

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	500
	Total	6000
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

For this question of the workbook, I am going to discuss two different ways in which I demonstrated ways of coping with resilience and to minimise stress. I am going to be using the what, so what now what reflective module to showcase my answers. This is where you describe what has happened, then thoroughly explain what has happened showing pros and cons to the situation you have described. Then for the finale part of the reflection you will say what you will do differently, if there is anything you would keep the same.

Whilst I was in my six months of training to become a police constable, there was a lot of stress, built up throughout the course this is because of, exams and possibly the stress of this being the start to my career. However, I developed lots of resilience to help cope with stress and to minimise this as much as possible.

To reduce stress while trying to revise for the exams coming up whilst in training I would, go to the gym, walk or go for runs, as this helps to reduce stress. This is supported by “physical activity produce endorphins in the brain which improves quality of sleep and reduces stress”. Anxiety and Depression Association of America (2022). Doing exercise also helps to build resilience

“physical activity creates mental and psychical benefits and reduces potential stressful events” national library of medicine (2013). I completely agree with both statements as they go hand in hand. Exercise really improves mental and physical health, doing any form of exercise relived stress for me, allowing me to focus more accurately on my revision and work itself. I believe that doing exercise also makes you more disciplined as I worked out or went for runs, not as a case of if and when I felt like it, I did this when it was appropriate for me to do so. I would and still do try my hardest to find time to do the things I enjoy like working out as it has helped me progress to be a police constable. As working out made me more disciplined it allowed me to focus on my work a lot more as I was willing to allow time for me to do the things I enjoyed this equally allowed me to set aside time for me to get on with work such as revision as it wasn't as case of if I wanted to, I knew I had to do this to progress into the career I desired so much. Although working out has made me disciplined it has also made me resilient towards negative impacts such as stress as I have been able to push through when I wouldn't want to and allowed me to complete my six months at training.

Another coping strategy I used would be dog walking “In addition to helping to alleviate stress, anxiety, depression and loneliness, these are a benefit that come from exercising your dog on a regular basis”. The Kennel Club Limited (2022). This was really helpful whilst dealing with the stress of revising, as it helped me to alleviate stress by taking my mind off the revision and allow me to enjoy walking my dog, and to not always think about the important things for an hour a day, this really allowed me to recharge and be able to come back with a fresh mind. Walking my dog also helped me to look at things from a different perspective, as I had time to not think about revision or work. I could come back and look at my notes from a different angle, which in turn allowed me to remember the notes I needed, this was due to the fact I broke things down as I would read a small part of the revision notes, go for a walk with my dog then to come back with the memory of the things I had read before and not be able to forget them. Even though I was not thinking about work I allowed my self-time to process everything I had already read.

Not only is it good to relieve stress I sometimes found it better to not doing the activities I discussed before as said by “stress can help you accomplish tasks” Webmd (2022). I think that sometimes I work better under stress as this assures me that there will be consequences if I do not do what is needed to be done. This allowed me to make sure I had done all the revision that I needed to do prior to the exam day. However, I would only stop exercising to start off my revision as soon as I got into the habit of revising I worked this into my schedule to allow me to work out as well as revise, this is because I believe that too much stress will prohibit my progress and cause more problems than relieve them.

Going forward I will adopt all these coping strategies as I believe that all of them help in becoming successful in any line of work, as they helped me to pass my two exams in the first six months of training and I think that they will continue to help me progress throughout my life in the police force, and if I go on to progress with another career as I believe these to be crucial for success.

Finale word count 906.

Task 2

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

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

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

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

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

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

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

ANSWER:

In this question I am going to use the what, so what, now what reflective model to answer the question and show how Betari's Box (2022) can affect situations. This is where my attitude affects my behaviour which in turn affects other people's attitude and their behaviour.

My tutor and I attended a call to two males fighting inside their hostel. As we arrived one of the males had stated that he had been assaulted by one of the other males who lives in the hostel. On arrival the victim was irate as he had been evicted because of the incident. Whilst my tutor looked at the CCTV of the incident the male was speaking to me about what had happened. We proceeded by asking the victim if he wished to make a statement on what had happened. He refused as all he wanted was the aggressor to be arrested however, we explained that we would need a statement off him and that if convicted he would need to go to court. The victim became more irate as we had not arrested the aggressor, again we explained to him that if he provided us with a statement then the aggressor would be arrested, and that he would also have to leave the area as he was not welcome to stay at the hostel, and with us

having to arrest the aggressor having the victim there could make things worse. After explaining this to him he carried on with his behaviour so we asked for another unit to attend as the situation could escalate. When the further units arrived the victim became more aggressive and was shouting and swearing in the street, so he was asked to leave the area he refused and became argumentative, we explained that he would be arrested to prevent breach of the peace if he did not leave the area within a good enough distance. He then went across the other side of the road and continued to pace up and down past the hostel. We went over to him and gave him fair warning to leave or he would be arrested, the male continued to shout and swear at us and in the street, so he was arrested. I used non-compliant cuffing techniques to put him in cuffs safely and effectively. He was then taken to custody and other officers on scene dealt with the aggressor.

While dealing with the victim outside, I used tactical communication skills whilst speaking to him to try and calm him down, as he was irate due to the fact, he had been evicted because of the incident that had taken place. "Verbal communication was described as a first tactic in trying to defuse conflict situations". College of policing (2020). Whilst trying to deal with the situation I demonstrated that using effective communication is vital in any situation but especially one like this. It is vital as this stops any situation escalating any further than they already have. I spoke to the victim using a calm voice and to show that I was listening to exactly everything he said. I then would ask him questions using open questions to gather an account of what had happened in the most detail as possible. I had demonstrated that me being calm would help de-escalate the situation as I did not rise to his level of tone of voice, I allowed him to lower to mine. "The Betari Box (2022) model demonstrates how our attitude and behaviour can affect others and in turn how they can affect ours" Revolution Learning and Development Ltd (2022). This shows that how we treat people reflects they treat us and vice versa, so me being calm helped to not let the situation get out of hand and to keep the victim listening and engaging with us so that we could get the most out of him that was possible. This helped me to build a rapport with him and for him to be calm so he can think about exactly what had happened so that we get the most amount of correct information from him to help us decide.

Whilst explain to the victim that he would have to provide a statement and leave the area, he became more aggressive and was shouting and swearing in the street. My tutor and I explained to him that he would be arrested if he did not calm down and leave the vicinity. We both established that we had given him enough warning to leave and now he would be arrested. Your "rational brain" is your capability to "reason" when faced with challenging circumstances in comparison to the "emotional brain" which "reasons" through various emotions. Because of the male being so upset and angry over being evicted and the aggressor not being dealt with by his way, we knew that he would resist arrest, so use of force would be necessary, we knew this because my tutor and I were both calm in the matter and did not let our emotions get the better of us, and as he was in such an angry state we decided to use cuffs and force by grabbing both arms and applying a rear stack handcuffing technique this allowed for a safe arrest and transport. However, we did not exceed the proportionate use of force as this would not be necessary or in line with human rights. Such as "article 7 you cannot be charged with a criminal offence for an action

that was not a crime when you committed it". Article 7 no punishment without law (2021) he was arrested for an offence for which he committed this also goes with "article 5 it focuses on protecting individuals' freedom from unreasonable detention". Article 5 right to liberty and security (2021), this shows that all procedures were followed as he was arrested, and detention was authorised for an effective arrest. Our arrest is also in line with "article 3 inhuman treatment or punishment is treatment which causes intense physical or mental suffering" Article 3 freedom from torture and inhuman or degrading punishment (2021). Will arresting the male we went through the caution necessity and time of arrest all things you must do for a legal arrest. Whilst doing this we also went along with article 3 as we did not keep him in cuffs for longer than necessary, I also loosened them when he was being searched to allow him to be comfortable but not to lose that he could get out of them. There were officers of all ages there and we all listened to what he had to say to see from different ages, if any of us could explain to him what was happening with the situation going forward however, he still would not listen. There were also female officers which he was more compliant with at first but returned to his normal attitude. Due to the fact he had been evicted we looked for places for him to stay to make sure he was not homeless, but he refused to let us take him to a friend or relatives house. We cooperated with everything under the human rights act to make the process as easy and comfortable for him as possible and we also did this to be in line with the law, to do our job effectively and correctly.

This arrest also went along with the Gwent Polices code of ethics as we were as fair as we could possibly be by giving him fair chance to leave. We showed great respect by allowing him to express himself in his own time and gave him our time to listen to everything he had to say while taking everything on board and remaining complete impartial by not making any rash decisions due to bias. We were also completely open and honest as we explained to the victim, why the aggressor had not been arrested and what would happen as soon as he left the area allowing us to deal with the aggressor.

Going forward I will apply all of these traits with every situation similar to this I deal with, I do not think I would change anything as we did everything by the book and I adapted my tone of voice when necessary to accompany with his situation, to make this a better process however, he was unwilling to cooperate. I followed all necessary laws and process' with no excessive use of force, from my tutor and sergeants' feedback I believe I dealt with this the most effective way possible.

Finale word count 1432

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:

For this question I will use the what, so what, now what model to reference my work.

My tutor and I had a hand over where we had to pick up a victim of rape, from Cardiff, at approximately 0100hrs. When we had arrived, the victim was very timid due to us both being two male officers as they were victim to a homosexual rape. However, we assured the victim that they were safe with my tutor and myself. Due to the nature of the incident we tried to accompany and comfort the victim through a hard time, so I actively tried to get a female officer for the victim however, there was no female officers available at the time of picking the victim up. Whilst on our way to see the detective constables, the victim gave a full disclosure to me about the incident and everyone who was involved. My tutor and I then sat with him in a comfort room whilst waiting for the detectives to come and see them. While waiting the victim disclosed further information about the situation. I took a full PNB entry about their first account of what had happened, in doing so I reassured the victim I was listening I, just had to make a note of everything that was said and so if they remembered anything further, I could add it to the PNB, I explained why I was writing it down, as the victim had also been injected with class A drugs, and was currently experiencing a come down, they were questioning everything that my tutor and I did as they did not believe we were there to help them.

On arrival I could see the victim was timid, to combat this I used a quiet voice and reassurance. "puts people at ease and helps them feel relaxed". The swaddle (2021). This helped to gain the victims trust in my tutor and I cause even though he was first unsure of us however, due to us doing a minor change in the way we approached him, such as changing the tone of our voices this allowed us to be able to convey the victim to the comfort room. Whilst transporting the victim I sat in the back of the car in doing so I used open listening skills "listening to and valuing the telling of stories" British Colombia (2022). Utilising the skill of opening listening allowed me to gain a full disclosure of the incident which the they have been a victim of, due to the nature of the incident some people may find it hard to disclosure what had happened to them as they may find this embarrassing even though it is not their fault that it has happened to them. Whilst using open listening I also used active listening skills "listening and responding to another person that improves mutual understanding" what is active listening (2022). Using this skill also helped to gain a better understanding of the entire situation. I would let the victim say everything that they needed to say and then I would ask questions to clarify my understanding of the description they had just gave to me. This also allowed me to make sure the victim told the same story throughout and did not change their description.

Due to the victim still being intoxicated they began agitated with my colleague as they believe they weren't as engaging and comforting with the situation. The victim stated that due to them being a homosexual that there is a stigma and that we were unwilling or not capable of helping them through the criminal justice system. However, I stated that being a police constable you have to put your emotions aside. "your emotions have to be hidden or pushed down". The conversation trust (UK) limited (2021). Stating this helped to a degree to get the victim back on side with trusting both my colleague and myself as I explained that I have many diverse friends and family whether that be from race, religion to sexual orientation and not only is it a part of the job to be accepting of everyone it is a way to live, my colleague and I assured the victim we were accepting of them and willing to help no matter what race, religion, age, gender, sexual orientation they are.

Alongside my open and active listening skills I used policing values as well to help engage with the victim and assist them through the criminal justice system. One of the policing values I used was fairness "approach situations with an unbiased mindset and treat everyone with respect". The positivity project (2016). Utilising this value allowed me to first gain the trust of the victim, once I had done that they was happy to tell me their account of the incident, from gaining further trust from that as I was open minded and the victim did not expect that due to the thought of the police stigma, being open minded allowed to build a rapport with the victim. Another policing value I used was honesty "honesty is the bedrock of trust" honesty in conduct (2011). My colleague and I being open about our own views on the stigma stating we understand and agree their opinion that there is stigma even in the police force, this helped to build more trust as we did not lie even when it is a difficult topic to talk about us agreeing allowed the victim to put their full trust in us and we had been so honest with them, it allowed them to be honest with us. One other policing value I shown was respect "accept somebody for who they are" kid help line (2022). This again combats the stigma in which the victim suggested there was as I accepted the victim for himself, I did not judge or have a bias in any way as to how I should treat him. I believed that I should treat him and

anyone I come across throughout my life and career with respect no matter what, this helps to build communities and relationships bettering everyone.

To help the victim through the criminal justice system I asked if I could be the one to keep communication with the victim, this is so the victim did not have to keep switching between officers and having to build a rapport and trust with them as the victim was already a timid person. To help I used regular communication “regular communication lies in its ability to build trust” weekly 10 (2019). Me giving the victim regular updates on the case such as what enquiries there was and had to be done, also enquires which had been taken out and to reassure the victim we as a force are working together to give him the most support we can and to ensure we do the best job we can. In keeping the communication this allowed him to feel comfortable and to have faith in us. Due to the nature of the incident and the evidence we had this case was going to go to court I explained the special measures that we can put in place to help him through court giving his evidence in a room full of strangers. “Many witnesses experience stress and fear” this is “when attending court and giving evidence”. Special measures (2021). Me explaining and walking the victim through what special measures we could put in place helped to alleviate that stress for him. Not only does special measures help the victim attend court it also helps them when providing evidence. Special measures can improve their quality to give best evidence. Special measures (2021). This does not only help the victim through the criminal justice system it helps to get the offender away from the community and to stop this happening again. Once explaining all of these benefits we could ask the court to put in place for the victim, he had a different opinion on police stigma and that he was more comfortable with male officers now.

Going forward with my career I would not doing anything differently as I had made a positive difference to the victims life by engaging with them, gaining a first account and clarifying curtain points to make sure I get everything correct, to then helping the victim through the criminal justice proceedings with gaining special measures for him and eliminating any worries he may have had by keeping regular contact with him. I did not only gain praise from my colleagues but from the victim himself, as he said I reassured him and built his trust in the police. Proceeding with this feedback I do not think I would do anything differently.

Finale word count 1457.

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

In regards with show casing my answers I will use the National Decision-Making model (NDM), college of policing (2022) and the what, so what, now what model, as a reflective model.

My tutor and I assisted a colleague with a domestic violence call. We had a call to a male that had climbed in through his ex-partners top window of her house and she feared him and did not want him there. On arrival myself and another colleague gained a first account from the victim of what had happened. She was Polish however, spoke very good English. My tutor spoke to the subject. After we gained an idea of what happened I was tasked with speaking to the subject and gaining his account of what had happened. The subject was Polish and did not speak much English, so this was difficult to have a conversation about what had happened, so to gain a better understanding I used hand gestures and google translate. The subject was also very drunk, so this made it difficult for us to understand each other. After gaining an account of both parties we had enough to arrest the subject for coercive controlling behaviour and criminal damage. When trying to arrest the subject he became uncooperative with use and aggressive, so I used non-compliant hand cuffing technique with tactical communications.

While trying to investigate what had happened, my tutor, myself and our colleague used the national decision-making model (NDM) this helped us to go over our

decisions dynamically as the situation is ever changing, and to come to a right decision to make sure that policing values and codes of practice were also engaged. The first part of the NDM is to gather information and intelligence. It underlines “what is happening or has happened” and highlights incidents involving “any initial information and intelligence”. College of policing (2022). During the incident my tutor, myself and our colleague all gathered information from both parties at the address. When doing so we discussed further with them what had happened in more detail to come to the correct decision and to not jump the gun with the decision. We also asked for further information from our control room with regards to previous calls and incidents, with both the people at the address and from the address itself. After we had gathered all the relevant information we moved onto the next stage of the NDM however, we still continued to gather information and intelligence, as this is an ongoing process throughout the whole encounter, this is because people forget certain things in times of stress and later inform you of the information they had forgotten at the time. The second part of the NDM is assessing the threat, risk and harm of any situation as it can suddenly change, then you go onto develop a working strategy as to what you are going to do. The analytical stage requires assessing specific threat, risk of harm and the potential for benefits in situations. College of policing (2022). Due to the nature of the call we immediately thought about any harm that could come to us or the victim inside the address. During the journey to the address we concluded to split up both parties at the address and that if there is anyone else in the address to keep them away from danger. On arrival my colleague went around the side of the address to the back gate, and my tutor and I went through the front door. Straight away we split the two parties inside the address up from each other as this could cause conflict. We made sure to keep them away from any places that could include a potential danger to ourselves or residents inside the address, this meant keeping the subject outside, as they were already in the garden and the victim in the lounge. Whilst doing this, it allowed us to get an accurate account from them both as if in the same room, it could intimidate one of them from saying their exact account of what has happened.

The third stage of the NDM is to consider what policies and powers are available to us to make the best decision going forward. This stage involves considering powers, policies and legislation that can apply in this situation. College of policing (2022). Whilst dealing with the situation at hand we did think of possible options such as a voluntary interview, for the offender. This is where they come down to the station and you go through interview questions to see what their account of events are, and to see if they had committed an offence they were being accused of however, in this instance it was not applicable due to the circumstances of the call and what the victim was describing to us and the evidence she had of said incident. I had to secure and persevere evidence for the investigation the legislation I used to do this was. Section 19 subsection 2 of the police and criminal evidence act. Constable is lawfully on any premises they may seize anything on the premises if they believe it is linked to the offence or that it will be lost altered damaged or destroyed. Police and criminal evidence act 1984.

The fourth part to the NDM is to identify options and contingencies. This stage involves considering ways to make a decision to deescalate a situation with the least risk of harm. College of policing (2022). This is like the third stage as we considered discretion such as allowing the subject to come down to the station for a Voluntary interview however, again this was not an option in these circumstances.

We thought of this as due to the way the subject was behaving it was necessary to arrest, to protect the victim and for the investigation of the accusation.

The last part of the NDM is to act and review what happened. The action step means decision makers are required to make/apply decisions appropriately. College of policing (2022). This is where I made the decision to arrest the subject, after I had all the information from both my tutor and my colleague about the incident. Due to my young service I had made the decision however, still had authorisation from my tutor that the decision was the right decision. whilst arresting the subject did resist so I decided to use handcuffs to an effect arrest, and for the safety of ourselves. The last part of the NDM is to review what happened. The review step requires all decision makers to reflect on their actions and then see if there is improvements to be made. College of policing (2022). On our way to custody we had discussed what went well and what to do differently. This is where I was told that the arrest was necessary and executed correctly. However, when applying the cuffs the subject resisted, I should have been more hands on with applying them and to force them on, the subject as with their hands free it could have turned worse as they knew they were being arrested so this made them more irate.

At the heart of the NDM is the codes of ethics this allows all policing staff to act in a correct way when dealing with anyone, so that we do not take sides and that we act fairly and with complete integrity. Some of the main code of ethics that I displayed in this situation was "respect – you treat everyone with respect." College of policing (2022). I shown respect as I listened to both the victim and aggressor without showing any bias, as I fully engaged with both making sure I did not jump to any conclusions as you are innocent until proven guilty. I also shown leadership "you lead by good example". College of policing (2022). I took the main leadership role for this encounter by gaining both persons point of view and explaining how we are going to act with this disclosure from the victim and aggressor. Another main code of ethics principle I shown was integrity "you always do the right thing". College of policing (2022). I did the right thing as I arrested the aggressor due to the evidence, I had obtained off the victim. I then proceeded to safeguard the victim from the aggressor assuring that they were safe.

To conclude in the future I would not have acted any differently or dealt with the situation any differently, this is because it was all necessary and was executed professionally as I included the codes of practice which governs us to act with complete transparency, the at most integrity and with no bias whatsoever towards anyone. This did help the situation with the subject as even though I needed to use force to arrest they still was on board with me and compliant we me, as they thought that I had treated them fairly.

Finale word count 1493

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
I would like to improve on updating the control room via the radio, after I have been to calls and giving them more thorough detail.	This will be achieved by going to calls and taking the lead with the updates, I will ask my tutor or colleague what to say if I am unsure and keep doing this until I know exactly what I am doing.	People that can provide support for me would be my tutor and my colleagues on shift.	I would like to improve on this by the 30 th of September as that is when I hope to go independent.
Another aspect of policing I would like to improve on would be managing conflict in all situations	I will achieve this by attending calls in town on city safe as these are the times that most situation escalate as people are under the influence of alcohol and drugs which makes them irater causing more conflict situations	I think that everyone on my shift can provide support as on city safe the shift would be there to help me manage the situation.	I would like to improve on this by the 1 st of December as due to the time of year more conflict situations break out and me being independent would mean I need to deal with these situation alone.
For the last aspect of policing I would like to improve on my statements whether it was a victim,	I will improve on taking statements by taking the lead in taking statements and in situations where	Support that could be provided would be from doing my own research on how to write up statements more	This will be an ongoing improvement throughout my career however, I would like to

arrest and witness statement.	arrest is necessary as this will allow me to take/write more.	articulately. However, support could be provided by other officers whether on my relief or others as I could read their statements and learn from this or, talk through my thought process on how I would write the statement.	improve on this by the 1 st of December as I believe this is a reasonable time for me to get my own take on statements and to make sure I include all the relevant information.
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Bibliography

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: Scott Tatchell _____ (Learner - Electronic signature or type name)

Date: 05/09/2022