

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.

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:

In this essay, I will be referring to my initial 6 months of police learning, discussing the coping strategies I have researched and applied to develop resilience and minimise stress. I will be referring to several sources that will be referenced throughout. At the end of this essay, I will reflect on the strategies I have used and develop the strategies for the future.

Being a police officer is stressful, and officers are often exposed to trauma by witnessing and being involved in distressing events and incidents. (College of Policing, 2020). With police officers taking sick days as a result of stress in the workplace on the rise over the last few years, developing resilience has never been more relevant (Blackstone's, 2021, p. 108). I needed to understand this from the moment I was attested as a police officer, to develop good coping strategies ready for when I became an operational police officer in January 2022.

Firstly, we must look at the definitions of resilience and stress, and to do so I chose to use health websites and charities rather than a dictionary. This is so we can gain a more contextual understanding of what stress and building resilience means in our society. Looking at the mental health charity Mind when talking about resilience, they say:

Resilience is not just your ability to bounce back, but also your capacity to adapt in the face of challenging circumstances, whilst maintaining stable mental wellbeing. Resilience isn't a personality trait – it's something that we can all take steps to achieve. (Mind, 2017)

Looking at the national health service website (NHS) they talk about stress as being the body's reaction to the feeling of being threatened or being under pressure. Prolonged exposure to stress can lead to burnout, which is the feeling of being physically, mentally and emotionally exhausted (National Health Service, n.d.). Signs of stress can include; mood swings, difficulty concentrating, eating more or less than usual, feelings of constant worry, anxiety or being overwhelmed and low self-esteem to name a few (Mental Health Foundation, n.d.)

Now reflecting on those symptoms, I can say with a reasonable level of confidence is that I did suffer from stress at varying points throughout my initial 6 month training period. These periods often coincided with university examinations, and I would often find myself exerting some of the symptoms listed above, as the exam date grew ever closer. It is important at this stage to mention that only a medical professional can positively identify stress as a cause of these symptoms (Blackstone's, 2021, p. 108).

During these periods, I felt it important to research some coping strategies so that my concentration was not unduly impeded because of stress.

One coping method I found was to stay active, as the NHS states that it can help clear one's thoughts and aid with being able to develop solutions to problems more calmly (National Health Service, 2018). Being active is one of my routine past times, so finding this research was certainly welcomed. Not only is being active a good combatant for stress, but it can also help reduce the chances of dementia by up to 30%, depression by up to 30% and cardiovascular disease by up to 35% (Public Health England, n.d.). Before finding this information, I would only go to the gym perhaps once a week, and it would often fall on a Sunday due to my revision workload that I would try to do during weeknights. After reading this advice, I decided to take shorter, more regular visits to the gym. I felt this massively improved my well-being both physically and mentally. Taking breaks from my study to stay active, in my opinion, helped me produce better quality revision after returning from the gym and built my resilience against stress. I definitely will be carrying this forward when I find my work-life becomes stressful.

Another coping strategy I found was to try practising mindfulness. Which the UK health mind recommends as it may help "to find clarity to respond to stressful situations." (Mind, 2020). I was unable to implement this technique to the point it had a positive impact on my stress levels. This came as no surprise, as I have previously tried meditation techniques and they have not had as positive of an impact as I would have liked.

A final coping strategy that I researched and implemented is to connect with people. Having a good network of colleagues, friends and family can help ease troubles with work (National Health Service, 2018). When I had feelings of stress about revision, I found that discussing the specific issues with colleagues who were also due to sit the same exams was extremely beneficial. Knowing that I was not alone in my stress and worries, and sharing advice with my peers helped us all to solve each other's problems rather than each of us suffering in silence. I found that this is an extremely useful technique to take forward as being an operational police officer requires a significant amount of teamwork and joint problem solving (College of Policing, n.d.). Furthermore, I also relied heavily on my friends and family. Ensuring that I spoke regularly to these people by utilising breaks from independent study aided me not to feel trapped or swamped by my work.

In conclusion, I have researched and implemented some useful strategies to help me build resilience and aid in coping with work-related stress. These included staying active and utilising a good support network. Some useful resources I found from the college of policing website is an external site called Oscar Kilo. They offer physical and mental health support in the context of operational policing. Whilst this was not relevant during my training environment, I believe it to be a useful resource to note for future benefit. (College of Policing, n.d.).

WORD COUNT: 974

Task 2

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

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

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

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

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

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

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

ANSWER:

In this essay, I will talk about a policing incident that I was involved in where conflict occurred. I will talk about how I have played a significant role in managing this conflict and I will reflect on what has happened. During this essay, information such as addresses, names of colleagues, victims and offenders will be changed in order to avoid any data protection breaches in line with the College of Policing guidance. (College of Policing, 2021).

Whilst on shift, my colleague who I will refer to as PC Jones, and I, were called to assist with the execution of a section 135 mental health warrant. Section 135 of the Mental Health Act 1983 outlines that a healthcare professional may apply for a warrant that gives a constable the power to remove a person to a place of safety. It outlines that the police have the power to enter an address to detain such persons and keep them at a place of safety for up to 36 hours. (The National Archives, n.d.). A section 135 warrant allows the detention for a mental health assessment to take place. After which, the person may be released or further detained under a different section of the mental health act. (Rethink Mental Illness, n.d.).

When we arrived at the location belonging to the subject, who I will refer to as Luke, we liaised with staff from the local mental health hospital. They explained the

circumstances of their warrant and showed a copy to me and PC Jones. They explained that Luke suffers from depression and schizophrenia and his support worker has informed them that he has aggressive tendencies. Because of this, I decided that it was best for police officers to speak with Luke first. I knocked on the front door of Luke's address several times and there was no answer. We have then opened the door from the outside as we discovered that it was not locked. The address was an upstairs flat and immediately after the front door were steps leading upstairs. The steps were not enclosed on the first floor and were surrounded by a banister. Because of this, and because the address was in complete darkness, PC Jones entered first as a taser trained officer. I made our presence known and shouted "Luke, it's the police!" into the address. Luke then leaned over the banister and was initially very verbally aggressive towards officers. I spoke with him in a calm manner and explained that we were here because he needs to go to the hospital. I initially avoided using words such as 'warrant' and 'detention' to begin with as I did not want to antagonise Luke. I asked if it was ok for officers to come in and speak with him further. He agreed but continued to say there was no way he was going to leave his address. PC Jones and I came to the top of the stairs and spoke with Luke at a reasonable distance. He believed that there was nothing that the hospital could do for him and that was his reasoning for not wanting to leave. He continued to say phrases such as "You will have to drag me out". I continued to try and reason with Luke over the next 20-25 minutes. I used open questions to develop more of a conversational style of dialogue with Luke in order to build a rapport with him. I made him aware that we had a power to remove Luke with force, but we really did not want to go down that route. I consistently reinforced to him that he will have a chance to explain to doctors at the hospital. As I was happy that his aggression was remaining at the verbal level, I asked one of the mental health nurses to try and reason with Luke from the front door. She outlined why she and her team were there and why the warrant was requested for Luke. Luke however, remained against the idea of going to a hospital and was adamant officers would have to use force to remove him from the address. I have then decided that I would use the five-step appeal as a final option before we would have to use force to execute the warrant. (College of Policing, 2020). All stages were unsuccessful, and Luke still remained passively resistant to the idea of leaving his address. I made one final appeal asking if Luke let us put handcuffs on him and we gently walk him out would that change his mind. To our surprise, he agreed, and his demeanour changed almost instantly. It became aware to us that his unwillingness to leave the property was a personal matter and wanted officers to lead him out, so it was not his decision to leave. Luke was then calmly walked out of the property and was transported to the hospital by transport arranged by the mental health team.

Reflecting on this incident, I have used a number of techniques to reach a safe and preferred resolution. Looking at my initial arrival at this incident, I have firstly gathered all the appropriate information from the mental health team. This falls in line with the national decision model (College of Policing, 2014). This has ensured that any decision I make is based on reliable and true information. As I have spoken with Luke, I have constantly risk assessed the situation which is why my colleague PC Jones went in first. I have explained why we were at his address using language that does not add aggression to the situation. I have remained honest and fair with Luke in doing so as per the police code of ethics (Blackstone's, 2021, p. 74) but I have used tactical communication to aid in a peaceful resolution following Luke's hostility. Tactical communication has been taught to me in my officer safety training which enables me

to prevent, defuse and manage conflict situations without using physical force. (College of Policing, 2020). I have also used other techniques such as active listening and understanding exactly why Luke did not want to leave willingly on his own accord has aided in the peaceful resolution we eventually reached. For the majority of this incident, I have used Betari's Box to understand exactly how I can enact a peaceful resolution. This model outlines that 'My attitude affects my behaviour which affects your attitude which affects your behaviour'. This outlines how people can get involved in a vicious or virtuous circle of communication where positive progress is not made. (College of Policing, 2020). Being aware of this I have ensured my attitude did not reflect Luke's aggressive behaviour and still maintain calm and rational dialogue with him to keep the situation as calm as possible. By doing this and building a rapport with Luke I have been able to understand his views more clearly and eventually offer a solution that benefits everyone using minimal force.

I believe I have handled this incident extremely well, and using my knowledge of the national decision model, code of ethics and officer safety training in particular I have been able to negotiate a peaceful resolution. Luke was extremely hostile to begin with but understanding and recognising this from the outset was key. Whilst officers were ready to take action to protect themselves and others, I at no point dismissed the idea that a peaceful resolution was possible. I am particularly pleased that I took the time in this situation to explore every possible avenue and rationalise with Luke. Using the five-step appeal, I have ensured I have given the subject every possible chance to comply with my requests. I am particularly pleased that I have managed to empathise with the wishes of Luke and was able to arrive at an outcome that Luke agreed to whilst also enforcing the warrant in place. The employees from our partner agencies on the scene were extremely grateful for our intervention and peaceful outcome. I believe if we had used force at an earlier stage, then Luke's demeanour would have remained hostile and aggressive and possibly would have affected his time in hospital following his assessment.

To conclude, this incident has taught me that in future incidents it is always worth spending as much time as possible in trying to reach a peaceful resolution. I have learned people can change their minds at the last minute, so I must keep an open mind at all times when dealing with hostility and aggression.

Word Count: 1419

Task 3

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

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

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

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

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

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

ANSWER:

In this essay, I will talk about a policing incident that I was involved in where I have dealt with both the victim and suspect. I will talk about the incident and explain how I have remained within the guidelines of the police codes of practice. I will use the Gibbs reflection model (The University of Edinburgh, 2020) to structure this essay. During this essay, information such as addresses, names of colleagues, victims and subjects will be changed to avoid any data protection breaches in line with the College of Policing guidance. (College of Policing, 2021).

Whilst on shift, my colleague and I who I will refer to as PC Williams and I were called to an incident following a report that a man had been scratched in the face by his ex-partner causing bleeding. We drove to the incident address and were greeted in the street by a person who I will refer to as Jonathan. He said that he and his ex-wife Sarah had a verbal argument, and she has got angry and had scratched him in the face. He explained he lived at a different address but had arrived to pick up the three children they shared. Jonathan had small superficial wounds around the nose but they were not actively bleeding. He then went on to say that this was totally out of character and had never happened before, so he called the police because he did not know what to do. Because of the disclosure that Jonathan had made to us and the visible injuries we could see on his face, we informed him that we would be arresting Sarah for common assault with battery. Jonathan asked us to drop the whole thing as he did not want to get his ex-wife criminalised. I explained to Jonathan that this would

not be possible, as we were duty-bound to take positive action because this incident is domestic-related. This presented a challenge for me, because whilst I understand we should be victim led as a police force, and all investigatory action should be carried out with the victim in mind, I knew I was compelled to take action that the victim did not wish for. Shortly after this conversation, we went to the incident address and Sarah answered the door to officers. She was visibly upset and was not hostile towards officers arriving. This was in contradiction to what I was expecting as the victim mentioned in his disclosure that the suspect was still aggressive which is why he had to leave the address. We went into the living room where I arrested her for common assault with battery. She was cautioned in line with code of practice C of the police and criminal evidence act 1984 (Home Office, 2020). This understandably made her upset even more. She asked if she could tell the children she was leaving which we agreed to. We then took her to custody whilst Jonathan stayed at the address to look after the children. Sarah wanted to explore the incident in further detail whilst en-route to custody, but we could not discuss the incident other than highlighting the ground for her arrest as this would constitute an interview and contravene code of practice C of PACE (Home Office, 2020). After Sarah was booked in, we returned to Jonathan to discuss taking a statement from him. He remained against the idea which we respected. A person is not compelled to make a statement even if they had called the police. Jonathan was apologetic towards us, and we reassured him that he had done the right thing. This was so Jonathan would not be hesitant to call officers in the future should he feel threatened by a person. We gathered details regarding the children who lived at the address ready to submit our safeguarding paperwork. We explained that this paperwork would be shared with any relevant agencies that may be able to help the family so that this kind of incident would not happen again. Jonathan was against this, but once again we explained to him that we were duty-bound to submit this safeguarding paperwork following any domestic incident. I reassured him that it was only to ensure the best support is available to the family. We later interviewed Sarah and she gave a no comment interview. The interview was recorded following code of practice E of PACE 1984 (Home Office, 2020). Because the only evidence we had was our police accounts of the disclosure made, she was later released, and no further action was taken against Sarah. I felt that this was a good outcome, as this was the first time she had ever been arrested, and Jonathan did not believe this warranted disrupting the family further. I also felt that the children would be relieved to have their mother back home knowing she was not in any further trouble following what had happened.

During the initial disclosure, I felt fairly calm and relaxed. We were in the public street, and because the victim's injuries were very minor, I did not feel the need to apply any first aid. I believe my colleague PC Williams was thinking similar feelings as we both understood how to progress this call. The victim appeared calm but slightly frustrated following this incident, after he found out we would be arresting his ex-wife, he became very regretful that he called the police. It became evident to my colleague and me that this was not his intention when calling the police. When we entered the address, the victim was very upset. I was not expecting her to be this way as the victim outlined that she was very aggressive. This shocked me, and when I heard the shock of the children when she told them she was under arrest, I doubted whether or not I was doing the right thing. I trusted my training and knowledge of my powers and policies and did not change my decision.

I believe my colleague and I handled this situation well. I believe that even though this incident ended with no criminal proceedings being imposed, we had a positive impact in safeguarding all involved in this incident. The victim was not happy with the police's actions on this occasion, but I feel there were no alternative actions we could have taken without breaching force policy when dealing with domestics. I believe my treatment of both the victim and suspect has confirmed my knowledge of the codes of practice within PACE 1984. I like that I had these in the back of my mind from the beginning of the incident, even when there are lots of other factors to think about. I believe I controlled my emotions well in this stressful incident which is important for police officers to do (College of Policing, 2022).

This incident has taught me how different an incident can unfold in comparison to the originally 999 call. I truly believed that the suspect in this scenario would be actively aggressive towards officers following the disclosure and I could not have been more wrong. It has also taught me that sometimes, the victim's wishes cannot be met to the fullest and the action taken may not be preferable to either party. An additional takeaway point for this incident is I am surprised how well I can manage my emotions whilst still being able to empathise with people.

In the future, I would implement a lot of the behaviours and actions that I did in this incident again. I would perhaps take more time to explain fully to the victim why we cannot ignore initial disclosures made to us. I would do this to ensure that the police's reputation does not suffer even when we cannot fully adhere to a person's wishes. I would also take more time to analyse the information presented, but on a general reflection, I believe I handled this incident extremely well.

To conclude, I have reflected on an incident where I have dealt with both the victim and offender. I have used the Gibbs reflection model to structure this essay highlighting areas of improvement whilst self-praising positive actions.

Word Count: 1361

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

In this essay, I will talk about a policing incident that I was involved in where I have dealt with both the victim and suspect. I will talk about how I used my discretion and applied the National Decision Model (NDM). I will also reflect on this incident. During this essay, information such as names of victims and subjects will be changed to avoid any data protection breaches in line with the College of Policing guidance. (College of Policing, 2021).

Whilst on shift, I was allocated a police occurrence where a report of stalking and harassment was made by a third party via South Wales Police's online reporting portal. The report was from a concerned mother, who outlined that her daughter's ex-boyfriend, who I will refer to as 'David' was contacting her daughter's friends and housemates on social media. She believed that this was harassment and wanted police involvement. It became my responsibility to investigate this matter and act accordingly.

As this was a third-party report, my first task was to speak with the victim to discuss her intentions and to gather as much information surrounding this report as possible. However, before doing so, I used Niche, our record management system, to have a look at previous occurrences involving David and the victim, who I will now refer to as Lucy. Doing so allowed me to gain an understanding as to whether this was a regular course of behaviour from David towards Lucy, and even if David was involved in any other relevant offences with other victims. This forms part of the "Gather Information

and Intelligence” part of the (NDM) (College of Policing, 2014). It is also more important in stalking and harassment offences, as for stalking, the suspect’s behaviour has to amount to a course of conduct (Crown Prosecution Service, 2018). Looking at David’s record, he had only been involved in one other police occurrence within our force area, which was a two-year-old report of him harassing Lucy. He was not arrested and was spoken to by officers on the phone warning that his behaviour by contacting Lucy digitally was unwanted, no further action was taken and there had not been any other reports involving the subject and victim.

My next task was to speak with the victim, Lucy. I first phoned her to arrange a suitable time for me to see her and obtain details regarding this report. Whilst speaking with Lucy, I was made aware that she currently resides in Swansea, as she is studying at a university there, so visiting Lucy would prove logistically challenging. I asked if Lucy was happy to speak about this incident on the phone before proceeding as officers must treat victims with respect and courtesy (College of Policing, 2021). Once happy to proceed, Lucy outlined the circumstances of the event.

Lucy described that her ex-boyfriend, David, had found Lucy’s flatmate on the social media platform Instagram, and they had been exchanging messages. After her flatmate has found out it was Lucy’s ex-boyfriend, she has blocked David. David has then used a mutual friend to send Lucy a message accusing Lucy of being jealous of him and forcing the flatmate to block him. David had to use the mutual friend to send this message because Lucy has already blocked David on all popular social media platforms that she uses. It also transpires that David has requested to follow Lucy’s current partner on Instagram, but her current partner has not accepted the request. She explained that her mother has made the report because she is concerned about how David has found these close acquaintances of Lucy on social media because Lucy and David had not spoken in quite some time.

Before making any decision on how I would proceed with this investigation and what action to take, it was first appropriate to assess the risk David posed to Lucy. Speaking with Lucy, she outlined that she was currently residing in a university-managed accommodation in Swansea, and David, currently resided with his Grandparents in Cardiff. She said her accommodation is manned by security 24/7 and requires a key fob to enter. She disclosed that she does not believe David knows where she resides and all of the contact David has made, directly or indirectly, has been using digital methods. Using this information, I was able to understand that Lucy was not at any immediate risk of physical harm from David. I was satisfied that in the unlikely and out of character event that David was to turn up at her accommodation, there would be sufficient staff members and flatmates present to assist in keeping the peace and ring 999 without any harm coming to Lucy. My working strategy for Lucy going forward was to obtain her wishes from this investigation and outline my agreement or disagreement where applicable. This process formed part of the “Assess threat and risk and develop a working strategy” part of the NDM (College of Policing, 2014).

Lucy explained to me that she only wanted words of advice given to David at this stage as she did not want to make any formal complaint against him. I expressed that I agreed that this was the best course of action as I did not have sufficient powers of arrest against David as he has not committed a crime of Harassment. I explained that whilst it may be inappropriate, it is not a criminal offence for him to speak with people she is close to, so long as it was general conversation. I explained that he was wrong to send an indirect message to her, but as she did not feel alarmed or distressed there is no crime of harassment. She believed this would be appropriate on this occasion as

it worked last time when officers spoke to him. This is the “consider powers and policies” part of the NDM (College of Policing, 2014).

I then identified that my preferred option was to speak with David in person and offer words of advice that further contact, direct or indirect, towards Lucy may constitute harassment. I decided that my contingency plan was to phone David should he not answer at the address he has listed on Niche. This was part of the “Identify options and contingencies” part of the NDM (College of Policing, 2014).

A few hours after my phone call with Lucy, I was able to go and speak with the subject, David at his Grandparent’s house. I activated my body-worn video immediately and informed David of this. I informed him that I was only there to offer words of advice, but the recording could be used as evidence should any future incidents of harassment be reported. It was important that I made David overtly aware of my recording, as to not do so may constitute covert surveillance and breach the Regulation of Investigatory Powers Act 2000 (Home Office, 2020). I also disclosed that the material will be retained and potentially used as evidence in further investigations. This retention of material is outlined in the Criminal Procedure and Investigations Act 1996 (CPIA) (Merseyside Police, 2020).

David was extremely shocked to see a police officer at the address. I asked him what contact he had with Lucy and said he had no contact at all with her since Police spoke with him last in 2019. I mentioned to David about the alleged indirect message he had sent to which he then admitted. I was polite and respectful to David and reassured him that I was only there to offer words of advice. I mentioned that he was perfectly within his right to message other people on social media as that is largely what these platforms are designed to do, however, I outlined that asking others to deliver messages to Lucy on his behalf may constitute harassment. I made it clear that Lucy does not want any direct or indirect contact with him anymore. David was very remorseful, and I was satisfied that he would not do this again. It was important to first offer David the chance to tell his version of events and to not be biased because I had only been given one side of this story. This is because, in the code of ethics, which forms part of the NDM (College of Policing, 2014), I must remain fair and act impartially to everyone whether they are a suspect or victim. (Blackstone's, 2021, p. 74) However, in this circumstance, David’s version of events aligned with those of Lucy, and I was satisfied he was being open and honest with me. I then left the address satisfied that this incident has been resolved. I then phoned the victim, Lucy, to update her of my actions and inform her this matter was now finalised. This is to adhere to the victim’s rights (College of Policing, 2021). This action formed the first part of the last step in the NDM, to take action (College of Policing, 2014).

Reviewing this incident, I believe I have acted professionally and fairly throughout. I have used my discretion of powers and been able to resolve this matter to the satisfaction of the victim. I was fortunate that the victim only wanted words of advice issued in this case as my powers to start a formal prosecution were limited. I was able to adhere to the NDM and code of ethics throughout as well as adhere to force policy. This has proved a good example of how adhering to the NDM is becoming a natural and subconscious effort on my behalf. This essay has formed the final part of the final step of the process, which is to review my actions (College of Policing, 2014).

To conclude, I have outlined a policing incident where I investigated in line with the CPIA and outlined how I have implemented the NDM and my discretion.

Word Count: 1643

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
Improve the quality of my statements	Continue to write statements and ask others to proof read before submitting so I can identify areas of improvement	My sergeant, my tutor and experienced members of my team	3-4 Weeks to be achieved by the end of March 2022 when I am signed off for independent patrol
Case File Building	Ask my tutor to show me step by step how to build a case file and slowly start to do them on my own	My tutor and my sergeant.	3-4 Weeks to be achieved by the end of March 2022 when I am signed off for independent patrol
Improve local knowledge	Ask street names whilst patrolling in a vehicle focusing on arterial roads in the sector and ask to drive to non-emergency response calls	Any member of my team that I am paired up with and my sergeant	8-12 weeks to be achieved by June 2022 which is the end of my first year on this course.

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:  (Learner - Electronic signature or type name)

Date: 03/03/22