

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.

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
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Task 5	Development Plan	500
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	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 discussing the different strategies I used and developed in order to minimise stress and build resilience over the course of my six months of initial training to become a police officer. I always knew that it was going to be a shock to my system when I started life in police training. As I knew it was going to be difficult adapting to life as a police officer, I already had a few stress-management and coping strategies in mind before I started, however over the course of the six months I have adapted these methods and also taken a few techniques from my colleagues and how they deal with their stress and build resilience.

Firstly, let's look at what stress is. "Stress is the body's reaction to feeling threatened or under pressure." (NHS, 2022). I have never dealt with anything I would call stressful before. Studying for my GCSEs and A-Levels in high school is what I would say is the most stressed I have been in my life, but even they didn't really affect me, and I never felt over-whelmed or as if I couldn't cope anymore. This could have been because I have a lot of resilience, we'll come back to this later, or it could be that I didn't have the right attitude towards exams back then, but now I am older, and I am in an occupation that is very demanding and stressful, I cannot, and do not, have that same attitude. This change in my attitude may mean that I am more vulnerable and open to suffering from stress, but I am prepared for that.

Now, let's look at what resilience is. "Resilience is the ability to cope with and recover from setbacks. Instead of falling into despair or hiding from issues by using unhealthy coping strategies, resilient people face life's difficulties head on" (Cherry, 2022). In simple terms, resilience does not necessarily mean you have less stress, it means you are perhaps able to deal with it better due to your level of resilience. I believe when a person develops resilience, it helps protect them from different mental health conditions, so when stress, trauma, or depression hit, you still experience these things but you're able to carry on and keep functioning.

I will now be discussing a few techniques I used to manage or prevent stress occurring during my six months of training. I believe that the main stress management technique that most people use and one that I already knew about is exercise. I believe exercise helps clear your mind and gives you something to focus on, other than your stresses. "Exercise increases the release of feel-good chemicals such as endorphins, increases confidence, self-esteem, motivation, and energy levels". (NHS, 2018) . I set myself a goal to do at least half an hour of exercise a day, even if that was just a short walk around the neighbourhood, however most days I was doing between an hour and an hour and a half of either running, cycling or in the gym. I feel that this technique of stress management was very effective as when I was exercising, I wasn't thinking about my work at all and just focusing on my fitness. Exercise also helped build my resilience as it made me realise what I can do if I ever felt stressed and needed a break.

In the six months of training, the most stressful times were the two separate two weeks leading up to both of the exams. I found these weeks the most stressful as I had been out of school for a while and hadn't been in the revision mind-set for some time. As well as being out of that mind set for a long time, in school I was always much better at Maths and the Sciences than I was at the essay-based subjects like English. So, when it came to revising for the two exams that I needed to pass in the six months of training, my mathematical brain that likes to deal in formulas and equations, found it extremely hard to learn the pages and pages of legislation required to pass the exams, which in turn, increased my stress levels. So, in order to revise and learn all the definitions required, before I started my revision, I set myself a revision timetable. This way I could have a clear plan of how I was going to learn everything in time for the exam, which would keep my stress levels down because, if I didn't have a revision timetable, I probably would not have passed the exams, which would have sent my stress levels through the roof. A revision timetable is a very effective tool that comes hand-in-hand with time management skills. "The advantages of time management by making a timetable include reducing stress, gaining effective time utilization, reducing avoidance while promoting reviews and eliminating cramming." (Study, 2018). Another advantage of making a revision timetable is that it helps us to stay focused and avoid procrastination so that we are not going into the day of the exam, having not revised certain topics. On the days that I was in work, I would give myself 3 hours for revision and on my days off, I would revise for six hours. I would set myself a goal of learning all the definitions required for a specific topic in one day, and I would then recite them the next day without looking before moving on to the next topic. I believe that making a revision timetable was very effective for me in learning everything as I passed the exams.

In conclusion, when I reflect on the past six months, I believe that the techniques I used to minimise stress and develop resilience were very effective in helping me through the initial six months of police training. Looking forward, I realise that being a police constable in the real world will be considerably more stressful than in the classroom, but it is very important for a police officer to be able to manage their stress and develop resilience as they are put in very stressful situations every day and are required to make difficult decisions in a split second. I will continue to put what I have learnt in the initial six months into practice for the rest of my career.

1065 words

Task 2

Relevant areas of the National Policing Curriculum:

Communication Skills, Managing Conflict, Valuing Difference and Inclusion

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

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

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

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

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

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

ANSWER:

"When you have police officers who abuse citizens, you erode public confidence in law enforcement. That makes the job of good police officers unsafe" - (Berry, 2021). This quote speaks volumes to me. It makes me realise that all police officers in the world have to have a second thought when making a decision. They have to ask themselves 'How is this going to make the police look?'. Any action can not only have an effect on the life of a suspect or victim that you are dealing with, but it also has an effect on every single officer in the entire world. You just have to look at the fallout from the murder of George Floyd. That happened in America in 2020, and there were riots and protests all over the world and police services are still feeling the effects from it today. Many people lost faith in the police as a result, even

though it was caused by another police officer nearly 4000 miles away, and many of those people still do not believe the police can be trusted. So, every officer has to be mindful of what effect they can have on their fellow police officers all around the world.

In this essay, I will be discussing an incident I have attended where I had to put into practice the conflict management and communication skills that I had been learning. I will describe how I arrived at the decision I made and also reflect on my performance. The incident I will be discussing is when I received a call from the control room to attend an address due to reports of an intoxicated neighbour being abusive and exposing himself in the early hours of the morning.

When I arrived at the reporting person's address, all seemed to be in order. I entered the address and got an initial account of what had happened that night. The reporting person said that their neighbour from across the road had been walking naked up and down the street, shouting and swearing while he did it. They said at one point he also came to the front door and was lifting up their letterbox and shouting through it. He had then gone back to his own house but was stood in his doorway, lifting up his shirt to expose himself while still shouting and swearing, directing the abuse at them from across the road.

Once I had this initial account of what had happened, I made my way over to the suspect's address which was just across the road. I could see that the suspect was already stood in the open doorway as if he was waiting. Before I had even got onto his side of the road, he was shouting at me saying "I DON'T KNOW WHAT YOU'RE COMING HERE FOR, THEY'RE THE ONES WHO BEEN HARRASSING ME AND FILMING ME ALL NIGHT". At this point, I knew I was going

to arrest him based on his behaviour towards me was the same as what the reporting person had described, and the allegation of the exposure was serious enough for me to arrest to allow the prompt and effective investigation. I approached him cautiously as he appeared very intoxicated and irate. I know Betari's Box "describes how people can get locked into a vicious circle of communication, based on how their attitudes and behaviour respond to each other" - (Policing C. O., 2020), so, I started to talk to him in a very calm and respectful manner in the hope that this would calm him and bring him down from his high level of shouting and swearing.

I asked to come in so that I could have a chat with him, to which he agreed but he continued to shout and swear at me as I entered his property. As I was politely and respectfully explaining the situation and the allegation made by the neighbours to him, he was becoming more and more irate and aggressive, both verbally and physically and was constantly interrupting me as I was talking. Due to his behaviour, I felt I couldn't remain at that level of politeness and respectfulness and the dynamic risk assessment that is constantly reviewing in my head concluded that I needed to increase my level of authority and assertiveness. This did make the suspect listen and pay attention to me a bit more, however, it didn't last long as this was the point where I told him that he was under arrest. As I was cautioning him, he kept interrupting by shouting swear words directly at me. He was sat on his sofa while he was doing this so when I asked him to stand up, he wouldn't move and continued to shout and swear at me. I was then trying to again to calm him down and reason with him by asking politely for him to stand as I didn't want to have to use force on him in his own home. We kept going back and forth for a minute or two until I decided to take hold of one of his arms to try and gently encourage him to stand. As he stood up, I reached for my handcuffs in my

tactical vest and he suddenly became very aggressive and was screaming at the top of his voice, he then pulled his arm away and tried to run from me.

Due to this development of his behaviour, I had to utilise the National Decision Model in a matter of seconds in order of how best to solve this situation. The first stage of the NDM is Information and Intelligence. In this situation, the information and intelligence I had was that I was in a place that I had never been and do not know anything about, this person was under arrest, he had been verbally abusive throughout and has then become physically aggressive and is beginning to run away from me. The next stage of the NDM is to assess threat and risk develop a working strategy. The threat is that this person could be attempting to escape, or he could be running to attempt to get a weapon or utilise a dangerous object to use against me. The risk of either of these threats happening is increasing with every step he takes away from me. The next stage of the NDM is to consider powers and policy. "A person may use such force as is reasonable in the circumstances in the prevention of crime, or in effecting or assisting in the lawful arrest of offenders or suspected offenders or of persons unlawfully at large" - (PNLD, 2021). This is the power I have to use reasonable force on a person in order to arrest them. I also have the common law defence of self-defence in order to protect myself from an imminent threat. The next stage of the NDM is to identify options and contingencies. I felt I only had 2 options to chose from in this situation. One was to run after the person and use force to detain them and the other was to run out of the house in order to protect myself. The last stage of the NDM is to take action and review what happened. The action I took was that I ran after the person, took a strong hold of his arms, and pinned him up against the wall. I then managed to get a decent level of control over him, and I was able to take out my handcuffs and place them on his wrists in a back-to-back position. As I was doing these things,

I was using my communication skills in order to explain to him what I was doing and the reason I was doing it. I was also doing it because at the time, I was quite close to him and my body worn video wouldn't have been able to capture everything, so I was narrating what I was doing in order to be transparent and accountable for my actions. Once he was in handcuffs and under my control, he had calmed down and I was able to escort him to the police van.

Using Borton's reflective tool, I am able to effectively review and understand how and why I made these decisions and the action I took. When I review my NDM process, I think of the implications of my options and contingencies section. As I have stated, I only really had 2 options and even though the outcome was successful, it could have spiralled and gotten out of control. If I had taken the other option and run out of the house, he could have escaped or had time to find a weapon or dangerous object to threaten me with. But even though I made the decision to run after him and detain him, that could have gone much worse as well. If I hadn't had been able to run after him and take a strong hold of both of his arms and pin him against the wall, he could have been able to use force against me which could have escalated the incident to the point where I would have had to utilise my appointments such as my baton or pava spray and that could have ended with both him and I suffering injuries.

In conclusion, looking back to the start of the interaction with him, I do not think I could have remained at the calmer level of communication when he became slightly more irate as he was increasing his level of anger more and more and this could have led to him thinking he could walk all over me and get away with it, so I am happy with my decision-making process and the action I took to resolve the incident when it began to escalate.

1645 words

Task 3

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

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

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

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

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

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

ANSWER:

When dealing with an incident or investigation that involves a victim, all police officers must follow the Codes of Practice as set out in the Victim's code. "The Victims Code 2020 sets out in 12 overarching Rights, the minimum level of service victims can expect to receive from criminal justice agencies" - (NPCC, 2020). In this incident, not all of the 12 rights were relevant as this case did not go to court and therefore no conviction was given but the rights I did follow were numbers 1, 2, 3, 4, 6, 7 and 9.

In this essay I will be discussing an incident that involved a victim of a domestic incident. The victim has called the police to report that they have had a verbal argument with their partner

and their partner has clenched their fist and pulled their arm back as if to punch them. They have then stopped themselves and left the address.

I have then attended the address a short time later and sat down with the victim in order to discuss what has happened. They were very vague and did not really disclose anything to me and did not wish to provide a statement. Even though I did not really have anything to go on to solve this incident, I still made sure to follow the codes of practice for victims and witnesses.

The victim's code right number 1 is for the victim to be able to understand and to be understood. I made sure I followed this right as when speaking to the victim, I used normal, simple language and made sure not to confuse them by using police words and long pieces of legislation, and to make sure that they were understood, I used my active listening skills and demonstrated patience as they gave their account. I would also show that I understood by repeating what they had said. This would also link in with right number 2 – to have the details of the crime recorded without unjustified delay. I followed this right by taking notes of what the victim was saying about the incident while I was with them, and then writing it up in full once I returned to the station and documenting it on the occurrence log.

Right number 3 is for the victim to be provided with information when reporting the crime. I followed this right as I gave the victim my work phone number and email address in order for them to be able to contact me with ease if they had anything else to say or to ask any questions they may have regarding the incident along with the crime reference number they could quote if they wanted to speak to anyone else about the matter. I also explained the criminal justice process and what would happen next if they wanted to take the case further

and make an official complaint and provide a statement. While explaining the criminal justice process, I also explained that there are certain ways that we could help the victim if they would have to go to court which are called special measures. These are a range of ways that make it easier for victims and witnesses to attend court and give evidence such as screens separating you from the suspect or a video link, so you do not have to be in the same room. As this was a domestic incident, I also provided the victim with the live fear free contact information. This is a service that anyone can call in order to speak to someone about their situation if they do not want to talk to the police about it.

For a domestic incident, it is policy that we always offer a victim the opportunity to conduct a Domestic Abuse, Stalking and Harassment, DASH, questionnaire that get submitted to third party services to determine what level of risk the victim is currently at and how best to help them. This goes hand-in-hand with right number 4 of the victim's code – to be referred to services that support victims and have services and support tailored to their needs. I conducted the DASH form with the victim and submitted it. I also conducted the initial victim needs assessment on the occurrence log as soon as I returned to the station from the incident. This is our own type of risk assessment that allows us to determine if the victim would benefit from an enhanced service or special measures.

Right 6 states that victims should be provided with information about the investigation and the prosecution. This is for all cases, not just domestic incidents. It would usually include updates of when the suspect has been arrested, interviewed and then what has subsequently been decided as the next course of action which could be anything from charged with the offence or released with no further action. As this was an incident where the victim did not

want to provide a statement, and that there was no evidence or lines of enquiry for us to follow, the only information I could provide was the occurrence number and the advice to call us if they change their mind or any further incidents occur.

With every incident, a person can give a normal statement explaining what has occurred during the incident if they wish. We also then offer them the opportunity to make a victim personal statement. This is right number 7. A victim personal statement is separate to their original statement as the original statement explains what has happened, and the victim personal statement describes how the victim is feeling as a result of the incident. I did describe the victim personal statement to them, and I also provided them with the leaflet explaining it as we are required to. I did offer them the chance to make the victim personal statement, but as they did not want to make a normal statement anyway, it was rejected by the victim.

Finally, right number 9 is to provide information about the outcome of the case and any appeals. For this incident, this right ties in with right 6 because, as I have already stated, the victim did not wish to make an official complaint and give a statement and we had no evidence or lines of enquiry to follow, so I informed them that this incident will be closed with no further action but told them to call us if they change their mind or any further incident occur.

Using the Gibbs' model of reflection, I am able to look back on my performance and evaluate how effectively I followed the victim codes of practice and learn what I can do better for next time. At the time of the incident, I felt rather frustrated because I was trying my best to help the victim who I thought did actually need our help, but they were not giving us anything in

order to help themselves. I was doing my best to try and get them to open up but there was a point where I felt that I might be trying too hard, and it could have been seen as pressurising the victim into giving us a statement, and there is only so far we can go before we're overstepping our boundaries. I am satisfied with my performance and I do not believe there was anything more I could have done.

Throughout the incident, I was always trying my best to follow the policing values that I have been taught to live my life by since joining the police that are set out in the Competencies and Values framework. "The CVF clearly defines new and relevant competencies and values which strongly uphold the principles of the Code of Ethics" - (Policing C. o., 2017). There are 4 values in the CVF which are transparency, impartiality, integrity, and public service. I demonstrated my transparency by explaining that there was nothing more we could do for the victim without a statement and that it was very unlikely that we will be able to progress this any further without any other evidence. I demonstrated my impartiality by not promising anything to the victim and explaining that we would have to get their partner's side of the story before anything could be decided. I demonstrated my integrity as even though I was feeling frustrated, I did not show this and kept stayed focused on supporting the victim and I demonstrated my public service by sitting with the victim and explaining how we can help them and by submitting the DASH and referring them to wider partner agencies in order to receive further help.

1443 words

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

In this essay I will be discussing an incident in which I played a significant role with an offender and a victim. I will be including details of the situation and my thought process through the National Decision Model of how I arrived at my conclusion to the incident, my responsibilities with regards to the CPIA and how I engaged the policing values throughout the entire incident.

The incident I will be discussing is that I received a task to speak to a victim who reported a case of domestic criminal damage.

Originally, when I spoke to the victim on the phone, she had said that she would like to provide a statement regarding the incident, however, when I sat down with her to discuss it in person,

she had changed her mind and did not wish to pursue an official complaint or go to court. I took some time to explain all the 'special measures' that could be put in place in order to make it a bit easier attending court for her, but she still said just the idea of court makes her feel very anxious.

When a victim does not want to go to court or provide a full statement, it is South Wales Police policy to take negative statements. This means instead of not writing anything, we write an official MG11 from the victim explaining the incident but making it clear that they do not wish to attend court. I took a negative statement from her where she described the incident. She stated that her ex-partner had attended her address to visit the children that they share together. A verbal argument had started between the two over child-care as she did not want one of their children staying over his house for the night. This made him very angry to the point where he stormed out of the address and on his way out, he punched the driver's side mirror of her car, causing it to smash.

Even though she did not wish to provide a full statement, she did provide us with CCTV footage of the incident. The CCTV footage shows a male coming out of the address and punch the driver's side mirror of the victim's car.

Another policy from South Wales Police for attendance at all domestic incidents is to conduct a Domestic Abuse, Stalking and Harassment questionnaire. It is a list of 29 questions that assists the police and partner agencies in determining what level of risk the victim is currently at from the abuser. I conducted the DASH with her and came to the conclusion that she is

medium risk. This is because the victim and abuser are now separated and do not live together, but they do have 3 children together, so they are still in close contact.

At this point, I asked the victim what she would like us to do to resolve this incident. She made it clear to us that she did not want him to be arrested, just spoken to regarding his behaviour. I made it clear that we will keep her updated throughout the process until we resolve the matter.

Once I had left the victims address, I went back to the station to discuss with my team what I can do to resolve this. Using the National decision-making model, 'NDM', I arrived at the decision to arrest the male for domestic criminal damage. Each step of the NDM helped me to arrive at this conclusion. The first stage is to gather information and intelligence. I already had the negative statement from the victim briefly explaining what had happened as well as the CCTV she had provided of the incident. I also looked on our system for this male suspected to be the perpetrator and I had seen he has been known to the police for a long time and for various different offences. The next stage of the NDM is to assess threat, risk and harm and develop a working strategy. I had already conducted a DASH questionnaire with the victim to determine that she is medium risk. Then I had to consider our powers and policy. The definition of domestic abuse is 'Behaviour of person A towards another person B is domestic abuse if A & B are each aged 16 or over & are personally connected to each other, & the behaviour is abusive. Behaviour is 'abusive' if it consists of any of the following – physical or sexual abuse, violent or threatening behaviour; controlling or coercive behaviour; economic abuse, psychological, emotional, or other abuse; and it does not matter whether the behaviour consists of a single incident or a course of conduct'. - (PNLD, 2021) and the

definition of criminal damage is 'A person who without lawful excuse destroys or damages any property belonging to another intending to destroy or damage any such property or being reckless as to whether any such property would be destroyed shall be guilty of an offence.' - (PNLD, 2021). I felt the points to prove for both of these definitions had been fulfilled so I established that I did have a power to arrest, as this man is suspected of being guilty of an offence and South Wales Police policy states 'Where a criminal offence has been reported, the arrest of the suspect must always be considered. This will include incidents where the victim does not support a prosecution'. - (Police, 2018). This policy is very applicable to this incident as there is clear evidence that a criminal offence has occurred, but the victim does not wish to make a full statement. Then I had to identify my options. As with all decisions, there is always an option to do nothing. This option was not considered as we had already established that the victim is at risk, we have clear evidence and suitable powers, so doing nothing would have been seen as the police not bothering to do their job properly and putting the victim in harm's way. This then left a choice between two decisions, either to respect the victim's wishes and just give words of advice to the suspect, or to use my discretion and choose to arrest. Finally, the last stage of the NDM is to take action and review what happened. The action I took was that I used my discretion and arrested the suspect for domestic criminal damage.

When conducting an investigation, all officers must adhere to the Code of Practice under the Criminal Procedure and Investigations Act 1996. This Act sets out the manner in which police officers are to record, retain and reveal relevant material obtained in the investigation. It also details how officers should manage the offender and suspects of the investigation. During my investigation, I made sure to keep records of all information that I obtained, this included

information that I knew would be relevant as well as information that I thought may become relevant as the investigation progresses. The codes of practice also state 'that any record of such information is retained' - (GOV, 2022). I made sure that I followed this section by putting everything that I had records of onto the occurrence log on NICHE. This would make it far easier for any other officers involved in the investigation to be able to understand every aspect of the case by simply reading the occurrence log.

As a police officer, everything I do must always be in line with the policing principles. These principles come from the Code of Ethics, and they are there 'to support each member of the policing profession to deliver the highest professional standards in their service to the public' - (Policing C. o., 2014). During my investigation I made sure to adhere to every one of the nine policing principles set out in the Code of Ethics; I made the decision to arrest the suspect, therefore I am Accountable and showed Leadership; I updated the victim even though I went against their wishes, therefore I am Honest, Open and showed Integrity; I discussed the options at my disposal when making the decision to arrest but made my decision based on evidence, therefore showing my Objectivity; I was polite and friendly when making the arrest as the suspect was to me, therefore showing my Respect and Fairness; I believe I acted in the public interest, therefore showing my selflessness.

I do not think I was being biased at any point during the decision-making process as I do not think there was anything to be biased about. The victim had reported the crime the day before, so I already knew the circumstances and who was involved before I had spoken to her, there was clear evidence from the CCTV of who had committed the offence and I felt it was a relatively easy decision to make, so I do not see where the bias could have come from.

Upon reflection, I felt that I had made the correct decision as when I called the victim to update her regarding the incident, I informed her that her ex-partner had been arrested and had been placed on bail with conditions not to go to her address, she said she was very happy and relieved. I felt that my performance was very good regarding the decision-making process and the outcome that resulted. I do not think anything went badly, I only think that I maybe could have encouraged the victim a bit more to give a full statement, however I do think that would have been seen as me pressurising the victim in order to get a statement, so I do think I made the right decision.

1612 words

Task 5

Personal Development Plan (PDP) / Learning Plan.

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

Identified area for development	How it will be achieved	Who can provide support?	Timeline
Taking victim/witness statements	I will achieve this by volunteering to take as many victim/witness statements as possible and using the police guidance of this.	My tutor and teammates can help me by taking me to conduct their victim/witness statements so I can get as much experience as possible. I can also seek help from the HUB for guidance.	End of 12 week tutorship
Conducting physical searches on people	I will achieve this by asking if I can practice searching my colleagues in order to get the correct technique and not put myself in danger.	My tutor and teammates can help me as they could try and hide something on their person, and I will try to find it using the correct searching methods and techniques. Revisiting NCALTs/Panoptos on how searches should be conducted	4 – 6 weeks
Communicating with people	I am usually a rather quiet person, however, I need to get more confident in talking to members of the	My tutor and teammates can support me as I will be able to see how they speak to	11 weeks

	public. This will be achieved by talking to as many people as possible and build my confidence.	people and take notes.	
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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: Ieuan Murray (Learner - Electronic signature or type name)

Date: 11/08/2022