise even when I am stressed and my workload is building. Furthermore, as we enter the summer months, I will ensure to go running and walking outdoors more often as I find this more enjoyable and research has shown it is more beneficial to exercise in green spaces.

Finally, as I am now playing golf at a decent level and require fewer lessons, I will continue to play more golf outdoors. Moreover, I now know the impact socialising whilst engaging in physical activity can have. Therefore, I will proceed to play golf with friends as I understand this can enhance the mental health aspects of playing golf.

Conclusion:

As evidenced above, it is vital to minimise stress and build resilience in order to have a long and healthy career in policing. Developing effective coping mechanism is a crucial part of living a healthy lifestyle and maintaining good well-being. Using Bortons reflective model has allowed me to analyse the coping mechanisms I utilise. As I have outlined, exercising and playing golf have both been successful coping strategies to combat the negative effects

of stress. As I go out on to division, I will ensure I continue to exercise more outdoors and play golf with friends, so the everyday stress and pressure of response policing does not negatively affect my well-being.

Word Count:1,632

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.

Critically assess the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Reflect on your application of 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 a **critical evaluation** of 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.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

"By the nature of the job, police officers are required to deal with conflicts frequently in work related situations" (Lau et al, 2004). Recently, the death of George Floyd has placed increased scrutiny on police officers worldwide (Lockwood, 2020). With the increased scrutiny, it is essential to deal with conflict situations appropriately. When police officers abuse their powers and excessively use force there is a potential for civil unrest (Stuart, 2011). In this answer, I will examine a policing incident involving conflict in which I played a significant role. I will reflect on this incident using Gibbs reflective model (1988). I will begin by introducing the concept of conflict. I will then introduce Gibbs reflective model and examine each element of the model in turn. I conclude by summarising key points and include an action plan for future incidents.

"Conflict is a collision of opposing interests" (Cooper, 2003:85). The collision may be relatively mild or exceedingly violent in nature (Cooper, 2003). When conflict is mild it may appear as a clash or a locking of horns between two individuals (Corcoran, 2014). Exceedingly violent conflict may take the appearance of a fight or a full-blown war (Hill, 2010). Furthermore, conflict has been defined as a difference in beliefs between individuals (Borisoff and Victor, 1989). Conflict is often unavoidable and exists "wherever there are people" (Lau et al, 2004:97). Lau et al stated police officers are required to have frequent interaction with the public which may expose the officers to "a number of conflict-

interactions that are sometimes unavoidable” (2004:97). Police officers must fully assess a conflict situation to decide on the most appropriate response. Officers may decide to deal with conflict through using tactical communication or use of force (Buttle, 2007). Poor management of conflict can have various consequences. Lau et al stated conflict can negatively impact the “image of the organisation and additional resources would be exploited in handling escalated conflicts and complaints” (2004:98). Next I will introduce reflective practice and the Gibbs reflective model.

Various scholars have championed the benefits of reflective practice. One such benefit is the ability to explore a situation in detail. “Using a model for reflection helps you to look in detail at different aspects of an experience and to recognise the wider influences that contribute to it” (Ashby, 2006:28). As a police officer, reflective practice helps understand “very complicated social situations in the future” (Copley, 2011:65). This enables officers to reflect on a situation and make more informed decisions when they face a similar experience in the future. The model I will use to reflect on an experience is the Gibbs model (1988). The Gibbs model has been endorsed as “one of the most popular theories related to reflective practice” (Tawanwongsri and Phenwan, 2019:2). It has been used for a wide range of studies from teaching (Sekarwinahyu et al, 2019) to nursing (McGuigan, 2009). This demonstrates the diversity of the model with its ability to be applied to multiple different situations and experiences. Ashby has favoured the Gibbs model due to it being clear and easy to use (2006). The Gibbs model of reflection is broken into 6 Stages, namely, Description, Feeling, Evaluation, Analysis, Conclusion and Action Plan.

The description element of the model requires the user to describe the experience. For the feelings phase, the user must outline their thoughts and feelings in relation to the experience. The next stage requires an evaluation of the experience explaining the good and bad aspects of the situation. Next, the user must analyse the experience to make sense of the situation. For the conclusion element, the user must summarise what they have learned and what they would do differently. Finally, is an action plan for how to deal with similar situations in future (University of Edinburgh, 2020). Next I will begin using the Gibbs model to reflect on a conflict situation in which I played a significant role. I start by describing the situation.

Description:

I was working a night shift in the company of my tutor, when we were called to an ongoing domestic incident where a female had reportedly been locked in her house by her partner. Two of my colleagues arrived before myself and separated both parties. After attending the address, I decided to speak to the suspect outside with my tutor as my two other colleagues decided to speak to the victim indoors. There were no cultural, ethnic or language issues as the suspect was a white British male whose first language was English. The suspect continually attempted to engage in verbal arguments and conflict with officers. After communicating with the suspect for a while, both of my other colleagues came outside and disclosed to myself that the female victim had been unlawfully locked inside the property against her will. Due to this disclosure I arrested the male on suspicion of false imprisonment contrary to common law. I recognised the points to prove had been met for this offence. I explained the necessity for their arrest was for a prompt and effective investigation. I called for a police van as I believed the suspect was not suitable to be conveyed to custody in a police car due to his unpredictable behaviour. I initially used tactical communication to advise the suspect to place their hands behind their back so I

could place handcuffs on them in a compliant manner. However, after initially attempting to place the handcuffs on the suspect in a compliant manner they started to resist arrest. Therefore, I placed the handcuffs on the suspect in the rear position in a non-compliant manner with the assistance of my colleagues. The suspect was both verbally and physically resistant to arrest and required myself and my colleague to escort them to the police van. Whilst escorting the male to the police van he lunged at one of my colleagues in an attempt to headbutt them. Due to this, the male was taken to the ground by officers and advised he would only be allowed back up when he calms down. Once the male calmed down, he was picked up and placed in the rear of the police van before being conveyed to custody.

Feelings:

Before attending the address of the incident, I was quite nervous as I did not know what to expect. I was still relatively new to the role at the time and still learning how to deal with different situations appropriately. After entering the garden, I noticed the suspect was very agitated and pacing around the garden. Due to the suspect throwing various items around the garden and kicking numerous objects, I was slightly hesitant when speaking to the suspect initially. However, after speaking to the suspect for a while, I grew in confidence and felt calmer. This allowed me to build more of a rapport with the suspect. I was still alert to any potential threat due to the suspects erratic behaviour. I was careful when speaking with the suspect as he was very unpredictable and would constantly attempt to engage in verbal conflict with officers. I grew in confidence throughout the incident and was poised by the time of arrest. This ensured I was performing at my best. When the male started to resist arrest, I was not phased and was confident in my ability to apply the handcuffs in a non-compliant manner and escort the suspect to the rear of the police van. When the suspect lunged at a colleague, I was concerned he made contact and injured them. I ensured I remained calm throughout this incident and reacted quickly when he lunged. I am satisfied by my performance upon reflection. I do not believe my feelings or emotions had a negative impact on how the incident played out.

Evaluation:

I believe multiple elements of this incident went well and are a good building block for future conflict incidents. I was able to contain the suspect in the garden for much of the incident. Utilising effective communication, I was able to ensure his behaviour did not escalate to physical conflict when communicating in the garden. Moreover, despite the suspect resisting arrest I was able to apply the handcuffs in a non-compliant manner and escort them to the police van. I was not fazed by the suspect verbally and physically resisting arrest and conducted an effective arrest. Furthermore, when the suspect lunged at my colleague, I ensured I reacted quickly before the male was placed in the rear of a police van.

Despite this, certain aspects of the incident did not go as well. The tactical communication alone was not enough to prevent the suspects behaviour from escalating. The tactical communication allowed me to ensure the suspect was compliant pre-arrest, however when the suspect was advised he was under arrest and I attempted to apply handcuffs he began to resist. Furthermore, escorting the suspect to the police van could have been more effective. If the suspect was escorted to the police van in a more efficient manner, it may have prevented the male from attempting to headbutt a colleague.

Analysis:

Gwent police deal with a variety of crimes and criminal offences. However, the most frequently reported offences to Gwent Police appears to be domestic abuse incidents, with concerns numerous incidents are going unreported (Thomas, 2021). The number of reports Gwent Police are receiving in relation to domestic abuse incidents are also increasing year on year (Gwent Police, 2022A). Due to this, supporting victims of domestic abuse is a key priority to Gwent Police (Gwent Police, 2022B). Domestic abuse causes serious harm and can result in death (HMIC, 2014). Therefore, Gwent Police officers are trained to take positive action in all domestic incidents. As a result, I understood before attending this call the seriousness of the report and importance of acting appropriately, swiftly and lawfully to protect the victim.

Article 5 of the Human Rights Act 1998 states a person has the right to liberty and security. However, as this is a limited right it can be taken away in certain circumstances, for example, when a person is lawfully arrested. Therefore, in this situation it was imperative to ensure the powers of arrest were lawful. I utilised my powers of arrest that are covered by section 24 of PACE 1984. As I had reasonable grounds for suspecting an offence had been committed, I arrested the person I had reasonable grounds to suspect of being guilty of committing the offence. I believed this to be a necessary and proportionate response to the offence. I believed the arrest was necessary in order to conduct a prompt and effective investigation. This is covered by section 24(5) of PACE 1984. To ensure the arrest was lawful I ensured I cautioned the suspect, stated the reason they were under arrest and provided them with the necessity for arrest using a language they understood.

Furthermore, it was essential I could justify any use of force. I ensured my use of force was reasonable, necessary and proportionate to the situation. I used force when arresting the suspect to apply handcuffs. I believed this was necessary due to the suspects erratic behaviour and attempts to engage in conflict with officers. This is covered by section 117 of PACE 1984 that states when a lawful arrest is made reasonable force may be used. Moreover, when the suspect was being escorted to the police van and lunged at my colleague, force was used to take the suspect to the ground to protect my colleague. The use of force in this instance is covered by section 3 of the Criminal Law Act 1967, that states reasonable force may be used in the prevention of crime. Furthermore, Common Law declares an officer may use reasonable force to protect themselves or another.

As outlined above, an aspect of this situation that went well was ensuring the suspects behaviour did not escalate to physical conflict when we were communicating in the garden. This was achieved through effective communication. I utilised several techniques whilst communicating with the suspect to build rapport and de-escalate the situation. Effective communication has been stated as a key factor to “reduce the negative consequences of conflict and promote constructive problem-solving” (Stockwell, 1997:6). Whilst conversing with the suspect in the garden I ensured I actively listened to the suspect. The suspect was very animated and agitated when speaking with officers. He continued to shout in our faces. Despite this, I ensured I actively listened to their frustrations and did not shout back at them to stop. Fauteux stated, “being told to stop shouting feels stifling, which rather than calming the person makes her angrier” (2010:198). Instead I actively listened to what they had to say and replied using clear and simple language, as this is stated as being effective at managing conflict situations (College of Policing, 2020). Furthermore, I was mindful of my body language whilst communicating with the suspect. DeBel stated agitated individuals

pay less attention to what you are saying and more attention to your body language (2003). Therefore, I kept my distance and adopted to a neutral posture. Standing too close to the person and threatening movements could make the situation worse (DelBel, 2003).

An aspect of the experience that did not go well was when the suspect became physically resistant during arrest and subsequently headbutted a colleague whilst being escorted to the police van. I was aware of the Betaris Box concept before arriving at the suspects property. The concept is cyclical and illustrates how my attitude affects my behaviour which then affects your attitude which affects your behaviour which then impacts my attitude and restarts the cycle (Farmer, 2019). I ensured I had a positive attitude and was not negative whilst communicating with the suspect. This was to illicit positive responses from the suspect and ensure they did not become more hostile. This appeared to work until I arrested the suspect. After stating the suspect was under arrest and that I was going to apply handcuffs the suspect became physically and verbally resistant to arrest. I believe the suspect may have become physically resistant as he was mirroring my attitude and behaviour during arrest. My use of force and negative behaviour during arrest may have impacted the suspect. As a result, the suspect become more hostile and led to them assaulting my colleague. Furthermore, the suspect may have become more resistant and aggressive due to the emotional vs rational brain concept (Weber, 2016). The suspect was very emotional and was not thinking rationally after arrest. This is potentially a result of officers not making the suspect think more rationally by guiding them. Furthermore, officers should make the suspect aware of the consequences of their actions.

Conclusion and Action plan:

I have learnt a lot upon reflecting on this experience. I have learnt the advantages of effective communication when communicating with irate individuals. I have developed my communication skills and utilised numerous techniques to de-escalate conflict situations. Furthermore, I conducted a lawful arrest in a tense situation which will help me remain calm in future conflict experiences. Moreover, I understand the importance of conducting a lawful arrest to not breach an individual's Human Rights. However, there are aspects I would do differently If faced with a similar situation in future. I would ensure even when arresting individuals, I remain calm and positive to ensure my behaviour and attitude does not illicit a negative response from the suspect. Furthermore, I would make the suspects aware of the consequences of their behaviour. I would do this to make the suspect think more rationally and not emotionally.

Word Count: 2,597

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

Critically assess a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Consider 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.

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

The Criminal Justice System (CJS) has been defined as “the collective body responsible for administering justice in the UK, and consists of various institutions such as the police, the crown prosecution service, and the UK’s prison system” (Clark, 2022). Numerous scholars have found public confidence in the CJS is relatively low compared to many other institutions (Van De Walle, 2009). This is especially true for victims of domestic abuse. Domestic abuse incidents often go unreported and victims infrequently engage with the Criminal Justice System (Pearce, 2011). This is due to several reasons, including fear of further violence from their partner (Pearce, 2011). In this answer, I will explore an experience I had engaging with a victim of domestic abuse. I will use the Gibbs reflective cycle to reflect on this experience (Gibbs, 1988). I will start by exploring the topic of domestic violence. Next, I will introduce the Gibbs reflective cycle, before probing each section. Finally, I summarise lessons learnt in the conclusion and include an action plan to look towards the future.

The UK’s definition of domestic abuse is “any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality” (Home Office, 2012:19). The Home Office states this can encompass, but is not limited to, psychological, physical, sexual, financial or emotional abuse (Home Office, 2012). There is a severe human and financial cost associated with domestic abuse. Victims of domestic abuse can suffer from significant psychological problems (Anonymous, 2003). In the UK, two women a week die as a result of domestic violence and the estimated financial cost

was around £15.7bn in 2008 (Weir, 2019; Walby, 2009). The financial cost is likely to have increased since 2008 due to inflation and the increase of recorded domestic abuse crimes (Office for National Statistics, 2021). It is difficult to gauge the true number of domestic abuse victims as numerous incidents go unreported and unrecorded (Kwan, 2009). After being on division for a couple of months it is apparent the most frequent calls officers attend are domestic abuse incidents. According to the latest crime statistics the most common crime in the Gwent Police area is violent and sexual offences, which would include domestic abuse (CrimeRate, 2022). Moreover, Gwent Police have published a report that illustrates the number of reported domestic abuse incidents are increasing year on year (Gwent Police, 2022A). As a result, supporting domestic abuse victims is a key priority for Gwent Police (Gwent Police, 2022B). Next I will introduce the Gibbs reflective model (1988).

As outlined in previous answers in this workbook, reflective practice is effective at helping to comprehend “very complicated social situations in the future” (Copley, 2011:65). Copley explains reflecting on situations allows the individual to make more effecting decisions when faced with similar experiences in the future (2011). One of the most influential models of reflection is the Gibbs reflective cycle (1988). Tawanwongsri and Phenwan described the Gibbs reflective cycle as “one of the most popular theories related to reflective practice” (2019:2). Hopkinson explains the Gibbs reflective model is popular due to its cyclical structure and ease of use (2020). The Gibbs model of reflection is broken into 6 Stages: Description, Feeling, Evaluation, Analysis, Conclusion and Action Plan.

The University of Edinburgh has produced an article for the Gibbs reflective cycle that I will use to explain the model (2020). They state firstly the user must provide a description of the experience. For the feeling's element, the user must outline their feelings and thoughts about the experience. Evaluation is where the user evaluates the experience covering both good and bad aspects. During the analysis section the user will analysis the situation to make sense of it. For the conclusion section, the user must talk about what they have learned. Finally, for the action plan section, the user must describe how they would deal with a similar situation in future (University of Edinburgh, 2020). In the following sections, I will begin to use the Gibbs reflective cycle to reflect on an experience I had of helping a domestic abuse victim through the Criminal Justice System (CJS).

Description:

I was working a day shift in the company of my tutor when we were provided with a handover. The handover was in relation to an incident of assault and criminal damage. It was a domestic incident as the male and female were in a relationship. Both the male suspect and female victim were white, British and their first language was English. The male suspect had already been arrested and was awaiting interview. Moreover, the relevant PPN had already been completed for the victim and their children. Before interview, myself and my tutor had to engage with the victim and see if they were willing to provide a statement. Furthermore, we had to speak to the witness that called in the incident and conduct CCTV and House to House (H2H) enquiries. Neither H2H nor CCTV enquiries produced any results. When I went to the address of the witness the victim was also present. After attempting to engage with the victim they confirmed they were unwilling to provide a formal statement of complaint due to previous bad experiences with the CJS. As a result, the witness, who was a friend of the victim, was also unwilling to provide a statement. Despite this, I confirmed I would keep the victim updated throughout the investigation and seek a DVPO if unsuccessful with the assault/criminal damage charges.

During interview, the suspect denied all offences put to him. Following this, the custody Sergeant decided to no further actions (NFA) the case due to a lack of evidence. As a result, I contacted the victim to confirm the case has been NFA however we are now looking to apply for a DVPO as a result. I completed the relevant documents and got the inspector and superintendent to sign off on the DVPN. Following court, the DVPO was granted that protects the victim for 28 days. Therefore, I contacted the victim for the final time to confirm the DVPO had been granted. I advised the victim of the terms of the DVPO and safety planned them appropriately. The victim was happy with the process and the outcome.

Feelings:

Before starting the handover, I was calm and confident. I was now starting to take the lead in situations and was convinced I could obtain a positive outcome for the victim. However, after conducting CCTV and H2H enquiries I was slightly worried as there appeared to be a lack of evidence. After arriving at the witness's house and communicating with both the victim and the witness it was evident we did not have enough evidence for a successful prosecution. The victim also appeared concerned and frustrated as the CJS had not produced positive results for them in the past. They did not want to provide a formal statement of complaint as they did not want to go back through the police and courts process for a negative outcome. The victim did not see the benefit of providing a statement. I was somewhat concerned at this point due to the lack of evidence and no guarantee the DVPO would be granted. I was concerned the case would be NFA with no protection in place for the victim. Despite this, I assured the victim I would seek a DVPO and keep them updated throughout the investigation. The victim appeared happy with this which may have built their trust in the CJS. I kept the victim updated throughout the process which continued to build their trust in the CJS. After the DVPO was granted the victim was thrilled as this allowed them to put the relevant support in place without being harassed by the suspect. I was satisfied with how this experience unfolded and feel the outcome was positive.

Evaluation:

There are aspects of this experience that went both good and bad. I will start by outlining some of the bad elements of the experience. Firstly, I was not able to get the victim to engage with the CJS. Despite attempting to obtain a formal statement of complaint, the victim was unwilling to engage due to previous negative experiences with the police and courts. I attempted numerous communication techniques to build rapport with the victim however I was unsuccessful. Furthermore, the DVPO is not a permanent solution. If we were able to get the victim to engage and charge the suspect, we could have requested a restraining order. A restraining order would have lasted considerably longer than a DVPO.

Despite this, the DVPO was relatively effective in this instance. It allowed the victim to put the relevant support and measures in place. Moreover, as the suspect was not from the area, had limited financial resources and was being transported back to their local area for recall, the DVPO meant they had no reason or funds to return to the Gwent area. Furthermore, despite only being a temporary measure the victim was happy with the DVPO as an outcome to the incident. The DVPO was more effective than no measures being put in place after the case was dropped. The frequent updates and positive outcome mean the victim is more likely to trust the CJS in future and may be more willing to engage from the start. Finally, the suspect was dealt with lawfully. The suspect was lawfully arrested and

interviewed in a PACE compliant manner. Furthermore, officers followed the correct process when applying for the DVPO.

Analysis

As outlined above, a negative element of this experience was the inability to get the victim to engage with the CJS. Initially, the victim appeared disinterested and did not see how the police could help the situation. This is a common view held by victims of domestic abuse. Barata states the CJS has great potential but does not live up to that potential for victims of domestic abuse (2007). Barata continues by saying victims feel the CJS does not protect them and can make situations worse (2007). This was a perspective shared by the victim I was dealing with. I attempted to build a rapport with the victim using communication techniques outlined as being effective by College of Policing (2020), however this was unsuccessful at getting them to engage with the CJS.

Despite this, in line with the values held by Gwent Police I regularly kept the victim updated throughout the investigation. I ensured I actively listened and answered any questions they had. I supported the victim throughout the process to ensure they were more trusting in the CJS and prevent future domestic abuse incidents. Day et al stated "It is vital that victims receive appropriate levels of protection and support from the police if further incidents of domestic abuse are to be prevented and perpetrators held to account" (2018:15). I supported the victim by ensuring the DVPO was the correct and effective measure and continually contacted them throughout the process. Moreover, I ensured the relevant PPN's had been submitted to further safeguard the victim. Furthermore, the victim was thrilled with the DVPO as an outcome to the incident. The importance of obtaining a positive outcome is illustrated by Robinson and Stroshine who state that victim satisfaction with the police is a function of the extent to which victims' expectations are fulfilled (2004:315). By ensuring the victim was satisfied with police action, they will be more trusting and willing to engage in future. The victim being unwilling to engage at the start of the process was turned into a positive by the end through constant support and obtaining a satisfactory outcome for the victim.

Some might argue another negative aspect of this experience was the application for a DVPO. Numerous scholars are critical of DVPO's. Ewin et al appear to support the idea that DVPN/O are of limited use (2020). Furthermore, Blackburn and Graca state DVPO are ineffective due to their time-consuming process and limited protection for victims (2021). A restraining order may have been more effective as it provides additional support for victims over a longer period. Whilst this may be true, I believe the DVPO was appropriate and effective in this situation. Stewart states "A strong criminal justice response to domestic violence is important as it reinforces the message that domestic violence is a crime" (2000:87). It was essential in this situation that I responded effectively. I had limited options due to the victim being unwilling to provide a statement, however the DVPO still provided short-term protection to the victim. Furthermore, I reiterated to the suspect if they breached the terms of the DVPO they would be re-arrested. This reinforced the message that domestic violence is a crime to the suspect. Moreover, the DVPO was effective in my case as the suspect was being transported to another area on recall. This meant the suspect had no excuse to return to the Gwent area and were aware they would be re-arrested if they did. This coupled with the fact the suspect had limited financial resources meant the victim was protected for longer than the 28 days of the DVPO. Finally, the DVPO was effective as the victim was happy with the outcome, building a layer of trust.

Another positive aspect of this experience was the process being conducted in a legal and lawful manner. Firstly, the suspect was arrested lawfully. They were arrested for Common Assault contrary to section 39 of the Criminal Justice Act 1988 and Criminal Damage contrary to section 1 of the Criminal Damage Act 1971. As this was a domestic incident positive action was taken in line with Gwent Police policies and procedures. Moreover, the interview was conducted in a lawful manner complying with code E of PACE 1984. The interview was both audio and visually recorded. The DVPO was also sought on this occasion. The DVPO was introduced in 2014 under the Crime and Security Act 2010 (Speed and Richardson, 2022). After a DVPN is issued by police, an application must be made for the DVPO at magistrate's court within 48 hours. The DVPO can last between 14 and 28 days (Speed and Richardson, 2022). The DVPO can include a number of provisions such as preventing the perpetrator from visiting the victims home address. The DVPN/DVPO was signed off by the inspector and superintendent. The DVPO was successfully approved at magistrate's court. I recognised early there may not be enough evidence for prosecution and applied for a DVPO as a result. Finally, the relevant PPN's and referral were made on this occasion to safeguard the victim and their children.

Conclusion and Action Plan:

I have learnt a lot upon reflecting on this situation. I learned that the DVPO is an effective response in certain situations to domestic abuse. Despite criticism from scholars, it is a more appropriate and effective measure than doing nothing at all. If put in the same situation again, I would not hesitate to apply for another DVPO. Furthermore, through support and achieving a positive outcome I was able to build trust with the victim. Initially the victim was unwilling to engage due to previous bad experiences with the CJS. However, by the end of the process the victim was happy and more engaging with police. Finally, the process was followed legally and lawfully. This is essential to ensure an individual's Human Rights are not breached. If I was faced with a similar situation in future, I would ensure I speak to the witness and victim separately. On this occasion it was not possible as they were both in the same address. The influence of the victim on the witness meant they were also not willing to provide a statement. Furthermore, I would outline the benefits of providing a statement to the victim explaining we could seek a restraining order as a result. This would be a longer-term solution in comparison to the DVPO.

Word Count: 2,661

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.

Critically assess 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. **Evaluate** the role of discretion in the decision-making process.

Determine 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 assessment** of the potential impact of bias on the decision-making process.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

A criminal investigation has been defined by CPIA 1996 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). This includes investigations into crimes that have been committed or identifying whether a crime has been committed (Ministry of Justice, 2015). Furthermore, Criminal Procedure and Investigations Act (CPIA) 1996 defines an investigator as “any police officer involved in the conduct of a criminal investigation” (Ministry of Justice, 2015). Police officers are currently under immense public scrutiny due to several recent failures whilst conducting investigations. An example of this is the failures whilst investigating serial killer Stephen Port (Tingle, 2022). To build and maintain public confidence, it is essential investigations are carried out professionally, ethically and to agreed standards (College of Policing, 2022). In this answer I will explore a situation where I conducted an investigation. I ensured I remained professional throughout, exploring all lines of enquiry. The National Decision Model (NDM) was central to all decisions I made. The structure of this answer is as follows. Firstly, I will introduce the NDM. Next, I will introduce reflective practice and the Gibbs reflective cycle (1988). I will utilise the Gibbs reflective cycle to reflect on a policing incident in which I played a significant role. I will explore each section of the Gibbs model in turn.

The NDM is a relatively new model that was introduced into operation policing in both England and Wales (Lax, 2014). College of Policing state it is suitable for all decisions and should be used by everyone in policing (2014). Moreover, they state it can be used from spontaneous incidents to planned operations (College of Policing, 2014). For investigators

to arrive at a sound and fully informed decision, they must consider each stage of the NDM in turn (Lax, 2014). There are 6 key elements to the NDM: 1) Code of Ethics 2) Gather information and intelligence 3) Assess threat and risk and develop a working strategy 4) Consider powers and policies 5) Identify options and contingencies and 6) Take action and review. The code of ethics sits in the centre of the model. The model is cyclical, meaning the user does not stop at stage 6 and may need to gather more information and intelligence (stage 2). The user must fully explore each component of the mode (College of Policing, 2014). Next, I will introduce reflective practice and the Gibbs reflective cycle.

As stated in previous answers, reflective practice is valuable at helping users interpret “very complicated social situation in the future” (Copley, 2011:65). Furthermore, Karakas explains reflective practice enhances the ability to evaluate experiences and formulate plans for future success (2020). The Gibbs reflective cycle has been championed as “one of the most popular theories related to reflective practice” (Tawanwongsri and Phenwan, 2019:2). The Gibbs reflective cycle has been used for numerous studies with Markkanen et al stating it is particularly helpful aid for reflecting on thoughts and feelings (2020:58). Gibbs reflective cycle is broken into 6 Stages: Description, Feeling, Evaluation, Analysis, Conclusion and Action Plan.

Next, I will use the University of Edinburgh article (2020) to breakdown the Gibbs reflective cycle. The first stage asks the user to provide a description of the situation. Next, the user outlines their thoughts and feelings in relation to the experience. The evaluation stage requires the user to evaluate both the good and bad aspects of the experience. Next, the analysis stage is used to make sense of the situation. Finally, the conclusion stage asks the user to think about what they have learnt from the experience and the action plan stage requires the user to outline what they would do different if they encounter a similar situation in the future (University of Edinburgh, 2020). In the following sections, I will begin to use the Gibbs reflective cycle to reflect on an experience in which I played a significant role investigating a criminal offence.

Description:

I was double crewed working a night shift when I was called to an incident where a female had thrown a brick through the victim’s window and drove off. I attended the scene, took pictures of the damage and seized glass fragments for CSI analysis. I considered the golden hour principles. After obtaining a first account from the victim I went to look for the suspect. The victim disclosed the suspect drove off in a vehicle and was going to smash another person’s window. Based on this disclosure, I initially drove around the surrounding area for a vehicle matching the suspects’ vehicle description. I called for additional units to assist in locating the vehicle. After a couple minutes of looking, I located the suspect’s vehicle in a car park nearby. Myself and my mentor went around the local area to look for the suspect in order to arrest them. We attended properties associated with the suspect on NICHE however they were not present. As a result, we seized the suspect’s vehicle as it was used in the commission of a crime and there was potential to seize glass fragments from within the vehicle. We were unable to locate the suspect on the night of the offence. After seizing the vehicle, I went to obtain a statement from the victim. I safety planned them appropriately. Following this, I went on rest days. During my rest days the suspect was not arrested. When I came back on shift, I received a text from the suspect attempting to locate their vehicle. I used my discretion to book the suspect in for a VA rather than arresting them. The suspect answered no comment to all questions during interview. I released the vehicle back to the suspect after interview as CSI confirmed there was no scope for CSI

analysis on this occasion. I conducted further investigations including House to House and CCTV enquiries following interview. As a result of the investigation my sergeant believed there was enough evidence to charge the suspect.

Feelings:

Before and during the incident I was calm and confident. At this point I had been out on division for a several weeks and understood what was required when conducting an investigation. The victim was shaken and confused after the incident. I ensured I gave them space to compose themselves before obtaining a first account. I safety planned the victim appropriately as they were frightened after the incident. I called for back up to assist in locating the suspect and their vehicle as I thought this would expedite arresting the suspect. I decided to seize the suspect's vehicle upon locating it as I believed the vehicle would be of evidential value and it was used in the commission of an offence. This would stop the suspect from committing any further crimes and could link the suspect to the crime scene. I seized the vehicle under the Police and Criminal Evidence Act (PACE) 1984. Following my rest days, I believed it was no longer necessary or proportionate to arrest the suspect. Multiple days had now passed with no further incidents between the suspect and the victim. As a result, I booked them in for a VA. I still feel this was the correct decision. Upon reflecting on this experience, I am satisfied with the investigation and the outcome. All lines of enquiry were investigated, and I conducted the investigation in a professional manner. Furthermore, the victim feels more secure and happy as I kept them updated throughout the investigation.

Evaluation:

There are numerous aspects of this incident that went good and bad. The things that didn't go to plan was that we were unable to arrest the suspect at the time of the offence. As a result, valuable evidence was lost. Glass fragments would have transferred onto the suspect clothes. CSI would have been able to analyse the suspects clothes that would have potentially linked them to the crime scene. Furthermore, after seizing the suspect's vehicle there was no evidence obtained. CSI confirmed it was very unlikely the glass fragments would transfer from the suspect's clothes into the vehicle after they walked away from the crime scene. As a result, CSI did not investigate the vehicle and the vehicle was subsequently returned after interview.

Despite this, numerous elements of the experience were successful. I used my discretion effectively in this situation. I decided against arresting the suspect and I believe this was the correct decision. Furthermore, I used the NDM effectively to rationalise decisions. For example, after initially using the NDM to rationalise my decision to arrest the suspect, after my rest days, I gathered new information and intelligence to re-assess the threat and risk to develop new options and contingencies. It was through doing this that I concluded that arrest was no longer necessary as several days had now passed. It is possible to cycle through the NDM several times whilst conducting investigations as new information and intelligence becomes available which affects the following stages of the model. Moreover, I minimised my bias throughout the investigation. I did not allow any unconscious bias to influence my decisions or investigation. Finally, I investigated all lines of enquiry and considered golden hour principles at the times of the offence.

Analysis:

In this situation, the suspect was questioned regarding Criminal Damage contrary to section 1 of the Criminal Damage Act 1971. Furthermore, the victim disclosed the suspect had

assaulted them the previous day. They confirmed they did not sustain any injuries. As a result, the suspect was also questioned regarding Common Assault, contrary to section 39 of the Criminal Justice Act 1988. The points to prove for both offences had been met. Furthermore, I complied with Code C of PACE 1984 that provides guidance on VA's. The suspect was aware of their rights during the VA and that they were entitled to leave at any point unless they were placed under arrest. This is an aspect of the experience that went well as I was aware of the legislative context.

To place this experience in its social context, it is crucial to point out that police officers are under increased public scrutiny due to a number of recent failures in investigations (Tingle, 2022). As a result, it is essential to conduct a professional and thorough investigation. With the increased media attention, it is essential all lines of enquiry are investigated and police officers use discretion appropriately. The CPIA 1996 was introduced following complaints that police officers were withholding evidence during investigations. This is exemplified in the Stephen Lawrence investigation, where officers have allegedly withheld various pieces of evidence (Laville and Muir, 2009). The CPIA 1996 placed strict obligations on the investigator to record, retain and reveal all relevant material gathered throughout an investigation (Griffiths, 2017). Furthermore, it places duties on the investigator to investigate all lines of enquiry and disclosure material that undermines their investigation (Griffiths, 2017). This ensures the prosecution and defence are equally informed before trial (Griffiths, 2017). I was aware of the duties placed upon me by CPIA 1996 and ensured I followed all lines of enquiry in the above situation and disclosed all material I gathered.

Another aspect of the situation I believe went well was my use of discretion. Discretion has been defined as "the freedom to act as one sees fit" (Lowe, 2011:243). As a police officer, discretion is defined as "the freedom and choice that officers have about which laws will be enforced and when" (Aplin, 2022:454). Seminal work by Goldstein (1963) explored police discretion in the 60's contrasting the 'ideal' of full law enforcement with the 'reality' that police officers use considerable discretion in their role. A number of the concepts and theories outlined by Goldstein are still relevant today. Discretion is a hotly debated topic. Numerous scholars have explored both the positive and negative aspects of discretion (Myhill and Johnson, 2016). When outlining the negatives, Myhill and Johnson state discretion can lead to laws being selectively enforced (2016). However, in my situation I believe I used discretion fairly and appropriately. Despite an offence being committed and having reasonable grounds to suspect who committed the offence, I decided against arrest and opted for a VA. This was the proportionate and appropriate response. I used the NDM to rationalise my decision and considered my options. Through gathering information, assessing threat & risk and considering powers and policies I was able to make an informed decision.

Finally, I ensured that unconscious bias did not impact my decision making or investigation. Unconscious bias is rapid judgements about individuals or situations that occurs automatically in the brain (Edlund, 2016). This may be a result of personal experiences or your environment (Edlund, 2016). Everyone has biases, some they may or may not be aware of (Rimmer, 2016). Biases could lead to preferential treatment to certain individuals in an investigation. Furthermore, it could lead to offences being dismissed due to differences in background and culture. To avoid unconscious bias, it is important to slow down and think about our behaviour (Rimmer, 2016). It is essential to not treat someone unfairly due to certain characteristics. In the situation outlines above, I ensured I treated

everyone fairly. I ensured biases did not impact on the investigation or the outcome. All lines of enquiry were investigated fairly and accurately.

Conclusion and Actions Plan:

Through reflecting on this experience, I have learnt the importance of decision making. By using the NDM, it is possible to make informed and rational decisions. Moreover, I will continue to use my discretion when appropriate and ensure I am applying the law fairly and proportionately. Furthermore, as police officers are under increased scrutiny it is essential to conduct thorough investigations. It is crucial to follow the guidelines set out in CPIA 1996 to conduct an effective investigation. Disclosing all material gathered is critical in an investigation. Finally, I have learnt the importance of recognising biases and ensuring they do not influence an investigation. In the experience outlined, I ensured I investigated all lines of enquiry and treated everyone involved fairly. In future, I will ensure I contact CSI prior to seizing items to gauge if there is any scope for CSI investigation. On this occasion the vehicle was seized however CSI confirmed they would not be able to obtain anything of evidential value from the vehicle. Furthermore, I would request more units to assist in locating the suspect and spend more time investigating addresses they could have gone to. Arresting the suspect directly after the offence was committed could strongly prove or disprove the suspects involvement in the offence through CSI analysis of their clothing.

Word Count: 2,449

Task 5

Personal Development Plan (PDP)

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 towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
Setting the pace during witness and victim statements	Through taking more witness and victims statements. The more statements I take the better I will be at making the victims or witnesses speak at a consistent pace that I am able to keep up with.	My tutor and other persons on my shift. There is also advice and guidance online. Furthermore, I would be able to contact the L&D team at vantage point if needed.	I would hope I am more proficient at taking statements after I have earned my independent patrol status.
Improving my etiquette while talking on the radios.	This will be achieved through using the radio more. After I am independent, I will be required to talk on the radio more as my tutor will not be with me anymore.	My shift and tutor will be able to provide support with this. Moreover, my sergeant will be able to help if I am still struggling after going solo.	I hope I am more proficient at using the radio soon after I am independent.
Being more independent while completing the relevant forms post-incidents.	I will achieve this through continued use of NICHE. There is limited training on NICHE before being placed on division. I am still getting used to understanding what forms to upload to	My colleagues on shift will be able to help me at understanding what to upload to NICHE and how. Furthermore, my sergeant will be able to help if required. If I am still	I hope to fully understand NICHE and what documents to upload within 12 Months of being deployed.

	the occurrences, however I am becoming more efficient with continued use of NICHE.	struggling, I will be able to contact the L&D team to request more training at Vantage Point,	
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

By signing the section below you are acknowledging your continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it 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: Joshua WILLIAMS (Learner, Electronic signature or type name)

Date: 07/07/2022