



Prifysgol Cymru
Y Drindod Dewi Sant
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BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

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

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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 of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them despite you being able to upload them.*

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

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

This essay will discuss the coping strategies I have employed during my last 6 months of being attested as a Police Constable, to develop my resilience and minimise stress. I will talk about how I have developed coping strategies using the outdoors and exercise. I will explain what stress and resilience are.

Hans Selye was a pioneer in researching stress and he describes it as “stress is the nonspecific response of the body to any demand, whether it is caused by, or results in, pleasant or unpleasant conditions” (Selye, 1976, p. 74).

45 years later, the NHS says “Stress is the body's reaction to feeling threatened or under pressure.” NHS (2021)

Stress is the body's way of handling life pressures. Different pressures and demands will affect people in numerous ways. Stress will affect mental and physical health. Having not studied for several years, I questioned whether I would manage to study and juggle family responsibilities successfully. I needed to use coping strategies to negate the effects of stress, exam revision and joining a disciplined organisation.

Being resilient means being flexible, tough, and having the ability to recover quickly from a difficult situation. Why do Police Officers need to be resilient? Officers deal with especially stressful situations. Officers need to deal with the stress for their own wellbeing and to prevent sickness.

No two incidents are the same, and Officers see things in one shift that some people will never see in a lifetime. They deal with traumatic events, and this can take its toll.

Officers are also vulnerable to developing Post Traumatic Stress Disorder (PTSD) if they do not use coping strategies. PTSD is unique to the person and affects us in different ways, such as sleep problems, mood swings, and lack of motivation. Therefore, officers need to have coping strategies in place or seek help, as it will affect their day-to-day life. ‘In around 15% of people, there may be a delay of months or even years before symptoms even start to appear.’ (PTSDUK.org 2022)

A strategy I found that works for me is the outdoors. There is nothing better than putting your trainers on and getting outside. Being alone with my thoughts helped me to clear my head and gave me an opportunity to consider the legislation I had to memorise. I did the same with walking the dog. Nature can provide you with a sense of calm and it is good for your wellbeing and mental health. "Doing things like growing food or flowers, exercising outdoors or being around animals can have lots of positive effects." (Mind.org, 2021).

There is little doubt I was stressed leading up to the exams. My increased level of anxiety meant I put more pressure on myself. Prior to this, I have not had to do anything academic for several years, so my confidence was low.

I needed to put in the hours of study and revision. Sitting reading for hours is not a good learning style for me, so I developed a strategy of selecting a subject and using the outdoors to my advantage.

I needed to learn the definition of burglary, which is a lengthy definition. I wrote it on a 'flashcard' and took it out with me on my walk. I recited a few words at a time, adding more every couple of minutes. Listening to the birds and being amongst the trees calmed me down, and I felt relaxed. By the end of the walk, I was able to recite and remember the definition, I wasn't stressed, and I had looked after my health and wellbeing.

So why did walking and running help my stress? Even just walking is a beneficial activity that helped keep me calm. Relaxing is good, as is watching TV or sitting listening to the birds, but exercising helped me because of oxygen circulating in my body.

The body needs oxygen to counter fatigue and to produce energy. A lack of vitamins can affect red blood cells, which affects the intake of levels of oxygen, leading to an inability to make enough energy. This basic function is vital in building resistance and combating stress. Any type of exercise helps with this process. Thus, in effect, you burn energy to make energy! Even non-aerobic exercise is linked to breathing.

Quite simply, exercise improves circulation and oxygen levels, which helps, maximise overall energy and builds a resistance to stress. (Holford and Lawson, 2015, p.91-101)

You will need more than one coping strategy. Running is not going to work for everyone. Lack of time, weather conditions, anxiety and injuries can stop you from exercising outdoors. If you rely solely on this form of stress relief, it can also have a negative impact. "Too much exercise can lead to overtraining — a state of chronic stress and fatigue that occurs when you overtax your body, exceeding its ability to recover from strenuous exercise." Fawkes (2018)

I found taking regular breaks from revision a good coping strategy. I would revise for about 45 minutes, then take my mind away to do something else.

Other coping strategies I developed were regular sleep, organising and planning my revision, and prioritising. I was as disciplined as possible but also flexible.

Eating became a negative coping strategy. I overate and I should have chosen healthier food. Stress produces the hormone cortisol, which gives you the craving for comfort food, which is why we turn to sugary and fried foods. Smith, Robinson, Segal, Segal (2021)

I was also realistic so as not to put an excessive amount of pressure on myself. We spent 2 weeks learning about sexual offences before taking time off for Christmas. Being quite an emotional subject, I dealt with this by having specific quiet times alone to digest the information. I also gave myself time off to spend time with my family.

“Being physically present with loved ones creates a strong emotional support to buoy you up through life’s challenges.” Thatcher (2020)

In conclusion, there are numerous coping strategies to develop resilience and minimise stress. Ultimately, I found the strategy for me was to utilise the outdoors and to exercise. This is evident in my exam results, and the level of stress I had was manageable. I have shown how I used these strategies in training to be a Police Officer and I will continue using exercise as a long-term stress reliever.

In my research, I have discovered mind maps. If I were to take exams again, I would look at using these as they show you the bigger picture and how all the revision fits together. (Genovese, 2020)

Word count 1098

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:

This essay will discuss a policing incident involving conflict in which I was involved. It will review the fundamental elements of effective communication used and describe the process for determining whether the use of force is necessary in a conflict situation. I will also show how I used my communication skills to help manage that conflict.

I was tasked with searching a property relating to a suspect in custody. The search was to be conducted under section 18 of the Police and Criminal Evidence Act 1984, and I had authorisation from an inspector, so I knew I had the power to enter and search. The offence involved sending messages. I was specifically searching for a phone, used to communicate with the victim.

I was feeling apprehensive as I identified the house as belonging to the suspect's grandparents, who were both in their 80's.

It was midnight when we attended. I knew we might potentially be getting these people out of bed, so there was every possibility of conflict.

I recalled the national decision model and how I was going to deal with what lay ahead. I had gathered enough information to know it was likely only the two of them would be present. I deliberated about behaviours and if individuals would be compliant or not.

I considered the use of force and the powers I had to gain entry. Section 117 of Police and Criminal Evidence Act 1984, would permit me to force entry. I was thinking about the human rights aspect and specifically, the right to a private life. (College of Policing, 2022)

I knocked on the door and a male opened the upstairs window and asked what we wanted. I was in the street and wanted to take his dignity and right to a private life into consideration, so rather than shouting up at him, I politely asked him to come downstairs so I could talk to him.

The male came to the rear entrance, and it became clear he was hard of hearing. I now had to take this into consideration when I was speaking to him. I knew my most effective communication skills were going to be my non-verbal and body language skills.

One of the basic communication tools a police officer will always use is body language and non-verbal communication. While talking to this male, I needed to recognise the difference between a smile or normal gesture and a threatening facial expression or aggression towards me. I paid close attention to the tones of his voice and his posture, as these gave me a lot of information about how he was feeling and whether or not I was communicating effectively with him. (Adair, 1997) p20-21

After explaining the requirement, he refused me entry and told me to come back at a reasonable hour. I explained that I had the correct authority and I had the power of entry. He began to get very angry and told me, under no circumstances, was I going into the house. He told me it was a stupid time to attend and that his wife had a lot of health issues. I knew at this point I was going to need to use my tactical communication skills.

To be an effective communicator, you need to speak slowly and clearly, taking into consideration your facial expressions, body gestures, and tone of voice. Effective communication is essential to decreasing the risk of conflict. Your normal way of speaking needs to be adapted to the situation. Newberg and Waldman (2013). P121.

I knew at this point I would need to negotiate. I explained I would only be searching for communication devices and only wanted to look in the areas the suspect had access to. I told him we would be as quick and unintrusive as possible and would try not to disturb his wife.

In hindsight, I could have used the 5 step appeal model. First, simply ask to enter the house. Next, reason with him and give the legislation I was governed by. Then the personal appeal. I could use his grandson's offence and how it would look if I had to force my way in. The final step before action is a final appeal using the words "is there anything I can reasonably say or do for you to let me in" (College of Policing, 2020)

I did not need to use this model, however, as he agreed to get his and his wife's phone but would still not allow me entry. I received two phones from him and looked at the text messages.

I happened across some inappropriate text messages on his wife's phone that had very bad language. I showed these messages to him. I kept apologising for having to do it, but by explaining the rationale and that his grandson had potentially been using his wife's phone to commit a criminal offence, he accepted and let us in.

Whilst talking to him, I asked questions and listened to what he told me. I discovered this had not been the first time Police had searched his house; on one occasion, three male Police Officers had barged their way in and ransacked the house. By asking the correct questions, I had broken down the communication barrier and found out the reason why he was conflicting with me. I then understood

Listening is one of the forms of communication that gets forgotten about. Bad listening habits are normal and part of everyday life. We are all culpable of them. There are many bad behaviors, but some of the most common bad listening behaviours are daydreaming and selective listening; quite often we are unaware we are doing it. To be an effective communicator, we need to be aware of these behaviours and stop them happening. (Downs, 2008. P111).

I was ready to leave, and the male had relaxed with me and was talking in a more normal tone. He then told me he was a retired superintendent. This opened a more polite conversation between us and added to our rapport. He shook my hand on the way out and thanked me for my professionalism.

In this incident, I used the skill of mirroring behaviour. By talking in low, normal tones and using calm, relaxing visual communication, I was able to break down the barriers, and his tones and body language then mirrored mine.

Albert Mehrabian's research shows that non-verbal communication has the largest impact and is the most effective form. He states that 7% is verbal, 38% is vocal, and 55% is non-verbal. If there are inconsistencies in the body language, tone of voice, and words, then the body language will dominate and determine the message. (Mehrabian, A., 1971) p43

The Police consistently accommodate conflict situations involving violent and aggressive people and, on occasion, must use force to safeguard everyone around them, including the offender. The code of ethics teaches Officers to work proportionately to the situation, so they will start with non-violent and low-impact use of force. When managing conflict, they must take care of entering into a difficult cycle, or a triangle, as Stephen Karpman's Drama Triangle suggests. (Karpman, S., 1968) p39-43

The Drama Triangle is a pattern of behaviour that appears during conflict. The dynamics can rapidly change. It is made up of a victim, a persecutor, and a rescuer.

The victim usually has a submissive role and will act powerless and look for a rescuer. If someone does not help, the victim can quickly turn into a persecutor, and vice versa.

The persecutor blames the victim. It can be a bullying role, but often it comes from anger or an individual needing to take charge.

"To stay out of the drama triangle, you need the skill sets of assertiveness, compassion, empathy, and self-awareness: by empathising, you are unlikely to be aggressive; by being self-aware you are less likely to rescue; by developing your assertive side you will develop healthy boundaries and play fewer victim roles. Self-awareness is the key." (Hall, 2018)

The rescuer is the fixer. However, they can also prolong the situation by aggravating the persecutor and by continually rescuing the victim, making them even more helpless.

In this incident, the male and I did fall into the triangle as follows:

Male: Can't you come back at a more reasonable time? (persecutor)

Me: I'm really sorry. I'm just doing my job. (victim).

Officer 2: The officer is simply following orders. (rescuer)

Male: OK, but my wife is ill (persecutor to victim)

Me: We'll be respectful, but we do have the power of entry and I will force my way in if I have to. (Victim to persecutor)

This shows how the roles can shift, and in the end, I had to use diplomatic force and be resolute that I would be entering, using force if necessary. Using my training, I deemed that physical force wouldn't be necessary in this situation.

"A common persuasion technique beloved of the police (at least on TV and in movies) is where one cop gets rough with a suspect, then another cop holds him back and then gently sympathizes with their prisoner. The suspect, of course then confides in the good guy. This is a classic variation of the rescue triangle." (changingminds.org, n.d.)

In conclusion, this essay has discussed an incident involving conflict and has highlighted the fundamental elements of effective communication I used at each stage. I have described the process for determining whether the use of force was necessary in a conflict situation and showed my rationale and decision making for helping me determine and justify the use of force.

Word count 1600

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:

This essay will discuss a policing incident where I have played a significant role with a victim. I will explain social and legislative contexts and issues and victims codes of practice. I will also explain policing values I included. I will be using Gibbs reflective Cycle (Gibbs, G. 1988).

All victims of crime have rights under the Victims code of practice. This was published in 2005 and lays out what each part of the Criminal Justice agency is responsible for and gives timescales they must be done of when they should be completed by. It was revised in 2021 to give 12 key points that a victim can expect from these agencies. (Ministry Of Justice, 2020)

Most victims have never dealt with the legal system, and having to travel to court or participate in the justice system can be intimidating and discouraging. Because victims will be unfamiliar with the procedure, it is critical to lead and assist them through each stage, explaining what each part entails. From the moment the crime occurs, the victim is supported by this code. There are also voluntary agencies that will assist like victim support. (Gov.uk)

The way someone is perceived might be influenced by their social context. My call was to a woman who was residing in a tent with her boyfriend, who had been the victim of domestic abuse. They are both unemployed and have a history with the police with their relationship. This could cause unconscious bias.

The term "unconscious bias" refers to the associations we make that are outside of our conscious awareness and control. Everyone is affected by unconscious bias. (Imperial College London, 2022)

I was so nervous when I arrived that I couldn't even begin talking to the victim. She was visibly distressed and in need of assistance.

The victim told me she had found a way to escape her partner and wanted to be put in contact with a women's refuge.

She told me he had previously attacked her but would not show the injuries and had not previously reported it. She told me he had punched her, after he had found out that she had tried to leave him again. She had tried several times to leave but had been unsuccessful.

"The process of leaving an abusive relationship involves repeated attempts at leaving and returning and is influenced by a number of individual characteristics and contextual factors." (Landenburger, K.M., 1998.)

She has now lost her flat because she wasn't staying there as he would not let her out of his sight. She stated that he controls her money and mobile phone as he will always have her bank card and phone if she asks for her bank card or mobile he will refuse to give it to her. He had stopped her from speaking to friends and family

I told her that domestic abuse was not always physical and there was a pattern in what she had told me which made me believe there was also coercive control. She was isolated from people, had her finances controlled, not allowed to leave the house, accused of affairs and had marks and bruises. This was all part of the new domestic abuse definition brought out in 2021 (Gov.uk 2021)

Prior to this, coercive control had no legal standing and was almost never targeted by police or the courts. (Stark, 2012)

I listened to everything she told me and summarised it back to her to ensure she knew I was listening to her and understood what she was telling me. I avoided police jargon so there were no miscommunications. Under the victims code the female has the right to understand and be understood.

I talked about arrest and statements and taking pictures of injuries to go for a conviction, she did not wish to provide a statement or attend court, she only wanted help finding a refuge.

I was so nervous talking to the victim as this was one of my first incidents to attend. I felt out of my comfort zone but realised this victim needed my help so I had to step

up to the mark. I spent the rest of my shift phoning around partner agencies including live Fear free and the local council to get the victim to a place of safety. Time was getting on and my shift finished.

I took the female to the holiday let to collect some stuff and the male returned, while we were there. I arrested him for domestic assault and he was shouting to the victim that he had done nothing wrong and asked if she was happy now. I took him to the Police vehicle and away from being able to shout to the female.

The victim was safeguarded in the holiday let and the suspect had been arrested and was in custody. I felt like the system had let her down; she had still not been found a safe place.

I was off duty and I had forgot to switch my work phone off. The female phoned me and I could not ignore the call as I felt she had no one else to help her. She had a missed call but could not phone it back as she had no credit. I called the number and the local council had found a room for her. I felt comforted as I worried for her ability to not go back to the suspect once out of custody. Leaving a domestic violence relationship is the most dangerous time.

110 women were killed by men in 2020, 51% were killed by current or former partners. 21 victims were reported to have separated or taken steps to separate from the men who killed them. (Femicide Census, 2022)

At the time, I did not feel confident in helping the victim at all. I found it quite difficult to know what to say to her. As I relaxed and heard her story I was then able to speak more confidently with her. I had a colleague with me who I kept asking questions and sought guidance from, and this made me feel better. It took a while to find the correct support for the victim. I built a good relationship with her by the end of my shift so I managed to turn around my initial lack of communications. I was able to safeguard her and find her the correct support she needed. I really made a difference to this person's life and it was a very positive outcome.

I was able to put the female in contact with victim support who are a charity that supports victims of crime in England and Wales. Under the victims code she had a right to be referred to services that could put support in place.

Victim support are able to offer the correct support for the type of incident. With Domestic Violence they have different services all over the country. They have specialist care workers called Independent Domestic Violence Advocates to support victims and have a 10 week programme to help a victim become a survivor. (Victim Support, 2021)

I believe this victim wanted help escaping a violent relationship. She did not want the police to start talking about arrest, statements and court she just wanted to leave. I have learnt from this that people don't always phone the police for prosecution sometimes they just need help and support.

I engaged the Policing values because I was very proud to have had a positive outcome for the lady. Every phone call I was making I was representing the Police service so was professional at all times and I remained positive I could help her, even at times when it looked like we would not be able to find her a placement. "To be proud, professional and positive in everything we do." (South Wales Police 2022)

In future I will be confident that I can help a victim, I can only do my best and sometimes things happen that are out of my control. I will build up a relationship with a victim before talking about the police process side. I need to build on my confidence of talking and building a rapport with victims and this will come with time and experience. Even if I am nervous inside, I will hold myself confidently. I am going to read up on domestic violence partner agencies so I can go equipped with knowledge and I need to change my mind-set that the suspect should be charged. I will go forward thinking of the victims' needs and requirements.

I would also make sure the suspect could not get close to the victim enabling him to shout to her as this would have added to her worries and stress.

In terms of training, I have since attended a training course on domestic violence and intend to follow it up by keeping up to date with legislation and tackling Domestic abuse. I need to gain more confidence with these incidents and knowledge is the best way.

In conclusion, I have explained my responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses and this essay evidences how I have accomplished this in line with the policing values. By helping the victim get in contact with the correct support she can now live fear free and become a survivor.

Word count 1564

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:

This essay will discuss a policing incident where I have applied the National Decision Model (NDM) to assist in resolving the incident and discretion used. I will show the responsibilities I had under the CPIA 1996, and potential impact of bias on the decision-making process. I will be using Gibbs reflective Cycle (Gibbs, G. 1988).

To develop an understanding of the NDM, CPIA and discretion It is important to understand what they are and what they mean.

The College of Policing developed the NDM in 2013. The Code of Ethics encourages the use of the model to help with ethical reasoning in unity with policing principles and standards of behaviour expected of Police Officers. The model allows officers to be more questioning of the situations confronting them, more challenging of themselves and better able to make ethical and effective decisions. It can be applied to spontaneous or planned incidents or operations. Using the NDM helps Officers develop the knowledge and skills necessary to make ethical, proportionate and justified decisions in all policing situations. (College of Policing 2014).

Decision making can be difficult in normal situations but in Policing, quite often you need to make quick, dynamic decision based on changing circumstances. "Human decision making is a complex phenomenon influenced to varying degrees by a

plethora of different variables present at any one given moment. What leads to making a specific decision is often (but not always) influenced, for example, by various contextual, situational, personality, experience and levels of knowledge factors, to name but few.” (Roycroft and Roach, 2019)

The CPIA mandates that disclosure begin the moment a call is answered. Police must conduct a comprehensive investigation, properly manage all evidence, and pursue all legitimate lines of inquiry, whether they lead to or away from a suspect. (CPS, 2017)

When it comes to discretion, procedural fairness or impartiality of people with authority, is a powerful predictor of police legitimacy; people who believe the police are more procedurally fair are also more inclined to believe they are legitimate. By default, this means that police discretion is more vital than ever. In the UK, we Police by consent. “The public are the police and the police are the public” – Sir Robert PEEL 1829. HMIC still use the policing principals when assessing how well police forces are working for the public. (The Crime Prevention Website, 2013).

According to procedural justice theory, if individuals believe they are treated fairly and equally from the start, they will regard those in positions of authority as more legitimate and respect them. Even if the decisions or processes have unfavourable or difficult outcomes, they are more likely to comply and engage. (HM Inspectorate of Probation, 2020)

I was first response to a call of a disturbance which was escalating. As I arrived outside the house I could hear a female shouting from within. I activated my body worn camera which captured all disclosures and under the CPIA would be retained onto police systems.

A male answered the door and the female was still shouting. I went to the female whilst my colleague went to the male in the kitchen. They were both intoxicated so I had make sure I was not biased in the situation and remain impartial in line with the policing principals. Men are just as vulnerable to domestic violence as women. “On average, in the year ending March 2021, the ManKind Initiative experienced 23% more calls to their helpline per month. (ONS, 2021)

I asked the female what was happening? I managed to get the female to engage with me through talking normal with her and respectfully. I used the NDM to clarify information relating to the limited initial information

I asked her if there was anywhere we could take her, using my discretion as I knew from intelligence that there was a history of incidents between the two and so they were not to remain together in this intoxicated state. I did not let their intoxication prejudice how I spoke or dealt with either person.

In domestic cases if arrest is not necessary a police officer has to think about victim safety and prevention of further incidents and so must consider other forms of positive action. (College of Policing, 2016)

The male had nowhere to go, the female indicated she could go to her father's house so I told her I would give her a lift. This helped me to remain impartial. Again this was using my discretion to get her to comply, as I could then confirm she had been removed from the area and the disturbance over.

The female started getting very agitated and shouting that she will not leave the house shouting towards the male 'Are you happy now?' The female was getting become more argumentative and irate with the victim and has started to drink further. I had to detain her to prevent her drinking to which she has started to resist further. I used the NDM to make the decision to apply the handcuffs due to the offender behaviour being actively resistant. Using the NDM I also knew I had the power to use force under Section 117 of Police and Criminal Evidence Act 1984 (PACE) (legislation.gov.uk, 2013)

The male told me she had pushed him to the chest area so she started shouting again. Due to her increased aggression towards the male, she was not complying with officers and the disclosure I then made the decision that there was necessity to arrest as per Code G and section 24 of PACE.

I sat in the rear of the vehicle with the female and enroute to custody she was trying to open the window, take her seatbelt off and struggled with the handcuffs so I had to hold her in place until we got to custody, for her own safety.

During the journey the female made some significant statements and told me the male kept heroin in the house. I recorded this in my pocket note book as under CPIA I had a duty to record any defences and any material casting doubt on the reliability of a witness.

By now I had been to several disturbances and felt I had a bit of experience to deal with the incident. When I was dealing with the female I felt in control and could feel my confidence grow. I was assertive with the female and remained in control. In the rear of the vehicle my confidence and control continued whilst still remaining professional and emotionally aware. In this type of incident it is important to feel confident to make the right decision with discretion.

"The huge range of tasks police undertake necessitates that officers feel confident in the authority vested in them, not least because such confidence may enable them to use their discretion to maximum effect." (Bradford and Quinton, 2014)

I was in control of the situation and I think this helped in dealing smoothly with the victim and suspect. My colleague took a back role however I knew he was there is I needed him. I talked to both parties and was assertive enough to keep the control without my partner having to step in or take over. I did struggle to put the handcuffs on the suspect due to lack of compliance, my partner had to assist in getting the females arms into a correct position due to her wriggling about, however this will come with practice.

A strength of the incident is there was always going to be positive action taken and I believe we did try to use our discretion prior to the disclosure of an assault. As I have

said previously, I was acting fairly and being impartial, in line with the policing values to let the public view police as legitimate and continue policing by consent. This incident developed beyond being allowed to use my discretion and so, using the NDM an arrest was necessary.

Overall I did well on this incident, there is room for improvement which is to be expected however I am able to justify my decisions and made them ethically and in line with the policing values.

In conclusion, I have shown how I was able to remain in control of the situation and lead the incident. I was assertive and impartial and non-judgemental which shows I abide with the policing values. On reflection, if I were to attend a similar incident I would detain the female sooner and remove her from the house due to how she was victim blaming in front of the male. I told her it was not his decision but I was in control but she still shouted towards the male which should not happen, the victim should be safeguarded from the suspect straight away. This includes from verbal abuse. I note however that I am young in service and this will come with experience.

I need to develop my skills in regard to use of force, particularly handcuffing a non-compliant person which again will come with experience and safety training. I am going to talk to more experienced colleagues to get tips on their experience. I will review this on my next arrest.

I have reflected on how I used the NDM in the incident and my considerations in using discretion on the grounds of police legitimacy. I have outlined my responsibilities with the CPIA and how I ensured I adhered to them. I have also shown how I engaged the policing values and how I could have potentially been bias but remained impartial and non-judgemental.

Word count 1593

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
Statement writing	Practice writing statements, learn from mistakes. I have already written several statements and can see the improvement	Tutor, PS, colleagues, HUB staff	Use the smart mneumoic. I need to ensure my statement writing is of a high standard by the time I leave tutorship.
Confidence dealing with public	This will be achieved by attending more calls.	Tutor, colleagues attended calls	This will be ongoing and will develop over time. I would like to be fully confident in 6 months.
OEL updates	Listening to the advice of my tutor and accepting help. Using templates provided by my team.	Tutor, colleagues	I should be competent by the end of my tutorship

Be the first officer and not hang back	This is going to come with confidence and attending calls	Tutor, PS	End of tutorship
Traffic offences	Attach myself to traffic specific calls or resource a traffic operation	Roads Policing colleagues	Ongoing but review in 6 months

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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: _____ (Learner - Electronic signature or type name)

Date: 28/05/2022 _ _ _ _ _