

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.

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.*

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	500
	Total	6000
	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 essay, I will be talking about what I did to develop resilience and minimise stress within my initial 6 month training period to become a police constable. I will explain the coping strategies I implemented to achieve the best results in exams and to get the most out of this learning experience to be fully competent to take on my new role. I will be focussing on how I used physical exercise and regular visits to the gym as a tool to help minimise stress, the importance of which would be imperative going into my role as a police officer, as research suggests, “police work is among the most stressful occupations in the world and officers typically suffer a variety of physiological, psychological, and behavioral effects and symptoms.” (McCraty, R. and Atkinson, M. 2012).

I will also be giving an insight into how I used my hobby of football refereeing to enhance my resilience, which is an important skill to build on for the role of a police constable, which (Andersen et al. 2015) suggests, “mental preparedness is a pathway to foster police resilience and optimal functioning in the line of duty; and there is no better time than now to apply resilience trained tailored for the unique exposures of police work.”

“Stress is the feeling of being overwhelmed or unable to cope with mental or emotional pressure” (Mental Health Foundation, 2021). I have felt copious amounts of stress in previous jobs and this feeling was something I was striving to avoid from the moment I started my initial 6 months of joining the police. With it being over 10 years since I last studied in an academic surrounding, I had to think back to how I used to approach learning and taking exams and what worked well for me then, and whether that style would help me in this current time of my life.

I have always been very active, as I feel that going to the gym and exercising outdoors helps me relax and focus on improving my health and to keep fit. According to (de Bruin et al. 2007) “Beneficial effects of physical exercise are achieved when the heart rate is raised to the point of perspiration, for at least 20 min and three times a week”. Whilst studying for my A-Level exams, after finishing school at 3.30pm, I would always keep myself busy from studies by going football training or working out in my local gym prior to going home to consolidate what I’d learned in school that day. This helped me ‘switch off’ but then feel refreshed and ready to finalise my learning when I got home. As that turned out to be successful at that time, and with me still being active today, I decided to implement this strategy during my police learning stage.

A study was conducted (Childs, E. and de Wit, H. 2014) relating to acute stress which examined the effects of verbal tasks on mood and physiology. Based on a questionnaire that was completed by the participants at the commencement of the study which included questions relating to their exercise activity, the participants were classified into two groups based on their answers, namely 'exercisers' and 'non-exercisers'. Upon completion of the tasks, which included speech, arithmetic, control and ability tests, aside from heart rate on average being significantly lower in the 'exercisers', results showed that the individuals who did not exercise regularly had a significantly greater decrease in positive affect after stress and the regular exercisers felt more "friendly" after tasks. This study suggests that exercising is good for the mind and helps maintain a happy mood, therefore I ensured I made time for this on a daily basis.

Developing resilience is something I feel comes naturally to me with over ten years' experience of refereeing high-profile football matches. Decisions, and, in particular, errors are regularly highlighted and scrutinised in the public eye which leads to a necessity to understand why this error was made and what I can do to put this right in the future. "Resilience is the ability to adapt and grow following adversity" (National Health Service, no date) and based on this quote from the NHS I'm keen to ensure I can carry this ability from my hobby to my job as I know high resilience levels will be essential in a role where adversity due to exposure to trauma and criticism is commonplace but police officers need to quickly overcome this to be able to maintain high working standards in the fast paced environment.

My strategy to build resilience is to analyse situations where I feel there is room for improvement in relation to my performance, and discuss these situations with peers and supervisors to gain advice and feedback about how they could be managed differently and better. "Resilient individuals utilise a set of coping skills and resources that allow them to deal effectively with stress and the development of resilience occurs when there is an interaction between an individual and stress" (Blum, 1998a). During my initial 6 months learning phase, I had the opportunity to seek this feedback from trainers and colleagues particularly during our practical exercises in a protected learning environment, where I would often make mistakes but gain valuable advice about where I went wrong and how to put it right for the next set of practicals, this helped me greatly and linked into my coping strategy to be successful in refereeing.

In conclusion, during my initial 6 months of learning, I've been able to draw on my experience from school and training from my hobby of football refereeing in order to make this stage a successful one. If I could change anything during my learning time, it would be to reach out to colleagues who have recently experienced the training stage and ask them for suitable advice on how they adapted to life as a police officer since starting the role, but it is also something I have been keen to experience myself without having any pre-conceptions or different expectations.

Word count: 1,009

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 talking about a specific incident that I encountered during the early stages of my career as a police constable. The incident relates to a situation where I had to exercise a number of conflict management skills to be able to understand what's happened prior to my attendance, then take control and diffuse the situation as best I could to ensure I could then safeguard and maintain the well-being of everyone involved, including the victim, my colleagues and even the offender, who in this instance was a domestic violence aggressor towards members of his family.

I will outline each stage of the National Decision Model (NDM) which "is suitable for all decisions and should be used by everyone in policing" (College of Policing, 2013) and explain how this model influenced my decisions after weighing up all options available to me. I will also explain the five step appeal model assisted me in my attempts to calm the perpetrator down, as it's an effective tool which "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).

During the essay, I will be using Gibbs' model of reflection 1988 (Gibbs, 1988) as I feel this will best suit to give an accurate reflection of my feelings at each stage of

the incident. "Gibbs' reflective method systematises reflections and isolates feelings" (Making Business Matter, 2021) so this model will help me explore my experience by emphasising key stages, therefore I will set the scene and give a description of the situation, then review my thoughts and feelings about the experience, before evaluating and analysing to make sense of what happened, then coming to a conclusion which draws on what I learned from the incident leading to an action plan where I'll summarise and talk about anything I would change or keep the same the next time I find myself in a similar situation.

A recent study has shown, due to the Covid-19 lockdown, "abuse by current partners and family members is found to have increased by 8.5% and 16.4% respectively" (Ivancic et al., 2021) therefore the effect this has on policing in the current era leads to an increase in domestic related incidents to deal with. My awareness of this was already alerted due to it being publicised by news agencies and broadcasters so I felt it was important to gain as much understanding while in my initial 6 months training for my role as a police constable when attending such incidents. Investing in time to read articles which gave me an invaluable insight into these incidents helped greatly, such as *The police response to domestic abuse* (HMICFRS, 2019) where it states "It is crucial that the first contact a victim of domestic abuse has with the police is supportive and empathetic to gain their trust." With this in mind, when attending any domestic incident, I understand the importance of my manner and contact is key to making our attendance effective to achieve the best outcome for the victim.

The specific incident I'm going to explain in this essay relates to an incident involving a distressed female who had been a victim of domestic related criminal damage. She called the Public Service Centre (PSC) to report her son was at her home and lost his temper leading to him causing damage within her house and he was still present at the scene threatening to cause more damage. This qualified the incident to be graded as an immediate response call where I was keen to attend with my tutor, so we dispatched and travelled to the reporting persons address. Whilst on route to the address, I gathered as much information as I could in relation to the incident via my mobile device, bearing in mind we were firmly within the "gather information and intelligence" stage of the NDM. There were no warning markers on the address however I relayed information to my tutor that the alleged perpetrator did have warning markers present for drugs and domestic violence, this was to ensure we were both aware and prepared to assess the risk and threat level when we arrived at the address, which is the next stage of the NDM. Upon our arrival, we were greeted at the front door by the reporting person and she was frantically showing and telling us about the damage that has just been caused by her son, who was standing in the living room observing our interaction with his mother. After she had finished explaining, before we had a chance to speak, the son started aggressively shouting and giving a different version of events, whilst attempting to justify some of the actions his mother had accused him of committing. It was at this point I realised I had not followed College of Policing's first response guidance to "separate the parties and deal with them all independently" (College of Policing, 2015).

After the son's outburst, I then told him to come with me outside, which he was refusing to do, so after a number of attempts to encourage and persuade him to leave the house, I resorted to the five step appeal model from the personal safety manual.

The five step appeal “provides officers and staff with a way of dealing with resistance” (College of Policing, 2015) is standard practice when faced with a member of public who is being dismissive and disruptive by giving them every chance to comply. I adopted this strategy in order to calm the perpetrator down and give him a fair opportunity to comply with my request. After already exercising the first two steps being a simple and a reasoned appeal, I was now at the third stage by making a personal appeal. This is where I reminded him of the consequences of not complying, that he could be committing more offences leading to harsher penalties on himself once we do get him out of the house. I also highlighted the effect this was having on his family by causing an unsavoury scene in the home and the sooner he complied the sooner we could resolve the matter. The son was still being obstructive, so I made it to the fourth stage of the five step appeal, which was to say the words “Is there anything I can reasonably do to make you cooperate with me” (words which precede any physical action in the fifth and final stage). At this point, it seemed as if a switch had been flicked in the perpetrators mind and he stormed out of the house. I followed him out to make sure there was no attempt to evade police, leaving my tutor inside the property with the victim, giving us the opportunity to consider our powers and policy and what options we could choose to take action and resolve the incident which are the last two components of the NDM.

We took the decision to take positive action and arrest the perpetrator due to several necessities under PACE Code G being present, to protect a vulnerable person, prevent further damage to property and to allow a prompt and effective investigation of the offence. We escorted him to the police vehicle and conveyed him to custody.

My feelings and thoughts throughout the whole incident from start to finish were ever-changing. The feelings I recall being the strongest were anxious and focussed. I felt anxious as this was one of my first domestic related incidents and I didn't want it to come across this way to the people we were dealing with. I felt focussed on the incident and this feeling was aided by gathering as much information as possible prior to attending the call. My feeling of anxiousness seemed to evaporate from the moment we arrived and my focus on the job in hand took over. After we arrested the perpetrator, I had a feeling of relief and but identified that a slight anxiousness was still present in anticipation of receiving feedback from my tutor about his views of my performance.

I was fortunate to be in company with my tutor who helped me evaluate what went well/not so well during the incident. After booking the suspect into custody, we went back to our desk where we reviewed our bodyworn footage and talk through the incident step by step which helped me self-analyse as well as take feedback on board from my tutor. I've always been an advocate of self-assessing as it gives me control of my own praise and criticism, and as research evidence suggests (Ross, 2006) “self-assessment contributes to higher student achievement and improved behavior.”

We concluded the evaluation by agreeing that the next time I'm faced with a similar situation it's imperative to separate the victim and offender at the earliest opportunity, as well as being more assertive when communicating the five step appeal which on reflection may not have advanced to step four had I been sterner in the beginning.

Actions I have taken from this incident are to study the College of Policing's first response guidance, then my tutor and I will organise another feedback session following the next domestic related incident I attend to discuss improvements made since reflecting on this incident.

Word count: 1,550

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 discussing and reflecting on a domestic violence incident I dealt with during the tutorship stage of my policing career. I will be using 'Gibbs reflective cycle 1988' which will help me describe the incident as well as my feelings and thoughts on the scenario as a whole. I aim to showcase my understanding of the criminal justice system in relation to supporting vulnerable victims and witnesses, along with valuing difference and inclusion, which is extremely important to policing. (College of Policing, 2017) states "equality and diversity play a critical role in the context in which we work, supporting our model of policing by consent."

While I was working a night shift, a call was reported from the control room for units to attend a domestic violence incident which was still in progress, qualifying this call to

be graded as a (G1) immediate response call. It was reported that a female called after being woken up on her sofa to her partner repeatedly punching her in the head. By following the golden hour principles (College of Policing, 2021) "the term used for the period immediately after an offence has been committed, when material is readily available in high volumes to the police" my colleague and I were keen to attend as soon as we could whilst driving in accordance to the response driving training.

I was aware our journey would take at least 10 minutes to arrive at the address, therefore I was keen to gather as much relevant information as I could during this time, adhering to the National Decision Model (NDM). I completed Police National Computer (PNC) checks on all individuals that were reported to have been involved with the incident as well as the address we were driving to. I discovered that the female involved in the incident was a high risk domestic abuse victim and concerningly a victim in several previous incidents, none of which having her support for conviction of her aggressor, who I then discovered was her current partner on each occasion. I also read that there was a child residing at the address but there was no information on the log to say if he was present or not, this would become a high priority for me upon arrival to ensure his safeguarding.

Disappointingly, it came as little surprise to me that the victim regularly withdrew her previous complaints, as I was already aware it has been highlighted in the news that victims are being let down by the Criminal Justice System when it comes to convicting offenders of this type of offence (Oppenheim, 2021) "Leading domestic abuse charities told The Independent they were seeing more women who have suffered domestic abuse withdrawing their statements or dropping out of legal cases altogether as a direct consequence of court delays."

When we arrived at the address, I dynamically risk assessed the situation by firstly establishing who was in and around the address. I turned my bodyworn video on to capture the victims first account as per college of policing guidelines for domestic incidents, which I'm also aware has assisted in prosecutions for these types of cases (College of Policing, 2014) "evaluation work undertaken in England and Wales has shown promising evidence that body worn video (BWV) can increase the proportion of criminal justice (CJ) outcomes in domestic abuse (DA) incidents".

As I had already been a supporting officer in several domestic incidents during my tutorship, I was keen to take a lead role in this attendance, so I delegated my tutor to complete a search of the property and surrounding area to discover the whereabouts of the perpetrator so we could ensure the safeguarding of the victim. I made myself known to the victim at the front door and asked if anyone else was present, to which she replied she was alone and her son was staying with grandparents that night. I then sat down with the victim and asked her to tell me exactly what had happened.

The victim described the incident which matched what was reported on the 999 call, including more particular details like where she had been assaulted and how aggressive her partner was whilst carrying out this act of violence. I conveyed this information to my tutor via my personal radio, and after this offence being disclosed I knew we would be taking positive action when we find the perpetrator, with force policy (SWP, 2015) stating "South Wales Police has a positive action policy in relation to

offences of this nature and robust action is taken to assist and safeguard vulnerable victims and their families at all stages of the police response”

I wanted to understand why the victim hadn't supported prosecution in the past and kept withdrawing statements after reporting the previous domestic incidents. The victim stated to me that she was concerned about the financial implications it would have on their family should her partner be subjected to a custodial sentence, with the potential of this hindering any employment opportunities in the future. I empathised with the victim and agreed this could be an issue but asked her to look at the bigger picture and the effect his current behaviour is already having on their family. Despite these incidents occurring when the child isn't present, his persistent abusive behaviour is going unpunished and it could be fuelling his attitude to continue offending. Recent UK statistics (GOV.UK, 2021) show “the overall proven reoffending rate was 25.2% for the October to December 2019 offender cohort” proving that the criminal justice system also has its part to play to reduce this number by successfully rehabilitating over a quarter of reoffenders.

After building rapport and trust with the victim, I told her about evidence led prosecutions (HMICFRS, 2020) where “If cases can be built without over-reliance on the victim or complainant, then it is still possible for the prosecution to proceed when the victim either does not engage from the outset or is initially supportive but withdraws their support at a later stage in proceedings.” I wanted her to realise that the police and the criminal justice system takes these types of incidents very seriously and she has been a victim of a crime where there is a lot of support available to help this stop.

Despite being aware of previous incidents, I never assumed that the victim had already been introduced to support services such as Women's Aid, Bawso and Shelter Cymru so I fully explained what each service provided. I then explained the importance of referring her to victim focus which I did on her behalf with her consent and I took time to complete a Public Protection Notification (PPN) with her to make appropriate agencies aware of the incident and for them to offer support to her where possible. The victim then provided a full statement, giving an in-depth description of what happened during the full event. I then explained the Victim Personal Statement (VPS) to her which she decided would have more of an impact if she provided nearer the trial date should the case progress that far. This made me feel like I gained the victim's full trust and helped her understand that what she has been going through is wrong.

My tutor and I weren't able to locate the suspect during our visit, so we ensured safeguarding by staying at the address until a family member arrived to stay the night with the victim. Arrest enquiries then conducted after we left after marking the male as a suspect on the police system.

My feelings at the beginning of this situation when we initially had the call to attend the domestic were calm and inquisitive, due to having already dealt with several domestic incidents the nervousness and anxiety has worn off when receiving these calls. Upon arrival, I felt ready for the challenge which influenced my confidence to take control of dealing with the incident. Whilst speaking with and consoling the victim, I demonstrated a strong feeling of empathy towards her whilst being constructive in my views and recommendations.

When my tutor and I left the address, we evaluated by discussing the incident on our way back to the police station. We talked about the difference in the victim's demeanour from our arrival where she was inconsolable, to when we vacated, she came across as hopeful and safe. This gave us a good starting ground for a debrief back at the station, where we reviewed bodycam footage of the incident and had a feedback session based on that. If there was anything I could have done differently, it would have been to request more units to assist in doing an area search for the perpetrator to help with golden hour principles.

I'm quite confident that the way we dealt with the incident has instilled optimism in the victim's mind that this incident will be dealt with in the most efficient and timely manner after assuring her throughout our whole attendance that our main focus is her safety and wellbeing.

What I learned from this incident is now that I'm more familiar with these types of calls I'm becoming more confident to attend and deal with them. Conversely, it's also made me aware that no two calls are the same, meaning some situations could be a lot more difficult than others to resolve, therefore I'm mindful not to become over-confident and have a sense of invincibility due to the fact that I'm still very in-experienced in my policing career.

Going forward, I aim to attend a domestic-related incident with a colleague other than my tutor to see how my peers deal with these situations. This method has been effective for me in previous employment as I enjoy experiencing different ways of working so I can take what I like from other colleagues' techniques and put it into my own way of working.

Word count: 1,650

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, my objective is to evidence my understanding of the National Decision Model (NDM) by reflecting on an incident I managed to resolve during my three months tutorship. I aim to discuss how the impact of my unconscious bias had an effect on the investigation and explain how I alleviated any unfairness during the investigation from this. I will also be showcasing my knowledge of the Criminal Procedures and Investigations Act (CPIA) by explaining my method of conducting an effective investigation into the offence, where I took all steps possible to effectively carry out my role as a criminal investigator which is defined (College of Policing, 2013a) as “any police officer involved in the conduct of a criminal investigation. All investigators have a responsibility for carrying out the duties imposed on them under this code including, in particular recording information and retaining records of information and material.”

The National Decision Model is regularly used by police officers as it supports them in taking particularly difficult and complex decisions when performing their everyday role. The NDM is heavily instilled into officers’ minds at the very beginning of their 6 months training phase as it’s a mandatory requirement to be learned, something which I have realised since joining my team why it was such a vital part of the curriculum. One of the biggest positives of the NDM is that for consistency purposes (College of Policing, 2013b) it is “suitable for all decisions and should be used by everyone in policing.” Another positive about the model is it provides officers with a structured thought

process for every incident, structured around the code of ethics and policing principles which is at the heart of the NDM.

Aside from the Code of Ethics, the other five components of the NDM are to gather information and intelligence, assess the threat risk and develop a working strategy, consider powers and policy, identify options and contingencies, then take action and review. Generally, the idea of this model is to go through it in chronological order, however there are instances where there is a requirement to dynamically risk assess situations where officers could be in attendance at a scene identifying options and contingencies but then they receive fresh information, taking them back to the information and intelligence stage before having to make a fresh assessment of the risk level and moving back around the NDM process.

The incident I am going to discuss is one which related to theft from a store, which is an increasing issue within the area I currently work, particularly as we approach the Christmas period and criminals and opportunists resort to shoplifting to fund their lifestyle. The offence took place within a supermarket where I was already aware the CCTV was of good quality which I knew would be vital in my efforts to identify and bring the perpetrator to justice as they had made off with electric shavers totalling over £100.00. At this point, I was between 'gathering information' and 'assessing threat and risk' stages of the NDM, and by receiving this information, I had already began my CPIA duties and considered powers and policies by considering what disposals I would be considering for the suspect by already ruling out a fixed penalty notice being that this can only be issued for shoplifting below £100.00, but assessed the threat and risk level as low due to the offender no longer being present.

A theory (Alpert, G. P. and Smith, M. R., 2007) explains that "biased policing is based on unconscious stereotypes, policies that focus on breaking down the cognitive scripts on which stereotypes are based can be key to changing officer attitudes and behavior." After working in the retail industry previous to this employment, I had witnessed many shoplifting incidents which frustrated and angered me when the perpetrators evaded police. Prior to commencing this investigation, I felt it was important not to let this frustration and anger continue into my new career for similar incidents as it could hinder my unconscious bias against these offenders which would be in breach of several policing principles like fairness and honesty.

Despite the suspect already having left the store, I felt it was still crucial to conduct my investigation as soon and efficiently as possible, to reassure the staff at the store that we take offences like this seriously and for my presence to deter any further offences being committed if the suspect or any potential accomplices may still be within the area. I attended the store and made my way to the security office to gather more information and take a statement from the duty manager in relation to what he'd witnessed so I was able to progress the investigation. I attended the store where I was approached by a security guard who handed me a usb stick containing footage of the offence taking place. As stated in CPIA guidelines (GOV.UK, 2020) "The investigator must retain material obtained in a criminal investigation which may be relevant to the investigation" therefore I kept this material safe inside my tactical vest until I returned to the station.

Whilst obtaining a statement, the manager identified the male who he witnessed committing the act of theft who was well-known to police as a prolific offender. This heightened my alert to discover where this suspect as he could potentially be on a spree around town or come back to this store on the same or next day to offend again. It was appropriate to look at what information and intelligence we had on our systems about this male to find out where he resides, whilst identifying options and contingencies, by conducting arrest enquiries and even considering a remand application upon charge due to being a repeat offender. At this point, I took action by circulating via my personal radio to CCTV operators and PCSO's patrolling the area to keep a lookout for this male and to share any information as soon as they know his whereabouts. Considering powers and policy at this point, this information conveyed would now also give constables reasonable grounds to perform a stop and search under section 1 of the Police and Criminal Evidence act 1984 which in-turn would give the option to arrest an individual should the relevant items be found. I was acting within CPIA guidelines (College of Policing, 2013c) as they state "Most forces have various specialist investigation units, such as intelligence or covert policing teams, which are a valuable source of information about specific types of investigation techniques"

Upon leaving the store, I contacted my sergeant directly to explain the circumstances. I informed him of my concerns about the offender potentially seeking to commit another imminent act within the town centre and we discussed the risks this would pose, more offences being committed which would decrease public confidence and have reputational damage with the public knowing we're unable to find the perpetrator with all the tools and resources available to us as (Bradley, 1998) stated, "Research into public expectations of policing in the UK has previously highlighted a strong preference for a highly visible police presence." My sergeant then authorised another unit to assist within the town centre which heightened police presence which would provide an even stronger deterrent and assistance with arrest enquiries.

When I got in my police vehicle outside the store, I heard via my personal radio that the units assisting in the area had gone code 9, meaning they had made an arrest so I was keen to find out if this was the suspect I was also looking for. I point to pointed my colleague to ask the name of the arrested person, to which they replied it was the suspect who we were looking for and also disclosed that he was found with over £100.00 of security tagged electric shavers concealed on his person. I had a sense of relief and success that we had worked as a team to catch the suspect so efficiently but aware that more work was required to bring the offender to justice as his detention would now need to be authorised and he would need to be interviewed for the offence under Pace Code C procedures. I returned to the station and uploaded all material relating to the offence including CCTV and statements, conforming to CPIA guidelines. The suspect was subsequently interviewed and charged for the offence of theft, partly due to the comprehensive evidence against him captured by the store CCTV.

The final stage of the NDM of reviewing all actions helped me reflect on how I had performed throughout this incident. I was satisfied that I had made some key decisions leading to the arrest of the individual, particularly my prompt attendance to the store and pro-actively circulating the identity of the offender in an efficient manner which avoided the possibility of more offences being committed. If there was anything I could change about my actions it would be to go with my instinct and make the decision

myself to contact more units to increase presence in the area, as I fear if this request was rejected by my sergeant we may not have caught the perpetrator so efficiently.

Word count: 1,532

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
Case file building. Due to the shortage of officers on response and in the hub I've realised I'll need to start building case files prior to my hub attachment, and due to the training in this area being poor I will need to learn from my peers how to build case files myself.	I will make use of quiet times, particularly night shifts, and pro-actively shadow colleagues who are building case files and ask if they will be kind enough to talk me through the type of files they're building.	My tutor and team can help me in this area. I will also approach officers on other teams who I socialise with around the station and ask them for advice about case files.	It's vital that I achieve a better understanding of this area prior to ending my tutorship period, particularly as I don't want to be faced with a case file task after joining my new team with very little knowledge of it.
Suspect interviewing. Despite sitting in on several suspect interviews, I'm yet to lead one so I'm keen to take on this task.	I may need to request to interview a suspect from a different case other than one of my own as I enter the last month of my tutorship.	I have mentioned to my team about how concerned I am about conducting a suspect interview before the end of my tutorship and they have agreed to help. Should this still be the case going into the last few weeks, I will approach a sergeant in the hub and ask if there are any outstanding interviews I would be able to lead.	It's essential this gets completed by the end of tutorship.

Confidence over the air via my personal radio.	I will achieve this by taking the lead by conveying all messages to PSC and team via the radio at every call until at least the end of my tutorship.	Whoever I'm double crewed with going to calls I will inform them of this objective and ask if they're happy for me to take the radio lead to help my confidence.	Until I feel a level of confidence as though this element is second nature to convey messages.
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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: __ L EDWARDS __ (Learner - Electronic signature or type name)

Date: __ 26/11/2021 __