

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

During my initial six months in training school for the police I had two exams which I found stressful. Because of this I needed to build resilience and develop coping strategies in order to deal with the stress of the exams. I found the two best strategies for me to deal with stress and build up my resilience were to socialise with friends and to go to the gym. In the essay I will be explaining these methods and the evidence to back them up.

The Oxford Learners Dictionary defines stress as *'pressure or worry caused by problems in somebody's life or by having too much to do'*. During my initial six months, I began to feel stressed in the build up to my first exam. I believe this was mostly to do with the fact I gave myself too much to do in too little time. During this time, I found myself to be irritable and my mind was racing this caused some struggle sleeping, and a rash came up on my forehead these symptoms described by NHS (2024) which states; that there are 3 main types of symptoms of stress, these are: emotional symptoms, such as irritability and anxiety; behavioural symptoms, such as, how much you eat and drink, and levels of alcohol consumption; and physical symptoms, such as, headaches and skin reactions.

In contrast to this not all stress has a negative impact on the body. Certain amounts of stress can have a positive effect such as, positively impacting on memory, better resilience, and stronger immunity (Elizabeth Scott, 2023). I found that during the second exam when I was more in control of my stress levels, my memory of what I had revised had greatly improved and believe that was due to a healthy level of stress.

I have found that the increase of my amount of mental resilience has directly correlated with when I have gone through a stressful event or period. Helen Herman et al. stated that *'resilience refers to positive adaption, or the ability to maintain or regain mental health, despite expecting adversity.'* As mentioned previously during the build up to my first exam I found myself becoming stressed which eventually was taking a toll on my mental health. However, during the build up to the second exam I found myself feeling a lot less stress. I believe this was because of the positive adaption of my coping methods and general mental resilience to stress.

Resilience can be built a number of different ways, some of them are developing a strong social network, embracing change, remaining optimistic, and nurturing yourself (Kendra Cherry, 2022).

One of the coping strategies I learned to use during the build up to the first exam was socialising with friends. I found this helps because it acts as a rest period for my brain allowing me to temporarily forget about the stressor. I found that this method helped me the most when the stress was progressing towards negative stress. Susan Pinker (2014) backs this up by saying *'feeling lonely exaggerates the inflammation and reactivity to stress'*. Susan Pinker backs up her statement by referencing research done by John Cacioppo which found that being lonely raises cortisol levels and blood pressure.

If cortisol levels are raised in the body for a prolonged period of time it can begin to have negative effects such as, a decrease of muscle tissue, impaired cognitive performance, and a decrease in bone density Elizabeth Scott (2022).

This is all evidence to suggest that socialisation is important for a person's wellbeing and for controlling stress.

Socialising with friends can come in many forms, my favourites are going to the pub and going for a drive. I find going to the pub to be useful as it helps me be calm and destress by laughing and joking which increases dopamine and serotonin naturally. Me and my friends also sometimes go out for a long drive; I have found this helps as driving can act as a form of mindfulness as I have to focus on one thing and be present in the moment. As previously mentioned, loneliness has negative affects on the body so seeing friends helps solve a loneliness problem as well the stress problem in one.

During the stressful times I found that going the gym and exercise greatly helped my mental wellbeing and stress levels. Kathleen Mikkelsen et al (2017) says '*regular physical activity can significantly improve mental health and lessen symptoms of depression anxiety and stress.*' I have always found that regular exercise has helped my mental health and put in a better mood when I leave. This increase in mood would be due to the increase of neurotransmitters such as, endorphins, dopamine and endocannabinoids which are thought to be responsible for the feeling of calm that occurs after an intense workout Healthline (2023).

Going to the gym gave me a healthy way to relieve any anger or negative feelings that arose from being irritable as a result of feeling stressed. I believe that going to the gym also helped with my sleeping, this is because I always went not long before bed, so it helped me burn off some energy helping slow down the racing mind.

To conclude, suffering with stress for a prolonged period of time is bad for your physical health and can have detrimental long-lasting effects on your mental health so making sure you have well rounded and working coping mechanisms for stress is imperative. Having a good level of resilience to stress and mental hardship is also imperative as you wont always be able to use the coping mechanisms. However, all of this considered I believe that healthy levels of stress is needed to keep cognitive function on peak performance.

Word count: 961

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:

Communication skills, managing conflict and valuing difference and inclusion are some of the most important parts of being an effective and well-rounded police officer. During my time with my tutor, we have been working on communication skills extensively, the example I am going to be describing involves an autistic male making threats to hurt himself and the time I spent with him. I will also be explaining how I communicated with him and why I did in that certain way.

On the 16th of April 2024 my tutor and I received a call to attend an address because the caller's son was having a meltdown, waving a knife around and smashing up his bedroom. Upon arrival and an initial account being taken from the victim and suspect it was disclosed that; the male was having a meltdown and began to hurt himself with a fork, he also had damaged his bedroom by punching his walls and wardrobe and sustained cuts on his hands as a result. This meant the offence of criminal damage; Section 1 of the Criminal Damage Act 1971 was committed; this is the offence he was arrested for. It was reported this male had autism and was meant to be taking medication for ADHD but had recently stopped.

When I first arrived at scene I was stood with the male and another officer. The male was very agitated and had clearly been shouting and crying. He was saying that he was really sorry for what he did and that he needed to be punished for it. The other unit left, and my colleague got his meds and everything he needed for a night at custody while I waited with him.

While I was waiting with him, I began talking to the male calmly about what is about to happen and what we as officers needed to do which he understood.

We then got him in the car to transport him to custody, and I began talking to him about his interests and what he likes, this seemed to calm him down and caused him to relax and he became far less agitated about the night's events.

When we arrived at custody, he became anxious saying that it's very intimidating for him and claustrophobic. In order to prevent him from having another meltdown I began to talk to him and reassure him about what's going to happen and told him about the exercise yard which he can use to have some fresh air.

When we took him to the cell we had to sit outside and watch him, during this time I made sure to reassure him when he needed it and we took regular trips to the exercise yard to make sure he had enough fresh air. Due to this he kept calm for the whole night, and he got some sleep before I left in the morning.

When reviewing this incident described above, I used Gibbs reflective cycle (reflection toolkit 2020) During the incident the male had damaged his room and had been threatening with a knife so initially I felt apprehensive of him become suddenly violent, I was also cautious of him as he had just had a mental breakdown and would be emotionally unstable. Once he had calmed down however, I was happy that the male could control his emotions better, assisted by my tutor and me.

Upon reflection and evaluation, talking to him about what he likes and enjoys seemed to calm him down a lot as his mind was taken off what had happened. What didn't work well was asking him about his relationship with his mother and what had happened that night, this is because he was already angry at himself about what had happened and bringing it up only upset him more. The male was very stressed as it was first time in trouble with the police. This is where listening skills worked well as it allowed me to understand and ease his worries. This helped everyone involved as when he was calm, he didn't cause any problems.

I believe that he calmed down as I was talking to him calm and in a friendly manner, he was also a similar age to me so I believe he could partially relate to me due to this. However, this did result in the male becoming a bit too comfortable around my tutor and I towards the end of the night.

From taking part in this incident, I have learned about the importance of effective communication with people and being able to talk to suspects in a nice manner despite what they may have done. I have also learned how much of a positive impact that talking to suspects nicely can have on them and how they behave with you as an officer.

Looking forward if I had to deal with a similar or the same incident again, I am happy with how I behaved and treated the male. However, I would be more authoritative to stop him from getting too comfortable and having to tell him to do or not to do certain things so often. I will be able to develop the skills I used during this incident by putting them into practice with other suspects.

As mentioned previously the male has autism which can cause problems with interacting with others. The National Autistic Society (2020) states that '*an autistic person may appear not to hear what you say to them, not respond to their name, or appear indifferent to any attempts you make to communicate.*' This meant that clear and proper communication was even more important than normal as his ability to communicate and understand certain forms of communication is impaired.

While in custody and while driving down to custody the male was worried that he would be going to prison, and he would never get out of jail. This was one of his main worries and concerns that was causing him to become stressed and anxious. So, in order to correctly explain he didn't have to worry about those things I made sure to implicate Aristotle's Model of Communication (The Collector 2023). This model considers, the speaker, the audience, and the message.

The speaker includes everything that comes from the person delivering the message such as how they are talking, the speakers tone and body language. I made sure to be aware of how I was coming across to him I made sure to keep reassuring the male verbally, I kept a reassuring and an understanding tone while also adopting an open body posture to make him feel like I care.

The audience makes sure you consider who is receiving the message. This is deemed one of the most essential part of the model to get right. This is because if the audience doesn't understand what you're saying, or, get the wrong impression from what you're saying then the communication hasn't worked. My audience on this occasion was an autistic male who was in a stressed and anxious state. Due to this I knew that I needed to speak to him calmly and explain everything with honesty and in as much detail as possible.

The message is the final part to consider. This is important as you need to ensure what you are saying is clear, concise and accurate. I did this by making sure I didn't give the male any false hope about what is happening to him. I made sure he was aware of the things that were going to happen

and what was available to him. I also made sure that I gave short, concise, and correct answers as I knew he had ADHD so wouldn't be able to concentrate lengthy over-detailed answer.

When I arrived at the scene as I mentioned the male was irate and clearly close to becoming violent again. I could he was large and tall so I knew that if he became violent it could cause some issues. I knew a good method of controlling a person's behaviour and attitude with words is to use Betari's Box model (Patty Mulder 2023). This model explains that my attitude affects my behaviour which affects the other persons attitude which affects the other persons behaviour, this is a cycle so will continue to go around as time goes on. Taking this method of communication into account I made sure I spoke to the male nicely and calmly as to not provoke him any further. This worked and he then calmed down and was pleasant and easy to deal with thereafter.

To conclude I think that the two methods I had used were extremely effective with the male. Due to him calming because how he was spoken to it meant that no force had to be used in order to subdue or control him. I am happy with how these methods had worked and I will be using these two communications models more often in order to communicate better with people.

Word Count: 1497

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:

A thorough understanding of the criminal justice and how to use it an important of being an effective and efficient police officer. Through dealing with an incident involving a racially aggravated public order offence and harassment. Dealing with this offence I gained a greater understanding of the criminal justice system, how to use it proportionately and effectively, and the meaning of justice as a whole.

The incident I dealt with involved the suspect committing an offence under Section 4a of the Public Order act 1986, causing harassment alarm and distress with intention to cause fear of violence. In this incident the suspect was shouting in the street at his neighbour, victim 1, and threatening him with violence. Victim 1 in this matter was seen to be shouting back saying that they can sort it out like men. The CCTV of the incident also showed racist comments against both victims were made. Upon speaking to both victims they disclosed that there had been on going harassment from the suspect for about a year and they really feared for the safety of themselves and their child. As a result of this we arrested the suspect for a racially aggravated public order offence and harassment.

Victim 1 is from Iraq and can speak English well but stated he would prefer to give a statement in Arabic as that was his first language. As a result of this information, we were able to arrange an interpreter to come and assist in him speaking Arabic while giving the statement.

Stopforth S. et al. (2022) stated that '*experiences of racism are also negatively associated with positive mental health outcomes, such as self-esteem or life satisfaction.*' Interpersonal racism is known to have a negative impact on a person's mental health and can affect how they interact with people with fear for further racism being used against them. I knew in this example due to the ongoing harassment and multiple racist remarks being made that this event would have had a significant impact on the victims. This meant that upholding the police ethics was important in this case to ensure

an effective and sensitive service. The police code of ethics is, courage, respect and empathy, and public service.

The Oxford English dictionary (2023) defines justice as *'to punish or reward appropriately.'* Being a police officer, I understand that I need to have an understanding of the justice system and laws and also effective ways to deliver justice, therefore I used my understanding of these to explain to the victims what was going to happen and what needed to be done. This links in to one of the overarching principles of the victims' code, a victim *'should be provided information to help them understand the criminal process.'* Gov.uk (2024) I believe this is an important principle going through the justice system can be traumatising and confusing for victims and witnesses so understanding what is going to happen will reduce this effect.

Another part of the victims' code states that a victim has the right *'to make a Victim Personal Statement'*. This is a form of statement which goes through and explains how the crime has affected the victim and their life and is done some time after the crime occurred. This is used in court and has an effect on sentencing. These are always useful in harassment cases and hate crimes because it gives the victim a voice and allows them to explain how they feel. Knowing that the judge has taken the victims feelings into account can really help with them feeling as though justice has been done. Knowing all of this I made sure to take a Victim Personal Statement from both victims, both said this helped them feel heard and they are thankful for being able to do this.

Another part of the code is *'to be provided with information about the investigation and prosecution'*. From my own personal experience, I know that keeping victims updated on the investigation is important as not knowing what is happening can cause victims to; feel alone, feel as though they aren't in control of their own justice, feel like nothing is being done, and become angry and resentful towards the police which in turn makes the investigation harder as this reduces co-operation from the victim. In order to prevent this from happening I made sure I contacted the victim care unit to ensure regular updates were being given because of the different shifts I work. I also made sure they were allocated a hate crime officer who is trained to provide the correct support to victims of hate crime. Finally, when he was charged, I went to their home in person to let them know. I did this because I felt like with big news like that it was something better done in person than over the phone.

One of Gwent Polices force wide priorities is to *'keep neighbourhoods safe'* (Gwent Police 2024). This involves the reduction of public order offences, and offenders. This made ensure that the suspect was dealt with effectively and in a timely manner. This resulted in statements being taken off the victims the next day and the interview occurring just after that. This meant that I had to apply for an extension on his custody clock. This resulted in his time in custody being over 24 hours. When applying for the extension I made sure to take his rights and entitlements into account. I also had to make sure that during interview I remained impartial and didn't pressure the suspect too much into giving any answers that he didn't want to give or were what I wanted to hear in order to succeed in a charging decision.

Upon further investigation to the example mentioned above it came to light that victim 1 also committed a public order offence when the argument was taking place, there was also an allegation that victim 1 said he was going rape the defendant's partner. I then had to investigate this as if it were to be true then the public order charge would fall apart. In order to do this, I checked the CCTV again to see if I could hear him say this. Upon listening he did not say he would rape anyone, he did however, commit an offence under S.4a of the Public Order act 1986. As a result of this we had to deal with him for that, this is because justice cannot be limited to any individual but all those who do wrong. While dealing with victim 1 for his offence it was important to keep in mind, he was a victim in the whole incident, so in dealing with him we had to make sure it was proportionate.

I decided to issue him with a community resolution as he admitted to shouting at him and admitted he shouldn't have done it. A community resolution is an out of disposal which allows a suspect to repair the damage they did, apologize to the victim, attend a victims awareness course and can also come with conditions such as do not commit an offence within 12 months. A breach of this will commonly result in a postal charge requisition but could result in an arrest. It also doesn't give a person a criminal record and is only visible on an enhanced DBS check. This was deemed the best options for victim 1. When issuing the community resolution to him I made sure that he understood why I had to do it what it means. I also made sure he was aware that what he did was not legal despite his situation. He understood this and agreed to the community resolution.

Upon reflection of this disposal, I believe I made the right decision as he was a victim in the overall circumstances, the only issue is that he did commit a public order offence. He did understand why he

had to receive it and did appear remorseful for his actions and acting like he did, his partner Victim 2 stated it was out of character for him and that he just snapped. I do believe I should've employed the use of an interpreter when explaining it to him however, to ensure he understood, although he appeared to understand and stated he did as well.

To conclude I believe that an in depth understanding of the justice system and justice as a whole allowed me to decide on the best outcomes for this case. I think without the knowledge I wouldn't have been able to succeed in a charging decision against the suspect and have the best outcome for dealing with victim 1.

Word count: 1445

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:

Decision-making and discretion are important parts of conducting investigations. It is also crucial that the investigation is in line with the Criminal Procedure and Investigations Act (CPIA) 1996. This ensures that all investigations are thorough, impartial, and fair; and all information that may be relevant is recorded even if it undermines the prosecution. The example I'm going to use of this is an incident which involved indecent exposure towards a child under 18.

My tutor and I received a call to deal with a male who has indecently exposed himself in a car park to a female who is below 18 while she was leaving the building. This had a serious effect on the victim and caused her to feel alarmed and distressed. We immediately began to work on finding this male we were able to do this through knowing what car he used and talking to the victim and witnesses of this incident. A statement was taken from the victim describing what had happened and the male was arrested that night under section 66 of the sexual offences act 2003. During the investigation we discovered he had done similar acts before in the same location for which he further arrested for.

The Cambridge Dictionary defines decision-making as '*the process of making choices, especially important choices.*' This is something which, as a police officer, has to be done all the time. The college of policing have realised this and therefore created the National Decision Model (NDM) (2024). The college of policing states the NDM is '*suitable for all decisions and should be used by everyone in policing*'.

The NDM is comprised of six main elements; firstly, to gather information and intelligence around the situation. This allows the officers decision to be based upon facts and their decision to be informed. The second part is to assess threat and risk and develop a working strategy. In this stage officers must weigh up the risk to all parties involved and develop a strategy based on minimizing or removing risk of harm to all those involved, including possible offenders.

The third stage is to consider the powers and policies available to officers. This can include powers granted by the police and criminal evidence act 1984 and the police code of conduct. The penultimate stage of this process is to identify options and contingencies. This is important as it encourages officers to identify all options available to them and not just the first or easiest option available. It allows encourages officers to make contingency plans for if their main option fails or is no longer the best decision.

The final stage is to then take the action you have decided on and then after review what has happened. Reviewing what has been done is imperative for officers continual learning and improvement.

The sixth part of the NDM is at the core of all of the previous stages which is to consider the code of ethics. This part is important as it makes officers make the right decision for the right reason.

The NDM is used commonly in relation to using a police officers' discretion. Discretion is defined by the Oxford Dictionary of Law Enforcement (2015) as '*the power [...] to decide whether and how, within legal bounds, they enforce the law*'. Being able to use discretion in policing is a very important part of policing and has a massive affect on public perception and future dealings with the same people.

Part 2 of the CPIA 1996 '*imposes a duty upon the home secretary to prepare a code of practice to regulate the conduct of the police in relation to unused material, which is to be disclosed by the prosecution.*' Oxford Dictionary of Law Enforcement (2015). An example section of this act which I followed is Section 23(1)(b). This section states that all information obtained that may be relevant to the investigation is recorded. An example of when I did this is, the victim couldn't provide an accurate description of the suspect, I made sure to make note of this in the investigation log as it may become relevant during the process of the investigation.

During this investigation I first used the NDM when first deciding what to do with the information I had. The only information and intelligence we had at the time is what his car is and the number plate. The next step was to assess threat and risk and to develop a strategy for the investigation. I was able to conclude the risk is low due to there being no risk of further harm to any person involved. I was then able to develop a working strategy. This was to find out who he is through his car, take a statement from the victim if possible, or arrange a video interview due to her age, and finally to arrest the suspect.

To do this I considered the powers and policies available to me in order to carry this out. The powers available to me were the power to arrest, the power to search any person, premises, or vehicle immediately after an arrest in order to gather evidence or prevent harm, an Achieve Best Evidence (ABE) interview with the victim due to her age, possible bail conditions, automatic number plate reader cameras checks.

I was then able to identify different options and contingencies that I were open to me. These were, to find out who he is and arrest him straight away, then proceed with further evidence gathering the next day such as taking a statement and interview. I decided not to go with this option due a possible ABE needing to be arranged at a later date, and there was also a risk that the car did not belong to the person we arrested, there was also a risk of giving the handover shift too much to do. My other option was to find out who the male is, go to see the victim about taking a first account and seeing if an ABE interview was necessary and then going to arrest the male, and conducting an interview in the morning for the handover shift. This is the option I deemed to be the best for the situation at that moment.

I then acted on this. I found the male on police systems who had previous incidents of a similar nature. The automatic number plate reader camera placed the car in the area at the time of the incident. Upon speaking to victim, it was decided she was capable of making a statement at that time. This then allowed me to make a more informed decision to go and arrest the male for the offence of indecent exposure. We arrested the male and conveyed him to custody.

Upon review of my actions, I believed I made the right choice on my actions as the risk of further harm was low and my actions led to have enough information to make an informed arrest.

During this I made sure I adhered to the Code of Ethics also. These are courage, respect and empathy, and public service.

I understood that there I had an unconscious bias against the suspect due to the nature of the offence, which other officers and other people who knew about the incident also had. As a result, I had to ensure that I stayed impartial throughout the investigation of this offence. Paul Kelly (2000)

stated *'this fact of disagreement over fundamental values is taken to be the prime reason why we need neutral reasons that do not advantage the standing of any social group or set of values.'* I knew this male was a sex offender who had offended in a similar way multiple times against different women and he had just committed a sexual offence against a child. This was the reason for mine and the others' bias against him. However, to counteract this I made sure that I treated this male as he was when I saw him and not by his actions that night.

To conclude I believe that the ability to use the NDM and discretion effectively is of the utmost importance for police officers. This is due to the currently low level of public confidence in the police recently.

Correct actions in line with CPIA 1996 is also important to make sure that the criminal justice system is fair and impartial.

Finally, impartiality in the police is also important as not being impartial could lead to poor decision making among other issues.

If all of these are actions and values are instilled within officers, then it would lead to an increase in public confidence in the police one encounter at a time.

Word Count: 1449

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
Statement writing: Layout and going into enough detail in what I'm including.	I believe this can only be achieved by doing more statements and practicing. I will do this by making sure if there is a handover I will volunteer to do the statement. I will attend a statement writing workshop. I will proofread all my statements. Finally, I will read some of my colleagues' statements to be able to use as a good example to follow.	My colleagues, The recourses available on the beat and other intranet sources. My sergeant, My tutor.	I intend to do this within six months.
Dealing with conflict: How to defuse situations and how to use force effectively.	I will volunteer myself for calls which involve conflict and put myself in situations where I can use words to diffuse situations such as volunteering for city safe. I could contact the public and personal safety training team about attending a refresher course	Personal and public protection training instructors, Colleagues, Sergeant, Control room,	I intend to be able to deal with conflict effectively by the end of my tutorship in June.

	and go into more detail with them about how to resolve conflict.		
Case file building	This can also be achieved by practicing. I could go on an attachment to the case file team to help me understand the process better. I can attend inputs done by the case file team and those who know how to do them well in order to understand how to do them better.	The case file team, Colleagues, Sergeant,	I intend to do this within the next year. This area for improvement has a longer time frame due to case files not being a common thing to do.
Working NICHE	I can do this by making sure I check over everything I've written in the logs, practice on NICE train finding people and associated items. I can do this by becoming a NICHE champion on shift meaning I would spend more time on NICHE giving me more time to practice.	NICHE champions, Colleagues, Sergeant,	I believe I can become confident with NICHE within 2 months due to how often I use NICHE in day to day working.

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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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