

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.

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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	Bibliography	
Task 5	Development Plan	500
	Total	6000
	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 first six months of training at vantage point, we had to undergo three exams. One multiple choice, two short answer-based questions. Also to add to this we had numerous practical assessments done on the lessons we were taught during that Particular week, we also had to complete one week worth of officer safety training which included an exam at the end, and a practical assessment on the skills we have been taught during that week.

Before I joined the police, I had a quite stressful job which was an area manager for a well-known pharmaceutical company. So, I was quite used to being under pressure and feeling stressed. So, during my time in the six months training I was put under a different type of stress and out of my comfort zone. Stress is as described here by the NHS website.

Stress is the body's reaction to feeling threatened or under pressure. It's very common, can be motivating to help us achieve things in our daily life, and can help us meet the demands of home, work and family life.

But too much stress can affect our mood, our body and our relationships – especially when it feels out of our control. It can make us feel anxious and irritable, and affect our self-esteem.

Experiencing a lot of stress over a long period of time can also lead to a feeling of physical, mental and emotional exhaustion, often called burnout.

NHS (2021). Stress - Every Mind Matters. [online] nhs.uk. Available at: <https://www.nhs.uk/every-mind-matters/mental-health-issues/stress/#what-is>.

During my six months training, we had a lot of information to take in i.e laws and powers, from someone who hasn't been in education for more than 16 years it was difficult to adjust to learning, I felt like I was not taking in information as quick as I should have been which put made me feel more under pressure with the learning. I then adjusted to a different type of learning. I just sat in lesson and listened. I did not take any notes. I found by doing this I was taking a lot more information in than I would

of by taking notes, as I would miss bits out due to not listening while I was taking the notes.

In the six months I was in training I found out I had dyslexia. **NHS (2018). Dyslexia. [online] NHS. Available at: <https://www.nhs.uk/conditions/Dyslexia/>.**

It was something which I had an idea I had but it was never proven. So, this was a relief when I found out that it wasn't just me being paranoid, I always knew I had a problem with my English and spelling, so it felt like a weight had been lifted following the diagnosed learning difficulty.

We had a very good cohort and everyone in the class got on amazing, I believe this is because we were more of a mature age and everyone, apart from a few were in their late 20s early 30s. This led to having more things in common and everyone had more of life experience. Due to the fact of everyone getting on well. It was a open and honest class room and this helped, if someone was struggling (e.g with the exams) the whole class would work with that person to get them through the exams. The one time I struggled, it was during the time we had to remember the caution and say it in front of the whole class. I could not remember it and kept messing it up. This caused me to get worse and remember less, then one of the class came over to me and gave me a few bits of paper, each had a line of the caution on. He said try this just learn one line at a time and break it down, the next day after using them lines and arresting the dog on our walk about 20 times.

I used dog walking as a way to wind down after work and reflect on the day. I used to not take my mobile phone on the walk with me, and that hour we went out for was what distressed me the most. As stated on Bupa UKs website that dog walking has many health benefits. **Heaton, Natalie. "The Health Benefits of Dog Walking." Bupa, 16 Oct. 2019, <https://www.bupa.co.uk/newsroom/ourviews/benefits-dog-walking>.**

I would often train twice a week for a local football team and play on a Saturday. I would use this as a way of socialising with other people who weren't from my work. This helped as they would not be talking about the weeks work, we just had and other things, this would help minimise the stress levels and also the playing football would also decrease my stress levels and develop resilience as stated by Dr Martin Turner. **Turner, M., 2022. Using Sport to Help Forge Resilience - Player Development Project. [online] Player Development Project. Available at: <https://playerdevelopmentproject.com/using-sport-help-forge-resilience/>**

I found by using these methods of stress reducing, it kept me at a good level of stress where I could learn and continue to develop in work. I think without this I would not have coped well with the continued pressure that we were under every day in training school.

I think I could of spoken to my partner more about what was going on in training school and hoped she could of gained an understanding for what I was going through, I think I could of also spoke to my family more, but instead I kept what was going on in work

to myself. Like I had previously done in my old role when I was an area manager, I never brought work home but I understand now more for my mental wellbeing that it would have been good to talk to family and friends about what was happening in training and work, obviously without breaking confidentiality rules. As shown in this study by talking about your feelings, It helps stress management. **GoodTherapy.org Therapy Blog. (2014). Study Confirms: Sharing Shared Feelings Reduces Stress.** [online] Available at:

<https://www.goodtherapy.org/blog/study-confirms-sharing-shared-feelings-reduces-stress-0204141>.

What I would do if this happened again, I would make sure I speak to my partner a lot more, I would maybe train at the gym and socialise more. I feel that the change that happened to my lifestyle since joining the police has been massive. So, I think by speaking to people and explaining how I'm feeling would have made the situation a lot smoother than it was.

1078 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:

During my first set of shifts I was on a nightshift and the night was quiet with hardly any calls that came in, then at 05:00hrs we get a call to say 4 masked men are seen to be trying to burgle a factory unit. I attend with one of my colleagues, we see a van that is parked next to the factory in question and shadows behind it. My colleague tells me to jump out at the rear of the van and he will go to the front to stop the suspects running away. As I get out of the van 3 men run from the scene and my colleague chases them.

I now go to the front of the van and see a large built male with a large crowbar in his hand. The male starts to come towards myself and I tell him to put the bar down whilst backing off. The male then diverts and gets into this van and drives towards me. Then I move on to the pavement radioing in his registration plate.

I then hear other officers behind me chasing another male, I then chase after him before taking him to the floor. There were me and two other officers struggling with the male whilst we are trying to get him in handcuffs, we get him in handcuffs and then he is still resisting. We keep him on the floor until he calms down and then do a search on the male. The male is then claiming he was walking from his girlfriend's house to go to work. He says he scared of police as where he was from, the police beat people

he kept saying. My gut feeling was he was lying, he did not have a local accent he had a London accent, he also had gloves on and was carrying a balaclava. When asked why you have these on your person, he stated that it was cold outside and that he needed them to keep warm. At this point my emotions were all over the place because of almost being seriously hurt by the other suspect who had driven away but I knew that I had to remain professional and I had to treat him with respect due to the fact that he might not be lying. He was then searched; I found the burner phone on him along with another phone and a driving licence which had his home address was in Dagenham and Redbridge. Due to another male being caught and this male also being from the same area as the suspect detained, he was then arrested on suspicion of burglary. A burner phone is described in this article. **'A "burner phone" is a cheap, prepaid mobile phone that you can destroy or discard when you no longer need it. In popular media, criminals often use burner phones to evade detection by authorities. You might use a burner phone for privacy reasons, as a last resort, or during an emergency.'**

How-To Geek. (n.d.). What Is a Burner Phone, and When Should You Use One? [online] Available at: <https://www.howtogeek.com/712588/what-is-a-burner-phone-and-when-should-you-use-one/>.

Then after the first incident where I had to chase and detain the second male after he runaway from officers, I did not know whether he was armed like the first male but I could see he had nothing in his hands, so I decided to take the male to the floor using force in the way of a rugby tackle. I did this without really thinking about consequences almost probably still processing what just happened with the other male. After the male was on the floor, I then proceeded to do what I was taught in officer safety training which was to make sure males hands we're not aiming in his pockets to restrain him in a way which he could not hurt myself or my colleagues, I feel instinct from training kicked in after I had taken the male to the floor all whilst still emotional from the previous incident but I knew I could not let that dictate me while detaining in this suspect. This male could be completely innocent, and I have just taken him to the floor or because he was running from other officers, so whilst males on the floor I have started asking him questions like 'why were you running from the police?' I did this to try and gain an understanding of what was going through suspects mind at the time. The male wasn't Interested at answering questions at this time as he was still trying to struggle free, after we got the suspect in handcuffs. we sat the male up, I then tried again to gain your understanding of why the male was running. Whilst deep down I knew that this male had something to do with this burglary, I still had to give him a chance to explain himself.

Once we've got the male safely detained, I then started asking him open questions (A open question I would describe as question you cannot answered with a yes or a no, forcing the person to say more than they would of) such as 'why are you running?' 'where have you come from?' 'why are you wearing gloves and a balaclava?' He answered to all these questions with reasonable replies, I knew then how to start

asking more in-depth questions about 'where he worked?' 'where his car was parked?' 'where his girlfriend lived?' The more questions I asked more reason I have not believe him as he had no reasonable excuse to be in the area at that time.

After booking the suspect into custody, I sat and reviewed what happened with my mentor. as this was only my 5th day working as a response officer my mentor believed I handled the situation well as it was a fast-moving environment and the main thing was that I am safe and well. I believed I could have done more the suspect came at me with the crowbar, I completely forgot I had spray and a baton which I maybe could have used along with communication skills to keep him out of the van until backup arrived. I believe could have justified using my spray as the male was coming towards me with a weapon but due to my inexperience, I did not use this, and the male got away.

I did however tell male to put the crowbar down, however he did not listen as he was actively seeking to get away, on reflection I would have made it harder for him to get away. I would have done this I perhaps raising my voice and not making it easy for him to get into the van I would have tried reasoning with him before using force for example my baton and spray.

On reflection I feel that I made the right decision in not going to confront the male as I was on my own and he had a large weapon this was my first instance in the police of conflict and I feel as the more experience I gain in dealing with conflict the better I will become at managing it.

As taken from the college of policing talking about conflict. College of Policing. (2020). 1. [online] Available at:

<https://assets.college.police.uk/s3fs-public/2020-09/Conflict-management-guidelines.pdf#:~:text=The%20police%20routinely%20have%20to%20respond%20to%20and,public%20safety%2C%20trust%20and%20confidence%20in%20the%20police.>

'Policing is a physically demanding and potentially dangerous profession. The police routinely have to respond to and deal with conflict situations involving violent and aggressive people. When responding to such situations, officers and staff put themselves in potential danger, and their actions can also have an impact on public safety, trust and confidence in the police. Every day, police officers and staff use their de-escalation, communication and negotiation skills in difficult and fast-moving situations to protect themselves and the public. This work is focused on ensuring adequate and structured support is in place, so officers and staff can develop and maintain the skills necessary to resolve conflict situations safely.'

I felt the use of force what's necessary because we did not know what he had on him and that he could have injured myself or my colleagues if we did not detain him in the

way we did. I only had seconds justify my reasoning behind taking him to the ground I believe this was justified due to the first male carrying a weapon. Gwent Polices policy on use of force is stated on there website. **Gwent Police. (n.d.). Use of Force. [online] Available at: <https://www.gwent.police.uk/police-forces/gwent-police/areas/about-us/about-us/use-of-force/>**

1415 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 an incident which involved, a sudden death of a 70-year-old female. The female had been suffering with Alzheimer's disease, she was living at home under the care of her daughter and had died suddenly in the night. we were called after an ambulance had been and confirmed that she had passed away but because it was a sudden death, Officers had to attend and make sure they were no suspicious circumstances. when we arrived have there were three Police officers including me, we were greeted by the son of the lady passed away. he stated he did not want three police officers in the house as he felt like it was overkill. after speaking the man, he spoke to his sister and they allowed officers in. I spoke the paramedic and did a little hand over with them, they explained that there were no signs of life when they arrived and that they did an ECG just to confirm that life was extinct. They handed me the ECG reading and Confirmed that they did not think they were any suspicious circumstances.

A sudden death in police terms is quoted here by West Midlands Police as “**Sudden death’ is a police term for any death which involves some form of police action. It may not be sudden at all, in that the deceased may have been ill for some time, but because of circumstances, such as an elderly person living alone who has not been seen by a doctor for a considerable period, some enquiry is necessary.**

There are some occasions where the circumstances suggest that perhaps the death was not as natural or accidental as it first appears.'

Public Protection: Responding to a Sudden Death. (n.d.). [online] Available at:

https://foi.west-midlands.police.uk/wp-content/uploads/2016/11/0001_15.-RESPONDING-TO-A-SUDDEN-DEATH-V2.01.pdf#:~:text=%E2%80%98Sudden%20death%E2%80%99%20is%20a%20police%20term%20for%20any

As described by the NHS website what Alzheimer disease is.

'Alzheimer's disease is the most common cause of dementia in the UK.

Dementia is the name for a group of symptoms associated with an ongoing decline of brain functioning. It can affect memory, thinking skills and other mental abilities.

The exact cause of Alzheimer's disease is not yet fully understood, although a number of things are thought to increase your risk of developing the condition.'

NHS (2021). Overview - Alzheimer's Disease. [online] NHS. Available at:

<https://www.nhs.uk/conditions/alzheimers-disease/>

So this would be classed in a police term as a sudden death, due to her illness and her being in her home address at the time of passing away and would require police attending her home address to make sure everything was ok.

I then explained the son and daughter that we had to check over their mother to make sure there wasn't any marks or something that could have caused her death. I explained that this was just Procedure and something we had to do, and it may not be nice to be in the room while we're doing it. So I searched the body and found nothing suspicious and had a look round the room around the room haven't seen nothing would raise my suspicion. I then reported that to my Sergeant as they need to be informed and attend if there's any suspicious circumstances. I then I asked who the family used as a funeral director or do they need us arrange a funeral director for them. it turned out the mother had a plan with a local funeral director. I then arranged for them to attend. whilst doing this I spoke to the family about filling out the sudden death form which needs to be completed every time there is a sudden death, in this form it asks questions about the persons, medical history, were they ill running up to their death, what medication they are on, have they been to see the doctor in the last two weeks? Which all can be quite hard questions whilst your trying to get over the shock of a loved one whos just passed away. So, you have to be quite sensitive in how you are asking

the questions. Ask them if they need to take a break and really think about if the shoe was on the other foot, how would I want to be treated by these police officers.

After that we had to wait for the funeral directors to come, when they arrived, I had to watch them put the female into the bag to make sure that processes were followed correctly, We then watched them put the female into the van. We then had to follow the van to the hospital and watch the female get booked into, this is to make sure that the right person gets transported to the right place and no one could interfere with the body.

As this was my first sudden death on my first day in the job, this was a lot to take in. This was unfortunately not my first time of seeing a dead body, so in some respects I wasn't shocked by seeing one. I felt sorry for the family as we needed to do our job and it wouldn't of been nice knowing that we have to search their loved one, to make sure there were no marks or any Suspicious circumstances and almost feel like we are thinking they could be to blame for their loved one dying. You have to be very careful with your words as something little could blow out of Proportion when people are in distress and shock. **As quoted, there are normally 5 stages of grieving Psychology Today. (n.d.). Death Shock: How to Recover When a Loved One Dies Suddenly. [online] Available at:**

<https://www.psychologytoday.com/us/blog/when-kids-call-the-shots/202003/death-shock-how-recover-when-loved-one-dies-suddenly>.

1. Denial

2. Anger

3. Bargaining

4. Depression:

5. Acceptance.

I believe the family were going through stage 2 anger at the time as they were a range of emotions, one minute they were laughing. One minute they were angry just at other people on the street. Then the daughter would cry, it was strange to see how they were going through this emotion. This made me feel on edge and keep my guard up the whole time I was here, as I believe one wrong word from myself or my colleagues could have been upsetting.

The only good parts I really took away from the situation was that the experience has stood me in good stead for the next time I will have to deal with it by myself. I feel more confident in dealing with it when it next comes up. The bad experience was seeing the process and having to search the body to make sure there's no signs of foul play. Also being there for the worse time of someone's life when a family member has just passed away. Having to ask them questions at the time when they may not want to be asked these questions.

I think looking back I did well, I thanked the family for allowing three officers in even though they didn't really want us all in there. I did the best search I could on the female, I asked the right questions at the right times and even though we were there for a while, made conversation with the family about other things, which maybe took their mind off what was going on. I can look back and think even though it was maybe the worst time of their life, that the police did not make things worse for them by being there and that we respected that it was a hard time for them.

I believe I perhaps could have taken the lead a bit more on dealing with the family and I perhaps could have been more sensitive as there was a lot of traffic outside the house and I had idea to block the view of the traffic and I did not put this to my tutor , whereas perhaps I should have done this to keep the dignity and respect of the person who has just passed away, but I did not do this as it was my first day and I did not feel comfortable in putting forward my suggestions. I feel that since this incident I have become more forthcoming with any ideas that I would have into making sure I am professional as I can be.

1380 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:

During one of my shifts, I was called to an emergency where a shoplifter had been detained in a well-known pharmacy chain, the shoplifter had attempted to steal over 500 pounds worth of items from the store. When we arrived we were met by the store security who explained that the female was working with two others in attempting to steal from the shop. The other 2 people got away but the female who had the items on her person was detained. She had entered the store with the other female and placed items into a bag and also items into the other females basket. She later went on to pay for the items in the basket but not the items which were in the females bag. The female was not from the area and lived around two hours away from here. The security guard had also stated a male was waiting in a car outside the store and drove off with the other female in. After considering national decision model and the code of ethics I had to ensure that this arrest was lawful and necessary.

The national decision model is what the police use to justify and make decisions they make and also the code of ethics. **College of Policing. (n.d.). National decision model. [online] Available at:**

<https://www.college.police.uk/app/national-decision-model>.

As stated by the college of policing the code of ethics are

‘The Code of Ethics was produced by the College of Policing in 2014 in its role as the professional body for policing. It sets and defines the exemplary standards of behaviour for everyone who works in policing.

It is a supportive, positive, everyday decision-making framework and is a constant reinforcement of the values and standards that policing is proud of. It is intended to encourage personal responsibility and the exercise of professional judgement; empowering everyone in policing to ensure they always do the right thing.

We are committed to ensuring that the Code of Ethics is not simply another piece of paper, poster or laminate, but is at the heart of every policy, procedure, decision and action in policing.’

College of Policing (2014). Code of Ethics. [online] College of Policing. Available at: <https://www.college.police.uk/ethics/code-of-ethics>.

I then went and arrested the female on suspicion of theft and then Did a check on the police national computer to make sure that this female what's not wanted for anything else to which she wasn't, but I could see that she had a long history of shoplifting. I then took her back to custody and booked her in. I then had to start an investigation into the shop lift. I then had to go and take a statement from the customer advisor who witnessed the incident and collect CCTV of the incident. After collecting the CCTV, I then made my way over to customer advisors home address, this was around half past 8 in the evening so I wasn't too sure if she would be happy with me coming that late at night. Luckily, she was fine about it I took the statement but during the statement, she disclosed that there was another offence on the Monday which had not been reported to police involving the same female that was in custody. After speaking with my Sergeant, we decided that we could not use this evidence from the Monday as it had not been reported and that we would have to use our discretion to only charge for the day in question, as the offence was not reported. After gathering the statement, I then went and prepared for the interview. This was my first time contacting a solicitor and organising everything myself. This included speaking to the custody Sergeant to make sure she was fit for interview. Also trying to arrange a solicitor with the female, which proved to be more difficult because the solicitor she wanted was in her hometown and he would not travel to the Gwent area. In the end she decided she did not want a solicitor and went into the interview without one. I conducted the interview and she gave a no comment interview. as there was overwhelming evidence she was later charged with theft.

As this was the first time conducting an investigation by myself, I was a bit anxious about dealing with the whole situation.

So, I knew I had to gather as much information as I possibly could to help me conduct a good investigation. I gathered the information by speaking to the witnesses, Looking

at the CCTV. talking with the store manager who provided information. looking at suspects previous history in regard to shoplifting, what's this one off or does suspect do this on a regular occurrence? It became pretty clear once I had gathered the information that the suspect was doing this regular, that she was part of a gang who went around shoplifting.

After gathering all the information, I began to think about the threat this could cause the business, as this was such a large company the amount that was attempted to be stolen, whilst Minimal to such a large company. if this was a smaller business impact could be huge if the suspect had gotten away with 500 pounds worth of stock. So I had to treat this as it could have really affected a small business. I would do this by treating the suspect, witnesses and evidence gathering as professional as possible. Once I had arrived at the shop, I had to then consider my powers and policies, so whilst I was gaining information from the security guard, I was thinking of how I was going to deal with the situation. As he was giving the information, I was thinking of the points to prove of a theft and if they had hit these marks. If there was a Necessity for an arrest?

After considering my powers and policies, I decided to go for the arrest and for a prompt and effective investigation. This would then give me time to build a case against the suspect and to gather more information in which it could help me.

I then gathered the witness statements and had help from one of my colleagues who collected the other. This was because we were on a 24-custody clock so had to this swiftly. I then built the case file and started to prepare an interview plan. I then interviews the suspect making sure I kept to all the codes of practise, which included her right to free and independent legal advice, to which she refused. Making sure I went through the aide memoir and giving her the chance to tell me what had happened that day.

My responsibilities for this suspect, was to make sure that she had a fair chance to explain why she had been caught shoplifting and to make sure that she had all her rights and entitlements regarding this investigation. this included making sure she was looked after in custody for example, the right to food, water, the code to practise, the right to speak to a solicitor and any health or hygiene matters she may have had. As independent evidence gatherers I have to make sure, that I was not biased during the investigation. I made sure I wasn't by gathering information and evidence from third parties to help gather a picture of the incident. I had to make sure, the incident would be dealt with promptly and affectively, as we could only keep the suspect in custody for 24 hours. during the interview I made sure, but the suspect knew all rights and entitlements, this included being able to stop the interview at any stage. She did not have a solicitor, so she could have stopped the interview and asked for one. Making sure I only asked relevant questions, that were about the incident. Breaking down the caution to ensure she knew what this meant and that her answers could be used in court. Even after she was charged for the offence, we gave after care. As she lived a distance away, we even drove her to a service station so she could get picked up by her friends.

Upon reflection of this incident, I think I did very well in securing evidence and making sure that the right processes were followed. I feel that if I did this again, maybe I would have been a bit quicker in getting into the interview. As there was a lot of messing around with her solicitor as he did not want to come to Newport and instead complete over the phone and the custody sergeant said he couldn't.

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
Witness/victim statement taking.	This will be achieved by completing more, statements. Making sure the structure is good. Making sure everything what should be in there is in the statement. Also by learning viewing other officers statements.	My tutor can provide support as well as my other colleagues and my senior managers.	July 2022
Using the radio correctly	I have been having issues with the radio, and not using this correctly. I seem to interrupt other people using the radio and not use correct terms. I will do this by gaining more experience using the radio and research correctly terminology.	I will google police jargon and learn the correct terms and the phonetic alphabet. I will also speak to colleagues and to go the force control room to get their thoughts on what I could do.	July 2022
Gaining more knowledge on how to use NICHE	At the moment NICHE feels abit confusing on how to build case files and how to do certain stuff. So to improve im going to have to keep gathering	Speaking to my other colleagues ask them how they are doing certain things and improve my overall knowledge of NICHE.	July 2022

	information from others and improve on my knowledge of NICHE.		
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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: J Arnold (Learner - Electronic signature or type name)

Date: 31/3/2022