

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*
- *You should upload your completed document as a saved pdf of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them despite you being able to upload them.*

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Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
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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:

This essay will be about my initial 6 months training since joining Gwent police. Throughout this essay I will highlight how I have developed resilience with regards to coping with stress, Proven techniques and strategies I have used to assist with my ongoing wellbeing and finally, what I can do moving forward in the future and learning from my experience. I shall be using Borton's Reflective Model (1970) to assist me with the structure of this essay as utilised by Murphy (2015), where 3 elements of reflection are identified these include, 'What, So what and Now what'.

Stage 1 of Borton's Reflective Model (1970) refers to, what has happened under the heading of 'WHAT'.

During my initial 6 months of training I found that I had to learn, memorise and retain a substantial amount of legislation and mnemonics used in policing. This was far more than I had anticipated which lead to workload increase and stress through trying to meet academic and practical standards. This left me feeling under intense pressure to perform, which further lead to me experiencing anxiety, and developing stress through a heavy workload.

Stage 2 of Borton's Reflective Model (1970) refers to, considerations moving forwards under the heading 'SO WHAT'.

To combat these feelings, develop resilience and minimise my stress, I introduced my first coping strategy where I started to go running at least twice a week. I Found that this had a significant impact on my mental wellbeing, stress and anxiety. Research into running suggests that it can improve overall mood and relieve stress.

Cummings describes the mental health benefits of jogging and running in passages such as:

"In addition to relieving daily stress, running and jogging can have positive influences on your attitude. The rush you feel during a run can lead to a boost in mental well-being or create a general sense of contentment." Cummings (2021).

Studies show that running tends to have this effect by releasing endorphins and endocannabinoids. Reynolds (2021) notes that although endorphins do impact muscles, a term known as 'The Runner's High' is more likely to be caused by Endocannabinoids due to them being able to cross the into the brain. Studies also show that blood levels of endocannabinoids surge during pleasant activities including running which means this can be seen as the human bodies substitute for marijuana, due to the calming and relaxing effects they produce.

Another coping strategy which I utilised to help deal with the effects of stress and develop my resilience was meditation. Meditation helped calm my mind and focus on my present moment in time and helped with coming to terms with my workload. Research into mindful meditation shows exceptional results with regards to helping reduce stress and general health management, Scott (2020) states Mindfulness meditation can be performed anywhere and allows the person to stay fully present and in touch with their feelings ultimately introducing vast amounts of stress and well-being benefits.

Alongside this I also utilised music during study periods to help assist with my learning in preparation for exams, Music “Can provide a present focus, and create an enjoyable meditation experience” (Scott, 2020). Music allowed me to connect with my present feelings at the time, decrease my overall stress levels and in turn make me a more positive focused individual. This is backed up by “Blood flows more easily when music is played. It can also reduce heart rate, lower blood pressure, decrease cortisol (stress hormone) levels and increase serotonin and endorphin levels” (NorthShore University Health System, 2020).

I found that unless I took these necessary actions, I would have seen a decrease in my mental state and willingness to hit the workload targets which would have left me feeling more stressed without an appropriate coping strategy in place to assist along the way.

Elizabeth Scott Defines stress as,

“Any type of change that causes physical, emotional, or psychological strain. Stress is your body’s response to anything that requires attention or action.” (Scott, 2020).

Due to this I felt that taking steps such as running, meditation and listening to music in and out of my studies was appropriate. It allowed me not only to step back to focus on my current well-being and to come to terms with the work I was dealing with but reflect on the best ways to tackle and help me deal with current situation.

Stage 3 of Borton’s Reflective Model (1970) refers to, the actions taken and what could be changed for next time. These fall under the heading of ‘NOW WHAT’.

Using the coping strategies of running to relieve pressure, meditation to reduce stress and to come to terms with my present, as well as listening to music to calm my feelings and focus, allowed me to eventually pass my exams and everything that was expected of me of the initial training over 6 months. The consequences of my actions showed that I began to spend less time with my family and friends due to me utilising more of my time on these new coping mechanisms. I made sure that every week I took regular breaks to spend time with my family and friends which also allowed me to re-charge my focus on my goals. Piedmont Healthcare (2021) states, “A study conducted by Carnegie Mellon University found that people use their family and friends as a stress buffer, talking about their problems instead of seeking negative coping mechanisms”. Taking this time really allowed me to harness my focus and recharge my batteries when I felt that work may have been getting too much and time out was required.

Reflecting on what I would change for the future, I would create a plan which would consist of days dedicated to work and others to family time. Next time, I think I would also focus on other strategies so breaks and work life balance doesn’t become repetitive which should increase my effectiveness to perform and aid in developing future coping strategies, helping my resilience and minimising stress.

1000 Words.

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

You must choose a policing incident involving conflict in which you played a significant role with an offender/service user/victim and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Review the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Describe the process for determining whether the use of force was necessary in a conflict situation (including any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

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

ANSWER:

This essay will be about an incident where I dealt with an offender and managed the conflict that the incident involved. I'll be reviewing conflict and describing the use of force and its necessity. I will be utilising Betari's Box (College of Policing, 2020). I shall also be reflecting on the outcome of the incident using Gibbs' Model of Reflection (1988) as explained by (University of Edinburgh, 2020).

I was called to an incident where an offender had been acting in a disorderly manner and refused to leave the premises after being asked to by the homeowner. I was informed by the Gwent Police Mental Health Team prior to attendance that the offender would need to be sectioned by police under 136 of the Mental Health Act (1983) due to his concerning behaviour. Section 136 of the Mental Health Act (1983) Highlights that if a constable believes someone needs immediate emergency care or is suffering from a mental disorder, he or she may remove the person to any place of safety without a warrant in the best interests of that person. (Legislation.gov.uk, 2017). At this time, I was feeling nervous as I had never dealt with type of incident before. I prepared myself for conflict and the possibility I may need use of force.

When entering, I utilised the NDM (National Decision Model) to guide my steps and proactively seek a positive outcome, minimising risk all present. "Decision makers can use the NDM to structure rationale of what they did during the incident and why"

(College of policing, 2013). The National Decision Model follows 6 elements, these include gathering information and intelligence which underlines the base of all decisions, it allows for the decision maker to establish an understanding of the incident, assess the threat and risk level presented, consider powers and policies available, identify options available and finally, take action and review all elements again.

I assessed the risk and threat level of the situation and established the offender was not cooperating and was unresponsive to any form of verbal conversation whilst he was laying on the bed. I approached the offender calmly and introduced myself in an attempt to build a rapport with him. I remained at a safe distance and reassured him I was there to help. Zambas (2021) theorises that effective communication in the workplace whilst working with people of many different personality backgrounds requires excellent communications skills which hopefully will allow for the other person's thoughts to be considered and understood. With this in mind, I ensured I remained fair, accountable, integrative and selfless in this situation to adopt the policing code of ethics which is at the forefront of every decision made. This is backed up by "The NDM puts the code of ethics at the heart of all police decision making. This distinguishes the NDM from other decision-making models and recognises the need for all police decisions to be consistent". (College of Policing, 2013).

I utilised the 5-step appeal to assist in dealing with the resistance by the offender, attempting to gain compliance and allow him to vacate the premises before any lawful use of force was used. I tried using effective communication to assist with this and utilised the 5-step appeal. (College of policing, 2020) states that the 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". I firstly utilised the 'simple appeal'. Unfortunately, this didn't work, so I moved to the 'reasoned appeal' where I advised he needed to vacate the premises as he no longer has permission to be there. He must leave as he is civilly trespassing inside the building. I then tried a 'personal appeal'. I reminded the offender that it was in his best interest to cooperate with me and to follow officers outside the premises to avoid a criminal record. He still lay on the bed unresponsive to orders and unwilling to cooperate with me. I utilised the 'Final appeal'. I enquired, as shown by (College of policing, 2020) "Is there anything I can reasonably do to make you cooperate with me/us". He again did not say or do anything and so the last step was 'Action' which is reasonable force. No Language barriers/preference were identified during this incident.

Following on from Gibbs' Model of Reflection (1968), at this time I was feeling hesitant, as I was considering the use force on the offender due to his lack of cooperation. Evaluating the issues presented, I had to constantly monitor the unpredictable nature of the situation. I was satisfied that I tried using all forms of effective communication to encourage compliance. Use of force was not the desired outcome, but it proved to be necessary in this instance.

After we established that communication attempts were ineffective, I used force under Common Law to act in the defence of others and to effect detention under section 136 of the Mental Health Act (1983). I did this by placing my hands on his right arm, using restraining techniques and manual handling whilst other officers assisted me to remove him from the property. The offender began to use his bodyweight against me and started lashing out. I placed the offender in handcuffs at the rear of his person. My decision to do this is backed up by (National Police Chiefs Council, 2010, P. 5) where it states handcuffs should be applied "In establishing an objective basis for believing that a person should be handcuffed because violence is likely to be used

against the officer". Betari's Box as referred to from (College of Policing, 2020) describes "people can get locked into a vicious or virtuous circle of communication, based on how their attitudes and behaviours respond to one another". It follows the lines of how another person's attitude and behaviour effects my own attitude and behaviour and vice versa. When using force, I realised that the offender's outbursts and negative attitude began to affect me, resulting in me being more assertive, raising my voice and applying more force, but still only what was necessary as too much force would have been unlawful. I ensured to withdraw immediately from this cycle by breaking out of the continuous circle, calming my approach and reassuring the offender in an attempt to change his behaviour which was ultimately impacting mine in execution of my duty. I remained professional, calm and collected and helped the offender to the best of my ability.

At this time, I was aware I was breaching Article 5 of the Human Rights Act (1998) which is the "Right to liberty and security" as I took away the offender's liberty by placing him into cuffs due to the offender requiring detention. I also considered the Policing and Criminal Evidence Act (1984) Code of Practice 'G' which delegates powers of arrest under Section 24 due to his violent outbursts, but this was not required as no offence had currently been committed. I placed handcuffs on the offender for the safety of officers and to minimise the risk of harm. I ensured I did not breach Article 3 of the Human Rights Act (1998) which is "Prohibition of torture" by making sure that the handcuffs were not too tight due to this article being an absolute right, (Legislation.gov.uk, 2004) was a useful source of information surrounding the Human Rights Act (1998). Once outside the property, I informed the offender I was detaining him under Section 136 of the Mental Health Act (1983) and issuing his lawful detention so he could be moved to a place of safety and examined by a doctor/nurse for assessment over his concerning, unusual behaviour.

I was satisfied I tried many different ways to gain the offenders compliance before resorting to force. I placed the offender's well-being at the forefront of my decision making and made sure it met the criteria in line with the policing code of ethics which are "Accountability, Fairness, Honesty, Integrity, Leadership, Objectivity, Openness, Respect and Selflessness" (College of Policing, 2013). I used these in line with the 'Standards of Professional Behaviour'. Summarised, these state that there are 10 standards to uphold at all times and remain accountable for. Some of which are as follows; police officers should not abuse their powers over the rights of anyone, only use force to the extent which is necessary and remain impartial to his/her duties and maintain respect and courtesy to public and colleagues (Legislation.gov.uk, 2012). Based on this I made sure all my decisions were accounted for and explained in my rationale. There were moments where the offender struggled, but this allowed me to work harder to achieve the outcome of getting him the help he needed. Analysing this, I had my own role during this incident. I took the lead and made decisions of what the best course of action was. I identified that other input from my colleagues could have helped when I was considering the next steps to take. I enjoyed the leadership role, but it can be beneficial to allow other colleagues to also take the initiative, regardless of whom the leader may be. This is backed up by "the outcome of a given task can be improved when two people have helped each other instead of working on their own" and "Teamwork also encourages self-improvement" (Howell, 2015). To conclude, I learned that I must remain open to different approaches when managing conflict, as well as allowing colleagues to share their ideas instead of having a tunnel vision. I will address this next time by actively seeking guidance from my colleagues and opening

my mind to their experiences to assist with the incident we are dealing with. This, in turn, should allow further mitigation of risk and improve overall conflict management.

1633 Words.

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened.

Give a brief description of a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Explain and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

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

ANSWER:

This essay will be about an incident where I dealt with a Victim of Hate Crime. I will explain and reflect on this incident using Gibbs' Model of Reflection (1988) as depicted by (Learning performance, 2019) and highlight the responsibilities and procedures taken in line with police policy and relevant codes of practice utilised to support and assist the victim through the Criminal justice system. I will then focus on how policing values were engaged and other considerations which were relevant during this incident.

I was called to an incident where the victim was walking towards his home address and had an egg thrown at him a couple of streets away. He stated he didn't think much of the incident at first, until he was assaulted again close to his home a couple of minutes later. A bottle was thrown at him with an egg like substance inside of it. The Victim perceived the two assaults as being motivated by prejudice and a hate due to his Race as he was a young black adult. He believed it to be from the same offenders who may have followed him home, as a vehicle passed very quickly when the second assault occurred. No language preference was identified during this report, however the victim clarified he wished to communicate in English.

The Victim falls into the Protected characteristics of the Equality Act (2010). (The Equality and Human Rights commission, 2020) states "The Equality Act 2010 says you must not be discriminated against because of your race". It also states "In the equality act, race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins which may not be your current

nationality". (The Equality and Human Rights commission, 2020). Discrimination is taken very seriously in the police and falls directly in line with the policing Code of ethics of equality and diversity. Summarised, Equality and diversity under the code of ethics states, I must remain fair and impartial and to not discriminate unfairly or in any unlawful way in execution of my duty, I must uphold the human rights, treat people with impartiality and with the fairness and respect they deserve. (College of Policing, 2014, p. 7)

I believed this to be a Hate Crime which became aggravated due to his Race. Hate Crime is defined as,

"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender". (Bryant et al. 2020, p. 329)

With this in mind, I had to consider the element of the crime, which was Actual Bodily Harm contrary to Section 47 Offences Against the Person Act 1861, due to the objects thrown leaving visible marks on the Victims skin. I dealt with this incident appropriately under Section 29 (1) of the Crime and Disorder Act (1998) Racially or Religiously aggravated assaults with my sub-section in this Act being an offence under Section 47 of OATPA 1861 (ABH). (Bryant et al. 2020, p. 330) was a useful source of information to explain this. The definition of racially or religiously aggravated Offences Contrary to Section 28 of the Crime and disorder Act (1998) is as follows,

"An offence is racially or religiously aggravated for the purpose of section 29 to 32 below if (a) at the time of the offence, or immediately before or after doing so, the offender demonstrates towards the victim of the offence hostility based on the victim's membership (or presumed membership) of a racial or religious group; or (b) the offence is motivated (wholly or partly) by hostility towards members of a racial or religious group based on their membership of that group". (Legislation.gov.uk, 2001)

I was satisfied with how I would be dealing with this process. I identified the relevant offence and the victims protected characteristics which allowed me to establish the best course of action, both in line with policing procedures and for the victim's views and feelings. Listening to the emotion displayed by the victim when explaining what happened was difficult, but it increased my motivation towards seeking a positive outcome and closure in line with my duties to support him through the policing process. Statistics of Hate crime show the protected characteristics that are most vulnerable to Hate crime. "In 2017 to 2018 stat's showed that 76% of Hate crime was Racial, 12% was sexual orientated, religious made up 9%, disability was 8% and transgender made up 2% of all Hate crime". This was taken from (Bryant et al. 2020, p. 329). Racial is evidenced as the most vulnerable of the protected characteristics as being subject to hate crime in recent years. Considering the victims feelings, I reassured him and informed him that the matter will be taken very seriously.

Following procedure, I took a statement from the victim which details his account of the incident. Afterwards, I asked if he would like to make a Victim Personal Statement. A Victim Personal statement falls under the Code of practice for Victims of crime to share their views and feelings of the crime which has happened to them to be brought before the court at trial. This can include "anyone who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence". (College of Policing, 2013). He accepted and a full Victim Personal

Statement was completed and attached to the occurrence file. I informed the victim that due to the sensitive nature of the incident; he was eligible for Special measures if the case was to go to Magistrates/Crown Court as he falls into the intimidated Witness and victim's category. He explained he did not want repercussions from police action which only solidified his right to special measures further, due to his feelings of potential repeat victimisation. I explained the Victim Special measures are put in place for Victims and Witnesses who fear further distress or other circumstances which could potentially put them in a position which effects their ability to provide best evidence to the court. "Intimidated witnesses for the purpose of special measures assistance are defined by Section 17 as whose quality of evidence is likely to be diminished by reason of fear or distress." (Ministry of Justice, 2011). I informed him of the types of special measures available which included evidence in private, live Tv link and screens to shield him from the offender to name a few, (Ministry of Justice, 2011) was a helpful source of information which I directed the victim to for reference.

The Victim's positive co-operation, despite his feelings, aided strong progression with this case. It also allowed me to deliver on victim satisfaction and care through not only the Criminal Justice process but as a whole, building rapport with the community I serve. Delivering on targets I personally set for myself allowed me to improve my capabilities for police requirements to have a strong, competent working officer, focused on victim needs and satisfaction.

Furthermore, I ensured the Victims Codes of Practice and all of its 12 Rights were met as part of my other responsibilities. Ministry of Justice (2020) notes that the 12 rights of victims summarised include, to be understood, to have all details documented, to be provided with relevant information when making a report to the police. To be referred to services and supportive needs throughout the report process, information about rights to compensation and any other ongoing information about the investigation, the ability to make a Victim Personal Statement, To be provided with trial information and any other subsequent information about the case as a whole which includes the role the victim/witness plays and any appeals, To be entitled to compensation and insurances with regards to expenses and property, to be given any information the offender and to make a formal complaint about any of the single rights summarised not being met through the process. These rights set the base for my investigation and ensured I sorted out a positive outcome and exhausted all investigative capabilities with the victims' rights at the forefront of all work. I was dissatisfied with being unable to pursue some investigative capabilities due there being limited leads. For example, no offenders identified in CCTV and House to House enquiries coming back as negative to hearing or seeing anything, when people were asked about the victim and the time the offence took place. However, I ensured all enquires were exhausted and I delivered a public service which exceeded expectations.

As a result of my investigative enquiries, allowing the victim the support and help he needed via partner agencies and completing all investigative enquiries, a suspect was traced with the victim happy and willing to progress the matter and attend court. I learned that as long as I keep a victim focused mind set and place the code of ethics and the victims code at the forefront of my investigation, I could deliver a result even if it was one the victim did not expect. Continuing from this, I could expand more on investigative capabilities due to there being limited resources at the time. I could guarantee this for next time by attending at the earliest opportunity rather than attendance being booked hours later. Also, I could seek other opportunities by asking for assistance from colleagues, asking them to share their knowledge for a broader

and wider range of understanding of the matter for the benefits of a more successful outcome in future.

1622 Words.

Task 4

Relevant areas of the National Policing Curriculum:

Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened.

Give a brief description of the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Consider** the role of discretion in the decision-making process.

Explain your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through an **analysis** of the potential impact of bias on the decision-making process.

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

ANSWER:

This essay will about an incident where I dealt with an offender about a Road Traffic Offence where I had to make the decision to either use suitable disposal methods on the basis of using discretion and my judgment over the situation I was presented with. I will describe the NDM (National Decision Model) and reflect on how this was used to assist me in resolving the matter. I will finally explain my responsibilities with regards to the Criminal Procedure and Investigation Act (CPIA) and how information recorded and retained was managed when dealing with offenders and subjects and how Bias may have impacted my decisions. I will be using Borton's Model of Reflection as depicted by (Dabell, 2018) to reflective over this incident under the introduction, main body and conclusion of 'What, So what and Now what'.

I was on mobile patrol with another colleague when I observed a vehicle. The driver could be seen wearing no seatbelt on the road. Legislation surrounding the use of seatbelts states under Section 14 of the Road Traffic Act (1988) "The secretary of State may make regulations requiring, subject to such exceptions as may be prescribed, persons who are driving or riding in a motor vehicles on a road to wear seat belts of such description as may be prescribed." (Legislation.gov.uk, 2020). Although some exemptions exist if one is reversing or driving an emergency service vehicle, none of these currently applied. The only other exemption would be medical consent from a GP/doctor to exempt him/her from wearing one. I had to bear this in mind moving forward. I also identified that the vehicle was displaying a light other than a red light where the rear passengers side brake light is supposed to be.

Under 'The Road Vehicles Lighting Regulations (1989) Regulation 11 (2) states "No vehicle shall be fitted with a lamp which is capable of showing any light to the rear, other than a red light, except - (a) amber light from direction indicator or side marker lamp; (b) white light from a reversing lamp; (c) white light from a work lamp; (d) light to illuminate the interior of a vehicle; (e) light from a an illuminated rear registration plate" (Legislation.gov.uk, 1989).

My colleague and I illuminated our blue lights and pulled the vehicle over to one side. I began utilising the NDM (National Decision Model) which has six elements to risk assess situations and justify rationale moving forwards. This is all centred around the Code of Ethics which are the main policing principles. "The National Decision Model (NDM) is suitable for all decisions and should be used by everyone in policing" (College of Policing, 2013). The very first element Which I had to remember in all my decisions is the 'Code of Ethics'. The 'Code of Ethics' contains 9 principles which must be adopted and justified in all decisions these are Accountability, Fairness, Honesty, Integrity, Leadership, Objectivity, Openness, Respect and finally selflessness. Summarised from (College of Policing, 2013) I have to answer for all my decisions, treat people with justified and fair approach, remain impartial in all my decisions, make evidence based choices and not ones on poor judgement, remain transparent, do the right thing even though it may not be the result wanted, always act within the publics interests and give everyone the respect they deserve. The next element of The National Decision Model is 'Gathering Information and Intelligence', "During this stage the decision maker defines the situation" (College of Policing, 2013). Before leaving my unit, I already identified two offences from the vehicle. I ensured I wrote down the vehicle registration number as I knew this would be required later. I recognised the offender's compliance to stop but I did not let this influence my decision at this stage due to other risk factors present. Element three of the NDM focuses on 'Assessing threat and risk and developing a working strategy', "This analytical stage involves assessing the situation, including any specific threat, the risk of harm and potential benefits" (College pf Policing, 2013). I stepped out of the vehicle checking traffic for my own safety. I ensured I wore a high visibility jacket ensuring I was visible to other road users. At this time, I was calm but cautious of the driver as I didn't want him to react in a way which could be dangerous to myself and others. The current threat and risk was low, so I decided to speak with a friendly, inviting tone to encourage compliance. The next stage of the NDM covers 'Powers and Policy' as element four. "This stage involves considering the powers, policies and legislation that could apply in this particular situation" (College of Policing, 2013). I informed the offender why we had stopped him. He replied stating he was just around the corner from his house. I explained that it is an offence to drive without a seatbelt and to not show appropriate lighting colour for the rear brake lights regardless of where his home is. I asked the offender for his details before conducting a PNC (Police National Computer) Check on the individual and his vehicle to check if he was insured, taxed, if the MOT was held and who the named driver was. PNC also allows me to see if the offender is wanted, if the vehicle is stolen and shows any other relevant markers.

As part of the CPIA (Criminal Procedure Investigation Act) I have a responsibility at the start of every investigation to record, retain and reveal information of relevance to an investigation if it was subject to further proceedings. Enquiries such as PNC's, Niche checks fall into a protected bracket of information which must only be used for a policing purpose. "Relevant material must be recorded and retained, and lines of enquiry that might exonerate a suspect must also be pursued" (Bryant et al, 2020, p. 549). The disclosure system sets out "Act and Codes to promote a shift towards truth-

seeking in investigations, rather than trying to prove the guilt of a suspect” (Bryant et al, 2020, p. 548). Considering this when I was managing my offender, the information he provided was highly sensitive, but I documented my rationale for its use into my Pocket Notebook which subsequently could be disclosed during court proceedings. I ensured I activated my Body Worn Video and placed this onto our computer system with the occurrence reference attached for suitable storage if it ever needed to be disclosed. A part of the CPIA (Bryant et al, 2020, p. 550) summarises that the officer in case has the responsibility of ensuring that relevant material is recorded in a retrievable format regardless of is it is unused or not. This can subsequently be disclosed to the defence which includes any information which could undermine the case.

The offender had no history or involvement with the police which allowed me to begin to decide the optimum way to handle the situation. Elements five and six of the NDM cover ‘Options and Contingencies’, “Consider different ways to make a particular decision” (College of Policing, 2013) and ‘Action and Review’, “At the action step, decision makers are required to make and implement appropriate decisions” (College of Policing, 2013). The driver appeared to be a calm and collected individual. He respected police authority and accepted responsibility. The driver was young and accompanied by his friend, so initially, I experienced unconscious bias, considering him a ‘boy racer’ due to previous experiences with young, irresponsible drivers. Unconscious bias as described by Moran (2019) is an implicit bias which stereotypes individuals of a diverse range of various backgrounds, these are often uncontrollable thoughts but do not mirror a person’s rationale mind.

I ensured I wouldn’t allow this to impact my decisions and focus only on the evidence gathered so far. I also ensured to act in line with the ‘Code of Ethics’. I continued to be fair, open and transparent, treating the offender with respect due to his compliance and behaviour. This falls directly into the ‘Standards of professional Behaviour’. I remained impartial and didn’t discriminate or judge the young offender based of my unconscious bias. This is reinforced by “Equality and Diversity - I will act with fairness and impartiality. I will not discriminate unlawfully or unfairly” (College of Policing, 2013). The offender provided me with a medical slip which stated he was exempt from wearing a seatbelt for medical reasons. This impacted my overall decision. Based off the information and the rapport I had built with the offender, I decided to use discretion as he had provided a Lawful Defence for not wearing a seat belt. I gave advice, a warning and informed him if he was caught driving his vehicle without a seatbelt on with no lawful reason, I would issue a TOR (Traffic Offence Report) against him, which would likely involve a fine and court proceedings. Discretion is based off training and experience, but also the application of Police force procedures and policy. In my case discretion was based around the incident I was dealing with and discovering the most suitable choice of action. Writer (2020) states “Discretion relies on the officer’s confidence and good judgement to work correctly and in the best interests of the community”. Discretion has many advantages and disadvantages to which I justified its proportionality alongside a VDRS for the Brake light being defective on the vehicle. A VDRS stands for Vehicle Defect Rectification Scheme. (North Yorkshire Police, 2021) states that “(VDRS) is intended to promote road safety and improve the standard of motor vehicles travelling on the county’s roads”. Concluding my use of discretion was appropriate due to the subject having no history of trouble with police and I Justified alternative disposal methods by use of the NDM and for the future I will set out to use this example as a basis for dealing with similar circumstances.

1649 Words.

Task 5

Personal Development Plan (PDP) / Learning Plan.

As part of your reflective process, please use this table to aid you in identifying the next steps for development. This is equivalent to 500 words. Please note that this not the actual number of words you need to use, the wordcount reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline
The area I have identified as an area for development is 'Case Files'	Over my tutorship and when I am deployed onto station, I shall be trying to put as much practice as possible into developing my skills with regards to trying Gap Files, NGAP Files and Remand Files, to gain further experience in this area. I will apply myself to calls which require this over a length of time.	The people who can provide support include, the pre-charge team, my tutor and acting sergeant and other serving constables who have experience in this area. Also, on duty officers who are based at station with me.	Specific goals I will undertake will be to, attach myself to helping colleagues and attending more calls surrounding files, Files take time and will require dedication outside of work to fully understand. This is important as files are subsequently subject to trails and court proceedings, work of this can be found on Moodle and from the Case files team. I will require Niche to accomplish this goal, but I can use previous files I have completed to better improve on. Measured over a couple of attempts I should be able to compare the different files I have completed which should allow me to move forward with

			strong progression. Obviously achieving this goal maybe be difficult over policing other crimes, I may have to continue using my own time to achieve my desired result. My relevant goal is to better my understanding of the different forms which are required for files in general. The time I have given myself has to be realistic due to files not always being required so I have given myself a few weeks to adapt and put in time and effort to hit these goals.
Another I have identified as an area for development is 'Domestic incidents.	Over my tutorship, when I hit division, I will apply myself to Domestic calls to have a better understanding in this area.	The people who can help me include other colleagues, my tutor, my sergeant, but also myself by taking the time required outside of work to learn and adapt to these calls.	Specific goals I will undertake will include attending calls involving domestic related incidents. I will track this progress over 2 sets to see I am hitting the target I desire. I am seeking to achieve this in a realistic time scale so if I am behind, I can always ask other colleagues to assist where necessary, my relevant goals are too understand the full purpose and use of DASH's and PPNs as I feel

			these are fields I want to address.
The last area I have identified as an area for development is 'Missing Persons incidents.	When I hit division and over the remaining part of my tutorship, I will apply myself further to these incidents to be able to understand the Risk assessments required for these calls.	The people who can help me can include other police officer located around the force, my tutor and other students who may know this field better than me.	Specific foals I will undertake will include attending calls involving missing persons and welfare checks, I will track this progress over 2 weeks which is a realistic time frame to see if improvements has increased. I wish too would achieve these goals in this time frame as it allows not only for other things to then be focused on but to actually see if the goal is being met. My overall goals are to improve on the procedures and policy surrounding these calls to better my understanding of these incidents.

607 Words.

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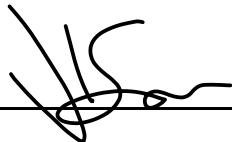
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Recognition and Confirmation of the progress on the Occupational Competency Portfolio (OCP).

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.

X 
J Ison

Signed:
or type name)

Jack Ison (Learner - Electronic signature

Date: 05/09/2021