

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:

In my answer I will be outlining the strategies I have found useful to help me personally to cope with stress and increase my resilience so far. Within my answer I will be looking at the definition of stress, what causes stress, as well as evidencing why methods I have tried to alleviate stress have worked.

To begin, we first need to establish what constitutes as stress. Stress can be defined as “a real or interpreted threat to the physiological or psychological integrity of an individual that results in physiological and/or behavioural responses” (Fink, 2010, p.11) Stress can have a wide-ranging effect on people, from their ability to function mentally as well as their physical appearance. It can lead to fluctuations in weight, as well as causing sweating and break outs of acne and rashes. It can change their habits and alter the way in which they would normally deal with situations. Different people react in a wide variation of ways to stress and as such there are many different techniques that can be used to alleviate stress.

Whilst researching into the causes of stress there seems to be certain factors which are regular contributors. The two largest contributing factors appear to be issues regarding finances and issues surrounding work. Stress can be brought on from big changes to a person's life, a lack of control over certain situations or an experience of discrimination, hate or abuse. The common factor in relation to the causes of stress is a feeling of being worried about something or feeling a lot of pressure. This would corroborate my own experience of stress with the periods over the last six months causing the biggest increase in stress being the exams and university work. Stress is a perceived problem, so it ultimately is down to each individual how stressed they feel within a certain situation. Personally, having not sat exams or had to do any academic work since I attended school over 10 years ago, the addition of a university degree on top of the new job role has proven to largely increase stress levels.

Personally, stress can affect me mentally via my mood and can also manifest itself physically via sweating. In order to manage my own stress levels, I have found it best to split the psychological and physical effects into two categories and use different methods to cope depending on which is more prevalent at that current moment.

For example, if I am feeling more mentally stressed my mood affects my ability to process information I read and as a result I am unable to work to my full capacity. This

has been particularly dominant over the initial six months since being attested as a police constable and has been particularly during times when there has been an exam imminent. In order to cope with this level of stress I have found that removing the cause of the stress, in this case the revision for exams, away temporarily has been effective. I have achieved this by taking time to myself for relaxation by watching tv and playing video games. This is confirmed in a study by (Schallock, 2019)

There are however also studies which counteract this and open the debate that gaming can in fact increase the levels of stress a person feels. One such study suggests that people who tend to be highly stressed in their everyday lives can further magnify their stress and suffering by playing online video games (Snodgrass, 2014, p.250). This could be caused in part by a lack of control over certain elements within the game, particularly whilst playing online, which acts as an enhancement to their feeling of a lack of control over stressful situations in their day-to-day activities. Whilst this has not been the case for me, it is worth acknowledging to highlight that there is not simply one correct answer that works for everyone. I feel this strengthens the reasoning for there being so many different techniques to combat stress.

At times when my own personal stress manifests itself more in the physical form of sweating, I have found a different method best as a way to overcome this. Whilst playing video games maintains its effectiveness, doing physical activities such as going for a walk or going to the gym have proven extremely effective in managing the physical side effects of stress. There are plenty of studies which confirm that this is a successful way to minimise stress (Seaward, 2017, p.503) (Jackson, 2013, p.14)

One widely acknowledged factor that could be considered the major contributing factor for exercise decreasing stress levels is the fact that exercise releases endorphins into the body as well as the chemical dopamine (Howlett, 1984, p.1950). These chemicals have the ability to reduce the bodies perception of pain as well as triggering a positive feeling in the body that can be described as euphoric. These positive feelings are then able to replace the negative feelings associated with stress, allowing the side effects such as sweating to subside. Doing exercise is also a form of distraction, similar to that of playing video games. It allows you to give focus to something else which in turn takes the focus off the catalysts that cause stress.

I have found both exercising and relaxing playing video games to be effective in reducing my stress levels. I have noticed that exercising has resulted in a much better increase to my resilience as I am able to return to the tasks required of me sooner after exercise than after playing video games. I believe this may be due to the increased activity within the brain following the release of endorphins compared to the relaxation felt in my other method.

Although both methods have proven to be an effective coping strategy, my research into this has proven that stress levels can not be managed by one or two methods alone. There may be times in future when these are not an option, due to being exhausted from a particular shift or due to clashes with other commitments. As a result I have further researched methods that have proven effective with other people and will be able to implement these in future if it is not feasible to exercise or relax. Other proven methods that can be explored to reduce stress include socialising with friends, keeping a journal of your thoughts and playing music. Having a contingency plan to

aid with the feelings of stress and being flexible with varying coping methods will help to increase my resilience as I move into my role as a police constable.

(1100 words)

Task 2

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

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

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

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

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

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

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

ANSWER:

I was called to attend a report of a man who had been found passed out in a wooded area at 3pm. The reporting persons who had found the male knew who he was, so I was able to check them on Niche prior to arriving. There was information that he had markers for violence towards police and mental health including self-harm. Given this information I knew that communication would be vital in ensuring the safety of myself and anyone else involved.

As it was a call for a concern for welfare, I considered what policies we would have available to us before arriving. At this time no offence had been disclosed, so there wasn't a specific power that police could use to remove him for a criminal offence. Considerations were given prior to arrival of sectioning the male if he met the criteria (*Section 136 mental health act 1983*). I also considered powers such as breach of the peace (*common law*) public order offences for if the male was swearing (*section 5 public order act 1986*) or drunk and disorderly if the male appeared to be in a severe state of intoxication (*section 91 criminal justice act 1967*)

On arrival the male was found lying on the ground just away from the main road in a state of semi consciousness. I engaged with the male by introducing myself and asking

him if he could explain what had happened. He began explaining to me that he had simply had a few drinks of alcohol and that he just wanted to sleep. Whilst observing the Betari's box model (Wall, 2019, p.143) I was aware that if my attitude towards this situation was one of a flippant nature, that could affect my behaviour which in turn would affect the attitude and behaviour the male returned to myself. As a result, I continued to speak with the male in a non-judgemental manor and gently explained to him how it was better and would be comfier for himself if he was to make his way home to his own bed.

The male continued to engage in conversation with myself and sat himself up. He then began to explain to me what had happened prior to him consuming alcohol that day and that he was having trouble at home. I actively listened to his story and made sure to acknowledge what he was saying to me by repeating it back to him. I continued to reassure the male that he was not in any trouble and that we were there purely to help him and make sure he was ok. I identified that this male simply needed to speak with someone and decided that the best course of action was to listen to his concerns, as this would better prepare me to deal with the situation.

Whilst conversing with the male his family arrived, and I went to speak with them. The family members appeared frustrated with the situation and were angry at the male stating how he did this all the time. The father attempted to go towards the male, so I felt it was best to step in front and ask him not to go near given how angry he appeared. I raised my arms to convey my point but did not want to escalate the situation so did not touch him at this point. The father listened and once again I spoke in a calm manner to deescalate the situation.

I informed the father that it may be better if police continued to deal with the male at this point. I then returned to the male who had heard his family accusing him of being a problem. The male began to act irate and got up and angrily began shouting accusingly towards the other family members. I can now identify this situation using the drama triangle, given that there were now all three elements of the drama triangle present (Lac, 2022, p.NP4057). The perpetrator being the drunken male blaming and criticising others, myself being the rescuer attempting to help stop the situation, and the victim being the family as they were targeted by the verbal abuse. I raised my voice in order to speak over the male to take control of the situation.

The male reacted to my raised voice and as expected following the Betari's box model he began to display an aggressive attitude towards myself as a reaction. Following this model and as I now had the male's attention again, I brought my voice back down and spoke to the male in a calm manner. The male was clearly very agitated and continued to shout towards me, but I continued to speak with him and gently asked him questions about subjects we had previously spoken about. The male acknowledged I had been listening to him and as a result his attitude and behaviour came down to match mine once more.

I conversed with the male once again and built a rapport with him chatting with him about his favourite rugby teams. I also identified that his son played rugby and that this was a particular point of interest and pride for the male. Due to the rapport I had built with the male, he then confided in me that he had in fact also taken drugs earlier in the day. I spoke with the male about this and informed him that we were able to put

referrals in with other agencies independent of the police which may be able to help with this. The male was happy that I had listened and dealt with him as a person as opposed to as a nuisance.

I managed to convince the male to join us in the police vehicle so that we could discuss everything more privately. Whilst sat in the police vehicle the male once again started to become angry. He began to claw at his own eyes with his hands. I identified this as an attempt to self-harm so intervened by grabbing his arm whilst also verbally asking him why he felt the need to do this. I deemed this use of force necessary in order to prevent the male coming to greater harm. As soon as he removed his hands from his eyes, I released his arm as I believed there was no further need for any use of force.

My action of grabbing hold of the males' arm generated a reaction of anger once again from the male and he began to raise his arms. The male then swung his arm towards me, and I used my own arms to grab his to prevent them from hitting me. Once again, I used verbal communications and told him not to do this, before releasing his arms. I felt the use of force was initially necessary as it was to prevent harm to myself, but by using verbal communication I did not feel any further use of force was needed. I was aware that the situation could easily escalate once more, so I once again began to speak with the male about rugby and his son and this had the desired effect of distracting him. The male engaged with me in conversation once again and was apologetic.

I did not feel there was any necessity to restrain the male with handcuffs or by any other means as I was able to regain control of the situation through verbal communication and the rapport which I had previously built with him. I was also very aware of the fact that use of force and in particular restraining techniques would have been a breach of his human rights. Although police officers are granted these powers under legislation such as (*section 117 police and criminal evidence act 1984*), the minimal force needed should be applied to each situation. In this instance verbal communication was effective and there was no need to arrest the male. As a result, we were able to convey the male to hospital and I was able to manage his mood through effective communication in the back of the police vehicle with him.

I believe that by listening and speaking with the male in a calm manner throughout and speaking with him as I myself would like to be spoken to, is the reason that minimal force was needed to control this incident. This incident is evidence that active listening and verbal communication are the best tools in which a police officer has in order to deal with incidents of conflict in the first instance.

(1424 words)

Task 3

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

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

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

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

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

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

ANSWER:

I was called to attend a property following a report that arguments could be heard ongoing between a male and female at the address. On arrival at the address, we knocked on the door and were quickly greeted by a female occupant. I explained to her that we had received a report that shouting had been heard in or near the address and asked if there was anyone else currently inside the property. The female stated that she was alone and that nobody else was there. The female told us that her boyfriend had been there earlier in the evening and that they had an argument, but he had since left. I asked the female if it was possible for police to enter the property in order to confirm that everything was alright, but she refused.

I explained to the female in a calm manner that we had a duty of care and that due to the nature of the call we received, we simply needed to check the property to confirm that she was safe for our own records. The female began to get agitated and kept refusing to let us enter the property attempting to close the door on us. I placed my foot at the bottom of the door in order to prevent it from closing. At this point I informed her that we did have a power to enter the property under section 17 for saving life or limb or preventing serious damage to property (*Section 17 police and criminal evidence act 1984*). I continued to engage with the female and told her that we would rather enter with her permission but informed her that we would use this power if we

needed to as we had reason to believe the male was still inside the property, and potentially posed an immediate threat to life if we left her alone with him.

The female eventually allowed us to enter the property willingly and we began a search for any other persons inside. On checking the bedroom of the property, we discovered a cannabis grow inside a tent. At this point I informed the female that she was under arrest for cultivation of cannabis. The female began to run away, and she was subsequently handcuffed using code G of the police codes of practice (*Service police codes of practice 1984*). The necessity for this arrest under code G was to prevent her disappearance and the disappearance of evidence. The female was cautioned upon her arrest in line with information that must be provided to a person under arrest under code G. It is vitally important to caution any person who is under arrest as this allows for any statements made by them during this time to be used in any criminal proceedings either as an aid to the prosecution or their defence. The person being arrested has rights under the codes of practice to be informed of the offence for which they are being arrested.

The handcuffs were considered necessary for this arrest in order to prevent any tampering with evidence. Originally it was decided that once the cannabis plants had been seized, the female would be dealt with via a voluntary attendance interview at a later date. However, as we spoke to the detained person it became clear that there were other items within the property such as empty deal bags and other drug paraphernalia. At this time the female was further arrested for possession with intent to supply and it became necessary to convey her to custody to remove her from the property. I understand that the decision to further detain a person by taking them to a custody unit is not one that should be taken lightly as arresting someone is a breach of their basic human rights to freedom (*Human rights act 1998*). Therefore there needs to be a necessity to their arrest as outlined under code G.

After she was conveyed to custody a section 32 search of her address was carried out by myself. This was done in accordance with code B of the police codes of practice which state that the premises must only be searched to the extent necessary to achieve the object of the search. Specifically in this instance the search of the premises was to find any drug related items which could be evidenced to link with her arrest. Also covered under code B and observed during the search were the powers of police to seize items found during the search and retain them in evidence to facilitate the use in any investigation or proceedings. A number of drugs and phones believed to be used in the supply of drugs were found, seized in evidence bags, documented on the bags with the time and locations of the seizure and a record kept of what happened with each bag for continuity purposes. Following the successful completion of the search of the premises it was ensured that it was left secure in accordance with code B.

Following her arrest and after being conveyed to custody, the female was presented to the custody unit and the necessity for her arrest under code G was stated to the custody sergeant. The relevance of having a necessity on a person's arrest is to justify why their basic human rights to freedom of movement is being taken away from them at that time. On authorisation of her custody, it is the responsibility of police to maintain and uphold their rights under code C of the police codes of practice.

Code C governs how persons should be treated whilst detained in police custody and should be observed by all police officers. Code C supplies an arrested person with a large number of rights whilst in police custody including their right not to be held incommunicado and their right to have a person known to them informed that they are in custody. It is the responsibility of police following their arrest and presentation to custody to ensure that before they are detained, they are healthy and if any doubts need to be seen by a medical profession to determine their wellbeing. Visual checks of prisoners within their cells are routinely carried out at intervals not exceeding fifteen minutes. All detained persons also have the right to be provided with ongoing independent legal advice whilst they are detained.

Following her arrest, the female was later interviewed and questions put to her with regards to her knowledge and complicity in the offences she was accused of. This was all visually recorded with sound and the governing guidelines for this process fall under code F of the police codes of conduct. Under the Equality Act 2010 police conducting interviews must have due regard to the need to eliminate any unlawful discrimination, harassment or victimisation of a suspect. The recording of an individual under investigation under code F entitles the interviewee to be informed of when the recording has begun and informed when it has ended. It is necessary for them to be cautioned, and at the conclusion of the interview they must be offered a chance to explain anything they feel may be relevant in aiding their defence.

Following the completion of an interview in which the detained person has had an opportunity to disclose any information they feel is relevant to the investigation against them, they must then be either released or charged with an offence. Any person detained cannot be held for any period of time longer than which is necessary to gather evidence. This is usually 24 hours, although police officers can apply for an extension from higher ranks if there is sufficient reason to further detain a person with regards to an investigation.

Any items seized legally by police following a search of their address can only be held by police for as long as they remain relevant to the investigation for the offence which they have been arrested. Items seized remain the property of the arrested person and must be returned to them once they no longer have any evidential value to the police investigation.

(1352 words)

Task 4

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

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

ANSWER:

Whilst sat in the police station, myself and other officers suddenly heard a loud bang coming from outside the building. This was then followed by a series of loud bangs which began at the back of the station and then moved round the side and finally to the front of the building. On looking through the windows we could not clearly identify where the noises were coming from. I went down the stairs towards the front entrance of the police station and on arrival at the front doors I noticed the glass had been smashed and the head of a hammer was lying on the ground inside the police station. On looking through the glass I could see a male outside wandering back and forth and acting very irate.

I immediately considered the national decision model (NDM) in my approach to the situation (Bryant and Bryant, 2020, p.77). Firstly, I considered the information I knew. I knew that a weapon had most likely been thrown through the window following a series of loud bangs. I decided it would be a reasonable consideration that all of the bangs had been caused by the same incident. On assessing the situation, I could see a man pacing back and forth but was not throwing anything at the station and no more bangs could be heard. I considered my powers and policies. One power I considered was arrest in order to prevent further damage to property, as well as using powers to safeguard any other people who may be in the area at risk of harm. Using all of this information I decided the best course of action was to exit the station and confront the male. On leaving the station I told the male to stay where he was. I then instructed the

male to show me his hands. I also withdrew my parva spray from my tactical vest as it was still unclear at this point if the male had further weapons.

This allowed me to review the situation and begin the national decision model cycle again starting with the new information I had. The male held his arms out in front of him and he was not carrying any other items. Working through the NDM once again I quickly assessed the situation and my powers and objectives before deciding to go towards the male and arrest him on suspicion of criminal damage. I placed handcuffs on his wrists behind his back immediately due to the nature of the offence. Using the NDM I decided it was best to wait for other officers to hold the male before conducting a section 32 search of the male.

Whilst performing the search I found and seized cannabis which was found in his pocket. The male was then further arrested for possession of a class B substance. This was immediately placed into an evidence bag which was completed with all relevant information written on the bag and sealed. I passed the bag to a colleague and made a note of when this was done for continuity purposes. This was subsequently booked into property and retained if needed to further the investigation. The hammer head that had gone through the window was also seized and placed in an evidence bag to be retained for the purposes of further investigation.

During this time the male was identified by other officers as having a history for criminal damage which on one instance did involve damaging a police vehicle. Given this information it appeared that we had the correct person detained. It had to be acknowledged however that nobody had witnessed the male commit the offence and that although he was known to have previously committed a similar offence, this could have been a source of bias impacting our decision to detain him for the offence of criminal damage.

Whilst acknowledging this fact it was clear that there needed to be another reason to suspect this male was responsible for causing the damage. I analysed the information available to me. I determined that as there were no other people in the area at the time of the incident and considering this male was pacing back and forth acting irately outside the police station near where the glass was broken, I was able to rule out the possibility that bias was having an impact on the decision to detain him.

I considered the offences he had been arrested for. Whilst I could have exercised my discretion at finding the cannabis and dealt with the male via a voluntary attendance interview, the arrest of criminal damage necessitated his detention due to the risk of further damage to property if released. He was conveyed to custody and on arrival in the custody unit I once again applied the NDM as well as my own discretion to decide if it was still necessary to keep the male in handcuffs. I continued the NDM process once more of going through the information and intelligence, assessing the situation, considering my powers and policies, my objectives, taking action and always reviewing my decisions.

I knew that I had searched the male and found no further weapons on him or anything to cause reason for concern. This provided the information I needed in line with the NDM. Also, in assessing all of the information and considering that the male was now in a custody area which needed a key card in order to get in or out and considering

that he had been compliant with all instructions following his arrest, I made the decision that it was safe to remove his handcuffs. The fact that there were plenty of other officers' present in the custody unit also played a part in my decision-making process to remove the males' handcuffs. As with everything when applying the NDM I kept reviewing the situation in the event that any new information came to light.

Following his detention at custody I returned to the police station to begin preparing an interview plan and to gather relevant CCTV footage from outside the station at the time of the incident. Once I had reviewed the CCTV and prepared the interview plan, I phoned custody to inform them that I would be heading down and to confirm if the male still wished to have a solicitor present for interview. The male was deemed unfit for interview, so I passed all of the interview documents I had prepared as well as the MG6a disclosure to the following shift to interview the male as it would not be justified or proportionate to keep the male in custody until I next came on shift.

On my next shift the following day I looked at the Niche occurrence and the male had been charged with both offences and a case file was to be submitted within 72 hours. It was a guilty anticipated plea, so I began gathering all the relevant information. The male had given a prepared statement in interview and answered no comment to all questions asked of him. I made sure that the prepared statement was retained and typed up what had been stated on the MG5 form. I also made enquiries with the interviewing officers asking if they had retained any notes which had been made by officers during the interview. I gathered all the CCTV and bodycam footage from officers as well as copies of the MG4 charge sheets for each offence and MG11's. I also submitted the information that no officers had actually seen the male commit the offence of criminal damage, as this could be relevant information to aid in the defence of the male in court.

Whilst gathering all the information I also requested and submitted a PNC prosecution print for a defendant with pre-cons. This came back with information relating to the males' previous offences of causing criminal damage to police vehicles. Whilst this was significant to courts in relation to possible sentencing, it did remind me of the effect that bias could potentially play from other officers who knew the male from this previous offence. This gave me cause to revisit statements submitted from other officers to ensure that none of this biased opinion had accidentally been conveyed through their statements. I carefully read through each of the statements and was able to satisfactorily state that no unconscious bias had been submitted in error.

Once all this information had been assembled, I began a workflow submission via Niche to my sergeant. My sergeant then reviewed the case file and contacted the male who had been released from custody following his charges to keep him informed of events.

(1439 words)

Task 5

Personal Development Plan (PDP) / Learning Plan.

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

Identified area for development	How it will be achieved	Who can provide support?	Timeline
Control the situation more in relation to taking statements from witnesses.	Being more verbal and communicating to the person giving the account that it takes time to type everything. Ensuring that one topic is fully explored before allowing people to jump to another topic.	Any other officers in attendance at the same time.	Implement when taking next statement from a witness.
Using the EPNB to document decisions by victims not to pursue a complaint.	Open the ipatrol app on my EPNB at every call in order to get into the habit of automatically documenting all relevant decisions made by victims, as the police is a victim led service.	Other officers in attendance with prompts if they identify I am not doing this.	Attempt to implement at each call moving forward until it becomes routine to document all decisions.
Become quicker when typing up all relevant OEL entries to the Niche occurrence	This will improve by performing more of the same OEL templates and repetition by answering each	Other officers. I can offer to type up the OEL for each job I attend until it becomes second nature and I am	Implement at each call I attend going forward. 1 month to allow for quicker typing.

following attendance at a call	relevant section within the OEL.	familiar with each section in each regularly used template for the OEL.	
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Bibliography

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

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

By signing the section below you are acknowledging your progress on O.C.P. This is recognised by the university as work that is fully supporting this module and is equivalent to 500 words towards the overall wordcount.

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: _Gareth Morris _ (Learner - Electronic signature or type name)

Date: _ 05/09/2022 _