

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)

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.

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.

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;*

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
	Development Plan	This plan is equivalent to 1000 words
	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	
	Confirmation of Confidentiality and Plagiarism	

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.

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

ANSWER:

Since being attested as a Police Constable, I have had to deal with stress that I have not had to process since I was last in education, twelve years ago. How we handle stress is determined by our individual thresholds. Lazarus and Folkman (1984) said sensitivity and vulnerability to certain events can differ between people and groups. They established a two-step approach to processing stress and our responses, called "Cognitive Appraisal". The first step is "Primary Appraisal", where it is suggested we establish whether or not we perceive there is a "threat, harm/loss or challenge" to ourselves (p. 32). For example, over the last six months my "threat or harm/loss" would be losing my job if I did not pass the first phase of training.

The second step is "Secondary Appraisal" where "we evaluate what might or can be done" (p.35) to cope with the stress. This is where we may start to utilise any coping mechanisms that have been used in the past or look for new ones. In my secondary appraisal step, I used mindfulness and exercise to cope with stress, as I found them to be cheap and effective ways to help me.

Exercise allowed me to switch my focus from learning and upcoming exams, to the task at hand. When I was running I would focus on my breathing and the general process of running i.e. the speed I was going, the size of the stride I was taking and the terrain I was running on.

The correlation between exercise and stress reduction is a popular one and has been reviewed over the years. Alexander Bain (1855) first wrote about the "feelings of muscular exercise" stating that it provides "a feeling of vigour, strength, or intense vitality" (p.92).

From my own experiences of taking part in regular exercise and taking up a new challenge, I can attest to Bain's observations, as I would find myself feeling invigorated following a run. If I accomplished my distance or time goal for that particular run I would feel a sense of euphoria.

The other approach I decided to employ was mindfulness. I used this as a way to calm my mind and refocus my thoughts. Although I was using exercise as a stress relief I needed to find something else to help me when running wasn't practical. For example,

during lessons, if I felt my anxiety levels increasing, I couldn't go for a run to calm them. I decided to utilise an alternative method and incorporate something that has been successful for me in the past.

Mindfulness techniques allow me to ground myself and find they significantly reduce my anxiety levels. This has been evidenced in a study by Bamber and Morpeth (2018) where they found that "Mindfulness-based interventions reduced anxiety".

I appreciate there are many different coping mechanisms and strategies however, I found that these worked for me over the last six months. As my training continues and I am faced with new challenges, I am continuing to utilise and develop these methods to help manage my stress and anxiety.

(Word Count: 512)

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 attended an incident for concern for a 12 year old female with autism. She had run away from home after an argument with her parents. She was classed as a high risk missing person due to her age and disabilities making her vulnerable. Following sightings made by the public, we made our way to the area she was last seen.

A short distance away from the last known sighting we located the female walking along the pavement. I got out of the police vehicle and walked towards the female and asked her stop and have a chat with me. I made sure my tone was calm and soothing to ensure I did not scare her. Upon seeing me the female started to run away. As she was vulnerable and a child, I made the decision to run after her as I did not want to risk losing sight of her.

The female stopped after a short distance so I approached with caution. The female was larger than an average 12 year old and had warning markers for violence, including previous for assault police.

The female was compliant and agreed to get into the back of the van with me to have a chat. The weather at the time was cold and windy and the female was only wearing a hooded top and jogging bottoms so felt it was best to put her somewhere warm and away from the road. I placed the female into the passenger seats in the back of the van, rather than the prisoner transport cell, because she was neither under arrest or posing a threat to herself or others at the time.

Whilst the female was in the van with me she displayed behaviour that indicated she was anxious and potentially linked to her autism. She was violently rocking back and forth in the seat, throwing her whole body into the back of the seat. The female made attempts to strangle herself using the cords in her hooded top and also made attempts to get hold of the fire extinguisher that was secured in the back of the van. It was not clear what the females intentions were with the fire extinguisher but I quickly removed it from her reach to avoid any potential danger.

When I was speaking to the female I used a combination of open and closed questions to try and establish why she had left home and to try and keep her calm. She was eventually conveyed home to her parents at their request and the request of social services.

Throughout this incident effective communication was key whilst interacting with the female, not only to keep her calm but also to help me to ascertain her state of mind and plan my next steps. In ordinary circumstances a missing person, in particular a child, would be conveyed back to their parents or guardians address. However, in this instance, the parents had initially stated they were not sure if they could have her back because they could not cope with her behavioural issues. The female had also advised officers she did not want to go home and would hurt herself if she was taken there. As a result, I felt an open dialogue with the female was paramount.

When communicating face to face there are three elements to the way messages are received. These are broken down to tone of voice, body language and the words we use. Albert Mehrabian's (1967) study found that our non-verbal cues, were more effective in the way our messages were received than the actual words spoken. These results can guide police officers and help them be aware of the non-verbal cues used to communicate. For example, when I was talking to the female using a calm tone of voice and positive language but whilst doing so had one hand placed over my handcuffs, could have sent the wrong message. This could have potentially caused the child to become distressed and become volatile, despite the action itself being practical.

Another factor I considered when trying to communicate with the female was her autism. Autism in particular can have an impact on the way a person perceives the rest of the world and the way in which they interact with others (National Autistic Society, 2016a). Having an awareness of the disability and the possible behaviour traits that can be displayed as a result, will allow officers to interact effectively and potentially reduce the risk of any injury to the individual, or others.

The National Autistic Society (2016b) also refers to repetitive behaviours and routines displayed by people with autism. They like to have a routine and activities that take

them away from the norm could cause them distress. For example, being chased by a police officer is probably a distressing thing for the average 12 year old to endure, however for a person with autism this can feel a lot worse and can trigger their anxiety. In the case of this female, her anxiety took the form of repetitive movements, where she would throw her body back and forth into the seat of the van. The female would also repeatedly hit herself in the chest with a clenched fist. These repetitive movements, although can appear to be violent, are sometimes used by those with autism as a way to calm themselves down and quieten the stimulus around them. Recognising these behaviours and understanding where they are coming from can help officers make decisions on how to approach the situation.

In policing, officers are taught to look for danger traits when dealing with subjects and clenched fists can be defined as a 'danger trait', which could trigger a more hands on approach from the officer, potentially using force to restrain the individual as a preventative measure. I decided not to use force in this instance as I did not feel it was necessary and felt it would only escalate her behaviour.

Betari's Box refers to the link between attitudes and behaviour of individuals and the impact it can have on others attitudes and behaviours (Clements & Jones 2008, p.216).

Due to the females autism, if I was to use reasonable force whilst she was in an episode of repetitive movement this could have caused further distress and potentially resulted in more violent outbursts but this time directed at others. Therefore, I chose to take an alternative approach to try and influence the attitudes and behaviours of the female and calm her down, in this case I chose to just have a conversation with her.

When I found the female, she was carrying a doll and was cradling it like a real baby. I thought this might be a good topic of conversation so started to ask simple, closed questions like what was the dolls name and how old it was. This simple conversation appeared to calm the female down and cause her to focus on the doll, rather than hurting herself. It also opened up the conversation to more broader topics and I was eventually able to ascertain what had caused her to leave home.

The National Autistic Society (2016b) also state that those with autism can often have 'highly-focused interests' which can help in everyday situations, for example during social interactions which can put them at ease and in the case of this female, it was her doll.

Overall the interaction between the female and myself, was met with very little conflict, despite her having previous for assaulting police officers who have tried to take her back to her parents house. I strongly believe this was as a result of the approach that I took with the female. I utilised my personal experience and understanding of autism and tried to find a way to communicate with the female that worked for her. This ultimately led to the female disclosing that she had run away because her father had told her to take a shower and her deciding she wanted to go home.

If I was unable to calm the female down, I would have considered using force to try and restrain her, to prevent her from harming herself and others. However I would have considered this carefully as I had no intention or reason to arrest her. Had force been used on the female it could have been deemed to be unlawful, as per the case of *Fraser Wood v DPP* (2008). This states that a police officer cannot restrain a person if at the time does not intend to arrest the individual as they could be committing assault. If the female had become violent towards me, an arrest could have been made and as a result reasonable force could have been justified under Section 117 PACE 1984.

Another consideration could have been to detain the female under Section 136 of the Mental Health Act 1983 if her behaviour was such that could cause harm to herself or others and convey her to a place of safety, i.e the hospital. In this case it was not necessary, as I felt there was no need to convey to

Overall, I feel I dealt with this incident as best I could, drawing on my personal experience and understanding of Autism, as well as utilising my communication skills and situational awareness. On this occasion the outcome was a positive one but I am aware it may not always give the same result in a similar incident, or even with the same female. As a result I would reassess my approach and consider implementing some of the alternative approaches discussed above.

(Word Count: 1601)

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 attended an incident, where a resident had been making racially abusive comments to his Polish neighbours. The initial report stated that they had been subjected to this behaviour for several months but the victims had been too scared to report it to the police, for fear of repercussions. However, complaints had been made to the local council, who encouraged the victim to make an official report to the police. Whilst conducting house to house enquiries, I also identified further victims of racial abuse by the same person. As a result further incidents were created on our reporting systems for these victims, and I took responsibility of them.

I conducted the relevant enquiries to support the investigation, including identifying victims and witnesses, taking statements and conducting house to house and CCTV enquiries. I worked collaboratively with other officers and departments to help me gather the information I required to ensure a prompt and effective investigation was carried out.

Hate crime is defined as “Any criminal offence which is perceived, by the victim or any other person, to be motivated by hostility or prejudice based on a person’s race, religion, sexual orientation, transgender identity or disability, or the perception of the person of having any of these characteristics” (Home Office 2018)

This incident fits the above definition, as the subject had been making inflammatory comments towards the victims, singling out their nationality. He was reported to say things like "GO BACK TO YOUR OWN COUNTRY". As a result, I knew that I would be looking at a racially aggravated offence. Based on the information, I had collated, I decided an arrest would be necessary for racially aggravated public order offence, specifically Section 4A of the Public Order Act 1986.

Restorative Justice was considered as an alternative disposal method and the victims initially consented to this approach. However when officers attended to speak to the subject, he was belligerent and refused to take part in restorative justice. As a result this was not a viable course of action. In order for Restorative Justice to be used, you must have the co-operation of both the victim and the offender and the offender must admit the offence (Bryant et al 2019, p.216).

Despite, initially providing the victims with Restorative Justice as an option, upon reflection I do not believe it would have been an effective disposal method in this case. The reason for this being the subject had previous convictions for racially aggravated harassment and several convictions for public order offences. Therefore, I strongly believe it would not have had the desired effect and the subject would have continued to harass his neighbours because of their nationality.

At the time of writing this, the subject has not been arrested as of yet. The reason for this is because I still have outstanding enquiries to complete that are vital to the investigation, including some victim statements. I felt that if I arrested the subject prematurely, without gathering all the evidence, he would be released under investigation and would return to his home address. As the allegations have come from his neighbours, I was concerned the harassment may get worse for the victims, as previous convictions for the same offence have not deterred the subjects behaviour. I discussed my concerns with my supervisor to which he concurred and felt this was the best approach. I also discussed my decision with the victims as well, because I wanted to re-assure them that their reports were being taken seriously and we were continuing to investigate.

Throughout my involvement in this case the victims have been at the forefront of my investigation. As the attending officer, it is my responsibility to ensure the appropriate procedures are followed, in particular in relation to the Victims Code of Practice (2015)

I ensured that initial contact was made with all of the identified victims and provided them with their unique incident number and my contact information, should they need to get in touch. I also ensured that regular contact was made with the victims. The purpose of which was to re-assure them that their reports were being taken seriously as well as to provide them with an update on the investigation.

Due to the nature of the crime and the length of time the victims had stated it had been going on, it was important that the relevant agencies were made aware of the circumstances, in order to make an assessment and provide additional support as per the Victims Code Practice (2015, p.49). I did this by submitting a Personal Protection Notice. I obtained the consent of the victims to share their information with the relevant

agencies. In the referral, I included my personal observations and expressed my immediate concerns for the victims.

I had concerns for the victim's welfare as a result of the comments they had been subjected to and the impact this may have on their want to pursue this complaint. We had not had any previous incidents reported to us but the victims had disclosed they had been harassed for some time. As a result, I felt referrals to partner agencies were necessary in this instance.

Victims of crime can be impacted in a number of different ways, including, psychologically, emotionally, behaviourally, financially and sometimes physically. These effects could be immediate or could appear over time (Spalek 2017, P.75)

Social Psychologist Jannoff- Bulman (1985) talks about how victimisation can have an impact on the way in which the individual views themselves and the wider community. For example, in this incident a victim stated that one of the reasons why they didn't report the harassment sooner was because it was 'normal' for them and being subjected to racially abusive comments was something they had accepted as an immigrant living in the UK. As a result of being subjected to racially abusive comments over a period of time, this had altered their view on the wider society and had accepted the behaviour as 'normal'.

This outlook from the victims did give me cause to question whether or not they would continue with their complaint. The Victim Code of Practice (2015) categorises victims of hate crime as 'intimidated witnesses' and as such are eligible for special measures. As part of the statement process, special measures are explained to the victims and witnesses. We also ask if they are willing to give consent for the details to be passed onto our victim support services. All of this is recorded in the statement and retained as part of the investigation process.

Due to the nature of the offence, and with the current political and social climate, particularly with 'Brexit, I felt it was imperative that a prompt and effective investigation was carried out, as it has the potential to become a critical incident if not dealt with appropriately. The College of Policing defines a 'Critical Incident' as "any incident where the effectiveness of the police response is likely to have a significant impact on the confidence of the victim, their family and/or the community" (CoP, 2018). As there are a number of victims involved, living in the same area, and of the same nationality, this has the potential to have a significant impact on the wider community and their confidence in the police response.

Hate crime and the way police investigate these types of offences was brought to the forefront by the Macpherson Report, when Lord Macpherson referred to the police as 'Institutionally racist' (Macpherson, 1999)

This report brought about change to the way in which officers deal with hate crime offences. Most recently, the College of Policing, have published specific guidance relating to hate crime investigations, titled, *Hate Crime Operational Guidance* (2014). It outlines best practices from the first initial contact with the victim all the way through to the court process. It also outlines what considerations should be made with regards

to victims and witnesses and what support should be provided. This has aided my investigation so far.

At present this investigation is still on-going, however I continue to follow the Victim's Code and ensure regular contact with the victims is made and recorded on the relevant systems. I have also engaged with the neighbourhood policing teams and community safety officers, to ensure they are aware of the incidents and consider patrols in the area, whilst this is ongoing.

After reviewing and reflecting on this incident so far, I feel overall, I have done my best to carry out a thorough investigation, despite the challenges I have faced, and continue to face with regards to obtaining the evidence needed for a charging decision. However, I recognise the victims may have reservations and will require additional support as mentioned in the body above. As a result I have submitted the relevant referrals to partner agencies, with the consent of the victims and hope this gives them the confidence and support to see this through.

(Word Count 1484)

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:

I attended an incident following reports of an assault on a female by their ex-partner. The initial reports stated that the female's ex-partner had come to her house and upon opening the front door, he slapped her to the face. Officers attended the address for the female and took an initial account from the victim and photographs of the injuries. Once the details of the suspect were ascertained, officers attended his address to make arrest enquiries. The suspect was located at the address and subsequently arrested for domestic related common assault.

In order to obtain best evidence Golden Hour principles were followed. A first account was taken of the incident from the victim and all was recorded on body worn video. Photographs of the victim's injuries were taken, house to house and CCTV enquiries were also completed in order to locate any potential witnesses to the assault.

Due to the nature of the offence, it was important that I acted quickly to prevent any potential harm to anybody else, as a result I felt an arrest was necessary. To help me with my decision to arrest and ascertain my next steps, I utilised the National Decision Model (NDM).

In policing quick decisions have to be made, often with limited information. The NDM was introduced in 2012 to aid officers make these sometimes difficult decisions. It allows officers to justify why they took a particular action or in some cases why no

action was taken. The NDM “provides a framework in which decisions can be examined and challenged” (CoP, 2014).

I started by gathering as much information as I could. I utilised the information obtained as part of the ‘Golden Hour’, which included the initial 999 call and the first account from the victim. From this information, a suspect was identified, which allowed me to start making arrest enquiries.

I then assessed the threat and risk of the incident. The suspect had allegedly assaulted his partner, as a result there was a potential risk for further injury to the victim and possibly other members of the public. This then provided us with our necessity to arrest.

When deciding on my options for dealing with the suspect, including the powers and polices I had available to me, I referred to the information and intelligence I had received as part of the initial investigation. I also took careful consideration with regards to the human rights aspect when making an arrest. I was conscious I would be effectively breaching the suspect’s human rights as stated in the European Convention of Human Rights. Article 5 refers to “the right to liberty” as a result I needed to ensure any arrest made was justified and lawful.

The power given to me to make an arrest on this occasion was under Section 24 PACE 1984 that states in order to use this power, “the officer must have either seen the suspect committing the offence or have reasonable grounds to suspect that the individual was committing an indictable offence.” In this case, it was the latter that gave me the power to arrest. The victim had reported she had been assaulted and had identified the suspect. When officers attended she also had visible injuries that appeared consistent with the type of assault she had reported. As a result I had ‘reasonable grounds to suspect’ the male had committed the offence. Prior to arriving at the address for the suspect, I also considered my powers of entry under Section 17 PACE 1984, which provides officers with the power to enter a premises in order to make an arrest.

As part of the arrest process, considerations were also made with regards to potential use of force. On this occasion, the male was compliant, throughout the arrest process, therefore based on my assessment at the time, I felt I did not need to use force. However, upon reflection if the male had been non-compliant or had become aggressive, I would have been able to use ‘reasonable force’ in order to execute an arrest under Section 117 PACE 1984. If force was required Section 3(1) Criminal Law Act 1967 provides officers with a defence for this which states “a person may use such force as is reasonable in the circumstances in the prevention of crime, or in effecting or assisting in the lawful arrest if offenders or of persons unlawfully at large” The key aspect of both of these powers, is the phrase ‘reasonable force’. When using force, I must believe that at the time the force used was necessary and the degree of force used was proportionate (Bryant et al, 2019, p.341)

Due to the nature of the offence, arrest was necessary on this occasion. However, in other circumstances where an assault may have occurred, other disposal methods may be more appropriate. For example a fight breaks out between two males outside a pub on a busy Friday night, police are called to the incident. When they arrive the fight has stopped but they find two males with visible injuries consistent with a recent fight. The males deny anything has happened, no-one in the area is willing to confirm what has happened. Police officers could potentially use their powers to arrest for and affray under the Public Order Act 1986. However, as there is limited evidence and no witnesses willing to make a statement, officers may consider the use of their discretion on this occasion and issue a Section 35 Dispersal Order. This is also another example of the NDM in practice.

The final element of the NDM involves reflection. Upon reviewing this incident, I feel the appropriate actions were taken, based on the information that was available at the time. I believe a fair assessment was made and the correct course of action was taken.

Throughout the decision making process, I was aware of potential external influences, in particular unconscious bias that could have had an impact. The role of a police officer is to be an impartial investigator, and to not pass judgement. However, officers are human beings and as a result it is human nature to make assumptions and have our own preferences towards people, and situations. Research into unconscious bias has found we are “hardwired to prefer those who resemble us or show similar features” (Kruse, 2015)

For example, prior to attending the suspects address, I made assumptions he was going to be extremely violent, particularly towards me as a female officer. I made this assumption based on the gender of his victim, and the type of offence he had committed. This bias could have had an impact on my approach to the overall arrest. I could have justified using immediate ‘reasonable force’. However, taking a hands on approach could have had a negative effect on the outcome and caused unnecessary conflict and potential injury to myself, my colleagues and even the suspect.

By taking a step back and deciding to use communication to assess the situation, rather than based on assumptions, I feel this allowed a more positive interaction with the suspect, which significantly reduced the risk factors.

To continue the role of an impartial investigator, I also needed to ensure that I followed the guidance and practices outlined in the Criminal Procedure and Investigation Act 1996 (CPIA). A criminal investigation is defined under Section 22 of CPIA 1996 as “an investigation conducted by police officers with a view to ascertaining whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it”. Irrespective of the type of incident that has been reported or whether or not the officer believes the case won’t go any further based on previous experience, the processes and procedures should always be followed. Every incident has the potential to go to court and as a result CPIA should be followed.

In this incident, officers involved, had a duty and responsibility to ensure that all information gathered was documented in the correct format and attached to the relevant case file, in a “retrievable and durable” format (MoJ 2015). This includes

attaching any evidence collected whether it be in the form of CCTV, victim or witness statements or even attending officers body worn video footage.

As the investigator in this case, it was my responsibility to ensure that the above mentioned evidence was uploaded to the file. When reviewing the evidence I had collated I had to think about the “relevance, reliability and admissibility of the information gathered” (ACPO, 2005).

Overall, I feel I dealt with this incident well and made careful considerations to the use of powers I had at my disposal. I followed the guidance provided to me under CPIA and utilised the knowledge and experience from my peers, which helped me with my approach to this incident. I am aware that similar incidents I attend in the future may have a different outcome and will provide me with new challenges, however, the NDM will provide me with a framework with which to form my approach.

(Word Count: 1504)

Development Plan; (equivalent to 1000 words).

As part of your reflective process, please use this table to aid you in identifying the next steps for development. (To be completed at the end of workbook completion)

Identified area for development	How it will be achieved	Who can provide support?	Timeline
To conduct my own suspect interviews	I have had the opportunity to sit in on suspect interviews, however would not like to take the lead and conduct my own interview. I have spoken with my tutor and supervisor, who have agreed to give me any prisoner handovers where possible to give me the opportunity to achieve this part of my development.	I will be utilising support from my tutor and my team. I will also be spending time in the HUB which will give me more practice with suspect interviewing, as well as giving me the opportunity to learn from experienced interviewers.	30 th November
To learn how to build an appropriate case file as part my investigations	I can achieve this by shadowing more experienced officers and watch them complete a full case file. I will then take ownership of my own case file and complete it under the supervision of another colleague. I have also made arrangements to work from the HUB for 2 days in November	I will utilise the support from my tutor, as well as more experienced colleagues. I will also use the information available to me on our internal support pages and the college of policing website to help me get a better understanding of the case file process and best practice.	30 th November

Stop/Search procedures	I will achieve this ultimately through practice. I have made my tutor and supervisor aware of my development need and have agreed to ensure any possible stop/searches are assigned to me where possible, to allow me the opportunity to practice GOWISELY and the recording of the stop search forms.	I will refer to guidance on the procedures in Blackstones, as well as talking through the process with my tutor and other colleagues.	16 th December
Conducting Investigations – Domestic Related incidents	To achieve this I will be making time with my tutor to and going through the key steps to follow and what evidence/referrals are required for these types of incidents. I will then collate a check list that I can refer to until I become competent	My support will come from my tutor and more experience colleagues. I will also refer to resources like the College of Policing and	16th December

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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CONFIDENTIALITY and PLAGIARISM – to be completed by the learner

All information provided in this workbook complies with the guidance on confidentiality. I confirm that all work is my original work and has not been copied. Plagiarism is taken very seriously by the University and the programme.

Signed: Shanp (Learner)

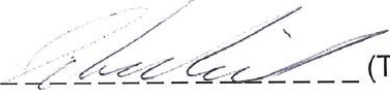
Date: 24/11/19

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

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

Signed:  (Learner)

Date: 21/11/19

Signed:  (Tutor Constable)

Date: 21/01/19

(Please print this page, sign it, and scan it and add it back into the document)