

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 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	This plan and the signed O.C.P. is equivalent to 1000 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

In this essay I will be focusing on my initial six months of training and I will outline the coping strategies I have used to develop resilience and minimise stress. To do this I will be including research supporting these strategies.

Mind, describes stress as “situations that puts pressure on us and our reaction to being placed under pressure”. **(What is stress?, 2020)** . For me this evaluates 2020 as a whole, not just because I have started a new career, but also because of the issues Covid-19 has imposed on myself and people worldwide.

In relation to COVID-19 and stress, I have found the learning at home aspect of training challenging at times. I have a young daughter who was at home due to the closure of schools, and I did not have long periods where I was undisturbed and able to fully concentrate. **(Blurt it out.org 2018)** describes how building a routine can help improve mental health. I found ways to cope with the difficulties I faced working at home, by establishing a routine which allowed me to look after my daughter, by working in the evenings after she had gone to bed. This greatly reduced my stress as I was able to focus on work in the evenings.

Other stresses I faced during training was during practical scenarios. Although these are not ‘real world’, they can be demanding and in one scenario I was frustrated as I felt I had underperformed. This caused an adverse effect in my next scenario, as my dissatisfaction affected my performance. **(The Mental Health Foundation, Stress, 2020)**, suggests using support from others to help manage stress and I did this by utilising my trainer and asking questions on how to build resilience going forward. I received advice and listened to his personal experience about how he dealt with resilience on one difficult occasion. His story I will remember and take forward with me in my future career. I believe that having asked the trainer these questions, it permitted me to evaluate my performance, allowing me to reflect and consider what I will do differently in future.

Away from work I volunteer my time with two organisations, The Commonwealth War Graves Commission (CWGC) and the International Bomber Command Centre (IBCC). **(The Mental Health Foundation, Stress, 2020)** suggests that volunteering can impact positively on mental health. I believe this to be true, as I find volunteering

to be enjoyable and rewarding as I have read many fascinating stories and I enjoy using my free time constructively. Furthermore **(NHS, Benefits of exercise, 2020)** describes how exercise can help prevent stress and boost self-esteem. Volunteering for the CWGC involves attending sites maintained by them and this allows me to get fresh air and exercise, as I walk to and around grave sites in Cardiff. I enjoy walking as it gives me time to listen to music and podcasts which is another activity I enjoy to relieve stress.

I believe that by managing my time effectively, reflecting on my progression and allowing myself time away from study and thinking about work, I have effectively managed my stress and provided myself with a solid foundation to continue building resilience.

(509 Words)

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 will be reflecting on an incident involving conflict, where I played a significant role with an offender. To do this I will discuss the effectiveness of my communication skills and I will be utilising Gibbs' reflection tool in this essay. I will focus on the key topics of conflict and the use tone of voice and body language.

The incident I will be reflecting on involved a disturbance at a private dwelling. I attended the scene to discover that the incident was related to an on-going neighbour dispute that had escalated causing contact with the police.

I spoke to the reporting person (RP) and discovered that her adult next-door neighbour and his parents, had been harassing her for a number of months, coinciding with the start of the national lockdown, and on this occasion she was alone in the house when the suspect started banging on her front and back windows and shining a torch into her property. A person check on the male involved showed that he was known to police from previous incidents involving his conduct and behaviour and was suffering with mental health issues.

I then attended his property to speak to him, when his parents came to the door and immediately started being aggressive and verbally abusive to me and about the RP. The suspect and his parents then entered onto the street where they continued their verbal abuse. The suspect then began behaving in a verbally abusive manner towards me and kept aggressively moving towards me, trying to intimidate me.

I attempted to speak to the family but found it difficult to be heard over three people shouting. Using tactical communications, calmly I asked them to calm down and speak one at a time, I then tried appealing with them by advising that I will be forced to take further action if they didn't calm down, but with no success.

I decided to separate the family, but while I was deciding on the best course of action, the mother started to shout abuse at me. I decided that this was enough and using a firmer tone I requested she stopped shouting abuse and to return to her property, which she did. However, I was then left with the suspect being verbally aggressive and making what I believe were intimidating gestures to me. Taking his behaviour in the street and his behaviour towards me into consideration, I was concerned that he would assault me, so I made the decision to arrest him for a Section 5 Public Order offence to stop any further escalation of the situation. I spoke to him calmly and clearly ensuring that he understood what was happening. The male almost immediately calmed down and actually started to apologise for his behaviour.

At this point, I had only been on shift for two weeks, so I was still not confident of how to effectively deal with aggressive suspects and also how to effectively deal with conflict situations. I did feel intimidated by this male as I was at a physical disadvantage to him and as I had not dealt with conflict like this in my previous career, I did not feel completely confident with my ability to effectively diffuse this situation. I believe now that my nervousness resulted in a delay with my decision making and I should have separated the family a lot sooner than I did. However, I was pleased that I had successfully made the decision to diffuse the situation before it escalated further.

Although I did feel anxious about the male and his behaviour, I did not get flustered and completely lose my thoughts and ability to make a decision. I did not get unnerved by the possible threat of violence, I thought about what I needed to do to stop the escalation of the situation and I implemented that decision successfully. I believe that the use of force, by handcuffing the male in this instance, was justified due to his threatening demeanour and our physical differences. It was the best option at the time because of his agitated state, it ensured both of our safety.

However, my lack of confidence in my skills and ability to deal with this situation caused me to delay taking action and I understand that any delay when conflict is involved can allow the escalation of events. Also, tactical communications did not work well in this instance, but I believe that was due to there being three people shouting at the same time and this made it difficult to be heard. I have learned from this incident to be more assertive and to be more confident in my decision making skills.

Conflict has been described as a disagreement among groups or individuals characterised by antagonism and hostility (*What is Conflict – Understanding Conflict, 2013*) and according to the Sussex Police and Crime Commissioner, neighbourhood disputes have increased 196% during lockdown (*Neighbourhood disputes increase by 196% in lockdown, 2020*). This appears to be a widely reported trend around the UK. A BBC journalist contacted 51 councils across the UK and requested information relating to noise complaints since the start of lockdown in 2020 and 44 reported a rise in neighbour dispute complaints. (*Lockdown: 'Noisy neighbours are ruining my life', 2020*). Lockdown has forced people to stay home more than they usually would, and this has had a major effect on peoples lives and mental health. This has lead to a decrease in neighbours tolerance for each other and as a result an increase in disputes and contact with the police.

The Coronavirus pandemic is claimed to be the greatest threat against mental health in decades and Dr Adrian James, the president of the Royal College of Psychiatrists, claims that covid-19, its social effect and the economic factors are having an effect on mental health that will continue for a long period after the pandemic is under control (*Covid poses 'greatest threat to mental health since second world war', 2020*). I believe that stress was a major cause of this incident as the suspect initially complained about hearing his next door neighbour 'walking' around her house and that this had annoyed him.

Betaris box is a communication model that links behaviour and attitudes. It theorises that one person's attitude influences their behaviour and that in turn influences the attitudes and behaviours of others (*Betaris Box: Linking Attitude and Behaviour, 2021*). This suggests that the best way to deal with conflict is that is than situation is approached with a suitable and relevant attitude. For example, approaching an aggressive or agitated person by being equally as aggressive, shouting or being verbally abusive, is unlikely to resolve the situation, as this behaviour is extremely likely to just continue to escalate the situation further. Therefore, I believe the way I dealt with conflict in this situation, by not getting angry myself helped to diffuse the situation and calm the suspect.

The Mehrabian Communication Theory, suggests that communication is made up of three factors: Verbal, non-verbal and visual communication (*Mehrabian's Communication Theory: Verbal, Non-Verbal, Body Language, 2021*). This theory also suggests that visual communication has the biggest influence on how another person understands you at 55% followed closely by non-verbal communication at 38%. This theory leaves the impact of verbal communication at just 7%. This theory summaries that communication is mainly how words are said and how body language is perceived. Therefore, in a conflict situation, it is important to ensure that tone is kept calm and clear and that body language isn't hostile or intimidating and should be open.

The Police codes of practice, places a high value on treating members of the public with respect and always taking the needs of others into account when making decisions (*Competency and Values - College of Policing, 2021*), my reaction to this situation showed that I have taken these values into consideration, as I spoke calmly

and respectfully, but firmly to the involved persons who were aggressive and abusive.

Overall, I have learnt from this experience to be more assertive in situations like this. I have also learnt that I need to not let my lack of experience or that fact that I have not been in service for a length of time cause a delay in my decision making. It is incredibly easy to over think situations when the most obvious answer can be the best solution and now when a similar situation happens in the future, I now have some experience that will help me to make the right decisions quickly. Juliusson, Karlsson, and Garling (*Jullisson, E. A., Karlsson, N., Garling, T. (2005) Weighing the past and the future in decision making*) discussed how past experiences have an effect on future decisions and I believe that reviewing performances is a fantastic way to learn and reflect.

I have discussed my performance with my tutor and using the feedback I received I will seek to be more assertive in future incidents involving conflict. I will take into consideration all parties involved and the best way to deal with each person involved and of also the situation as a whole. I will do this by learning from others on my team, by observing them and asking questions to ensure that I understand the situations and why certain actions were taken. I will continue to assess my performances after incidents I have attended, particularly incidents that I have found difficult to deal with. I also aim to continue to follow and implement the police code of practice, relating to dealing with the public respectfully and fairly.

(1589 words)

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:

In this essay I will be reflecting on an incident where I played a significant role with a victim. I will explain the actions I took using the Gibbs model of reflection.

I was on duty when I responded to a call relating to domestic violence (DV). The call had come from the victim who had stated that her ex-partner had assaulted her. The victim had provided the identity of the suspect to the control room, so on route to the address I conducted all relevant checks on the suspect using police systems. The suspect was not known on police systems to be connected to DV.

On arrival at the scene there were two females at the address. I asked the females which one had called us and ascertained that the second female was a witness to the incident and the address was the witnesses dwelling.

I asked the victim what had happened, if any weapons were used, if the suspect was still in the property and if there were any children in the property. I then asked the victim if she had any injuries and if she needed medical attention.

The victim stated that she is in a custody battle with her ex-partner and that their children were currently staying at her mother's address. She said that her ex-partner had tracked her down to her friends address for a confrontation over the court

proceedings and had slapped her across the face and left. She stated that she did not require any medical attention. I made a note in my PNB of everything that was said by both the victim and the witness and that the victim did not have any visible injuries and that her demeanour was quiet and withdrawn.

The victim asked me what would happen next and so I advised her that it is South Wales Police policy to arrest all suspects in domestic abuse cases, which is when she became extremely upset and admitted that her partner has been verbally abusive towards her and had punched walls, but he never hit her before and that he was angry, it was her fault and he just snapped and that she does not want him arrested.

I offered the victim details of organisations that support DV victims but the victim said that she didn't need the help and that she didn't consider herself a victim. She would only agree to provide a negative statement and declined to provide a Victim Personal Statement.

After ensuring that the victim was ok and that I had all the information I needed, I advised her to stay with her friend for that night and that we would be making enquires to locate the suspect with the intention of arresting him for the assault. I then left the address to locate and arrested the suspect. I later returned to the victims address as I had collected some of her personal belongings from the address she shares with her partner. I also updated her fully on the progress of the police investigation.

I ensured that I completed a Public Protection Notice (PPN) for this incident which summarised the incident and the vulnerability of the victim.

I am still unused to dealing with situations like this and I was concerned about setting the wrong example to the victim by saying the wrong thing and upsetting the victim further. Also, at the time I also felt frustrated because I witnessed how upset the victim was and yet she did not support police action in the matter. However, after the incident I took some time to think about why the victim would feel like this and realised there could be many reasons, such as fear. I quietly asked my tutor what actions will be taken and what actions can I complete as a police officer as I felt that this behaviour and assault should be dealt with appropriately and I didn't fully understand the process. However I did understand at the time that it was entirely the right of the victim to not want to support police action.

I found this incident challenging and difficult as it was an emotive situation, and it would have been fairly easy to let personal feelings assist you in making decisions. I was also concerned about the victim, as the national lockdown has resulted in isolation and sufferers of domestic abuse being unable to seek help and support from family and friends and I noted that although she had initially contacted police, she had changed her mind about taking police action.

I regret that I felt I was unable to adequately comfort the victim and to be a comforting presence. One of the many negative outcomes of the current COVID-19 pandemic is that it has taken away a large part of being able to comfort another person. Empathy shown through facial expression or just simply sitting next to

someone can be a huge comfort to another and facemasks and social distancing has taken away the ability to have this basic human interaction. However looking back I am pleased that I felt like this, I wanted to ensure that I could do everything I could to help a victim and I believe a compassionate attitude is a fundamental attribute for a police constable.

DV is a serious issue that cases of are unfortunately increasing every year. The United Nations describes DV as, 'a pattern of behaviour in any relationship that is used to gain or maintain power and control over an intimate partner' (*Nations, 2021*).

A study conducted in 2020 states that reports from various organisations that deal with violence against women suggests that there are increased reports of domestic abuse during the Covid-19 pandemic. The study also points out that perpetrators of domestic abuse have been taking advantage of lockdown to further isolate women from family, friends and support. (*Roesch, Amin, Gupta and García-Moreno, 2020*).

An increase in DV cases during lockdown is also supported by a study conducted by the London School of Economics, which found that DV calls to the police during lockdown in 2020 increased by 11% compared to the same period in 2019 (*Surge in neighbours and family members reporting domestic abuse to police in lockdown, 2021*).

DV victims are often reluctant to speak out about their abuse and lockdown has made this even more difficult due to the lack of access to support. Along with this it can be difficult for a police officer to understand why a victim does not want to support police action. This could be for many reasons including fear and even not recognising themselves as a victim. The National Centre for Domestic Violence states that some victims do not recognise themselves as victims because the abuse they are suffering is not as severe as they have read about in others. Also they suggest that even if a partner has assaulted just the once, this is likely to happen again and regularly (*Domestic Physical Abuse · Information Guide · NCDV, 2021*).

This is why it is extremely important for police to act decisively and firmly in relation to DV but also important for police officers adhere to policing values around understanding others needs and concerns before taking action. This can be achieved by offering victims help through organisations to just listening to victims in order to understand their thoughts and feelings. Police officers can inform victims of steps they can take to end the abuse, such as Domestic Violence Protection Orders in order to allow the victim time to consider available options.

Visual and non-verbal communication has been seriously affected during the Covid-19 pandemic as the requirement to wear facemasks and social distancing has impaired the ability to comfort victims adequately. Research conducted by Rebecca Brewer, a psychologist at the Royal Holloway University of London, suggests that facemasks greatly effect human communication and when humans cannot see the whole face, full understanding is affected (*Ong, 2021*). Mehrabian's communication theory suggest that visual communication has the biggest influence on how another person perceives another at 55% followed closely by non-verbal communication at

38%. This theory leaves the impact of verbal communication at just 7%.
(Mehrabian's Communication Theory: Verbal, Non-Verbal, Body Language, 2021).

Evaluating this incident, I think that my hesitation to say too much to the victim was not the right way to approach this situation. While I did listen to the victim and spoke to her respectfully and with tact, I feel that I could have been a lot more comforting verbally as the effects of social distancing and the requirement to wear a mask at all times, made a huge impact on visual and non-verbal communication. I understand now that this could have made the victim feel not understood or fully listened to. I realise that I need to develop my skills and confidence in my ability to deal with emotional victims as I do not want any hesitation or uncertainty on my part to be misconstrued as indifference and lack of concern.

Going forward, I have discussed methods with my tutor around how I can build on my skills and confidence in this area, such as attending DV incidents with other colleagues to observe how they deal with these situations and to learn from them. I have also started to carry out learning related to how to speak to victims of abuse, which has taught me what I should and shouldn't say. I will continue to actively build on my skills in this area and will seek out any training courses that I will be able to attend.

(1598 Words)

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 will be reflecting on an incident where I played a significant role with an offender. To do this I will discuss the decisions made and how I used the National Decision Model (NDM) in my decision making process. I will be utilising Gibbs' reflection tool in this essay.

I was on duty when I responded to a call relating to a disturbance at a private dwelling. I asked for more information over the air and was told that the reporting person had heard neighbours screaming and shouting and sounds of a disturbance and had heard people shouting about being punched. He did not know his neighbours so was unable to provide any information about who was involved.

I attended the address to discover that a female had been assaulted by her partner. I was able to ascertain from her, the identity of the suspect and I asked her for her first account of what happened.

There also were two witnesses present at the address who gave the same account as the victim.

South Wales Police have a positive action strategy regarding Domestic Violence (DV) and this policy states that any person who commits a domestic assault must be

arrested, and so on the way to the suspects address to arrest, I followed the NDM by asking for further information about him over the air.

I was informed that he had warning markers for a history of domestic violence against partners and markers for assault police.

Using this information I was able to decide on a plan of action going forward. I knew that taking action in this circumstance was necessary and so I took into consideration the information held about the suspect, which included previous assault police arrests. I understand that each situation must be judged individually and so I did not prejudge the suspect or his actions, but as a safety precaution I took into consideration that because of the suspects history of assaulting police officers, I would need to handcuff the suspect during his arrest, in case he became violent during arrest.

Upon arrival at the suspects address, I ensured that I activated my Body Worn Video (BWV) for evidence purposes. The suspect answered and stated that he had been waiting for us to arrive and invited me in, so I did not need to consider any powers of entry for this arrest.

The suspect claimed that he did not know why we were there and almost immediately became agitated and started shouting and swearing, stating that no one would listen to him and he became quite animated in his arm movements. So using tactical communications, I spoke to him to try and calm him down. I explained why I was there and what was going to happen, that he would be able to put his side across at the station and he then completely changed his demeanour. He became upset and apologetic, but then without warning he started aggressively shouting again. I decided to arrest him straight away as I was unsure if the situation would escalate further. I informed him that he was being arrested for a Section 39 Common Assault and cautioned him, but the male became enraged and it was then after I completed the caution that I then placed handcuffs on the suspect. While I was helping the suspect into the police vehicle, he asked me to go back into his room to collect his wallet and phone. Returning to his room I noticed that there was a hammer on the table next to the bed, which had been obstructed from my view initially by the bedroom door. He was then taken to custody.

I was nervous during this incident as it was one of the first arrests that I had made and I realise looking back after discussing my performance with my tutor, that I was completely focussed on what was right in front of me, and not keeping aware of the situation as a whole. I understand that not being aware of the whole situation in that moment could have potentially lead to negative consequences.

However, this is a completely new experience for me and I was concentrating on the task in hand but I have learnt how I can improve, namely around situational awareness, and I will be able to utilise this experience in future.

Potential bias in this situation could have stemmed from my knowledge of the suspects history and caused me to assume what his demeanour and behaviour would be. This then would have lead me to approach the situation in a completely different manner and this could have caused unnecessary conflict. I am happy with

the fact that I assessed the threat and demonstrated equality and diversity by not making any assumptions about guilt on this occasion and treating him fairly and with respect. I did not immediately turn to the use of force when the suspect became angry and instead I used tactical communications to try and calm the situation.

In relation to discretion in this situation, as south Wales Police operate a positive action strategy towards DV and part of this strategy is that the suspect must be arrested I was unable to consider any other options in relation to dealing with the suspect. However, if the positive action policy was not in place, I would have made the decision to arrest the suspect for a Section 39 assault, as I know that DV a serious offence and acting in the best interest of the public and helping to improve public safety is an integral part of police work.

The Criminal Procedure and Investigations Act 1996 (CPIA) is legislation that sets out how investigations and prosecutions of criminal offences should be conducted (*Introduction, 2021*). The CPIA sets out how police officers should record, retain and reveal to the prosecutor any material that is gathered in a criminal investigation. During my attendance at this incident, I immediately accurately recorded evidence in my pocket notebook, such as the identity and description of the suspect, record of what was said by the victim, witness and suspect. I understand that the actions to be completed as set out by the CPIA are fundamental to ensure a full, fair and accurate investigation and I ensured that my actions at this incident fully followed the CPIA and the codes of practice. Failure to do this would have been severely damaging to quality and fairness of the investigation.

An integral part of ensuring that investigations are conducted fairly and without prejudice is to ensure that bias does not affect decisions made. Psychologists Daniel Kahneman, Paul Slovic and Amos Tversky discussed the idea of cognitive bias and explained that people can make decisions based on subconscious use of information. They continued to suggest that this type of decision making can lead to missed opportunities and poor decision making (*Avoiding Psychological Bias in Decision Making: How to Make Objective Decisions, 2021*). Therefore, to ensure the quality and accuracy of an investigation, investigators should ensure that they make clear, accurate decisions based on the information and evidence they have discovered relating to the incident.

Bias in this situation could have led me to assume that the suspect would harm me as he had assaulted police officers in the past and use unnecessary force. However, the College of Policing sets out how police officers should engage and react to diffuse situations (*Conflict management skills | College of Policing, 2021*). Tactical communications should be used before any use of force and any use of force must be legally justified (*Police use of force, 2021*). Police officers are required by domestic law and by the Human Rights Act 1998 (*Human Rights Act 1998, 2021*) to use force as a last resort when trying to de-escalate conflict and it is essential to adhere to these laws in order to comply with the police Code of Ethics. Failure to use force when strictly necessary will result in a breach of the honesty and integrity, use of force and conduct standards, so consideration for and adherence to the Code of Ethics is essential practice for all police officers.

In conclusion, I can see that I should have been more proactive in regard to handcuffing the suspect, as I now understand that his rapidly changing demeanour from angry to upset made him unpredictable and because he had a weapon within easy reach. My slow reaction to do this could have caused negative consequences and this is something that I will consider going forward. I understand that for the safety of everyone involved, it is important to keep the situation under control by effectively handcuffing at the correct time.

After reviewing the BWV with my mentor and discussing the incident, I know that I need to build my confidence in my decision making and applying my decisions.

In future I will work towards being more attentive to the situation as a whole and not just completely focussing on what is right in front of me, leaving myself and colleagues potentially vulnerable. I will do this by communicating effectively with colleagues assisting me at incidents and by asking my tutor for her suggestions on how I can achieve this.

I have also arranged to practice handcuffing techniques with a colleague, with the aim to give me more confidence in this area.

(1562 Words)

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
To learn the points to prove more thoroughly for the most common offences I deal with, such as Public Order offences, Assaults, and Theft.	I will keep notes of the points to prove and actively recite them in order to commit them to memory.	My colleagues will be able to provide support, as I am able to ask them to help me learn and recite the points to prove.	I will seek to ensure I know the points to prove for the most common offences, by the time I complete my tutorship at the end of March 2021.
To improve on my handcuffing skills. I completed OST at the start of my initial training and so it has been quite some time since, I have practised handcuffing skills.	To attend OST training and to practice handcuffing with colleagues.	My colleagues are able to assist me with this learning. I have organised some time with one of my colleagues, and he will go through techniques with me.	This is a skill that could potentially be required at any time, so I will look to complete this in as soon as possible, but again before the end of March 2021.
To ensure that I fully understand am aware of what documentation needs to be included in a GAP and NGAP file.	To observe my colleagues and tutor who have completed these files with me, and to research what files are required.	My tutor will assist me with this development. There is a lot of documentation required for files and I will ensure with the help of my tutor that I include everything that is required.	I will ensure that I feel comfortable with completing files before I complete my tutorship.

To feel more comfortable in conducting interviews and to ensure that I cover all areas required in an interview.	By reviewing what needs to be included in an interview, eg, covering the points to prove, movements of the suspect etc	My tutor will assist me with this development, as I am able to go through my interview plans with her before commencing an interview.	I will look to achieve this before the end of my tutorship.
To learn, research and build my confidence in learning and improving on the best way to talk to victims, including what to say and what not to say.	I can observe colleagues and listen to how they communicate. I can research methods from relevant organisations.	Colleagues will be able to assist me by allowing me to observe them.	I will look to continuously improve on this throughout my policing career, but initially to make some improvement before the end of tutorship

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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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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: Laura Morgan (Learner - Electronic signature or type name)

Date: 05/02/2021