

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Development Plan	500
	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:

During the initial 6 months of training there were considerable pressures put upon me. These pressures came from the fact that I had not had to complete on the job learning or exams in the 12 years prior to this course. Due to this I found it essential to develop coping strategies to develop resilience and minimise stress during this time.

An integral part of being able to undertake the role of a Police Constable efficiently is being able develop resilience which, in turn, minimises the stress associated with the position. Resilience is defined as a person's ability to rebound from a failure, setback, conflict, or even increased responsibility, positive events, and progress, landing in a stronger strategic place than before (Block & Kremen, 1996; Luthans, 2002; Masten, 2001). Developing this resilience is important as it has been studied and reported by Tugade and Fredrickson (2004) that resilient people are more capable of handling stress in a high-change environment whilst also being able to maintain emotional stability in the face of adversity, key in the role of a Police Officer.

There are many different strategies that can be utilized; however, it is important to find strategies that work for you personally. It has been argued that although it is important for the Police Organization to support a culture of wellness within, that in the end, Police Officer's power to successfully cope with and overcome various risks associated with the job stems, in large part, to their ability to develop and exhibit resilience (Papazoglou, Blumberg, 2020, p.4). Considering this, I have developed my own coping strategies that fit my own needs, these being physical exercise and meditation.

Regular physical activity and resulting cardiorespiratory fitness (CF) have been shown to enhance resilience against stress and stress-related disease, including in police officers (Schilling *et al.*, 2020). Due to the role of a Police Constable requiring a higher level of fitness compared to other job roles, I started to incorporate a structured exercise regime into my daily activities, which had been designed by a Personal Trainer who had previous experience of working with police officers. The

programme consisted of 5 sessions of around 60 minutes each, which included cardiovascular and strength training. Included with the programme was a nutrition programme designed around my current body measurements to gain the best results possible. Upon receiving the training programme, I signed up to my local gym which had the facilities required to complete this programme effectively. I ensured that I followed the plan and nutritional guidance strictly as I was determined to get the highest levels of physical and psychological benefits during the programme timeline. I found that after training sessions I would feel positive and have a greater level of self-esteem which, in turn, encouraged me to keep going with the programme. Due to the positive aspects of completing the programme I found I had higher concentration levels and had very limited amounts of stress when completing learning and exams during the first 6 months of training school.

Whilst I incorporated an exercise training programme during the first 6 months of training, I also wanted to introduce a mindfulness activity to further build upon the resilience towards stress and stressful situations, therefore I started meditation. Meditation usually refers to a formal practice that can calm the mind and enhance awareness of ourselves, our minds and our environment (Behan, 2020). There are multiple benefits to meditation, and these have been documented in studies previously, most notably by Afonso (2020) who showed that people who have meditated over a long period show changes in areas of the brain concerned with stress and anxiety.

Due to not having any previous experience in meditation and having time constraints due to other daily activities, I researched the various meditation techniques. I discovered that there are many techniques ranging from Mindfulness meditation to walking meditation. After carefully studying these techniques and evaluating how they would work for me personally, I decided that mini meditations would work best for me. I incorporated 15-minute daily sessions as the first activity I completed upon waking up, where I would ensure I was in a quiet room with no distractions around and I would close my eyes and concentrate on my breathing. Whilst concentrating on my breathing I would clear my mind of any thoughts and allow myself to not think of anything. Although a difficult skill to master, I stuck with and in time I found that these meditation sessions made a noticeable difference in keeping me feeling relaxed and focused during the day and the added benefit of this coping strategy is that I could incorporate this at any time if I was feeling stressed or anxious.

In conclusion I found that although I could have implemented many different coping strategies to help build resilience to minimise stress, the strategies that I did implement fit very well into my daily routine and worked well for me in daily life. I found I genuinely enjoyed completing these and certainly learnt a lot. Whilst I have always taken a keen interest in sports and physical wellbeing, I found that making this a priority during the initial six months of training really helped me to concentrate and relax under the pressures I faced. Meditation is an activity I had always wanted to pursue but had never been able to find the time or need to partake in. I found this activity very stress relieving, which in turn then allowed me to compartmentalize the pressures I was under to be able to concentrate on what needed to be done. In

terms of policing, these coping strategies have given me techniques to be able to look at the different problems we face and break these down into smaller and more manageable chunks to be able to complete the role effectively and with ease. I have taken these coping strategies forward into the next phase of training and find these to be helping with the further stresses of the job.

Word Count - 1001

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:

When reviewing the skills, a Police Constable requires to complete the role of a Police Officer effectively it is clear to see that a vital skill is that of effective communication. Effective communication refers to the formal as well as informal sharing of meaningful and timely information in an empathetic manner (Sharma & Patterson, 1999). Examples include keeping others very well informed, explaining in a meaningful way, not hesitating to give requested information and explain the pros and cons (Sharma & Patterson, 1999). Effective communication helps eliminate uncertainty, build trust and enhance relationship quality, thus are especially important for the functioning of organizations (Park, Lee, & Lee, 2014; Park, Lee, Lee, & Truex, 2012).

When looking at effective communication and how this relates to a policing context there is a theory that can be utilized to improve the way a student Police Constable interacts with the public and that is Transactional Analysis. Transactional analysis was originally developed by Eric Berne and is based upon the assumption that at any one time people tend to adopt the characteristics or 'ego states' of a parent (critical or nurturing), adult, or child (adapted or free). The ego state affects their attitudes and the way they speak to each other (Bryant and Bryant, 2021). Once it has been identified which ego states are being displayed, it is then important to recognize what

category the conversation or transaction is, these can be either complementary, crossed or ulterior. A complementary transaction occurs when the ego state of each side of the conversation corresponds. A crossed transaction breaks a complementary transaction and to change the style of transaction either individual would have to employ a different ego state. In an ulterior transaction there are actually two different messages, an open message and a hidden message, whereby the open message is adult – adult and the hidden message is parent – child or child – parent (Bryant and Bryant, 2021). It is important again with an ulterior transaction to recognise this and to break this behaviour to change the transaction type.

When used, transactional analysis can enhance communication skills of student police officers greatly as it encourages the individual to be aware of their own self and how they are portrayed to others. When the Internal Adult decides how best to respond, that response is deliberate, calibrated, controlled, and consciously chosen (Indranil Mitra, 2017). By making a conscious choice to act as the adult during interactions with the public student police officers will create positive experiences for those involved. It is important to continue to create those positive experiences as one positive interaction by one officer with the public is not enough to resolve the numerous interactions made by other officers where communication is lost through negative communication experiences (Yardley, 2013).

Whilst communication is at the forefront of policing there will be situations where police officers will need to deal with conflict. When looking at what conflict is, it can be described as a disagreement among groups or individuals characterized by antagonism and hostility. This is usually fuelled by the opposition of one party to another, in an attempt to reach an objective different from that of the other party. (Hosting, 2013). Part of the training as a student police officer is being taught how to deal with conflict in a professional manner, whilst also considering the safety of the subject, your colleagues and yourself. Conflict management is taught during the officer safety training element and covers a wide variety of techniques and models.

One such model taught is that of Betari's Box. The foundation of the betari box pertains to the idea that human behaviour influences one's own attitudes. One person signals and interprets the behaviour of another and that forms the start of the cycle. After all, people act based on other people's behaviour; it influences the actions the other takes (Mulder, 2018). The model is quite simple in how it works and it explains that my attitude affects my behaviour which affects your attitude which then affects your behaviour. This cycle is repeatable as your behaviour would then affect my behaviour and the cycle starts again. It is important to keep this model in mind when dealing with conflict situations as it is clear to see that if you display a negative attitude towards the situation it is likely to heighten the attitude and behaviour shown towards you from the subject. This in turn would create a worsening cycle of behaviour as your attitude and behaviour would be adversely affected from this. If you were to approach the situation in a calm manner then it is likely that the response shown towards you would be positive thus negating the need for conflict.

During the tutorship phase I have encountered many conflict situations, however, I shall be reflecting upon an incident which involved a female being arrested for Drunk and Disorderly behaviour. Drunk and disorderly is defined in this instance as, any

person who in any public place is guilty, while drunk, of disorderly behaviour (Legislation.gov.uk, 2011). During my reflection of the incident I shall be using Borton's reflective tool to describe the incident and to explain then actions I undertook. Borton's reflective tool looks at three elements, which are What?, So What? And Now What?. The model is a continuous model where you initially describe the events and what has happened, you then provide an analysis of the event and explain why you chose the actions you did and finally providing actions as to what you are going to do next, whilst providing what the consequences of those actions might be.

I was tasked by force control room to attend an emergency call of 2 females being aggressive in a taxi office and causing damage to the property. I have attended the incident with my tutor who has driven to the incident on blue lights. During the journey to the incident I have spoken with the force control room to gain further information about the females and the incident itself, however, they have not been able to provide further information before our arrival at the scene.

Upon arrival at the scene I have witnessed 2 young females outside the taxi office being disorderly with raised voices in the street directly outside of the taxi office. I have assessed the situation in line with the national decision model and due to my assumption that the females in question seemed to be under the influence of either drink or drugs I have concluded that at this time it is important to establish positive lines of communication with the individuals.

The females were separated at this point and I have taken the more aggressive of the 2 individuals to one side and opened a dialogue with the female using a transactional analysis approach. I have spoken with the female in a calm and controlled manner; however, the female has become obstructive in her manner towards myself, thus creating an imbalance in the transaction between us.

I have continually assessed the situation and have found at this point that there is no requirement to use force to deal with the situation, however, due to the arrival of more officers at the scene the female in question has become aggressive. At this point the female has become verbally and physically aggressive towards myself and other officers and it has reached a crisis point whereby if no action is taken then the situation will escalate beyond control. With the Pace codes of practice in mind, I have concluded that the best available option at this point is to arrest the female in question for drunk and disorderly behaviour. I have utilised PACE code G which gives police constables the power of arrest for those involved in committing a crime.

With the assistance of my tutor we have restrained the female by placing her into a wrist lock on each arm and placing into handcuffs in the rear stack position. The female has continued to be verbally aggressive towards myself, however, I have appropriately cautioned her and checked understanding before conveying to the marked police van that had arrived shortly beforehand. I have completed a search of the female under Section 32 Police and Criminal Evidence Act 1984. This legislation states that a constable may search an arrested person, in any case where the person to be searched has been arrested at a place other than a police station, if the

constable has reasonable grounds for believing that the arrested person may present a danger to himself or others (Legislation.gov.uk, 2013). Using the national decision model I have believed it necessary to complete a Section 32 PACE search due to aggressive behaviour of the individual potentially presenting a danger to themselves and others.

The female has then been placed into the police van and conveyed to custody, where the custody sergeant has taken the relevant details of the incident from myself and authorised the female's detention.

Upon analysing the incident afterwards I have determined that I initially made the correct approach and looked to deal with the situation utilising a transactional analysis approach, however, due to the escalating behaviour of the female in question this approach would not have been effective. I have continually assessed the situation using the national decision model and betari's box and have concluded that the necessary approach was to use techniques taught during Officer safety training to diffuse the conflict.

In conclusion, the actions I have taken have been necessary in this situation as the escalating behaviour shown by the female would have become unmanageable and likely to have caused danger to the female herself or others around her.

Words - 1609

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:

When considering the Criminal Justice System, it is important to look at what its aims, and objectives are. The purpose of the Criminal Justice System (CJS) is to deliver justice for all, by convicting and punishing the guilty and helping them to stop offending, while protecting the innocent. It is responsible for detecting crime and bringing it to justice; and carrying out the orders of court, such as collecting fines, and supervising community and custodial punishment (Trueman, 2015). Although the main purpose is to deliver justice for all and punish those who are guilty, a key goal for the Criminal Justice System is to increase victim satisfaction with the police, and victim and witness satisfaction within the Criminal Justice System. The police service has a responsibility to let victims know about their rights within the victim's code which include but not limited to keeping them informed with progress through the investigation, assessing their needs and their right to access support (College of Policing, 2022.).

Whilst there is a specialist Victim Support Unit that deals with victims after the initial report of a crime, it is my responsibility as a Police Officer to follow the codes of practice in relation to victims and witnesses throughout an investigation ensuring that I recognise their individual needs and concerns and treat them with dignity and respect. When looking at the victim's code of practice it is important to understand what victim's rights are. There are 12 rights as defined by Ministry of Justice (2005), which are:

1. To be able to understand and to be understood.
2. To have details of the crime recorded without unjustified delay.
3. To be provided with information when reporting the crime.
4. To be referred to services that support victims and have services and support tailored to your needs.
5. To be provided with information about compensation.
6. To be provided with information about the investigation and prosecution.
7. To make a victim personal statement.
8. To be given information about the trial, trial process and your role as a witness.
9. To be given information about the outcome of the case and any appeals.
10. To be paid expenses and have property returned.
11. To be given information about the offender following a conviction.
12. To make a complaint about your rights not being met.

The Victim Support Unit will guide the victim through many of these rights and take over the care of the victim from the Police at a certain stage, however, it will still be our responsibility as Police Officers to ensure that rights 1 – 7 and 12 are complied with.

When considering how a witness should be cared for it is important to consider the Witness Charter as defined by Ministry of Justice (2013). Whilst there is no legal requirement to adhere to the witness charter it is vitally important to ensure that Witnesses are cared for with these standards set out. The importance of treating witnesses with these standards in mind is evident through the introduction of dedicated Witness Care Units from the No witness, No Justice (NWNJ) initiative. The purpose of this initiative was to ensure that individuals are able to give their best evidence, are more willing to attend the trial to ensure that justice is done and to provide support to victims and witnesses through 'placing them at the heart of the justice system' (Crown Prosecution Service, 2012). There are 21 standards defined under the Witness Charter, however Police Officers are directly responsible for 7 of these charters, which are:

1. Ensuring fair treatment.
2. Reporting a crime or incident.
3. Making a statement.
4. Initial needs assessment by the Police.
5. After a statement is given.
6. Action on intimidation.
7. Being kept updated on progress after charge.

Using the Gibbs model of reflective practice, I will be discussing an incident that I have played a significant role in within my tutorship period. Gibbs model of reflection comprises of 6 parts which are, description, feeling, evaluation, analysis, conclusion and action plan. The Gibbs model of reflection is a good model to use in this and all situations as it is focused on the ability to self-reflect on one's actions with the need to engage in the process of continual learning (Wilding, 2008). Gibbs (1988) himself stated the importance of using the reflective model by saying, "It is not sufficient simply to have an experience in order to learn. Without reflecting upon this experience, it may quickly be forgotten, or its learning potential lost. It is from the feelings and thoughts

emerging from this reflection that generalisations or concepts can be generated, and it is generalisations that allow new situations to be tackled effectively". Therefore, throughout this reflection I will ensure that I outline the facts of the incident, the learning that I have taken from this experience and outline how this will affect future incidents of the same nature.

This incident involved 2 females being arrested for an offence of Section 47 Offences against the Person Act 1861 which states whosoever shall be convicted upon an indictment of any assault occasioning actual bodily harm shall be liable (Legislation.gov.uk, 2011). During the incident I was on foot patrol in Newport City Centre on the city safe operation. I have been stood in a visible position when a report of 2 females being detained by door staff has come over the radio. I have liaised with Force Control Room and stated that I am near to the incident and will start making my way across.

Upon arrival at the incident I have come across 1 female being physically restrained on the floor by 2 members of door staff and 1 female being verbally aggressive towards other members of door staff some 30 metres away. I have immediately spoken with door staff who have advised that the females in question have physically assaulted one of their members by punching, kicking and pulling their hair out. I have taken control of one of females in question and placed them in handcuffs in a rear stack position. I have fully cautioned the individual and stated the necessity for the arrest is to prevent further harm.

At this point I have escorted the female to a marked police van and completed a Section 32 Police and Criminal Evidence Act search to ensure the safety of the individual and myself. There was nothing found in possession of the female and at this point I have then conveyed her to custody where her detention has been authorised.

I have then returned to the scene of the incident and taken a statement of complaint from the victim and 2 supporting witness statements from other members of door staff. I have ensured when taking these statements that the victims code of practice and the witness charter are at the forefront of my actions to ensure compliance. Whilst taking the victim statement I have ensured that the victim is fully aware of their rights to compensation and that they are able to make a victim personal statement, which the victim has wanted to complete at this time. I have ensured that all witness needs are complied with when taking their statements and ensured that they are aware of their ongoing rights within this matter.

At this time the females in question for this offence have been questioned and the decision has been made by the custody sergeant that due to lack of evidence the case will be no further action. Personally due to the positive work I had conducted and from the conversation I had with the victim I believed that this would be disappointing for them to hear, therefore, I have attended the victim's home address and advised them of the outcome of the investigation. The victim was disappointed to hear of this outcome and has spoken with myself about the actions they can take to ensure that their voice is heard in the matter. I have advised that as per Right 12 of the victim's code they have the right to make a complaint if they feel their needs have not been met, which they have chosen to exercise in this case. I have given the victim the next

steps for them to undertake to appeal this decision and the matter has now been taken further awaiting an outcome.

The decision that was made can be considered justifiable depending upon the way it is viewed and does take into account the victims, witnesses and subject's rights in this instance, however, due to the positive action and steps I undertook to further the investigation it is disappointing that no further action was taken in this case.

In conclusion, I have fully adhered to the victim's code of practice, including that of their right to complain and I have ensured I have adhered to the witness charter also. Going forward I will ensure that if similar decisions are made that I speak with the custody sergeant involved to ascertain their full rationale so as to be able to explain this to the victim fully and I will ensure I speak with the custody Sergeant involved in this decision to ascertain their rationale for this outcome to be better prepared for any similar future instances that may arise.

Word Count – 1548

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:

There are many responsibilities that a Police Officer must keep in mind when conducting a criminal investigation. Legislation was brought into law under the Criminal Procedures and Investigations Act 1996, which stated that all investigators have a responsibility for carrying out the duties imposed under the Code including in particular recording information and retaining records of information and other material. The most important of these responsibilities is for an investigator to pursue all reasonable lines of enquiry, whether these point towards or away from a suspect (www.hse.gov.uk, n.d.).

When considering the Criminal Procedure and Investigations Act 1996 it is also important to consider the rights that it affords to those involved in the investigation, whether that be a victim, witness or suspect. Key principles of the CPIA is as far as is operationally practical and having regard to an individual's right to confidentiality, investigations should be carried out as transparently as possible – victims, witnesses and suspects should be kept up to date with developments in the case. Investigators should take all reasonable steps to understand the particular needs of individuals, including, but not limited to, any protected characteristics they may have, in order to comply with the provisions of the Equality Act 2010 (College of Policing, 2013).

The Equality Act 2010 is a far-reaching piece of legislation that ensures that anyone who has any protected characteristics is protected from discrimination and has the right to challenge any discrimination they face. The protected characteristics that are covered under the Equality Act 2010 are age, disability (physical and mental), gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Whilst every step is taken to ensure that I always follow the National Decision Model with the Code of Ethics and Equality Act 2010 in mind, it is clear to see that unconscious bias plays a role in the treatment of offenders. Unconscious bias is defined as prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair. Unconscious bias can manifest in many ways, such as how we judge and evaluate others, or how we act toward members of different groups (Unconscious Bias Project, n.d.). It is always important for me to ensure that I take all necessary steps to remain impartial when making decisions as a Police Officer and I strive to improve, therefore I ensure that unconscious bias remains at the forefront of decisions I make.

Having already considered the Criminal Procedure and Investigations Act 1996, the Equality Act 2010 and Unconscious Bias before taking further steps; it is necessary to look at Police Officer discretion to evaluate if I needed to make the decision I made. Discretion in Policing as a profession is defined by the high levels of discretion officers have to address the situations they encounter. The choices available to officers enable them to determine when, how, and where to enforce laws and maintain order, rendering police use of discretion a key decision point in the criminal justice process (Huff, 2021).

During this reflection I will be discussing an incident in which a female was arrested under Section 1 (1) Theft Act 1968 which states; A person is guilty of theft if he dishonestly appropriates property belonging to another with the intention of permanently depriving the other of it (legislation.gov.uk, 2011). During the reflection I will discuss how I used the National Decision Model to make the decisions I did within the investigation I undertook. The National Decision Model is defined as a cyclical model with five stages, each stage being considered in turn to allow the user to arrive at a sound and fully informed decision as to how to approach a particular issue. Included at the centre of the National Decision Model are the mission and values of the police service; these are intentionally contained within a pentagon and the five sides of the pentagon connect to and support the five stages of the decision-making process (Lax, 2014). During the reflection I will be using Borton's reflective tool to describe what happened, what the implications are or could be and what could happen if I did not take the steps I did.

The female in question had been arrested by the previous shift, however, they had not been able to undertake any further steps to further the investigation due to the female being under the influence of drugs at the time of arrest. I was given this investigation as a handover upon the commencement of my daily duty and ensured it was my priority to gather as much information as possible about the incident before proceeding with interviewing the female.

Due to the female being arrested for shoplifting I made it my priority to discuss the incident with the shop which the female took the goods from. The shop in question have wanted to make a statement of complaint and were fully supportive of police action. I have gained a witness statement from the shop manager who was on shift at the time of the incident and gained CCTV footage showing the female entering the store with empty bags and then leaving with full bags. As the female was detained by store security outside of the premises, I have gained a witness statement from the security guard in question and a goods receipt from the store to show the value of the goods taken by the female. I have spoken with other members of staff who were on shift at the time of the incident, however, they have advised that they were not in a position too and did not witness the goods being concealed or the female entering and exiting the store, therefore I have not taken witness statements from these individuals due to them not being of assistance to the prosecution or defence.

Once all evidence has been gained, I have drawn up a MG6a disclosure form as I had been informed by the custody Sergeant that the female had requested a solicitor during interview. I have given all information on the MG6a that supports prosecution and defence as it is my responsibility to do so under the Criminal Procedure and Investigations Act 1996 and this has been disclosed to the female's solicitor prior to them having time to consult in private before the commencement of the interview. Upon starting the interview, I have read out the aide memoir to the female and solicitor to ensure I have remained fully compliant with the Act, I have then discussed the female's drug taking. In this instance drug addiction is not a protected characteristic under the Equality Act 2010, however, I understand that addiction can be debilitating to the person and can inhibit their ability to understand what is happening around them. Therefore, I have ensured understanding with the female ensuring that she was fully aware of her rights.

During the interview the female has given a full admission of the crime, however, to ensure compliance with the CPIA I have asked all questions which covered the points to prove of the offence and I have allowed the female to view the witness statements and CCTV footage gained from the store and individuals who witnessed the incident. Upon relaying the outcome of the interview to the custody Sergeant they have made the decision to charge the female with the offence of section 1 (1) Theft Act 1968. At this point I have referred to the National Decision Model as during intelligence gathering for the offence it has been found that the female in question has committed 4 similar offences in the previous 2 weeks. I have then made the decision to remand the female due to concerns that they may commit further offences on bail. This has been agreed by the custody sergeant upon application and the female has been kept in custody till the next available court date. Due to disclosures made during interview and keeping our policing value of integrity in mind I have made a referral to Gwent Drug and Alcohol Service to ensure the female gains support with breaking her addiction to drugs.

Analysing the decisions I made during the course of this investigation and through to the decision to charge the female have ensured that compliance with the Criminal Procedure and Investigation Act 1996 has been attained. I have understood how the female's addiction to drugs has played a critical role in the crime that she has been arrested and charged for. I have ensured that there is no unconscious bias involved

and used my discretion when considering the next steps, however, due to the volume and type of previous convictions it has been necessary to take the actions I have.

Word Count - 1458

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
Building Case Files This is an area where I have had limited experience so far and due to the complexity of building Case Files depending on the anticipated plea and the circumstances around the case.	To achieve this, I will look to utilise Peer support who have previous experience in building different types of Case files. I will look to utilise information provided on the beat and in lessons provided in training school as this will provide me with information on what MG forms need to be included in a case file and the information needs to be on each MG form. If there is scope within the timeline I will look to speak with my Sergeant and ask to be put on a Case file course.	I will look to utilise Peer support as they will have the most expertise in this area. The support of my Direct Line manager will be important in advocating for myself to be included on upcoming training courses. I will utilise my own time to familiarise myself with information that is already readily available to myself.	As this is not an area that will be something I am required to do very often I am setting a realistic timeframe of 9 months to achieve this. This allows myself plenty of time to review information already available to myself and time to find out the next course and speak with my direct line manager to be included on this.
Completing PPN's, DASH and referring to relevant departments.	To complete this goal, I will utilise the Beat and	I will need the support of my tutor during this period.	Since these are incidents that I will have to deal with

As this is a relatively new experience to myself, I want to become confident in completing PPN's and DASH forms to high standards due to the importance put on how we handle these instances. I find that at present it is hard to know who exactly I should be referring cases too due to the limited instances of dealing with these.	relevant training material provided in the initial six months of training as the information provided is extremely helpful and reviewing this will enable better understanding. I will utilise my tutor and ask relevant questions to ascertain understanding of the process of completing a PPN or DASH. I will ensure that before the end of the tutorship period that I obtain a list of the relevant departments and charities which I will need for referring these forms too.	Attending jobs where these forms are needed to be completed with my tutor will allow me the opportunity to see this first-hand and ask relevant questions. I will need to put in my own time to be able to go through information already provided and ensure understanding of this.	on a regular basis, I will look to achieve this within the tutorship period of 3 months.
Interview Preparation I feel comfortable in completing interviews as this is an area I have worked in previously, however, I have very little experience in preparing Interview plans and want to improve on this area. Due to the nature of the job and the many different incidents we attend being prepared for interviewing for any crime is something that will help me going forward.	I will look to speak with my tutor during my tutorship period as they have relevant experience in interviewing for many different crimes. Therefore, I can gain an insight into the types of questions that should be asked and gain an understanding of why they would be asked. I will look to complete these interview plans by myself and once	Initially I will need support from my tutor during the tutorship period. I will ensure that I ask questions when I am unsure and I will look to gain any opportunity possible to plan interviews. During the training course I will look to utilise the experience of the course leader to ensure I get the best possible	I would like to see considerable improvements by the end of the tutorship period in 3 months, however, due to wanting to utilise the training course also I will set an overall timeframe for this to be completed as 6 months.

	finished ask my tutor to go through this with me so I can ascertain if I am on the right track. I am booked in for PIP level 2 interviewing at the end of August and will be attending this course with an open mind and will look to gain as much information from this as possible to feel more comfortable in planning and preparing interview plans.	learning experience from this.	
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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

By signing the section below you are acknowledging your progress on O.C.P. This is recognised by the university as work that is fully supporting this module and is equivalent to 500 words towards the overall wordcount.

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

Signed: _Emma Higgs _ _ _ _ _ _ _ _ (Learner - Electronic signature or type name)

Date: _30/05/2022_ _ _ _