

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based Workbook 1
(DHEP)**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

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 Graduate Diploma 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)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- Your workbook must contain the items specified in the table below (clearly identified and in the order given);
- You should use this particular document to insert your text / answer within each section of this workbook;
- You should upload your completed document as a saved pdf file 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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Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

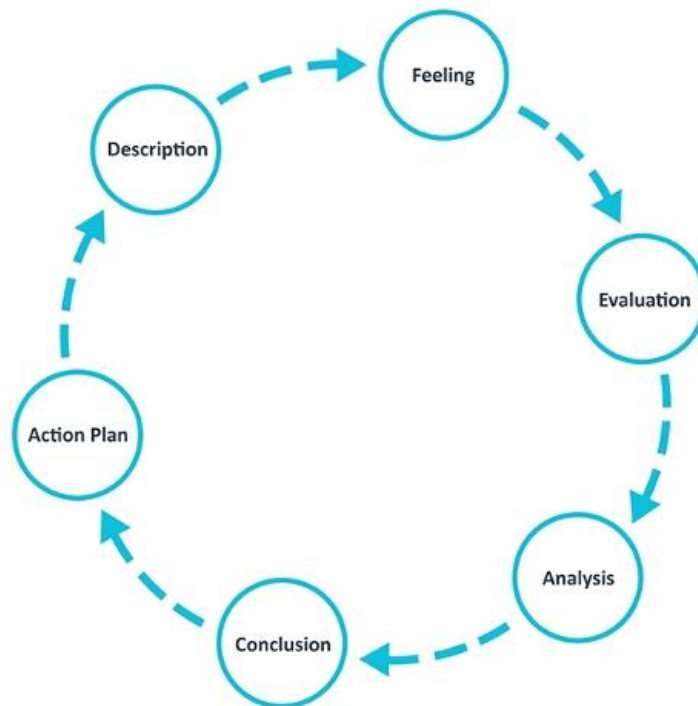
Introduction:

This essay is going to look at the last six months since I have been attested as a Police Constable, and how it has affected me as a person in terms of my levels of stress and anxiety. Previously I spent 17 years as a teacher and lecturer and the decision to change my career has impacted me and my close family in a number of ways. The addition of being a single parent has also compounded demands on my already busy lifestyle. Within this essay I will discuss how a change in career can affect a person's health and wellbeing along with the importance of implementing coping strategies. Furthermore I will look at a model of reflection and how important it is to reflect on your decisions and choices going forward. The model I will be discussing is 'Gibbs model of reflection'. I will explain how I used the model to identify the triggers of stress but also develop coping strategies that improved my levels of resilience through effective reflective practices.

It is well documented that the demands of work have an impact on a person's stress and anxiety levels. In 2021 a 'Labour Force Survey' (LFS) conducted by the Health & Safety Executive found that in the year 2020/21 822,000 workers within the UK suffered from work related stress, depression or anxiety. The LFS defines work-related stress, depression or anxiety as a harmful reaction people have to undue pressures and demands placed on them at work. (www.hse.gov.uk).

As a previous educational practitioner, and newly attested Police Constable I am aware that a new career can contribute to feelings of nerves and anxiety. A new job brings a sense of excitement but with that it also brings about a fear that I may not succeed? Will I worry that I may have not made the right choice? Will I get confused with the new information I have to learn? Or will I feel lonely in a new organisation? It is important that I reflect on my performance and am able to identify coping strategies that will aid my progression. My essay will relate to the 'Gibbs model of reflection'. Gibbs model of reflection (1988), is focused on the ability to reflect on one's actions with the need to engage in the process of continual learning (Wilding, 2008). It is a framework for examining experiences, and using such as the basis to understand specific areas which may require improvement.

Below is a visual of the model.



Source: www.essaywritingserviceuk.co.uk/advice-and-guidance/gibbs-model-of-reflection

I feel this model of reflection best helps me understand my actions and implement strategies that will allow me to become a successful Police Constable. It has given me the tools to evaluate and analyse what has worked well for me, it has also allowed me to identify some strategies that have not been so successful. As a Police Constable it is important that you are able to self-reflect and evaluate as the demands of the job require you to look at what decisions you have made. It is important that a Police Constable makes the right decisions so that he/she can complete their role efficiently and effectively.

Main Body:

The NHS defines stress as the body's reaction to feeling threatened or under pressure. Too much stress can affect our mood, our body and our relationships – especially when it feels out of our control. It can make us feel anxious and irritable, and affect our self-esteem. Experiencing a lot of stress over a long period of time can also lead to a feeling of physical, mental and emotional exhaustion, often called burnout (www.nhs.uk).

The demands of a Police Constable are such that they may feel a sense of stress on a day to day basis. Causes of stress within the role can include experiencing trauma from incidents such as sudden death, missing persons, sexual offences, domestic violence along with the demands of the workload and the amount of calls a Police Constable has to deal with. In the first six months of training I experienced a number of situations that caused me stress. These stressors have included the workload, the amount of learning required for examinations, the pay cut I had to take in comparison to my previous job and the travelling costs I have incurred to complete the training. All of these have resulted in my having to reflect using the 'Gibbs model of reflection'. I had to become self-aware of what was happening around me. Once I

had done this I could then act and introduce coping strategies that would make me more resilient.

The Cambridge dictionary defines resilience as 'the ability to be happy, successful, etc. again after something difficult or bad has happened' (www.dictionary.cambridge.org). As a Police Constable your resilience can determine your ability to fulfil your role as a constable. Day to day a Police Constable will experience difficult environments that he/she will have to overcome.

To improve and continue being resilient I chose the following coping strategies:

- Exercise
- Family Time
- Managing my time effectively that included recording my revision notes

In the first few months of my Police training my sole focus was on the course and performing to the best of my ability. On reflection I neglected coping strategies that could have eased psychological demands that included anxiety, stress and mental fatigue. It was not until after exam one that I applied the 'Gibbs' model of reflection to become more self-aware. I then created an action plan to ease and eliminate some of those symptoms. I implemented an action plan so that I could cope with my work demands but also allow me to find a healthy balance around work, family and wellbeing activities.

On evaluation my main coping strategy was exercise. As an ex Physical Education teacher I am fully aware of the benefits of exercise on the body when it comes to managing and coping with stress. Research has shown that exercise and being physically active improves the way the body handles stress because of changes in the hormone responses. Exercise affects neurotransmitters in the brain such as dopamine and serotonin that affect mood and behaviours (journals.lww.com). I was aware of this from my teaching experience and made the decision to focus on exercise to cope and minimise stress. On evaluation it also allowed me a break from work so that my stress levels could decrease. I also reflected on the amount of time I was spending with my family. As a co-parent and single father to twin girls it was important that the time I was spending with them was one of quality, focused and directed to them. I decided to take my mind away from work and concentrate on being the best possible father to them. This strategy is explained in studies that highlight that people who spend time with family and friends find healthier ways to cope with stress. A study conducted by Carnegie Mellon University found that people use their family and friends as a stress buffer. They talk about their problems instead of seeking negative coping mechanisms like drinking alcohol, smoking or doing drugs (www.piedmont.org)

My final coping strategy was to manage my time more effectively. My journey from home to work would take an hour and I decided to take action by recording and listening to my notes. I found this to be very useful as not only did it reinforce my learning but it also acted as an important tool in minimising my revision workload. In doing so I found my stress levels decreased and I became more resilient as I was being productive during my journey to and from work. The Mental Health Foundation reinforces this decision and states the importance of time management and how it can benefit stress levels (www.mentalhealth.org.uk). All of the discussed coping strategies allowed me to minimise stress and allow me to become more resilient during my training period.

Conclusion

I have learnt from my experiences that the levels of stress in your body can increase and decrease depending on what you are dealing with at the time. During my initial 6 months of training the demands of the working environment would vary, for example if there was an exam looming or the type of topic that was being covered at the time.

By using Gibbs model of reflection I was able to identify how I was feeling, and decide what actions I would put in place to build resilience and minimise stress. Through evaluation I found that exercise was my strongest coping strategy as I felt it was in my control in terms of intensity and duration. Family time helped with my work life balance however at times it did add to my stress levels. For example if one of my twins were unwell or when they were in my company they happened to be demanding of me at that time. Additionally I found recording my revision notes helpful but on reflection if my journey was not as long then it would prove to be ineffective.

Going forward I will definitely continue to use exercise as my main strategy. I have always found this to be the best coping strategy for alleviating stress, but also building resilience. In future I may look at other strategies such as meditation, relaxation and counselling.

Word Count: 1578

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.

Critically assess the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Reflect on your application of 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 a **critical evaluation** of 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.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Introduction

This essay is going to look at a policing incident involving conflict. I will explain how I played a significant role with the victim and suspect and reflect what happened during the incident. This essay will explain the basic nature of the call and identify how this type of call fits into the wider world within a social context. I will evaluate the powers and offences I identified within the call and how I justified using the 'JPLANE' mnemonic on why I choose to arrest.

Throughout the essay I will reflect on the application I used for effective communication including a variety of questioning, my active listening skills and the type of open questions I used to gather as much information from the victim before arresting the suspect. I will also explain the different types of communication used within policing and the effectiveness of each one. Research will support my application of effective communication throughout the police incident, the use of force used and how I applied the 'five step appeal' and 'Betaris Box' to establish the best outcome between the suspect and I. Furthermore I will take into consideration the human rights of the suspect and how a police officer should adhere to a person's human rights at all times.

The concluding part of this essay will reflect on the incident which will illustrate my understanding of 'Borton's model of reflection'. This is used to evaluate and review incidents so that I can identify my strengths and weaknesses and improve future performance.

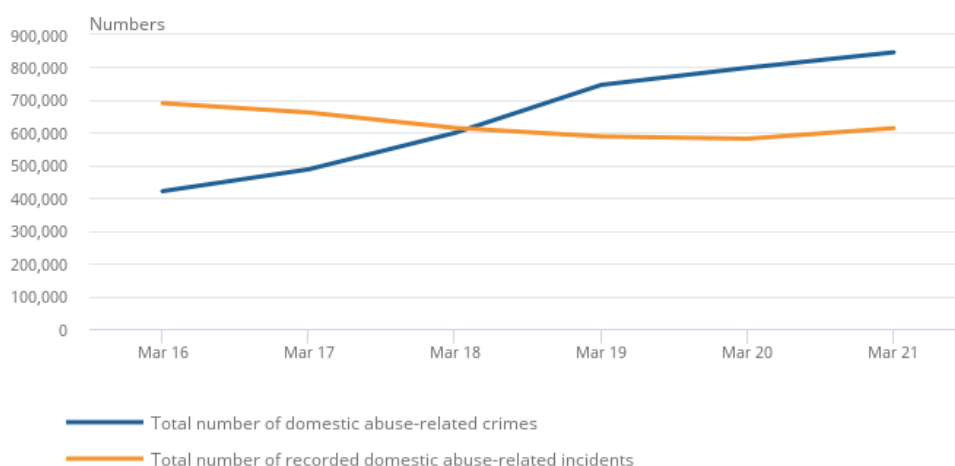
Main Body

Whilst on Police patrol in full uniform I received a G1 call for police response to a reported DV assault between a white male and white female. Further information received from the control centre established that the victim and suspect were still at the scene. On route to the scene I conducted a PNC check on the suspect and it revealed warning markers that included previous DV offences and violent behaviour. An address check on NICHE revealed that there were previous occurrences of domestic assault.

The Office for National Statistics (ONS) has identified the number of domestic abuse crimes recorded by the police in England and Wales in the year ending March 2021 increased by 6%; from 798,607 in the year ending March 2020 to 845,734. This continues the trend of increases seen over previous years. Increases may, in part, be driven by general police improvements in offence-recording practices or increased willingness of victims to come forward to report domestic abuse. (www.ons.gov.uk). Since the year ending March 2018, the number of domestic abuse-related crimes recorded by the police in England and Wales has exceeded the number of domestic abuse-related incidents (Figure 1).

Figure 1: The number of police recorded domestic abuse-related crimes and incidents increased in the year ending March 2021

Number of domestic abuse-related crimes and incidents recorded by the police in England and Wales, year ending March 2016 to year ending March 2021



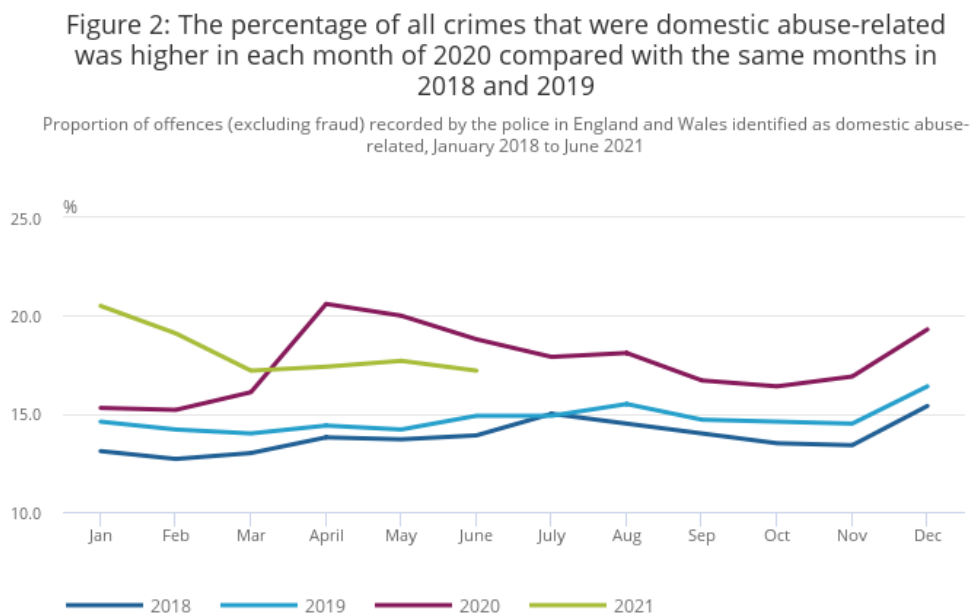
Source: Home Office – Police recorded crime

Of all crimes recorded by the police in the year ending March 2021, 18% were domestic abuse-related. This was an increase of three percentage points compared with 15% the previous year.

Broken down by month, the percentage of domestic abuse-related crimes recorded by police in England and Wales was higher for each month in 2020 compared with the same months

in 2018 and 2019. The largest percentages were generally seen in the months corresponding with the strictest restrictions of the first and third national lockdowns in April and May 2020 and then January and February 2021 (Figure 2).

Increases in the proportion of domestic abuse-related crimes were driven by larger increases in the number of domestic abuse-related crimes compared with smaller increases seen across all other offences. (www.ons.gov.uk).



Source: Home Office – Police recorded crime

In addition to this information gathered by the ONS, the charity 'Women's Aid' states that domestic abuse is very common although this is often difficult to accurately quantify. Domestic abuse is a largely hidden crime, occurring primarily at home. Women often don't report or disclose domestic abuse to the police (HMIC, 2014) and may under report domestic abuse in surveys, particularly during face-to-face interviews (ONS, 2015). In addition, prevalence estimates do not take into account important context and impact information, for example whether the violence caused fear, who experienced multiple incidents and who experienced coercive controlling behaviour. When these factors are taken into account the gendered nature of domestic abuse becomes clearer. (www.womensaid.org.uk)

Whilst on route I reflected on the G1 call and the possible offences that may arise at the incident and the potential offences the suspect may have committed. As this was a reported Domestic Violence (DV) occurrence I identified straight away that the suspect could be arrested for a number of offences under the Offences Against the Person Act 1861. Depending on the severity of the offence I was aware of the following:

OFFENCES AGAINST THE PERSONS ACT 1861	47 – Actual Bodily Harm	A person is guilty of an offence if he intentionally or recklessly uses unlawful force on another, thereby occasioning him actual bodily harm
OFFENCES AGAINST THE PERSONS ACT 1861	20 – Wounding or Inflicting Grievous Bodily Harm	Whosoever shall unlawfully & maliciously wound or inflict any grievous bodily harm upon any other person either with or without weapon or instrument shall be guilty of an offence
OFFENCES AGAINST THE PERSONS ACT 1861	18 – Wounding or Inflicting Grievous Bodily Harm	Whosoever shall unlawfully & maliciously by any means whatsoever wound or cause any grievous bodily harm to any person with INTENT to do some grievous bodily harm to any person or with intent to resist or prevent the lawful apprehension or detainer of any person shall be guilty of an offence

In addition to this, my knowledge of a number of calls involving DV in my division made me aware that a vast amount of calls can result in the offence of common assault. Common assault offences come under two sections of the Criminal Justice act 1988. These are:

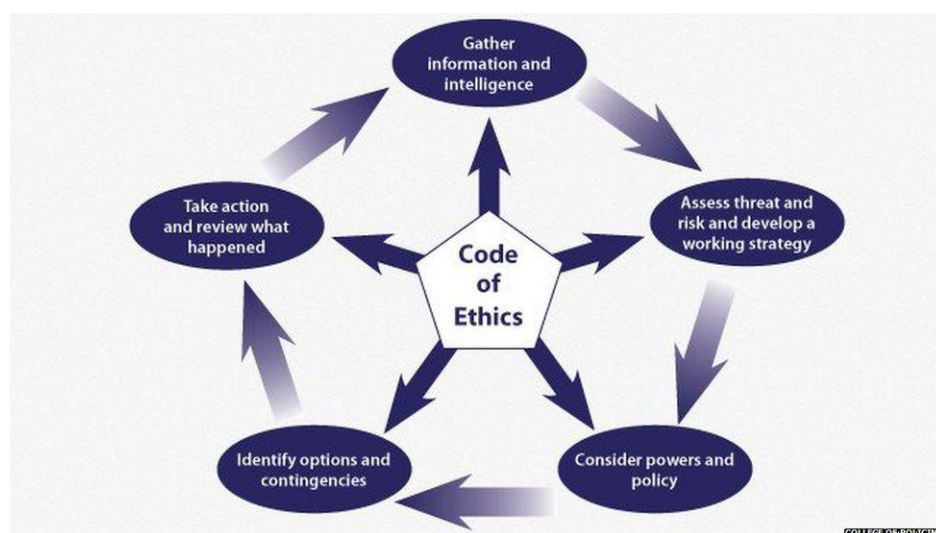
CRIMINAL JUSTICE ACT 1988	39 – Common Assault	Any act which a person intentionally or recklessly Causes another person to apprehend Immediate and unlawful personal violence
CRIMINAL JUSTICE ACT 1988	39 – Assault by Beating	Any act which a person intentionally or recklessly

		Causes another person to apprehend Immediate and unlawful personal violence
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On route I began to wonder what other offences could be linked with Domestic Violence. I had studied and researched a number of cases in training that raised my awareness of other possible offences aimed towards the police when dealing with a conflict situation including 'Assault with intent to resist arrest' and Section 89 of the Police Act 'Assaulting a Police Officer'. Other underlying issues that I was concerned with was one of victim focus including issues surrounding the possibility of 'coercive control' which is prevalent in domestic abuse cases over a long period of time.

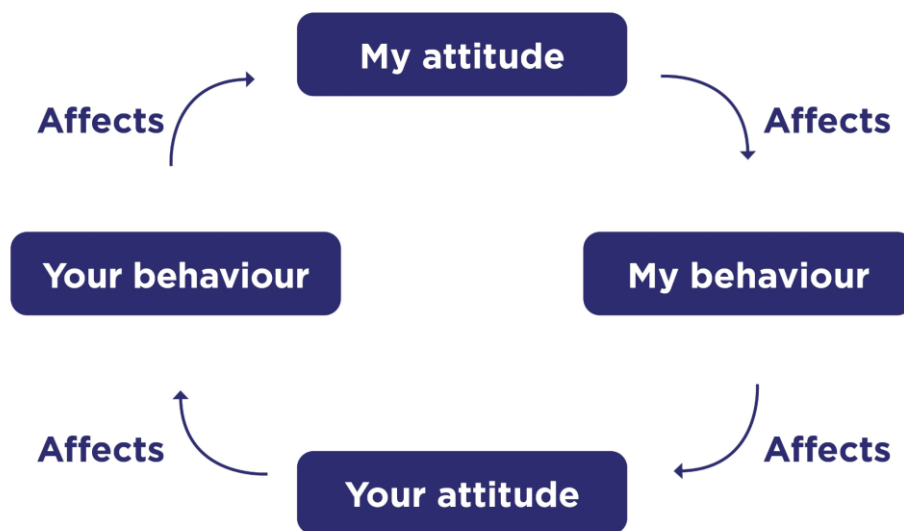
When my colleague and I arrived at the incident our first priority was to separate the victim and suspect. There were no language or cultural issues so we were able to do this with relative ease. Once the victim and suspect were separated I took the lead to question the victim in what happened, whilst my colleague questioned the suspect. It was at this point I used a variety of effective communication tools including open ended questions such as 'explain to me what happened' 'tell me in your own words' and describe to me how you felt at the time'. I kept my tone of voice calm and reassured the victim that I would listen to everything that she had to say. I sat her down and calmly asked her to explain her version of events. Studies have shown that open ended questioning is a very effective tool when establishing information. In Policing this is critical to gather all the information before making an impartial decision. The advantages of open ended questioning are that they gather opinions and thoughts from respondents, offering much deeper, more thorough, often subjective information.

During the account from the victim she disclosed that she had been assaulted. As this was the case I referred back to the 'National Decision Model' (NDM).



I decided from the information gathered, it was justified that the suspect should be arrested under suspicion of assault. My thoughts then turned to the next stage of the 'NDM' which

was to assess the threat and risk and develop a working strategy. To successfully complete this I implemented 'Botaris Box', it was critical that my behaviour did not ignite the suspect into a situation that could have worsened. The college of policing explains that people can get locked into a vicious or virtuous circle of communication, based on how their attitudes and behaviour respond to each other'. (College of Policing). This is shown in the diagram below:



I had learnt from 'Officer Safety Training' (OST) that my attitude can impact a person's compliance. I was aware from a PNC check that the suspect had warning markers so I justified that the best course of action was to stay calm and try and reason with the suspect. It was at this point I communicated with the suspect applying the 'five step appeal'.

1. I simply asked the suspect to comply with my request that an allegation had been made and that the suspect was under arrest for suspicion of assault.
2. I made a reasoned appeal to the suspect explaining why I had put him under arrest and stated what law the suspect had broken.

It was at this point I could see that the suspect was getting agitated. Rather than being compliant the suspect had now become verbally resistant commenting that 'why am I being arrested?' and 'this is a waste of my time, haven't you got something better to do?' My OST training had taught me that I needed to apply 'Botaris Box' so that the situation did not escalate out of control. As a response officer I was aware of the impact factors facing me and if I could prevent the use of force to resolve the situation then I would.

3. My next appeal was a personal one. Here I spoke to the suspect on first name terms. I reminded the suspect that his lack of compliance could jeopardise factors that are of value to him. I stated to the suspect that failure to comply could result in a loss of time for the suspect, that time spent in custody and the potential criminal record could

have a negative impact in terms of employment, income and respect amongst his friends and family.

It was at this point I felt the suspects behaviour return back to a compliant stage. I was able to ask the suspect to turn around and face the wall so I could caution him, handcuff him and transfer him to the back of the patrol vehicle. During the time the suspect was being conveyed to the police station I was able to reflect on the incident. I thought about possible outcomes that could have arisen. What if I had not used my knowledge and understanding of both 'Botaris Box' and 'The Five Step Appeal'?

I concluded that my attitude in the situation reflected the behaviour of the suspect. It was important for me to build up a rapport with the victim to gather as much information and intelligence on the incident. With all the information to hand I justified that it was necessary to arrest the suspect. I felt my five step appeal built that rapport with the suspect which allowed me to gain his trust and enable me to caution and handcuff him without moving to stages 4 and 5 of the five step appeal (Final and Action respectively).

I believe that my OST training allowed me to decide the most appropriate tactical options. My positive presence and tactical communications in this case enabled me to effectively take control of the incident and allow for a compliant arrest. On reflection I feel that if my attitude had leant towards a negative and volatile nature the circumstances of the incident could have resulted in the use of force, including offensive and defensive drills. As it was, the only use of force used at this incident was handcuffing.

The use of force amongst police officers has been widely scrutinised. In December 2021 BBC News reported that West Mercia Police sent a written apology to the family of ex-footballer Dalian Atkinson, six months after an officer who tasered him and kicked him in the head was jailed for manslaughter. West Mercia's Chief Constable Pippa Mills said she was "deeply sorry". "A police uniform does not grant officers immunity to behave unlawfully or to abuse their powers," she wrote. (BBC News)

This type of malpractice amongst police officers highlights the importance of reasonable use of force. As a police officer I am fully aware that use of force should be of a reasonable nature and comply with the Police and Criminal Evidence Act 1984 (PACE). It states that 'all uses of force by the police should be 'reasonable' in the circumstances. A police officer should ask themselves three core questions when determining when, and to what extent, force may be used.

1. Would the use of force have a lawful objective (for example, the prevention of injury to others or damage to property, or the effecting of a lawful arrest) and, if so, how immediate and grave is the threat posed?
2. Are there any means, short of the use of force, capable of attaining the lawful objective identified?
3. Having regard to the nature and gravity of the threat, and the potential for adverse consequences to arise from the use of force (including the risk of escalation and the exposure of others to harm) what is the minimum level of force required to attain the objective identified, and would the use of that level of force be proportionate or excessive?

In the incident I dealt with, the handcuffing of the suspect was the only necessary use of force. I also understand a person's human rights and how the use of force must fall within the legal boundaries set by the 'Human Rights Act 1988'. The Human Rights Act 1998 (HRA) requires all public authorities, including the police, to act in a way which is compatible with the European Convention on Human Rights (ECHR). At my incident I had knowledge that 'Article 3' of the ECHR governs the prohibition of torture. It must always be noted that human rights principles underpin every area of police work. From basic probationary training through to senior management courses, officers learn that human rights must sit at the heart of the conception, planning, implementation and control of every aspect of the operations of the police service. Section 3 of the HRA requires that the police must interpret and apply their legislative powers in a manner which is compatible with the ECHR (www.college.police.uk).

Conclusion

I am going to use the 'Borton Model of Reflection. I have found this model to be a helpful tool when evaluating and reviewing performances as a police officer. I use the following template:

Factor	Thoughts
What? What happened, what did you do? What did others there do? What was the desired outcome, and did it differ from the result?	Report of a domestic assault, involving a male and a female. Arrived at the scene and established the victim and suspect. I took an account from the victim whilst my colleague questioned the suspect. Information disclosed to me justified the arrest of the suspect. At the time I felt nervous. The desired outcome was obtained after processing all the information. It did not differ from the result.
So What? What was significant about this? What did I learn? Do I need to know more?	The significance was that the information gathered justified an arrest and an arrest was obtained with limited use of force. I learnt that with good communication skills not all arrests have to be forceful. It is essential to remember that attitudes can mirror behaviour. I need to know more about domestic incidents and what I can do to support the victim in terms of PPN and agency support.

What Now? What could I do next time? What would be the outcome if I adjusted my actions	Continued use of five step appeal. Continued effectiveness when dealing with DV incidents.
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I continue to use this model when evaluating and reflecting on all incidents as a response officer.

Word Count: 2710

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

Critically assess a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Consider 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.

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Introduction

During this essay I will be reflecting back on an incident where I have played a significant role in supporting a victim of domestic assault. I will be explaining the protocols and policy in place when attending domestic assault incidents and the areas of the national policing curriculum I applied to ensure all was done to support the victim. In addition to this I will critically assess the incident reflecting on any issues that may have risen in terms of culture, ethnicity or language issues.

The next part of the essay will examine my support and how it falls within the procedures set within the codes of practice. I will identify how my actions aligned with the 'code of practice for 'victim support' and how I adhered to the rights of a victim throughout the ongoing investigation. I will also discuss additional support I offered as a tool of good practice when working as a response officer. Part of my essay will examine 'PACE' and the 'codes of practice' that govern how an officer should deal with a victim. Furthermore within my essay I will discuss what values and considerations I implemented to ensure the victim had full confidence in the police. I will conclude my essay by reflecting on my performance and how it has coincided with police procedure and codes of practice. To do this I will incorporate the 'Bortons Model of reflection'.

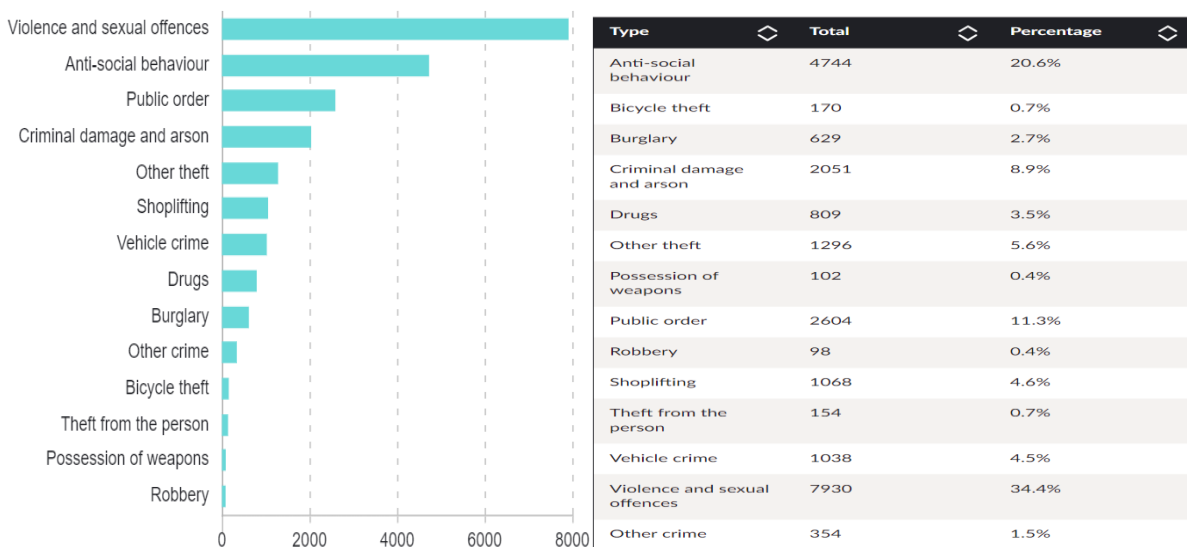
Main Body

I currently work in the 'Western BCU' covering the Gorseinon area.



www.whatdotheyknow.com

The above map illustrates the vast boundary the Penlan and Gorseinon area covers, ranging from Gowerton, Penlan and Blaenymaes in the south, to Pontarddulais in the north. Discussions with the police team have identified that the majority of incidents reported are of a domestic nature including violence, assaults and sexual offences. Recent data published by the South Wales Police show that in the last 12 months a total of 7930 sexual and violence offences occurred which is 34.4% of the total number of crimes dating from April 2021 to March 2022.



www.police.uk

I attended a reported incident of assault, theft and blackmail. Initially the call was graded as a G1 but was downgraded to a G2 as the suspect was no longer at the property of the victim. As this incident involved the suspect and victim being separated there was no need to initially

separate the two parties (as stated by 'Blackstones' who explain that in domestic abuse crimes). The first priority is to ensure the safety of everyone at the scene. I rang the victim and she disclosed that she was in a safe place and that we were on route to ascertain the circumstances of the incident. On arrival the victim disclosed that she had been assaulted resulting in marks to her face and arms. Further open ended questioning identified that the suspect had taken her car without permission and had threatened to blackmail her by disclosing pictures to her employer. A statement was taken from the victim and with the use of the 'National Decision Model' I decided that I would be justified in arresting the suspect and returning to the victim to further my enquiries.

Disclosure from the victim stated that the suspect had returned to his home address. I completed a PNC check and both my colleague and I made our way to the suspect's home address. On arrival we were met by a man who matched the description of the suspect. It was at this point that I arrested the suspect on suspicion of assault, theft and blackmail. I cautioned the suspect, noted the time of arrest, handcuffed him and gave him the necessity of the arrest which was 'to allow a prompt and effective investigation, to protect a vulnerable person and to prevent the person causing loss of, or damage to, property. The necessities of this arrest aligned with section 24 (5) PACE (arrest without warrant) and Code G of the 'Codes of Practice' that covers the statutory power of arrest by police officers. Code G outlines the correct procedures for arresting a person in order that his/her right to liberty is considered at all times, and that proper justification for the arrest is provided.

Once the suspect had been conveyed to custody, I along with my colleague returned to the victim's home address to further our enquiries. When dealing with a victim it is very important that an officer takes into account the 'victim code of practice'. The Victim Code of Practice is in place to ensure police officers adhere to their responsibilities when dealing with victims but also for victims to understand and have the knowledge of what happens from when a crime is reported through to what happens after a trial, if there is one.

A summary of the victims' rights is explained in the table below:

1. To be able to understand and to be understood.	You have the right to be given information in a way that is easy to understand and to be provided with help to be understood, including, where necessary, access to interpretation and translation services.
2. To have the details of the crime recorded without unjustified delay.	You have the right to have details of the crime recorded by the police as soon as possible after the incident. If you are required to provide a witness statement or be interviewed, you have the Right to be provided with additional support to assist you through this process.

3. To be provided with information when reporting the crime.	You have the right to receive written confirmation when reporting a crime, to be provided with information about the criminal justice process and to be told about programmes or services for victims. This might include services where you can meet with the suspect or offender, which is known as Restorative Justice.
4. To be referred to services that support victims and have services and support tailored to your needs.	You have the right to be referred to services that support victims, which includes the Right to contact them directly, and to have your needs assessed so services and support can be tailored to meet your needs. If eligible, you have the Right to be offered a referral to specialist support services and to be told about additional support available at court, for example special measures.
5. To be provided with information about compensation.	Where eligible, you have the right to be told about how to claim compensation for any loss, damage or injury caused as a result of crime.
6. To be provided with information about the investigation and prosecution.	You have the right to be provided with updates on your case and to be told when important decisions are taken. You also have the right, at certain stages of the justice process, to ask for decisions to be looked at again by the relevant service provider.
7. To make a Victim Personal Statement.	You have the right to make a Victim Personal Statement, which tells the court how the crime has affected you and is considered when sentencing the offender. You will be given information about the process.

8. To be given information about the trial, trial process and your role as a witness.	If your case goes to court, you have the right to be told the time, date and location of any hearing and the outcome of those hearings in a timely way. If you are required to give evidence, you have the right to be offered appropriate help before the trial and, where possible, if the court allows, to meet with the prosecutor before giving evidence.
9. To be given information about the outcome of the case and any appeals	You have the right to be told the outcome of the case and, if the defendant is convicted, to be given an explanation of the sentence. If the offender appeals against their conviction or sentence, you have the Right to be told about the appeal and its outcome.
10. To be paid expenses and have property returned	If you are required to attend court and give evidence, you have the right to claim certain expenses. If any of your property was taken as evidence, you have the right to get it back as soon as possible.
11. To be given information about the offender following a conviction	Where eligible, you have the right to be automatically referred to the Victim Contact Scheme, which will provide you with information about the offender and their progress in prison, and if/when they become eligible for consideration of parole or release. Where applicable, you also have the right to make a new Victim Personal Statement, in which you can say how the crime continues to affect you.
12. To make a complaint about your rights not being met.	If you believe that you have not received your rights, you have the right to make a complaint to the relevant service provider. If you remain unhappy, you can contact the Parliamentary and Health Service Ombudsman.

www.gov.uk

As a police officer I am fully aware of my responsibilities towards a victim of crime. I will now explain how I followed the victim's code of practice that ensured the victims' rights were taken into consideration during the investigation.

On arrival at the home address of the victim it was important to ascertain the events that had taken place. In order to do this I took a statement (MG11) from the victim. Prior to taking the statement I followed guidelines set out by South Wales Police stating that when a victim or witness takes a statement an officer must:

- Explain why you need to make a statement
- Ask if you need help to make the statement
- Let you read it to check that it's correct, or ask someone else to read your statement back to you
- Change anything you're not happy with
- Ask if there's any other information you want to include
- Ask you to sign your statement
- Explain what will happen next

www.south-wales.police.uk

In the incident I attended there was no need to interpret the information via an interpreter. There were also no cultural or language barriers. I was able to fully explain why I needed to take a statement and once the statement was finished I read the statement back to the victim and asked if she wanted to include any additional information. The victim was happy with her statement so I asked her to sign the statement which is a declaration that everything in the statement is true and of the victim's best knowledge.

I then went on to explain to the victim that in every incident involving domestic abuse or violence the police will carry out a 'Domestic Abuse, Sexual Harrassment (DASH) assessment. This assessment involved the victim answering a number of questions (27 in total) to judge which risk factors may apply in this situation. The victim in this incident was happy to consent to answering the questions and I completed the assessment.

After the assessment I explained to the victim that there are a number of external partnerships and agencies that work with the police and victims which offer support. In doing this I made sure I complied with the victim being referred to multi agencies and possible wider initiatives that are out there to combat domestic abuse / assault. I further explained to the victim that in my report I would attach a 'Public Protection Notice' (PPN) which would task the 'Public Protection Unit' to get in touch and offer support. In addition to this, I explained a number of agencies including 'Independent Domestic Violence Advisors (IDVAS)' and an initiative called 'Live Free'. 'Live Free' is a free 24 hour helpline that provides support and information on domestic abuse, sexual violence and violence against women in Wales. I gave the victim a card with a telephone number and email address where the services can be accessed. The final action I asked the victim is whether or not she would like to make a 'victim personal statement' (VPS). A VPS is an additional statement that lets a victim explain in their own words, how a crime has affected them physically, emotionally, financially or in any other way. In this case the victim declined to make a VPS at that time but I explained that if she wished

to she could make a statement in the future and that a court can consider VPS when they're deciding how to punish an offender for a crime. I also discussed the options of special measures and what this would mean if the case went to court. Special measures are measures that are in place that can assist a vulnerable or afraid witness or victim giving testimony. These can include the following:

- Giving evidence from behind a screen or by a live link from another room
- Trained professionals, called intermediaries, who can help to explain things
- Giving evidence in private, with no press or public allowed in the courtroom
- Communication aids (eg alphabet boards, speech systems)

In this case the victim stated that she would think about it and inform me of her decision at a later date. Prior to leaving the victim I explained to her what would happen next. I stated that I would now return to the station and write up the report documenting what had happened. I explained to the victim that she would be kept updated and I would be in touch regularly with updates on the investigation.

On returning to the police station I started to document and complete the necessary paperwork on my computer using a software package called NICHE. As a police officer involved in a domestic investigation I attached the statements, DASH and PPN documents before completing the victim update forms needed with every investigation. Victim update forms come in 4 parts:

1. VU01, Victim needs assessment: Will determine if the victim needs enhanced services
2. VU02, Initial Victim Contact: To record preferred means of contact and referral to victim Focus
3. VU03, Victim Update: To record all victim contact.
4. VU04, Victim Outcome Update - To record final outcome given to the victim, opportunity to complete a VPS (victim personal statement) and the victim right to review.

In addition to this I have been taught that it is good practice to update your victim on a weekly basis. At the end of my shift before I leave for my rest days I will contact victims and witnesses involved with my ongoing investigations and update them. Once I have completed these I will update my occurrence on NICHE with an up to date VU03 (victim update) form. I feel this strengthens the confidence of the victim and improves the reassurance gap between the police and the community. With the incident I am discussing in this essay the investigation is ongoing and I am regularly updating my victim on the progress of the investigation.

Conclusion

When reflecting on my performance I used the 'Bortons Model of reflection'.

Factor	Thoughts
What? What happened, what did you do? What did others there do? What was the desired outcome, and did it differ from the result?	Report of assault, theft and blackmail. I offered the victim support throughout the investigation. My colleague assisted me with enquiries and the arresting of the suspect. The desired outcome was that the victim felt safe and supported throughout the investigation.
So What? What was significant about this? What did I learn? Do I need to know more?	It was important that the victim felt safe and secure and had full confidence in the support of the police. I learnt how important it is to support victims through investigations. I will gain more understanding and awareness of victim support by gaining more experience of dealing with investigations and victims needs.
What Now? What could I do next time? What would be the outcome if I adjusted my actions	I believe I offered a sufficient amount of victim support. I believe the same outcome would be achieved.

I feel I have supported the victim in line with the South Wales & Police Plan 2021-2025 which states that 'victims are the heart of all we do. We have strengthened vital services to help victims of crime cope and recover'. Moving forward I will provide the victim updates on the outcome of the case and provide the victim with any additional information about the offender following any possible conviction.

Word Count: 2739

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.

Critically assess 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. **Evaluate** the role of discretion in the decision-making process.

Determine 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 assessment** of the potential impact of bias on the decision-making process.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Introduction

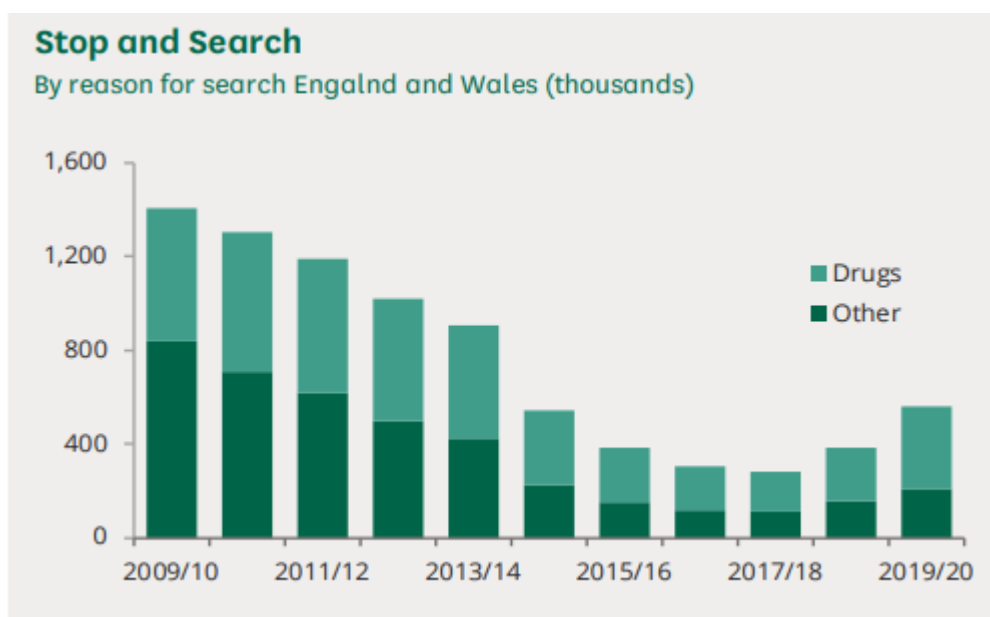
This essay is going to discuss a policing incident that I participated in and how I played a significant role when dealing with an offender. The essay will look at how I dealt with the incident and how I applied the National Decision Model (NDM) to make the correct decisions in somewhat difficult circumstances that led to the issue being resolved. I will then reflect on my decision making applying the NDM as a tool to ensure that the incident was resolved successfully.

Whilst on Police patrol in full uniform I received a call from a local Police Community Support Officer (PCSO) that a young male was in possession of cannabis at a local bus stop. The local PCSO requested that officers assist in order to stop and search the male who has been seen in possession. I attended the bus stop and carried out a stop and search of the male who was found in possession of a small quantity of cannabis in a takeaway container in his bag.

He was detained and taken to his mother who was in a nearby shop. At this point he was contemporaneously interviewed regarding the offence where he admitted to the possession of cannabis. I then left the male in the care of his mother who stated she was going to convey him back home. The suspect had no previous convictions and would be likely liable for a caution or some form of 'Youth Offending Team' (YOT) intervention.

Within a social context, Section 23(2) of the Misuse of Drugs Act (MDA) gives police officers the power to stop and search persons and/or vehicles or vessels for controlled drugs or for evidence of an offence under the MDA. In order to stop and search a person under this provision, the officer must have “reasonable grounds to suspect that [he] is in possession of a controlled drug in contravention of the MDA”. Similarly, to stop and search a vehicle/vessel, the officer must suspect that drugs may be found in it. As the College of Policing makes clear, this does not cover cases where the person is suspected “merely” to have used the drug or been present during its use by others. When a stop and search takes place, the reason for the search is recorded. Suspicion of carrying drugs is the most cited reason.

The chart below shows the number of stop and searches conducted in England and Wales between 2009/10 and 2019/20, broken down by searches for drugs and searches for all other reasons:



www.researchbriefings.files.parliament.uk

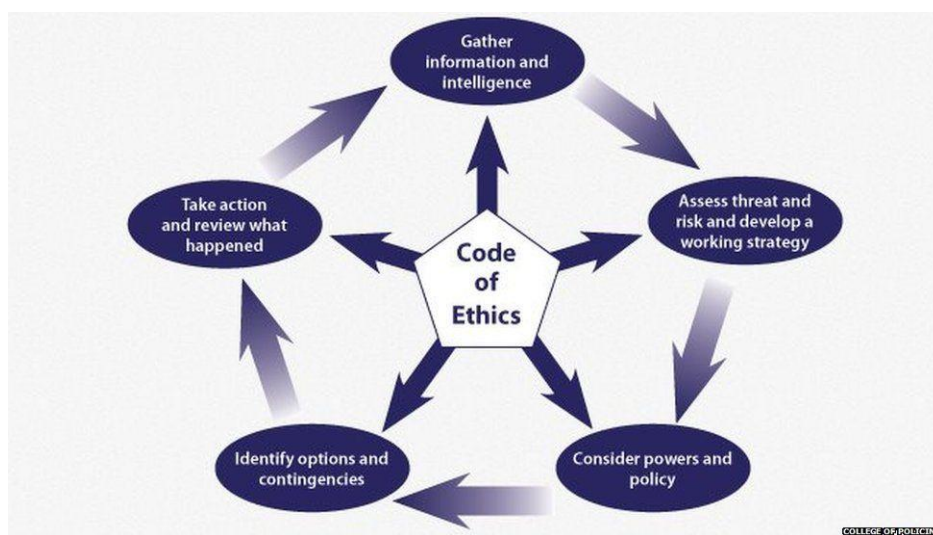
The House of Commons Library data, states the proportion of searches with drugs stated as the reason has increased over this period, from 40% in 2009/10 to 63% in 2019/20. Since 2012/13, more than half of all ‘stop and searches’ conducted each year have been looking for drugs.

Part of this essay will look at my responsibilities as an officer with regards to the provision of the Criminal Procedure and Investigations Act 1996 (CPIA) and how I managed, recorded and retained information. This essay will explain the CPIA and the importance of adhering to its statutory regulations set out in 1996. In addition the concluding part of the essay will assess the possible impact of bias, and how it can affect the decision process and the impact it can have on an incident.

Main Body

As a police officer I have routinely had to make difficult decisions in fast moving situations. 'Blackstones Handbook for Policing Students 2021' explains that ethical decision making in policing is informed by the National Decision Model (NDM). The model consists of a number of elements, with the Code of Ethics being central. The wording of the NDM is mainly drawn from operational policing culture but the intention is that anyone making decisions in the police service (both operational and non-operational should use it. (Blackstone's 2021).

Below is the model taken from the College of Policing:



(www.app.college.police.uk)

When making decisions using the NDM the mnemonic 'CIAPOAR' can be used as an aide-memoire:

C – The principles and standards of the Code of Ethics considered during decision making

I – Information and intelligence known about the situation

A – How it was assessed and what the working strategy was

P – Any powers, policies, legislation that applied

O – The main options considered

A – The decision made or action taken

R – The resulting outcome

The NDM seeks to provide the policy basis and ethical underpinning for taking action, or for deciding not to act. (Blackstone's 2021)

Whilst on route to the incident I began to apply the first part of the NDM, the information I had received from the PCSO was that a young male had been seen in possession of a controlled drug. On route to the incident I gathered as much information on the individual as possible including PNC checks and ongoing radio transmission with the local PCSO. With

this in mind I was able to assess the situation and develop a working strategy moving forward, I was able to establish that an offence of possession of a controlled substance had occurred. The points to prove for this offence are:

Misuse of drugs Act 1971	Section 5	An offence to have a controlled drug in their possession, whether lawfully or not, with intent to supply it unlawfully to another
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From the information I gathered, I assessed the risk and possible threats and justified my decision in making a search of the area in order to locate the suspect. On arrival at the bus stop I identified a person of interest that matched the description given by the PCSO. I approached the male whereby I considered my powers and policy in line with the NDM. In this situation my powers were 'Section 23 of the misuse of drugs act'. This states that:

Misuse of drugs Act 1971	Section 23	If a constable has reasonable grounds to suspect that a person is in possession of a controlled drug... the constable may -search that person and detain them for purposes of that search - search any vehicle or vessel - seize and detain anything found which appears to be evidence
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Under this legislation I had grounds to stop and search the suspect as I had reasonable grounds for suspecting possession of a controlled drug. I detained the person stating 'you have been detained for the purpose of a search', I then assessed the risk once more as I anticipated that the suspect may become non-compliant and aggressive but after engaging with the suspect I established positive communication, which allowed for a compliant search. In this case the male was compliant that allowed for an effective and efficient stop and search.

I conducted the search using the 'GO WISELY' mnemonic. I turned my body worn video on, stated the grounds of the search before explaining the object of the search to the suspect. I identified myself to the suspect using my warrant card and explained who I was and what station I was attached to. Additionally explained to the suspect that they were entitled to a copy of the search, the legal power used under 'Section 32 of the MDA' and finally explaining that 'You are being detained for the purpose of a search'

It was at this point I utilised the 'NDM' once more and reflected and implemented police discretion. I had a number of options at my disposal. Blackstones 2021 explain 'police discretion' as allowing police officers subjectivity when dealing with incidents. It states that we should not expect all police officers to make the same decision in identical circumstances, it is not entirely fair because in reality no two sets of circumstances are ever identical. I had a number of options at my disposal, I took into consideration the males age and the nature of the offence.

At that moment I reflected on a few factors: Was I going to arrest a juvenile for a one off offence, which would later criminalise that person? Under CPIA legislation I was aware that he needed an appropriate adult present so I took him to his mother who was in a nearby shop and completed a contemporaneous interview in the presence of his mother. I also did not want to criminalise a juvenile and considered applying less intrusive measures.

Under law and CPIA legislation a legitimate contemporaneous interview away from the Police Station must pass the following requirements:

1. Be under caution (suspect must be given the standard caution before questioning)
2. The suspect needs to be informed that they are not under arrest (if they are arrested then PACE / Codes of Practice kick in and he needs to be interviewed at a Police Station)
3. The suspect needs to be informed that they are free to leave at any time (though if they try to they may then be arrested, see 2 above)
4. The suspect needs to be informed that they are entitled to free and independent legal advice
5. Be signed by the defendant. There seems to be no specific requirement for this but good practice would suggest it should be countersigned by the defendant to ensure accuracy. Also the likelihood of suggesting such an interview would be inadmissible increases if the interview is not countersigned

(www.olliers.com)

The 'Criminal Procedure and Investigations Act 1996' is a statutory piece of legislation in the UK that regulates the procedures of investigating and prosecution of criminal offences. The College of Policing states that 'An investigation conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it'. (www.app.college.police.uk)

Investigations may be carried out in relation to:

- Crimes that have been committed
- Identifying whether a crime has actually been committed, with a view to commencing criminal proceedings
- Crimes that the police believe may be committed, for example, when premises or individuals are kept under observation for a period of time, with a view to the possible institution of criminal proceedings.

As a criminal investigator it is vitally important that you adhere to the principles of the CPIA. The College of Policing explains that there are a number of investigative principles which are widely accepted within the police service. The principles are underpinned by the recognition that policing works best where it has the support and cooperation of the community.

These principles propose that:

- The exercise of legal powers should not be oppressive and should be proportionate to the crime under investigation

- As far as is operationally practical and having regard to an individual's right to confidentiality, investigations should be carried out as transparently as possible – Victims, witnesses and suspects should be kept up to date with developments in the case
- Investigators should take all reasonable steps to understand the particular needs of individuals, including, but not limited to, any protected characteristics they may have, in order to comply with the provisions of the Equality Act 2010
- Investigators should have particular regard for vulnerable people and children
- Investigators should respect the professional ethics of others. This is particularly important when working with those whose role it is to support suspects.

These principles, the investigation process, and an investigative mind-set provide a structure to support quality investigations.(www.app.college.police.uk)

Within my investigation I adhered to these principles set out by the CPIA 1996. Under CPIA legislation, I was fully aware of my obligation to:

- Seize the cannabis.
- Update the incident on my EPNB & Log entry.
- Place updates on the OEL.
- To retain documents including statements on the case file.

Conclusion

In the incident discussed I took action to seize the cannabis, and due to the age of the suspect and conducted a contemporaneous interview in the presence of an appropriate adult (mother). I then decided to discuss the nature of the offence with the juvenile and try and educate him on his future behaviour. I also referred the matter to the 'Youth Offending Team' who are an organisation that work with the police and young people that get into trouble with the law. The 'Youth Offending Team' looks into the background of a young person and tries to help them stay away from crime. This I feel was the correct course of action. I acted entirely on impartiality with an unbiased approach to policing that falls into the professional standards of behaviour and policing principles.

These standards of professional behaviour and policing principles list ten principles that include:

1. Honesty and Integrity.
2. Authority, Respect and Courtesy.
3. Equality and Diversity.
4. Use of Force.
5. Orders and Instructions.
6. Duties and Responsibilities.
7. Confidentiality.
8. Fitness for Duty.
9. Discreditable Conduct.
10. Challenging and Reporting Improper Conduct.

(Blackstones 2021)

I believe I took the correct course of action and I have reviewed my performance honestly and with integrity. I acted with respect and feel that I conducted the investigation with a clear unbiased approach. The word 'bias' has been scrutinised in policing for many years. Unconscious bias is a term that describes the associations we hold, outside our conscious awareness and control. Unconscious bias affects everyone, is triggered by our brain automatically making quick judgments and assessments. In the past the police have been investigated for their techniques of stop and search and the grounds they have to justify it. One such article printed by the 'Guardian' newspaper stated 'Every police officer is guilty of some sort of bias, according to their professional standards body, and acknowledging as much is necessary to help stamp out discrimination in the use of controversial stop and search powers' (www.guardian.com).

Having reviewed my incident I believe I acted with an unbiased approach. I also believe I choose the correct disposal at the time. On reflection I could have considered other options however in this instance I felt they were not appropriate. They were:

- Arrest.
- Restorative Justice.
- Cannabis warning.

CPIA legislation states that after 'making an arrest' Police officers should adhere to 'Code C' of PACE. An arresting officer must tell the person at the time of the arrest:

- That he/she is under arrest.
- The reasons for the arrest.
- The necessity for the arrest.

Furthermore I understand that it is my duty to then caution the suspect and to make a EPNB record disclosing the nature of the circumstances of the offence leading up to the arrest, the reason or reasons why the arrest was necessary, the 'when questioned' caution and anything said by the person at the time of the arrest. PACE Code C legislation also stipulates a detainee's rights to have someone informed of their arrest, to consult privately with a solicitor and receive free legal advice, and consult with the PACE Act codes of practice. In this case an appropriate adult would be present.

Restorative Justice is another disposal I may have opted for. It is a voluntary process that engages those responsible for, and harmed by a criminal offence in constructive dialogue about the harm caused and what can be done to set things right. In my opinion the incident in question was an individual offence and not between two parties, I felt that restorative Justice would be unnecessary.

Finally, if the person in my incident was over 18 and not vulnerable then a disposal for this offence could be a cannabis warning. A cannabis warning can be given if the following factors are in play:

- The person is 18 or over.
- Not vulnerable.
- Their name and address can be verified.

- They have no previous cannabis warnings or PND.
- No aggravating factors.
- The person admits the offence.

(Blackstones 2021)

If in future I dealt with an incident where the above factors were apparent then I would use this form of disposal. Overall I feel I dealt with the incident in the best possible way. Using the NDM and following CPIA legislation I was able to gather information, assess and act on the best possible disposal for the incident in question. It is in my nature that if a juvenile commits a one off offence, and there are no aggravating factors, a suitable form of resolution is to try and educate them, and work with partner agencies like the 'Youth Offending Team'. This allows juveniles to access the tools needed to make better choices in the future. This can be through 'Community Teams & School Liaison Officers' that can educate children moving forward,

Word Count: 2738

Task 5

Personal Development Plan (PDP)

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 towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
During my tutorship I have had limited experience of stop and search. I feel I need to develop my 'GOWISELY' procedures that will improve my overall stop and search performance.	More incidents of Stop & Search.	PS Hopkins (Tutor) Shift members Additional NCALT	S: Improve my use of stop & search techniques and the use of the 'GO WISELY' mnemonic. M: This can be measured by the amount of incidents I attend where grounds to stop and search is justified. A: I believe this is attainable with time and exposure to stop and search incidents. R: Yes this is realistic through development. T: I would like to achieve more incidents involving stop and search powers over the next 6 months.
I feel I have limited exposure and experience of dealing with traffic incidents. This includes giving and submitting 'Traffic Offence Report' and 'Fixed penalty	More incidents involving RTC (road traffic collisions) and traffic offences.	PS Hopkins (Tutor) Shift members Additional NCALT Training Days	S: Improve my use of TOR and FPN whilst dealing with traffic incidents. M: This can be measured by the amount of incidents I attend where TOR and FPN is justified.

Notices' that are endorsable and non endorsable.			A: I believe this is attainable over time and exposure to traffic incidents. R: Yes this is realistic through development. T: I would like to achieve more incidents involving traffic incidents over the next 9 months.
I am yet to undertake any case file work that involves knowledge of what needs to be completed in case files for preparation to be submitted to CPS and presentation to court.	Exposure to case file preparation that includes being assisted with completing a case file but also having training on how to submit case files for CPS and court decisions.	PS Hopkins (Tutor) Shift members NCALT Training days	S: Gain an understanding of what files need to be submitted within a case file but also the knowledge of how to complete and submit a case file in preparation for a court decision. M: This can be measured by the amount of case files I complete and the opportunity to receive training on case files. A: I believe it can be attained through training, exposure of case file tasks and assistance when completing a case file. R: Yes this is realistic. T: Ongoing
I am developing my knowledge on NICHE however in my initial training period I received only one weeks of training out of the two due to ICT issues within the	Training Feedback Number of occurrences I deal with on a daily basis.	PS Hopkins (Tutor) Shift members NCALT Training	S: Improve navigation and completion of occurrences in NICHE. M: I can measure this through the efficiency and effectiveness of my

force. I would like to gain a better understanding of how to navigate myself through NICHE and how to complete tasks.			use of NICHE and the success of my tasks completed. A: This target is attainable by completing more and more occurrence reports and familiarising myself with the NICHE software. R: Yes this is realistic. T: Ongoing.
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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.

One bibliography for the whole workbook alphabetically

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

By signing the section below you are acknowledging your continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it 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: **Philip Thomas** (Learner, Electronic signature or type name)

Date: 10/07/22