

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.

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.

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

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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	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

In this section, I will be comparing and contrasting the different coping strategies I have utilized during the beginning of my career as a Police Constable since September 2023. Stress can be defined as “the disruption of the body’s homeostasis or a state of disharmony in response to a real or perceived threat or challenge” (Jackson, E.M. 2013)

Policing is often considered as one of the most stressful job roles and leads to constables commonly suffering from a range of psychological and behavioural side-effects. This can then lead on to physical side effects due to the increased stress on officers, “Heart rate and blood pressure measurements taken during simulated police call scenarios showed that acutely stressful circumstances typically encountered on the job result in a tremendous degree of physiological activation, from which it takes a considerable amount of time to recover” (McCraty, R. 2012).

A tactic I used to help manage stress and the physical side effects that this can have is exercise. This is something that I have used for many years for its multiple benefits. As the role of a police constable is both physically and mentally demanding, I use exercise as a way to release stress and endorphins. Particularly “there have been consistent findings that people report feeling calmer after a 20- to 30-minute bout of aerobic exercise, and the calming effect can last for several hours after exercise” (Jackson, E.M. 2013). I take part in aerobic/cardio-vascular exercise at least twice a week, giving me something to strive to complete every week, while also gives me a sense of achievement. From a young age, I have suffered with anxiety, and this was something that was prevalent during my training. I found that exercise was a positive “method of preventing or treating anxiety disorders with a wide range of benefits.” (Kandola, A & Stubbs, B. 2020). It allowed a release of stress, anxiety and a way to unwind after a shift, both mentally and physically. Also adapting to shift work has meant I have had to consider with my nutrition as, ‘the timing of food intake can significantly affect metabolism and weight management. Workers operating at atypical times of the 24-h day are at risk of disturbed feeding patterns. Given the increased risk of weight gain, obesity and metabolic syndrome in shift working populations’ (Kosmadopoulos et al, 2020). By using my rest days to prepare meals, I found this to be a way to minimise stress during days I work and allowing for easy access to nutritious meals, therefore benefiting my physical ability to do my job. I find exercise the best way to manage stress and therefore develop resilience, as if I have

had a challenging shift exercising, releasing endorphins will always leave with a better reflection on the day I have had.

During my time at training school, I found it difficult aligning learning a new job role alongside the academic side of my university work such as the examinations, 'Balancing academic workloads more equitably and in such a way that it supports the alignment of individual aspirations and institutional imperatives is a fast developing field' (Barrett, P & Barrett, L. 2009). I found the most effective way to manage this was to make a spreadsheet stating tasks I need to complete, when by and how long they were going to take 'with prioritization methods in place, employees know what they will do now, later and maybe never. Or they know what needs to be done first, second, and so forth'. (Nwinyokpugi, P.N. 2018).

Also allowing myself to schedule when and for how long I would be doing revision and studies, allowing for a healthy balance with my personal life. I could set my own timetable and goals accordingly, '*Students who are allowed to define and set their learning goals on their own will be more engaged in learning*' (Chen, 2011). I give myself tasks and goals to get work done by dates to ensure I am on track and to help manage stress and develop resilience.

This then allowed me to minimise stress as well as develop resilience when I felt I was struggling but got through it on the other side. Going through this showed me that 'different people can react to the same adverse event in a variety of ways such as fighting back or crumbling' (New a , M. 2017). I also found making sure I wasn't comparing how I was doing vs how my colleagues were, as this this would escalate my anxiety. Especially while adapting back into an education environment after being out of it for a number of years, also while struggling with my dyslexia feeling like it was slowing me down compared to other new officers. 'Dyslexic students in higher education show anxiety levels that are well above what is shown by students without learning difficulties' (Carroll & Iles, 2006).

When most stressed, most people including myself cry, 'crying is a signal which usually communicates emotional distress' (Pongruengphant & Tyson, 2000). I personally find it to be a good way to eliviate stress and release built up emotions. It allows for 'tension relief and facilitation of the recovery of psychological and physiological homeostasis' (Hendriks & Vingerhoets, 2002). When overwhelmed, allowing for tension releif and a release of emotions allows me to refocus and start back with a fresh start. This is something I have always done.

While a number of other methods help me manage stress and develop my resilience into a new challenging career path, balancing university work and knowledge of polcing, I believe that exercise and the release of endorphins through that have made adpating to a new career easier, 'Endorphins are chemicals naturally produced by the nervous system to manage pain or stress. They are often called "feel-good" chemicals because they act as a pain reliever and happiness booster' (Ali et al, 2021). Comparing this to another method I use reguarly is my scheuling of

work/tasks. Both have different benefits, but I strongly believe that without either, I would not be in the position I am in now. With my scheduling for work and assignments, I think this is a vital tool in order to see where I am now and where I want to be and have a structured plan to get me there.

Word Count: 1051

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:

During my second set as a police constable, I was asked to attend a call whereby a male had locked his two young children inside his ex-partners house, not letting them out and not letting her in. He was highly intoxicated and a significant risk to the children. The mother had contacted police as she was scared for their welfare. Upon police arrival, he proceeded to hang out of the window and spit at us, as well as being verbally abusive.

It was at this point that the decision was made to force entry upon the house, as the welfare of the children was paramount, and they were being falsely imprisoned under common law. As the male spat at officers too, this was then an assault on an emergency worker in the function of their duty, another offence. We had tried the five-step appeal with the male, 'this model provides officers and staff with a way of dealing with resistance and involves them giving the person every chance to comply with their requests' (*College of policing. 2020*) however this was unsuccessful, however it was key officers to carry on engaging with the male.

As the officers were conducting this, my colleague and I decided to go to the back of the property to see if we could see the children to confirm if they were safe or not. Sadly, we could not. However, we did locate an open door, so we entered the property under Section seventeen of the police and criminal evidence act, *'save life and limb or prevent serious damage to property'* (College of policing. 2013) as there was extreme concern over the children's welfare, state of the female's home as the male was highly intoxicated. As we entered, the male threw multiple items of furniture at us, including a table, again assaulting an emergency worker. As we made it up the stairs, he was restrained using reasonable force, *'officers may use reasonable force, if necessary, in the exercise of the power'* (A., F.M.D. 1985). As my colleagues confirmed the safety of the children, once I had helped place the male in handcuffs, I went to go and see the children to try and distract them from the situation taking place in their home.

The male was highly intoxicated and violent, so it was not a viable or safe option for officers to try and engage with him. Instead, I focused my efforts on building rapport with the victims of this incident. In this case, this was in regard to two young children, aged five and eight, as well as their mother. I needed to gather a first account from the children and ascertain subtly if any further offences had been committed and establish their safety; I first engaged with the eight-year-old, *'Older children in the Interactional Rapport-building condition were significantly more likely to be truthful, disclose the transgression earlier, and give more details'* (Foster, I et al., 2022), I asked a range of open questions in order to promote conversation and allow the child to add their thoughts, opinions and descriptions.

The children were both very calm and almost numb to the situation with the older child stating that he had just put on a film to distract the younger child. My concerns with the children witnessing this incident and having potentially witnessed situations similar was; 'Adverse Childhood Experiences (ACEs), as they cause high levels of stress, called toxic stress. Frequent and prolonged levels of toxic stress can dramatically change how the brain develops.' (Davies et al, 2018). The mother of the children then came back into the house once the male had been removed by my colleagues. She was highly distressed, so I allowed her some time with the children to try and calm down.

She then stated that she did not want to make a complaint. I then spent time with the female then explaining what that meant and what we have in place to help her and the children. Also due to the nature of the incident, it is domestic abuse, 'Behaviour of a person ("A") towards another person ("B") is "domestic abuse" if A and B are each aged 16 or over and are personally connected to each other, and the behaviour is abusive. Behaviour is "abusive" if it consists of any of the following—physical or sexual abuse; violent or threatening behaviour; controlling or coercive behaviour; economic abuse (see subsection (4)); psychological, emotional or other abuse; and it does not matter whether the behaviour consists of a single incident or a course of conduct.' (College of Policing, 2021). While the situation was ongoing, officers in our control room were running checks on the family to see if this was a pattern of

behaviour, as well as conducting house-to-house enquiries to ensure we were completing all golden hour enquiries. A form that also had to be completed was a 'DASH'. Domestic Abuse Stalking and Harassment risk assessment, 'is a standardized risk assessment implemented across most UK police forces. It is intended to facilitate an officer's structured professional judgment about the risk a victim faces of serious harm at the hand of their abuser.' (Turner et al, 2019). I asked the female; would she be willing to complete this with me. An offer which she refused. This form can be filled in with just the officers knowledge of the situation as well. The female and children were safeguarding in the scenario as well as the male arrested for the offences.

In this situation, the forced entry was necessary to save life or limb, due to the fact that there were children locked in the property with the male who was violent and behaving erratically. The use of force was required when arresting the male 'Police officers are empowered by Section 117, Police and Criminal Evidence Act to use reasonable force, if necessary, when exercising powers conferred by that Act.' (Crown Prosecution Service, 2019). Section 117 allows for 'the officer may use reasonable force, if necessary, in the exercise of the power.' (Police and criminal evidence act, 1984). This situation was so complex and major as it was so early on in my career that it really impacted me, making me doubt that I completed protocol correctly. I had my tutor there, however, as it was such a dynamic and fast paced incident, I was acting independently for most of the incident. The Drama Triangle has provided me with clarity for this situation, as it 'is a powerful approach to understanding our unilaterally controlling behaviour, It consists of three primary roles, these roles are the rescuer, persecutor and the victim' (McMahon, 2005). It allowed me to understand my behaviour so early on in my policing career at such a complex situation. I believe I was a 'victim' at the beginning of the incident, by asking for help and advice on what to do. But as I realised the seriousness of the incident I stepped up and took on the 'Persecutor' whilst dealing with the offender. However, when dealing with the children and female, the victims in this incident, I took on the role of the rescuer by helping and giving advice on the events which succeeded this incident. I think The Drama Triangle allows for a complicated and delicate situation like this to be broken down as my role as a police officer.

Upon my reflection of this incident, it has made me consider multiple things, such as how significant it is to take away someone's right of Liberty, Article 5 'It focuses on protecting individuals' freedom from unreasonable detention, as opposed to protecting personal safety.' You have a right to your personal freedom. This means you must not be imprisoned or detained without good reason' (Equality and Human

Rights Commission, 2016). However, in a situation where the victims must be protected against further fear or violence then this must be precedent. In this situation, my priority was the female and children, making sure I was being transparent with her about what was happening and what the next steps would be. It was imperative that I was being honest with her about what this behaviour is, as well as how it is unfair to her and very negative for her children. I also needed to be respectful of her decision and act in a supportive way in providing referrals to services which could aid her situation.

Word count: 1402

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:

Victim services have been something that police forces have been radically trying to improve as it has shown a negative light into policing in recent times. With many forces being put in special measures due to the lack of victim contact and care. They are entitled to set of rights called the Victims Code, these include:

- 'To be able to understand and to be understood
- To have the details of the crime recorded without unjustified delay
- To be provided with information when reporting the crime
- To be referred to services that support victims and have services and support tailored to your needs
- To be provided with information about compensation
- To be provided with information about the investigation and prosecution
- To make a Victim Personal Statement
- To be given information about the trial, trial process and your role as a witness
- To be given information about the outcome of the case and any appeals
- To be paid expenses and have property returned
- To be given information about the offender following a conviction,
- To make a complaint about your Rights not being met' (Ministry of Justice, 2020)

These rights protect victims and give the police and criminal justice systems something to abide by. A situation I dealt with led to a male needing significant support from victim services and support from other services.

I received a call from the courts whereby multiple staff members had been spat at including racial abuse being shouted at them. Due to the ongoing situation it was, difficult to obtain what was going on from the call. On arrival multiple staff members approached her with stains from saliva on their tops, with a male stating that he had been called a 'BLACK CUNT' by the offender which he and his colleagues found offensive.

After the offender was arrested and conveyed following the alleged assault and racial aggravated public order 'using threatening words and behaviour which had been racially aggravated' (Priestley, 2004), the victim is a black male and the offender was a white female.

Hate crimes of a racial nature have been on a significant rise for a number of years largely influenced by the Brexit referendums in 2016 ,however 'in the year ending March 2023, there were 145,214 hate crimes recorded by the police in England and Wales (excluding Devon and Cornwall)' (Home Office, 2023). Due to the nature of crimes and the effects it can have on the victim and the community, there are a number of further steps to consider when a racially or religiously aggravated offence has taken place.

The victim was a Sudanese national who had moved to the country following the civil war in Sudan. Although he was a confident English speaker, he was offered the opportunity to discuss in the incident in another language, an offer which he declined. This option was repeated to the male at the time to conduct the statement. He disclosed to me that since he moved to this country, he had been the victim to a number of comments about his race and the fact he was living and working in the UK. However, he explained this incident had affected him more due to the fact he was working when it happened and felt embarrassed by it. 'When individuals are targeted because of their race or ethnicity they are likely to experience a host of negative emotions that are qualitatively distinct from those experienced following non-biased criminal victimization' (Craig-Henderson, K., & Sloan, L. R, 2003) . I did my best to reassure the male that this was not a reflection of him but of the offender whilst acknowledging I couldn't understand how this had made him feel, but offering support to an organisation that could provide that.

Attitudes of racism has been one that has taken many views, from early migration in the 2000's, to the increase in reports of hate crimes around Brexit referendums, 'two distinctive ways in which refugees and asylum seekers living in Wales constructed accounts of incidents in which they suggest they may have experienced personal discrimination, constructing incidents of discrimination as trivial and banal "hidden" forms of everyday racism.' (Parker, 2018). The area where I work is more diverse than ever and attitudes like the ones described by the offender are not appropriate and the victim should never of had to feel embarrassed by another persons ignorance.

In this incident it was not proportionate, but there is a useful tool to vulnerable or intimidated witnesses. An 'ABE' interview might be the best course of conduct, 'The interview guidance set out in ABE includes video-recorded interviews with vulnerable and intimidated witnesses where the recording is intended to be played as evidence-in-chief in court. ABE promotes a strong victim-centred and trauma-informed approach throughout the guidance' (Ministry of Justice, 2023). This allows for vital evidence to be gathered from those who would not be able to conduct a normal statement.

In this incident the right 'To be referred to services that support victims and have services and support tailored to your needs' was very prevalent with a victim who's first language wasn't English and one who had been targeted due to their race. This is when the role of a hate crime support role comes in, one that police are obliged to refer to when a crime of this nature has taken place. This is especially useful when the opportunity to make a victim's personal statement comes around. Sadly 'In the most recent administration of the survey (2009–2010), less than half (43%) of victims recalled being offered a statement. Over the most recent three-year period (2007–2010), a comparable percentage (42%) of the victims recalled being offered the opportunity to make a VPS; almost half (45%) explicitly responded that they had not been given an opportunity to make a VPS.' (Roberts & Manikis, 2017). This is extremely detrimental to the victims code for a number of reasons, such as their impact on sentencing, having a voice brought back to them and a form of closure.

As well as the victims code, there are a number of values and principles that must be used and all officers should use as guidance. A number of these stand out during this incident:

In this situation I had a duty and responsibility to the victim, to get justice and conduct a fair, prompt and effective situation, but also to the community and wider public. To ensure that no one else in my area is subject to disgusting remarks as well as a responsibility to condemn this behaviour. Being open and honest about the next stages of the process and what support will be along the way, also the 'The Youth Justice and Criminal Evidence Act 1999 (YJCE) allows special measures for certain groups of witnesses who may be vulnerable or intimidated, Section 17 allows special measures to be provided on grounds of fear or distress about testifying.' (College of Policing, 2013). Giving the victim the option for this to be looked into for him.

The policing principle of being respectful, I believe I displayed to the male by allowing him back into control when he wanted to do the statement whether he wanted the support lines first. From him explaining how he felt about the situation, I felt best to do it away from his workplace and colleagues and allow him privacy, giving him the confidentiality to disclose his emotions and how this had personally affected him. It was crucial to be emotionally aware on how this would have impacted him and giving him space to process this.

It is my duty as a police officer to always act with integrity, ensuring that I do the right thing. In this incident the right thing for the victim was to provide him with safeguarding, take positive action and fulfilling his wishes into making a criminal complete and completing a statement. The right thing for the community was to take

a female off the streets who had committed assault and racial aggravated public order. Also the right thing for the offender was to be interviewed in the hope to impress on her the seriousness of her action and demonstrate why these attitudes are not welcome in society.

At present, this case is still on going and waiting for a charging decision from the crown prosecution service. To be honest, I am not sure what the outcome will be. However, I am satisfied with my actions during the incident, I believe most importantly the right thing was done for the victim, with all support being offered and still ongoing. I am still in regular contact with the victim whilst we both await a decision. As that rapport is now built, and the best information and evidence has been gathered because of that.

Word count: 1463

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:

The national decision model is a process that ensures all policing incidents have the same thought process behind critical decision making as well as providing a structure of rationale. *'Adopting the NDM is part of a concerted drive to ensure a greater focus on delivering the mission of policing, acting in accordance with our values, enhancing the use of discretion, reducing risk aversion and supporting the appropriate allocation of limited policing resources as the demand for them increases'* (Police Service of Northern Ireland 2022).

It all re-centres around the code of ethics and how they should be the basis and underlying presence for all policing decisions, *'The aim of this code of ethics is to support each member of the policing profession to deliver the highest professional standards in their service to the public. Ethical behaviour comes from the values, beliefs, attitudes, and knowledge that guide the judgements of each individual'*. (Home office 2014).

For this incident, I felt like being objective as well as being accountable were key factors in my decision making, ensuring that my decision making was not influenced by others opinions and that I was accountable for the safety of both the victim and perpetrator.

In this incident I had received a report off of a security guard outside a club that he had been hit by a 19 year old female when refused entry. He had no physical injury and stated that he did not need medical attention but stated that he wanted something done. He had then pointed out the alleged offender to me.

With information and intelligence then playing a key role to operations, I ensured I had gathered all information available at the time as well as being consciously aware of what information I didn't have to ensure I was making a well-balanced decision. I made sure to conduct enquiries and to ask the female what had happened. She admitted that she did hit the male, she was highly intoxicated at the time as well as admitted she had taken cocaine.

An aspect I feel like is key in the national decision-making process and especially in this policing incident was assessing threat and risk and going on to making a working strategy. *'Assessing the situation, including any specific threat, the risk of harm and the potential for benefits. Among other things, decision makers should consider the objectives of preventing discrimination, promoting good relations and fostering equal opportunities.'* (College of Policing 2013). Regarding this situation, the risk of harm was significantly low and further involvement in the criminal justice system could be detrimental to those involved, especially the vulnerabilities that could be escalated with the perpetrator. Other actions we could take could decrease the threat and risk of harm without having to arrest whilst developing a working strategy considering what further information is needed as well as what is causing this problem and what I can do with my powers do lessen risk to the victim, witness, offender and the community.

Powers and policies are what dictates an officer's actions, so it is an essential part of the national decision model, what powers are available and what would be the most appropriate to a dynamic incident. In this incident, there was the power of arrest under S24 of Police and criminal evidence act in addition to taking positive action. Positive action doesn't always mean arrest but can mean separating the victim and offender or safeguarding.

Establishing the options of any dynamic incident can be difficult. This is shown in this incident where we were in the town on a busy Saturday night with intoxicated people everywhere while trying to safeguard a victim and a vulnerable offender, 'Vulnerability assessment should take account of the appearance and behaviour of the detainee, any signs of illness or injury, their style and level of communication, collaborative information from all sources and the circumstances and environment in which they were found' (College of Policing, 2013). Any option you must consider, is this Justified, Proportionate, Legal, Accountable, Necessary and Ethical? It is also important to consider, is this option going to affect others? Whether that be the public or my colleagues. If the female was then taken into custody, would this then be the most appropriate place for a vulnerable young female to be.

The action that was taken in this incident was to arrest the female for common assault, but to not convey her to custody but to take her home with her partner who had since attended the area and was sober. This use of my officer discretion is a practice which is becoming more common and valuable in modern day policing. On the one hand, the duty to enforce the law fairly and impartially, and on the other

hand, the need to temper strict law enforcement for sound policy and operational reasons' (Bronitt & Stenning, 2015). By arresting the female, the victim of the assault had re-assurance that action was being taken and knowing she would not be in the area. While every victim of crime is affected differently 'data by injury type shows that 86% of victims of wounding were emotionally affected compared with 77% of victims of violence without injury' (Dinisman & Moroz, 2017). The need for victim care is at an all-time high with 'Victims of crime experience various short- and long-term emotional and psychological effects. Victims of violence describe feelings of shock and loss of trust in society, and guilt at becoming a victim of crime, as they typically feel they could have prevented the incident from occurring.' (Dinisman & Moroz, 2017).

The Criminal Procedure and Investigations Act 1996 plays a vital role in modern policing from initial contact, all the way through to the crown prosecution service. It sets policies and structure, as well as allowing for all information and data gathered as part of an investigation to be preserved and managed appropriately. The Criminal Procedure and Investigation Act also classifies police evidence into three categories when being exhibited: evidence, un-used and non-relevant and further states that this is to be disclosed to the defence solicitors of the accused. The process of disclosure 'is to make available evidence which either supports or undermines the respective parties' cases.' (Allen & Overy LLP)

Policing values play a vital role in every decision and assessment made by officers. In this incident respect and empathy were evident. In respecting the victims wishes and empathising that this situation was distressing to him but considering that the offender was a vulnerable young female who needed help and guidance not to be processed within the criminal justice system. By being empathetic and listening to her and what she had been through led her to confiding in me about previous incidents, allowing me to gather further information to be certain that the right decision was made regarding her not going into custody. By being objective and making based on evidence I had available and using my professional judgement on how to action. It was in the public interest to take the female off the town due to the alcohol and drugs she had taken, it was not the appropriate place for her to be as well as preventing further crimes taking place. This was a duty and responsibility I had to the public as well as the victim.

Being aware on unconscious bias is something that critically needs to be highlighted, 'Unconscious bias is defined as the systematic error experienced in decision-making. In most cases, one may become biased as they try to make sense of the available information. Besides, some people are oblivious of their bias. It is referred to as unconscious bias, which has prevailed despite the fast-changing environment. In the current complex world, human beings are exposed to a lot of information they cannot process at once. Therefore, they are naturally inclined to take mental shortcuts when making decisions.' (Suvern, 2022). In such fast-paced environments, a person can never be sure that they have not had unconscious bias's even on reflection, however, my own experiences where people have been biased towards or against me a very frustrating position to be in. With understanding this, I treat people with respect and courtesy no matter their role in a call or any pre-judgements.

The last element of the National Decision model is to review my actions, my colleagues and how I would conduct my actions differently if the situation repeated itself. Overall, I am content with how it was handled. I think that the outcome that occurred was most beneficial for all parties. The offender took part in a community resolution ensuring that she stays out of the criminal justice system with the consent of the victim and appropriate support put in place for her and for the subjects she disclosed to me once I had gained her trust. If I could change anything about the situation it would be to potentially move the encounter away from the business as I found it difficult to establish details from the victim and engage with the offender. The national decision model allowed me to go through the steps to make a decision with my officer's discretion that allowed for a positive outcome and appropriate safeguarding for all involved.

Word count: 1539

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
My confidence in my decision making independently and using my officers discretion appropriately.	It is measurable by how I feel after a decision has taken place: have I added my input and ideas? Am I happy with the outcome? I think as I grow more confidence and become less independent towards the end of my tutorship this is excel. Reviews with the PDU, my tutor and 1:1 with my Sergeants will also key.	Running situation past my shifts and colleagues once a incident has concluded and taking learning points from how they would deal with an incident. My tutor as I spend a majority of my shifts with them so they will my behaviour and provide advice. As well as my Sergeants providing feedback after a job.	This is a short term goal which I hope to achieve by the end of my twelve week tutorship and gain independent patrol status. However it is a area which will follow me throughout my whole career meaning I will always take on advise and learn from it.
Working with partner agencies more effectively in order for the best outcome for victims I have had a number of incidents no where a multi agency approach has been used and it is something I feel I could improve on	Measurable by the victim contact being positive and liaising with other agency in order to assist the victim. Achievable my gaining good working relationships with those involved and learn from their skill sets. I think as I deal with partner agencies more and continue to	I can talk to others on shift who may have had similar incidents where support/help from other agencies are needed. As well to liaising with staff at partner agencies to see their side of it and how we can help them. Also officers seconded to these agencies on how	I hope by the end of my second year I will feel more confident in a multi-agency approach. As well as create good relationships with those in partner agencies to being able to ask for assistance and support when appropriate.

	develop a relationship this will be realistic.	best to handle an manage situations with a multi-agency approach.	
Be able to find a balance of shift work/case load and completing my universities studies. Allowing for a stability in all aspects of my life and work.	Based on previous failures in this I found for myself it causes an increase in anxiety as well as burnout being unavoidable. It is there for measurable by how I am feeling and coping, I feel to achieve this I need a solid structure in place to manage university work as well as using m rest day to re-cooperate and spend time with loved ones.	My family and friends have always been a strong support unit for me. As well as my shift always helping me further my learning of police work and be a supportive team. My line managers also as to be able to reach out to then when I do need further support and advice aswell as the university team to assist with all thing towards my degree.	The timeline for this will be the duration of my degree and probation. h

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

Signed: G Port (Learner - Electronic signature or type name)

Date: 03/06/24