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Y Drindod Dewi Sant
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BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: __Christopher Thompson____

Learner's University Registration Number: _2134417_____

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count). (https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment_Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:
https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 4	**Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)**	**1500**
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Task 5	**Development Plan**	**500**
	Total	**6000**
	Confirmation of Confidentiality and Plagiarism ***This is confirmed by submitting through Turnitin***	

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:

Since being attested as a Police Constable in July 2022, and the subsequent six months of learning, I have researched and put into practice a variety of coping strategies to develop my resilience and mitigate the inevitable stress that comes with the intensity of learning and examinations that formed part of the training period. Having researched a number of models, I have decided to implement Borton's Model of Reflection as my framework for this essay (Dabell, 2018).

Stress is an inevitable outcome of preparing for exams for anyone – one study suggests 84.4% of university students experience stress, with 17% claiming to have severe or extremely severe stress (Asif *et al*., 2020).

In my case, where failure (after three attempts) would result in losing my job, I always felt conscious and anxious of the fact that a lot was riding on my success in the exams. The fear of exam failure was the main contributing factor to my stress during the training period, but I also felt stressed and overwhelmed by the amount of information I was expected to retain, and equally some anxiety relating to starting a new job, and not knowing where I would be stationed or with whom I might be working.

Marks (2021) lists several signs and symptoms of stress. Some of the most common signs of stress that I exhibited during this period were agitation, insomnia, and racing thoughts.

It must be clarified that I was not in a constant state of stress. During training, my feelings would naturally fluctuate between tiredness, stress, relaxation, excitement, and so on. I felt camaraderie with my classmates, and we often fed off each other. There is some consolation in knowing you are not the only one experiencing stress in

a joint experience. However, equally, people emphasising their heightened stress levels amongst peers also has a tendency to trigger or exacerbate your own feelings of stress, especially if you are prone to stress already (Abraham, 2022).

As stress is a common affliction among trained police officers (Shane, 2019), I decided that it was prudent and sensible to get a handle on the issue during my training. I wanted to understand my stress and learn ways to limit its effect.

In the process of finding stress relieving techniques, I realised that what works for one person does not necessarily work for another – it may even increase stress. It, therefore, has to become a trial-and-error exercise. The University of Colorado (Colorado Law, no date), for instance, lists 25 “Quick Ways to Reduce Stress”. While some of the suggestions were helpful, such as “2. Listen to Music” or “17. Cuddle with a Pet” (for which my tomcat, Onyx, served me well), some of them did not work for me at all. Attempting “13. Get Organized” actually made me feel quite overwhelmed and made me inclined to find more and more areas of my space which needed to be organised or cleaned, so my issue switched from a work stressor to a domestic stressor. In addition, “21. Drip Cold Water On Your Wrists” made me feel neither more or less stressed, but mainly that I had wasted my time.

One of the most beneficial actions I took, which was not listed by the University of Colorado, was to play computer games that do not have intensive gameplay. Studies have shown the vast physical and mental health benefits of certain video games (Carras *et al.*, 2018). I find playing a low energy, relaxing game – for instance world-building games such as *Minecraft* or *Space Engineers* – allows my mind to shut off from external stressors and focus purely on the world I am creating. As an added benefit, I also found short bursts of creative thinking from these games aided my ability to focus on exam revision and retain more information.

I found that light exercise, such as walking, helped to clear my head. Its benefit would be magnified by walking somewhere particularly pleasant, such as along the canal in the Fourteen Locks, or along the sea wall in Goldcliff. Natural beauty is an established de-stressor; a significant study (Bratman *et al.*, 2015) showed that being in a natural environment for 90 minutes reduced both self-reported rumination, and showed empirically reduced neural activity in an area of the brain which is associated with

rumination – rumination being an established pre-cursor to stress and anxiety. My experience is certainly in line with the science.

Naturally, I could not spend the majority of my time in such pursuits, as I still needed to devote a significant portion of my time to studying. Therefore, I made efforts to adapt my learning to be as efficient and relaxed as possible. I would make sure to take regular breaks to improve my stamina and give my brain time to absorb information before attempting to learn more.

I created an array of flashcards, which enabled me to periodically test myself or have family or friends test me, making the process much more interactive and fun. Reinforcing my knowledge in this way also helped build my confidence, which relieved my stress going into the exams, as I felt confident enough that I could pass.

In conclusion, I have found the process of identifying my stress and using my individualised techniques to have been largely successful. It is, and will never be possible, to eradicate stress completely, and there have been times during my training period where I have not succeeded in being resilient, but on the whole the trajectory has been towards a greater understanding of stress and how best to deal with it for myself. I am now transferring these techniques in my job as a trained police officer, as they can apply to a variety of situations. I am glad that I have invested my time in firmly trying out and establishing these stress techniques prior to starting my police work, so that I feel like I am starting my new role from a place of resilience and strength.

Word Count = 996

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:

Being able to deal with varying levels and types of conflict is integral to the role of a police constable. In addition to the expectation that officers will keep the King's peace by way of stopping fights, preventing violent disorder, rioting, and so on, it is regularly the case that those who are about to lose their liberty, through being arrested or otherwise detained, will use violence in an attempt to prevent this. Throughout initial police training, we are taught about the policies and procedures, regulations and legislation governing the use of force and conflict in general, and how our decisions should be formed while taking these into consideration.

In this essay, I will explore these areas as I reflect upon an incident that involved conflict, that I was involved in recently. I will briefly describe the incident with such detail as I am permitted to share and then review the elements of effective communication that I have employed. Finally, I will describe the process I used when

determining if the use of force was necessary in this situation and explore the relevant theories relating to this. I have decided to implement Borton's Model of Reflection as the framework for my reflective writing (Dabell, 2018).

I was one of three officers that was assigned to perform what is colloquially called a "Hospital 2 to 1". This is where a subject who has been detained, has subsequently had to attend hospital for treatment or assessment, and is effectively escorted by two officers to prevent their escape.

This subject, a young female, was in hospital after telling officers that she had ingested an entire packet of paracetamol. This followed an incident where she was stood on the wrong side of a bridge that crossed a motorway, threatening to jump off. Police negotiators successfully encouraged her to return to safety, where she was subsequently detained under Section 136 (*Mental Health Act 1983*) and due to be conveyed to the care of local Child and Adolescent Mental Health Services when her hospital assessment was complete, and she was deemed clinically safe for transfer.

The subject was appropriately detained under Section 136 as she fit the necessary criteria, namely that she appeared to have a mental disorder, she was in a place other than a place of abode or its surrounding environs, and she was in immediate need of care and control (Mind, 2017).

It is apparent that suicide, and mental health issues in the community in general, are significant issues for the police and other essential services to face. Suicide rates in Wales for females as a whole, however, have stayed largely the same since 1988 (ONS, 2022):

1988 – 6.1 female suicides per 100,000

2021 – 5.9 female suicides per 100,000

There is, however, a marked difference, within age groups. Suicide rates have fallen for females over 45 and risen considerably for young women. Compare the following data which demonstrates the change for several age groups (ONS, 2019):

Age range	**1981 – 1983 rate**	**2015 – 2017 rate**	**Percentage change**
10 to 24	1.4 per 100,000	4.8 per 100,000	+243%

45 to 64	14.1 per 100,000	6.9 per 100,000	-51%
65 to 74	14.5 per 100,000	3.9 per 100,000	-73%
75+	10.00 per 100,000	2.5 per 100,000	-75%

With such a stark increase of 243%, it is clear that the mental health of young people is already a significant challenge for the community, and that there has been a seismic shift in severity of mental health issues among young people within the last three to four decades.

Returning to the incident in question, when the subject was finally discharged by hospital staff, I began to escort her to a marked police vehicle at the front of the hospital. When outside, she became refractory and aggressive, insisting that she was not going to be taken to the mental health unit. I attempted to calm her and de-escalate the situation, but she became so violent that it was necessary to use force for officer safety and in order to restrain her. Eventually, after a demanding struggle between her, another officer and myself, I managed to apply handcuffs. This resulted in her attempting to injure her head by beating it into the floor. I instinctively placed my hand under her head to prevent this. Not only did I consider this the ethical thing to do, I would find allowing someone to cause significant harm to themselves in my presence morally repugnant, but I also had a legal duty of care for any person in my custody (*Police and Criminal Evidence Act 1984*).

When sufficiently restrained and controlled, she was placed into the back of a police van, where another officer and I sat with her to prevent further attempts of self-harm. The female was then conveyed to the mental health unit.

The female involved was a white, Welsh, English-speaking teenager. There were no cultural, ethnic or language issues present during this incident.

Prior to leaving the hospital and the incident escalating, I used several communication techniques in an attempt to calm and distract the subject. Studies have clearly shown that rapport-based behaviours from police elicit the most positive behaviours from subjects (Alison, L. *et al.*, 2013). I knew from a conversation with her that she was reluctant to attend the mental health unit and I anticipated some resistance. With this in mind I began to build a rapport with her; I used active listening skills to discover the things she liked and maintained an open, non-aggressive posture when near her.

Although this put her at ease, becoming even jovial at times, it merely postponed the conflict rather than eliminate the threat of it. Upon approaching the police vehicle, I noted non-verbal indicators including the tensing of her arms, the quickening of her pace and the furtive looks from her, all suggesting she was about to resist. When in the back of the police van, I again established a dialogue with her, explaining that we were concerned for her safety and reassuring her that I was there to help. By engaging with her, I was able to calm her. I think if I had not done this, she would have remained hostile and continued in her attempts to self-harm throughout the journey.

As instilled in every police officer from the first day of training, the initial consideration for any decision, whether involving force or not, is the National Decision Model (NDM) (College of Policing, 2014b). It is a cyclical process whereby we constantly reassess all aspects of the model and our decision making, and I have found that it is often used instinctively. The steps of this process are:

1. Gather information and intelligence.
2. Assess threat and risk and develop a working strategy.
3. Consider powers and policy.
4. Identify options and contingencies.
5. Take action and review what happened.

Every step of this model revolves around the Police Code of Ethics (College of Policing, 2014a). Officers will receive support for their decisions, even where harm may result from them, providing that they show they have employed the NDM.

In addition to the NDM, officers are taught that all decisions taken must be justified, proportionate, legal, accountable, necessary, and ethical – remembered as the pneumonic ‘JPLANE’. I am confident that my decision complied fully with JPLANE practices.

A significant component of gaining control of the female, unfortunately involved employing techniques known as ‘Pain Compliance’; this entails causing the subject pain while issuing a command. The reward for complying with the command is the alleviation of the pain. The consideration of JPLANE in an instance such as this is paramount, as Article 3 of the *Human Rights Act 1998*, states, “No one shall be subjected to torture or to inhuman or degrading treatment or punishment”. By applying

pain with no commands or applying pain for an excessive period and without appropriate justification for using the techniques, one could breach this article.

Although the incident was quite violent, I was unperturbed. I attribute this to my past experience as a prison officer, where incidents such as this occurred regularly. I was confident that my use of force was proportionate and justified. My confidence in having done the right thing did not, however, prevent me from feeling regret at having to restrain this young, vulnerable person. I felt bad after the incident, but I reminded myself that it was a necessary part of the process of delivering her to the appropriate care providers and keeping her safe. Throughout the incident, I acted in accordance with legislation, force policy, and codes of practice. I am satisfied that I utilised de-escalation techniques, tactical communications, and active listening methods to the best of my ability and despite not averting an incident that required force, I believe that it reduced the amount of time that the female was recalcitrant.

Word Count = 1471

Task 3

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

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

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

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

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

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

ANSWER:

In this essay, I will reflect upon an incident that I was recently involved in in which I played a significant role. I will briefly describe the incident and then explain and reflect upon the responsibilities that the police service has to support victims and witnesses through the criminal justice system, in line with relevant codes of practice. In my writing, I will illustrate how policing values were engaged throughout my involvement in this incident. I have decided to implement Borton's Model of Reflection as the framework for my reflective writing (Dabell, 2018).

I was one of the officers that attended a call relating to threats of arson and threats to kill. The alleged offender was a member of the family that lived at the address and so I anticipated that this incident was going to have a domestic abuse element.

According to legislation (*Domestic Abuse Act 2021*):

> Behaviour of a person ("A") towards another person ("B") is "domestic abuse" if—

(a) A and B are each aged 16 or over and are personally connected to each other, and

(b) the behaviour is abusive.

Within the Act is contained a list of ‘abusive’ behaviours, including “Violent or Threatening Behaviour.”

Prior to my arrival, the offender had been arrested by other officers for the initial offences and was being conveyed to the custody suite.

Upon arrival, I conducted my enquiries with the family following standard force procedures. This included completing a domestic abuse stalking and harassment (DASH) risk assessment. By doing this, I discovered that there was a significant domestic abuse element which went far beyond what was initially reported.

Through careful questioning, the victim disclosed decades worth of domestic abuse, including “high risk” elements such as sexual assaults, choking, and strangulation.

Throughout my discussion with the complainant, it transpired that previous instances of domestic abuse had not been reported to the police due to the culture of the family. They were part of a Muslim family and, as such, they described difficulties and stigma associated with the reporting of domestic abuse in their culture.

The perpetrator of the domestic abuse allegations had come from Pakistan, and the reporting person, though born in the UK, was of Pakistani heritage and had been raised in a traditional Pakistani way, which she said had normalised some of the behaviour she had experienced. There were no language barriers, but it was clear that there were cultural barriers present.

Domestic violence against women is a deeply entrenched and significant issue in Pakistan. A 2011 study showed that 80% of Pakistani women experienced domestic violence, while 33% experienced violent abuse such as rape, honour killing, immolation, acids attacks, or verbal and psychological abuse (The Express Tribune, 2011). Niaz put it quite gravely (2004) that, in Pakistan, “women are confined to abusive relationships and lack the ability to escape their captors due to social and cultural pressures”.

Another 2011 study showed that of the three forms of violence measured in terms of prevalence – physical violence (57.6%), sexual violence (54.5%), and psychological violence (83.6%), respectively – 43.9% of respondents reported having experienced all three forms of violence (Ali, *et al.*, 2011).

While these figures are for Pakistani nationals and not British nationals, it is a striking demonstration of how citizens from these kinds of cultural backgrounds will be exponentially more likely to be suffering from domestic violence in the UK, and as a Pakistani national himself, the perpetrator will be more likely to find these behaviours justifiable.

Ultimately, the perpetrator was charged with multiple offences, including rape and coercive and controlling behaviour. The incident was also classed as 'Honour Based Violence'. Honour-based violence and abuse (HBVA) is "a collection of practices which are used to control behaviour within families or other social groups in order to protect perceived cultural and religious beliefs or honour" – the word "honour" relates to the perpetrator's own justification and motivation for the crime (Derby and Derbyshire, 2018).

Unfortunately, HBVA is notably under-reported, and those cases that do get reported rarely lead to a conviction (Mulvihill, *et al.*, 2019). Snowdon reported (2016) that a Freedom of Information Request to 43 UK police forces revealed some areas had as little as 3% of reported incidents of HBVA resulting in charges.

The Ministry of Justice Code of Practice for Victims of Crime in England and Wales, often referred to as the 'Victims Code' (Ministry of Justice, 2020) and the Witness Charter (Ministry of Justice, 2013) provide police forces and other agencies with a framework on how to treat victims and witnesses of crime and establishes a minimum level of service that they can expect to receive throughout their journey through the criminal justice system.

The Victims Code consists of 12 'Rights' that every victim is entitled to. I was very conscious of three in particular during my initial contact with this victim:

1. A right for vulnerable victims to receive enhanced victims' services.
2. A right to be referred to services that support victims and have services and support tailored to your needs.

3. A right to make a victim impact statement.

The victim was classed as vulnerable due to the domestic nature of the crime; I recognised this as the incidents were being described to me. As a result, I identified the need to have specially trained officers conduct an interview using the 'Achieving Best Evidence' (ABE) process. The ABE method covers the interview process for child and adult victims and witnesses during a criminal investigation; it promotes a strong victim-centred and trauma-informed approach (Ministry of Justice, 2022).

The victim had a right to be referred to services that support victims. This meant the victim may have been offered specialist support such as an Independent Domestic Violence Advisor (IDVA) or an Independent Sexual Violence Advisor (ISVA). It also meant that the victim may have been eligible for special measures when attending court. These are controls that are put in place with an aim to make the witness feel less intimidated and more confident giving evidence in court. They range from giving evidence via video link or having screens placed around a witness box, to giving evidence in private with no members of the public or press, or providing evidence through pre-recorded video (CPS, 2021). These measures can be especially helpful when encouraging an emotional, vulnerable and intimidated witness to make a statement that will have to go to court.

The third right that I thought was applicable in this circumstance was the right to make a victim personal statement (VPS). This is read out in court prior to sentencing, if a defendant is found guilty, and is taken into consideration when a sentence is being decided. It allows a victim to explain how they have been affected by the crime; physically, emotionally, psychologically, financially or any other way (Ministry of Justice, 2018). A VPS can be especially important as throughout the criminal justice system processes are, to a degree, very automated. This provides a victim with a voice, beyond the initial statement of complaint, and can help others understand how they are feeling.

Research into the effects on victim satisfaction from the use of a VPS, however, demonstrates conflicting evidence, with some studies showing a positive impact, and some showing no impact. There is also a clear divide by gender, as females are 80 percent more likely to provide a VPS than a male (Mastrocinque, 2014).

Due to the gravity of the offences, the investigation was adopted by a specialist team. Although my involvement in this incident was restricted to the initial response, I believe that my empathetic and understanding attitude, coupled with a professional curiosity, were instrumental in the disclosure of the abuse and the resulting charges.

It is important to remember that a victim's first contact with the police can often be immediately following an extremely traumatic experience; in some cases, the worst experience they have ever had. Victims can be highly emotional, distraught, and bewildered, and it is imperative that we ensure they feel safe, comforted, and most importantly in cases such as this, *heard*. I am satisfied that throughout this incident I displayed the utmost professionalism and compassion. I ensured that the victim understood the next steps in the process, signposted her to immediate support networks and reassured her by providing initial safeguarding measures such as adding a 'critical marker' to her address, which would expedite any emergency response in the future. I believe my actions while I was involved in this incident were justified, and I am confident that I carried out my role to the best of my ability.

Word Count = 1429

Task 4

Relevant areas of the National Policing Curriculum:
Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

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

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

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

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

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

ANSWER:

In this essay, I will reflect upon an incident that I was recently involved in in which I played a significant role. I will briefly describe the incident and then explain my decision making that led to a conclusion of the incident. I have decided to implement Borton's Model of Reflection as the framework for this essay (Dabell, 2018).

I was one of multiple officers that attended a call regarding a suspicious male lurking in the gardens of residential properties in the early hours of the morning. Upon arrival, a search of the area was conducted by officers, and I located a male matching the description given, a short distance from the address of the reporting person.

I confronted the male, and he could give no reasonable explanation for his activity or presence. As a result of this, and additional circumstances, such as him matching the description of the trespasser, and the fact he was carrying a bag with him, led me to suspect he might be carrying stolen or prohibited items. Prohibited items include items

which can be used to assist in the commission of a crime, such as tools or face coverings. I then performed what is commonly called a ‘Stop Search’; a search of a person under Section 1 of PACE (*Police and Criminal Evidence Act 1984*).

In the course of the search, I discovered a small bag containing white powder which I suspected to be an illegal drug, so I arrested the male on suspicion of being unlawfully in possession of a controlled substance.

Legislatively, this issue was straight forward as it is an offence under Section 5 (*Misuse of Drugs Act 1971*) for a person to have in their possession any controlled substance. Socially, this is not an uncommon occurrence, especially in this locale. The estate where the incident occurred is considered one of the less affluent areas that my force encompasses. Research has clearly shown links between lower socioeconomic groups and an increase prevalence of substance abuse. The Scottish Drugs Forum (2007) reports the most credible mechanisms that link deprivation and problematic drug use are:

- Weak family and social bonds
- Psychological discomfort/personal distress
- Low employment opportunities
- Few community resources

The Office for National Statistics (2020) demonstrates that a decrease in life satisfaction directly correlates with an increase in drug misuse. 23.3% of respondents who reported low life satisfaction had taken an illicit drug in the past year, compared with medium satisfaction (13.2%), high satisfaction (11.7%), and very high satisfaction (4.8%), respectively.

This incident was relatively dynamic, and the changing circumstances demanded fairly rapid decision making, in contrast to some other incidents that are dealt with in what we call ‘slow time’. At the heart of decision making, as I have written about previously, is the National Decision Model (NDM). This is the cyclical model that revolves around

the Code of Ethics, having replaced a multitude of force-specific decision models from around the UK (College of Policing, 2014a).

The first stage of the model is to gather information and intelligence, and this was performed from the onset of the incident. The force control room broadcast the call through our personal radios. The information included the circumstances of the call, the location, and a description of the subject. This is information that I noted, so that I could refer to it if necessary. No further information could be gathered through the control room.

The next stage is to assess the threat and risk, and to develop a working strategy; this I did when I located the male. My consideration was initially: “What could go wrong?”. The male was unknown to me, he could have been violent, he could have been carrying a weapon, and he could have a history of assaulting police. I also considered whether I needed to take action immediately. I decided that in order to make an assessment, I would need further information from the male. In speaking with him, I grew suspicious, because: he could not give a reasonable explanation as to why he was out at that time of the morning, his shoes were muddy (consistent with being in people’s gardens), he was carrying a bag, he matched the description given by the reporting person, and he appeared agitated by the presence of police officers.

I then considered the powers and policies available to me in this situation. The circumstances were enough for me to suspect that the male had on him stolen or prohibited articles and he was in a public place. This gave me grounds to search him under Section 1 of PACE. Although I was being polite and trying to build a rapport with him, I was also aware that if he became refractory or resisted, I had powers to use force under Section 117 PACE to conduct the search.

Next, I identified my options and contingencies. Conducting a search of the male was an obvious option to me, that was supported by legislation. I also had to consider what other options would be available to me. If any illegal items were found during the search, he could be arrested. If he resisted, I could use force. If he struck out at officers again force could be used, and he could be arrested. I ensured that each option would have been necessary, proportionate, legitimate and ethical.

I took action by opting to conduct a search of the male. As a result of that search, I arrested him in relation to drugs offences. It is important to note that the NDM is dynamic; when new information is received, different aspects of the process can be re-engaged. For example, I performed the search expecting to find stolen or prohibited items and an option I considered was to arrest for this offence if I found any. However, by finding evidence of an unrelated offence, I quickly had to consider: “What information do I have? Has an offence been committed? Can I arrest? Will I arrest?”.

While utilising the NDM in relation to arresting for the offence, I considered the role of discretion, particularly in consideration of such recommendations as outlined in the Scarman Report (1981). The role of discretion here would come in finding a suitable disposal, or resolution, for the offence that had been committed. Admittedly, the bag contained only a small amount of powder and I am aware that officers have, in similar instances, used discretion to issue warnings and seize suspected substances for destruction. While this was one option that I had considered in contemplating the NDM, I decided against it. Due to the fact the male had no identification on him, and I could not establish his identity through checks with the force control room, I disregarded the possibility of issuing a warning and utilised this as a further necessity for arrest, (*Code G, PACE 1984*) to ascertain his name and address.

The *Criminal Procedure and Investigations Act 1996* is a piece of legislation that determines how police officers record, retain, and disclose any relevant material in an investigation.

In this specific investigation, I had a responsibility to record my rationale for conducting the search, the search itself, the outcome of the search and any other information which was relevant to the investigation. Through modern technology, this is often an easy process. Calls generate computerised records on the “command and control” system. An occurrence is created on a database (NICHE) which then contains a plethora of information linked to it. Pocket notebook entries are made on mobile devices and body-worn video cameras capture footage of incidents, in this case, the search. The evidence that I seized also had to be recorded.

The arrest occurred during the early hours of the morning and, as such, I would not be the one to interview the suspect. However, material such as the interview record, custody records and test results of the substance, would all have to have been recorded. Material must be retained, in any case until a decision has been made whether to charge a suspect and if so, until they are convicted, acquitted, or the case is dropped.

Disclosure is an important part of this process, not only does it mean disclosing prosecutorial evidence, but also evidence that may be used as a defence. In this case however, there was no such element. Police witnesses and a full frank admission during interview led to the suspect being charged with the offence.

The College of Policing (2016) produced the 'Competency and Values Framework' (CVF) which aims to ensure standards are raised by setting out nationally recognised behaviours and clear expectations of everyone working within policing, upholding the principles of the Code of Ethics.

I believe that I engaged with the CVF policing values in the following ways. I acted with impartiality, although there was certainly scope in this scenario to be affected by bias, the area that it occurred, and the appearance of the subject, I made fair and objective decisions using the information that I had. The search, I am confident, was conducted purely due to the circumstances.

Regarding public service, I used a communication style that was appropriate and respectful to the subject, and I treated him respectfully throughout.

When considering transparency, I wanted to make sure that my rationale was clearly understood, most importantly, for the subject. I wanted the subject to know exactly what actions I was taking and why I was taking them; it is far too easy for many members of the public to believe officers wield their power with impunity. Being transparent with the public will hopefully nurture a better relationship.

Upon reflection, I owe a significant part of my ongoing confidence in my decision-making to my employment of the National Decision Model and its dynamic applications.

Word Count = 1625

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
Become more confident booking prisoners into custody.	A custody attachment has been arranged. By spending time seeing what the other side of custody looks like, and what they expect from presenting officers, I will hopefully be able to present prisoners efficiently and have the required information to hand.	Staff at the custody suite such as Custody Sergeants, Custody Detention Officers and also my colleagues can assist. I have found that all those I have encountered are willing to help and answer any questions that I have.	Short term improvements will hopefully be attained after my attachment, within a few weeks. Longer term, I hope that with each prisoner I present, my confidence will grow.
Increase fitness levels in preparation for work related fitness test and to maintain expected levels for job performance.	After spending 6 months sat in a classroom, my previous work-related exercise has declined. By being more active I will naturally raise fitness levels, I will also allocate more time to visiting the gym.	Friends and family who I attend the gym with will be of great encouragement. Gym staff I have found are also always helpful. For specific 'Officer Safety Training' standards and work out plans, I know that OST staff are willing to help.	Short term, I want to improve cardio levels fairly quickly, seeing weekly improvements. Aiming to be at my previous fitness level within 3 months. Long term it is something that I will continue to maintain throughout my career.
Become more confident attending calls and in the decisions I make when independent.	When independent, without my tutor as a 'safety net', my experiences will guide my development. I will remember to use the NDM in all instances and will spend time revising legislation, procedures, and disposal methods, to ensure I am making the best-informed decisions possible.	My sergeant is very supportive and will always offer advice and guidance as will colleagues on my shift. My tutor has offered his continuing support whenever I require it and is usually available through the radio or teams. Literature is still available through university resources and will assist in my revision.	I imagine my confidence will grow with the first few calls that I attend independently. I will then hopefully become used to making decisions alone and it will feel more natural and instinctive. I hope this will happen within the first few sets of Independent Patrol Status.

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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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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: _Cec Thompson_ _ _ (Learner - Electronic signature or type name)

Date: _20/03/2023_ _ _