

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Development Plan	500
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	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

Policing is a demanding profession that often exposes officers to high levels of stress and emotional challenges. Navigating the stress and demands of this role has been an ongoing journey for me and over the past 6 months I've discovered coping strategies that have helped me build resilience and minimise this stress. These strategies, along with prioritizing time for hobbies and connecting with friends, have become integral in maintaining my well-being in a challenging environment.

Maintaining clear boundaries between work and personal life is crucial for mitigating the impact of work-related stress among police officers (Adecco UK, n.d.) and the UK's Police Federation emphasizes the importance of promoting work-life balance to safeguard officers' well-being (Police Federation, n.d.). Following this, I've worked to establish strict work-life boundaries, including defining specific work hours and minimising after-hours work-related activities.

While I am passionate about my role and understand the importance of the job, ensuring I establish these boundaries is key to my mental health and will support my resilience in the role. Research by (Cunningham, L, 2018) highlights the adverse effects of blurred work-life boundaries on police officers' mental health so establishing clear boundaries between work and personal life has been essential.

Ensuring dedicated time for rest and personal activities has helped prevent work-related stress from encroaching on my personal time and space. This approach has allowed me to recharge, reducing the risk and impact of stress spillover from work into my personal life.

One of the key strategies I've embraced to reduce stress and develop resilience has been engaging in mindfulness practices. These have gained recognition in the UK as effective tools for stress reduction and mental well-being, especially in high-stress professions like policing (NHS, 2023). Research by (American Psychological Association, 2019) also highlights the success of mindfulness-based interventions in reducing stress and improving emotional regulation among police officers.

I engage in a variety of mindfulness exercises including focused breathing and guided meditation through free apps like Headspace and Calm. These exercises help me shift from the intensity of my police shifts to my personal life.

Research from the (Dunning et al., no date) also highlights the effectiveness of mindfulness in reducing stress among Public Service professionals, and I've found these practices to be incredibly beneficial in calming my mind and promoting a sense of balance after finishing work.

Reflective practices, including journaling, are valuable tools in processing emotions and experiences (Wright, K.W, 2023) and I've found incorporating reflective journaling into my routine enables me to externalize thoughts and emotions following intense work situations.

Reflective journaling has also enabled me to process and regulate my emotions, calm my mind after shifts and supports me to gain insights into stress triggers. The College of Policing's research on reflective practices in Public Services (College of Policing, no date) resonates with my experience and I have found these techniques have been instrumental in building my mental and emotional resilience.

Continuing to engage with my interests and hobbies has played a pivotal role in my well-being and resilience. Playing guitar, for instance, has been a source of solace for me for over 10 years and continues to support my well-being now. Playing guitar and listening to music after work has provided a creative outlet, allowing me to explore a different side of myself away from the demands of policing.

Studies have shown the benefits of hobbies in stress reduction (Scott, E, 2023) which I've found to be true in my experience. Connecting with music and playing guitar allows me to immerse myself in quieter and stress free mindsets and helps to rejuvenate me after work.

Walking in local green spaces with family and loved ones has been another hobby that aids in my stress relief. I've found that connecting with the outdoors and enjoying time in natural beauty have been incredibly refreshing and can drastically improve my mood.

Studies by (News-Medical.net, 2023) highlight the positive impact of physical exercise on mental health and stress reduction and I've experienced firsthand how walking offers a sense of freedom and calmness that refreshes both my body and mind after a demanding day.

Social support is a critical coping resource for police officers facing occupational stressors (Singh, S. 2021) and I have found that building and maintaining strong social connections with fellow officers and trusted individuals outside the force is integral to my coping strategy. Discussing experiences with trusted colleagues has been invaluable, providing a supportive outlet for processing challenging situations and fostering a sense of camaraderie essential in our roles.

Research by (Viswesvaran, C. 1999) emphasizes the role of social support in buffering the impact of stress and I have found connecting with fellow officers who share similar experiences, inside and outside of work, vital to my resilience in this role.

Participating in group activities and prioritizing time to connect with friends and family has also been crucial in decompressing after work. In addition to getting out in nature, I've found playing co-

operative video games online with friends and family an effective way to disengage from work stress and relax.

I have engaged with friends through video games as a way of stress-relief since beginning school and have found that connecting through this forum improves my mood and well-being. Studies have found that video games with positive social interactions and components benefit psychological well-being (Halbrook, Y. 2019).

In conclusion, my coping strategies as a police officer have included beginning mindfulness and reflective practices, establishing clear boundaries between work and personal time, engaging in hobbies with friends and building strong social connections.

These strategies, supported by research and studies, have been integral in developing resilience and managing my stress after work. Hobbies like music, walking and spending time with friends and family have not only provided stress relief but also contributed significantly to my overall mental well-being and resilience. These strong foundations have supported me as I've entered into the demanding environment of the police force.

Word Count - 986

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:

Throughout this essay I will be explaining and reflecting on an incident involving conflict where I played a significant role with a victim and suspect.

During my tutorship I responded to a domestic disturbance call involving a physical altercation between a couple. Upon arriving at the scene, I found a heated argument between a male and female, that had escalated into a physical fight between the two individuals. The situation was intense, emotions were high, and both parties were visibly upset and agitated.

As I intervened to separate the couple and ensure their safety, the male became aggressive and attempted to resist my efforts to de-escalate the situation. He was shouting, pushing me away, and refusing to comply with my instructions to calm down and cooperate. It was clear that he was emotionally charged (Darcy, 2023) and unwilling to listen to reason in that moment.

Maintaining control of the situation while ensuring the safety of everyone involved was paramount. I utilized verbal commands to defuse the escalating tension and employed de-escalation techniques learnt throughout my initial 6 months training (College of Policing, no date), trying to calm the situation down and persuade the individual to cooperate without resorting to further physical force.

Eventually, with persistence and the help of other officers who arrived on the scene, we were able to diffuse the situation and separate the couple. The male was detained and taken into custody for his own safety and the safety of others involved.

During this incident I had to consider several crucial elements. Assessing the situation rapidly and adapting strategies based on the evolving dynamics was critical in handling this conflict. Each situation is unique, and flexibility in approach is essential (Lewis, 2023). As I had not been truly subjected to physical force this was a key learning point in my development and will help me assess situations going forward. Employing effective de-escalation tactics was vital in diffusing this tense and volatile situation. Verbal communication, active listening, and non-threatening body language was powerful tools that I used to help me.

In such cases, emotions run high, and it's challenging to predict how situations will unfold. As an officer, it's essential to maintain composure, prioritize safety, and utilize training and experience to navigate through challenging scenarios.

In this incident, effective communication (Amaresan, 2023) was critical in managing the conflict and ensuring the safety of everyone involved. Several fundamental elements of effective communication were employed by me, which included Active Listening; Clear and Assertive Verbal Communication; Empathy and Empathetic Communication; Non-Verbal Communication; Adaptability and Flexibility; and Collaborative Communication.

Listening attentively to both parties involved in the altercation was crucial. Active listening (Staff, 2023) helped in understanding their perspectives, emotions, and concerns. It also allowed me to gather essential information about the situation, which informed my approach in de-escalating the conflict.

Using clear and assertive verbal commands, I attempted to establish control of the situation without escalating tensions further. Communicating calmly yet authoritatively helped in conveying a sense of authority and control, which is crucial in diffusing volatile situations (Shackleton, E. 2016).

Employing empathy in communication is essential (Cramerus, 2023), especially in emotionally charged situations like domestic disturbances. Acknowledging the emotions and concerns of the individuals involved can help build rapport and demonstrate understanding, potentially calming the situation.

Throughout my 'Officer Safety Training' I learnt that body language plays a significant role in communication, in fact according to studies, 55% or even upwards of 66% of all communication is done through body language (Taylor, P. 2023). Therefore, maintaining a non-threatening posture, making appropriate eye contact, and using gestures to signal cooperation and control were important aspects during this incident. This non-verbal communication aimed to convey a sense of authority while not escalating the tension.

Effective communication also involves adaptability. In Gwent Police we are taught to treat people as individuals, therefore recognizing that different approaches might be needed for different individuals and situations is crucial. Adjusting communication strategies based on the responses and behaviour of the involved parties helped in managing the conflict more effectively. Seeking backup and support from other officers on the scene demonstrated collaborative communication. This not only helped me in managing the situation more effectively but also showcased my effective teamwork with other officers, which can have a calming effect on a volatile situation (Calibre 2019).

Reflecting on the incident, these elements of effective communication were instrumental in attempting to de-escalate the conflict and ensure the safety of everyone involved. Effective communication as police officers is not just about giving orders but also about establishing rapport, diffusing tensions, and finding ways to resolve conflicts peacefully whenever possible.

Determining the necessity of using force in a conflict situation within policing involves a multifaceted assessment that considers various factors. There are models and theories that underpin the causes of conflict and aid in evaluating the necessity of force, such as: Betari's Box; The Drama Triangle and the Emotional vs Rational Brain model.

Betari's Box focuses on the interaction between thoughts, feelings, and actions in interpersonal conflict (The Mind Tools Content Team, no date). It suggests that one person's behaviour influences the other's feelings, thoughts, and actions, creating a cycle that can escalate or de-escalate conflict. This was incredibly important whilst trying to diffuse the situation because if I were to come in with a negative attitude and/or behaviour, that would worsen the victim and suspects attitude/behaviour which would make it much more difficult to get information from either person and investigate the incident.

The Drama Triangle model identifies three roles in conflicts – the victim, the persecutor, and the rescuer (Oxford, no date). It helps identify behavioural patterns and dynamics in conflicts and aims to move participants away from these roles toward healthier communication and resolution. This was especially important whilst getting the victim the necessary help they needed, as whilst I was taking up the 'Rescuer' role in this situation, it is imperative to note that in the long run, the rescuer can also increase the victim's sense of helplessness through continually rescuing them (Priscilla, 2023). Because of this, my priority was to find solutions for the victim whilst also putting in place safety guidelines that would prevent them from getting into situations like this in the future. This way the victim would later become more independent and will hopefully not need help from the police as they have built up enough safety solutions that they are able to deal with more demanding situation alone.

The 'Emotional Brain vs Rational Brain' model is a way of understanding the interplay between emotional responses and rational thinking whilst in situations (Cabral, 2020). This is crucial, especially in conflict situations. Emotions can escalate a situation, while rational thinking helps in assessing risks and making informed decisions. In this scenario, the suspect was swearing and shouting at myself and my tutor although I remained professional and did not rise to his level which stopped them shouting and allowed us to talk more efficiently.

Collaboration with backup officers was instrumental in diffusing the situation safely. The outcome, where the individual was taken into custody without further escalation or harm, indicates the success of the communication and intervention strategies employed.

Reflecting on the incident involving the domestic disturbance, the outcome hinged on effective communication, de-escalation efforts, and collaborative intervention. While the situation was volatile initially, the use of de-escalation techniques and verbal commands by me helped in gaining control without escalating to higher levels of force.

However, ongoing evaluation and learning from the incident remains crucial (Faizal, 2022). Assessing what worked well and areas for improvement in my communication, de-escalation tactics, and risk assessment ensures continual growth and better preparedness for similar situations in the future. As

for myself I would take from this incident that I work well under pressure whilst managing a conflict incident and was quite proud of myself as this was one of my first physical incidents to be involved in. Although, there is always room for improvement, and I believe next time I will have learnt from this incident and will react quicker to changing situations and have the knowledge to act well before the incident escalates.

In the incident, the 'Police and Criminal Evidence Act 1984 (PACE)' and the 'Victim's Code of Practice' played significant roles in guiding my actions.

PACE sets out guidelines for the lawful arrest and detention of individuals (College of Policing, 2013). During this incident, the situation escalated to a point where arrest was necessary to prevent further harm and disturbance. PACE procedures were followed throughout this incident, namely code G which defines the necessity for each arrest. This includes informing the individual of the reasons for their arrest, their rights, and ensuring their welfare while in custody.

The Victim's Code emphasizes providing victims with information about their rights, the criminal justice process, and available support services (GOV.UK, 2023). In this incident, I ensured that the victim was provided with all this information and relevant support services, for example, Social Services and Women's AID. I also made sure to interact with the victim in a supportive and empathetic manner, acknowledging the trauma they might have experienced.

In reflecting on this incident, adherence to the PACE guidelines ensured that any actions taken by me were within the legal framework, protecting the rights of the suspect and the victim. The Victim's Code of Practice ensured the victim, received the necessary support, information, and respect throughout their interaction with the police, aiming to mitigate the impact of the incident on their well-being.

My continuous adherence to these codes and ongoing training in their application are crucial to upholding the rights of individuals involved in such incidents and ensuring a fair and just process within the criminal justice system.

Word Count - 1620

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:

Throughout this essay I will be explaining and reflecting on an incident involving a report of assault where I supported a victim and dealt with a suspect.

During my tutorship I attended a call that involved a report of assault. Upon arrival, I found two individuals engaged in a heated altercation. One was visibly distressed, with tears streaming down their face, while the other seemed agitated and defensive. Assessing the situation, it became apparent that the individual in distress was the victim, having been subjected to verbal and physical abuse.

Throughout the incident, various policing values were actively engaged by myself, focusing on fairness, integrity, respect, and professionalism, while considerations were made for culturally sensitive practices and language preferences (College of Policing, 2020).

My primary focus was on ensuring the safety of the victim, which we are taught during our 6 months initial training, while also addressing the behaviour of the offender. I approached the situation with a mindset of fairness, to ensure both parties were treated equally; being accountable (Richards, 2023), meaning I would be answerable for my decisions, actions and omissions; and was already considering possible outcomes to this scenario, which would likely be arrest.

Fairness and integrity were central to the approach taken. Fairness was evident in how I balanced the needs of both the victim and the offender, ensuring that each party had a chance to be heard and understood without bias. The integrity of the process was upheld by following established

procedures, respecting the rights of all individuals involved, and ensuring transparency in actions taken.

Respect was a guiding principle, especially concerning gender differences. I ensured that my interactions acknowledged the needs of each individual and were impartial. This involved being aware of potential gender nuances that could impact communication and my response to the incident as while the majority of Domestic Abuse incidents are perpetrated by males (Women's Aid, 2023), it is important to treat each incident individually and only consider the evidence that is available to you at the scene.

Engaging with the victim required emotional awareness and sensitivity. They were shaken and visibly frightened. I made sure to create a safe space for them, assuring confidentiality and providing support, garnering my previous knowledge of similar incidents I attended as a Special Constable.

Establishing trust was crucial (Blaustein, no date); I listened attentively to their account, validated their feelings, and ensured they felt heard and understood. This approach aimed not only to gather information but also to empower the victim, enabling them to regain a sense of control over the situation.

During this incident I was always considering the victims' codes of practise policy (GOV.UK, 2023), which provides instructions, advice and guidance for officers.

In addressing the incident while adhering to the Victims' Codes of Practice policy, my responsibilities aligned with ensuring the victim's rights, support, and participation throughout the criminal justice process.

Firstly, I ensured that the victim was able to understand and be understood throughout. There was a slight language barrier between myself and the victim and so I quickly established the best way of communicating with them to ensure they always received the correct information and were able to understand it.

I encouraged the victim's participation in the investigation, explaining their role and the importance of their cooperation in seeking justice. This included involving them in decision-making processes where appropriate, for example if they required a Domestic Abuse Protection Notice (GOV.UK, 2023) against their partner, which provides protective measures and builds greater protection for the victim.

I clearly stated that if the victim had any questions, they would be answered either by myself or be signposted to the right support network for answers. I connected the victim with appropriate support services, including counseling, legal advice, and victim support organizations, to assist them in coping with the aftermath of the incident which made sure that the victim would get the support they needed which was especially tailored to their individual needs.

It was important to also provide the victim with information surrounding the next steps of the investigation including information about the trial process, their role during the investigation, and what would happen if the offender was convicted.

At the end of my encounter with this victim I made it clear that all details of the crime would be recorded without delay, and they have a right to make a complaint about the Victims' Codes of Practice if their rights were not being met. I also stated that it would be wise to consider a Victim Personal Statement (VPS) (Ministry of Justice, 2018) to allow them to express the impact of the

crime on their life and will help in understanding the victim's needs and concerns, although I stated that I will come back at a later date to complete this, as it is hard to express the impact of the incident on the victim as the incident had just occurred.

This incident reinforced the need for continuous training and awareness among officers to ensure adherence to the evolving Codes of Practice and best practices in victim support. The dynamic nature of varied communities necessitates a flexible and adaptable approach that recognizes and respects the diverse needs of individuals involved in criminal incidents.

My responsibilities throughout my encounter with the victim aligned with the Codes of Practice, emphasizing the importance of victim support, procedural fairness, inclusivity, and cultural sensitivity within the criminal justice system and I would apply these same standards with witnesses also. Adhering to these principles was instrumental in ensuring that victims and witnesses received the necessary assistance and support while navigating through the complexities of the legal process.

Addressing the offender's behaviour demanded a different approach. It was evident that the individual was distressed themselves so instead of adopting a confrontational stance, I chose a de-escalation approach using my techniques learnt in our forces 'Officer Safety Training'. I engaged in active listening and acknowledged their emotions and concerns without condoning their actions. This approach aimed to diffuse the tension and create an environment conducive to communication.

Professionalism was upheld throughout the incident through maintaining composure, adhering to protocols by analysing the incident critically, and demonstrating a commitment to providing quality public service. It was also evident in how I navigated the complexities of the situation, maintained a calm demeanour and ensured that all interactions were conducted with respect and emotional awareness.

In this incident, the reported assault occurred in a diverse part of Newport. The social context of the area is characterized by its cultural richness, with a mix of residents from various ethnic backgrounds and communities coexisting within the neighbourhood (Census2021, 2021).

The cultural diversity of the area emphasized the importance of cultural competence and sensitivity in policing. Understanding and respecting cultural differences were essential in engaging with both the victim and the offender.

The social fabric of the neighbourhood, with its diverse communities, underscored the significance of inclusive policing practices. It highlighted the need for the police to be responsive to the needs of all community members, irrespective of their cultural or linguistic backgrounds, while upholding the principles of justice and fairness.

Throughout the process, the principles of valuing difference and inclusion played a pivotal role. Both individuals hailed from different cultural backgrounds, each with its own set of norms, values and communication styles. Therefore, these were prominent factors in this incident. Being mindful of this, I strived to bridge the cultural gap, ensuring that communication was respectful and inclusive, devoid of any biases or stereotypes.

Language barriers posed an additional challenge. The victim was not fluent in English, which further emphasized the need for effective communication, adding a layer of complexity to the communication process. Leveraging available resources, I sought the assistance of our forces Language Line which helped to facilitate communication, ensuring that the victim's voice was not lost in translation and prevent misunderstandings (LanguageLine Solutions, no date). This step

highlighted the importance of inclusivity, ensuring that everyone involved had an equal opportunity to express themselves and access support.

Amidst the complexities of the situation, maintaining a fair and just approach was paramount. My role extended beyond being a mediator; it involved upholding the tenets of justice, ensuring that the offender was held accountable for their actions while providing them with an opportunity for rehabilitation. Employing restorative justice principles, I encouraged dialogue between the parties involved, fostering a sense of responsibility and accountability in the offender while allowing the victim to voice their grievances and seek closure (Crown Prosecution Service, 2023).

Collaboration with other agencies and support services was crucial in ensuring a holistic approach to resolution. I liaised with victim support organizations, offering the victim access to counselling and guidance. For the offender, I facilitated referrals to relevant programs aimed at addressing underlying issues and preventing future reoffending (Gwent Drug and Alcohol Service, no date). This collaborative effort underscored the importance of a comprehensive and inclusive approach within the criminal justice system.

Reflecting on this incident, it exemplified the integration between criminal justice, valuing difference, and inclusion in policing. This incident served as a poignant reminder of the multifaceted nature of policing and importance of adapting policing practices to accommodate diverse needs and create an environment where differences are respected, and justice is accessible to all.

The incident also emphasized the necessity for tailored support and interventions that consider cultural nuances and language accessibility to ensure equitable outcomes for all involved parties.

Word Count - 1569

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 my tutorship I responded to a report of a burglary within a residential area. My role involved assessing the situation to ensure the immediate safety and support of the victim while also preserving the crime scene for forensic analysis. There was a broken window and clear footprints which had to be preserved, therefore I ensured this would be undisturbed by cordoning off the area. Collaborating with my tutor, I collected the glass fragments, took photos of the footprints, and noted of any other potential evidence left at the scene.

Additionally, managing the emotional distress of the victim and addressing the community's concerns about safety were key aspects of my involvement. Communication with the victim and the community, providing updates on the investigation's progress, and offering support were integral parts of my role in this incident.

My goal during this incident was to conduct a thorough investigation that would lead to identifying an offender while providing necessary support to the victim and reassuring the community's sense of security. I did this by following seizure techniques taught in training to collect all evidential property, ensuring that any DNA evidence was left intact.

In this incident, decision-making and discretion were pivotal. Upon arriving at the scene, the first thing I did was assess the situation and ensure immediate safety and support for the victim. I did this by keeping the victim calm and ensuring they were not hurt from the incident.

Discretion came into play while gathering evidence (College of Policing, 2023). Not all evidence might have been admissible, and choosing what to collect, based on relevance, was critical. The

victim kept suggesting items to seize that I knew were not going to be of any help to the investigation, therefore I had to explain what was needed in this situation, and what would not be of use.

Due to my correct collection of evidence, we had a named offender and deciding the level of involvement and approach with the offender was another aspect where discretion was used. Considering the circumstances, factors like age, prior records, and the gravity of the offense were taken into account. The offender had not committed any crimes before, was under 18, and there were no items stolen from the property. Due to this I wanted to employ a Restorative Justice approach to this incident, instead of taking a Criminal Justice approach as this could negatively affect the offender's future (College of Policing, 2023).

In managing the offender, a holistic approach was adopted. Understanding the potential factors contributing to the offender's actions was crucial. This involved considering socioeconomic factors, personal history, and any mental health issues. This understanding influenced my decision-making process regarding appropriate interventions. As it was the offender's first offence and due to their age, I contacted our forces Youth Offending Service (GOV.UK, 2015) to help with my decision with the outcome of the incident. Through speaking with them, I was made aware of a referral program that the offender could go on to help them in the future and stop them from further criminal activity. I also offered the offender a Voluntary Attendance (VA) interview to which they attended with their parent, which was very effective as it gave me a greater insight in the background as to why they made the decisions they did, and I will conduct more VA's in the future as this was incredibly helpful.

As this incident was within a residential area, the social context included the impact on the victim's sense of security and the community's fear of similar occurrences. Legislatively, the incident originally fell under the Theft Act 1968 (Legislation.gov.uk, no date), which guided investigations and potential charges. Although after further investigation, it came to light that nothing was stolen, and was more in line with Section 1 of the Criminal Damage Act 1971 (Legislation.gov.uk, no date) which involves destroying or damaging property.

Applying the National Decision Model (NDM) was crucial in navigating this situation (College of Policing, 2013). The NDM, a structured framework used by Gwent Police, involves several steps. Gathering information, assessing threat and risk, considering powers and policies, identifying options and contingencies, and lastly, taking action and reviewing. In this incident, these steps were followed systematically.

Initially, information was collected about the burglary—time, location, entry points, and potential evidence. I had to Understand the victim's account and assessing their emotional state provided vital context. Assessing threat and risk involved evaluating the severity of the crime, potential dangers to the community, and the likelihood of apprehending the offender based on available evidence.

Considering Police powers and policies, I understood that if an offender was named it would likely lead to an arrest and search. This would employ the 'Police and Criminal Evidence Act 1984', namely section 24 to arrest and section 32 or 1 to search (Legislation.gov.uk, no date).

The options that were considered during this incident were whether to conduct immediate neighborhood searches, gather forensic evidence, interview witnesses, or explore CCTV footage. Each potential action was evaluated based on its effectiveness and potential time impacts.

After this I took action, securing any evidence and took each witness's account. I also visited nearby houses to ascertain if there were any CCTV opportunities which came back with a recording of the incident helping me clearly identify the offender.

Upon reviewing the incident constantly reassessing the situation and adjusting the approach was essential. If initial actions yielded limited results, revisiting the decision-making process was necessary to ensure a dynamic response. Learning from this incident I will be better equipped in dealing with forensic evidence in the future as I now have firsthand experience of the correct procedure in preserving and collecting this evidence.

Considering the victim's trauma and the community's concerns, discretion was applied in providing emotional support and keeping them informed about the investigation's progress. In the context of cultural diversity, discretion was crucial in adapting communication methods to ensure effective interactions with each member of the community, as not everyone was comfortable with talking to police officers therefore, I had to adapt my communication skills to suit each individual (Mind Tools, no date).

Reflecting on this incident, the application of the NDM helped maintain a structured approach to decision-making while allowing flexibility based on the evolving circumstances. Discretion played a vital role in aligning actions with the broader goals of justice, community safety, and respect for individuals' rights and sensitivities within a diverse society.

Under the Criminal Procedure and Investigations Act 1996, my responsibilities during the investigation and management of the offender involved adhering to several crucial aspects (Legislation.gov.uk, no date).

Ensuring that the offender was informed of their rights, including the right to have a solicitor present, the right to remain silent, and the caution before I conducted the VA was essential. This ensures compliance with the codes of practice under the Act. Using appropriate questioning techniques, recording the interview accurately, and ensuring that the offender's rights are upheld throughout the process was also key.

During the incident I made sure to collect and preserve evidence lawfully and transparently, using techniques learnt in training, ensuring that the rights of both the offender and the victim were protected. This involves following procedures to avoid contamination of evidence and maintaining a chain of custody for evidential items. If this incident was severe enough to go to Court, complying with the Act's disclosure obligations, which involve providing the defense with all relevant material that might assist their case or undermine the prosecution's case would be paramount. Therefore, even though I knew this would not be the case I ensured to keep an accurate and comprehensive record of everything involved during the investigation for best practice.

I also ensured that all significant information, evidence, and documentation related to the investigation was accurately recorded, securely stored, and retained for the prescribed periods in accordance with legal requirements. This includes details of interviews, forensic evidence, witness statements, and any other pertinent information.

Adhering to the 'Criminal Procedure and Investigations Act 1996' mandated a meticulous and ethical approach to conducting the investigation, managing the offender, and handling and retaining the information. It was essential I ensured fairness, transparency, and compliance with legal procedures while upholding the rights of all involved parties throughout the investigative process.

The 'Competency and Values Framework for Policing' (College of Policing, no date) guided my conduct and decision-making throughout this incident. These values include transparency, impartiality, integrity, and public service. However, biases, whether conscious or unconscious, can potentially impact decision-making in various ways during policing incidents.

Ensuring transparency in the handling of the evidence and information by adhering strictly to established protocols was paramount. This involved accurately documenting the findings, maintaining a clear chain of custody for evidence, and being open about the methods used in the investigation.

I had to demonstrate impartiality by treating all potential suspects fairly and equally during the investigation, striving to eliminate biases in decision-making by evaluating evidence objectively, avoiding stereotypes, and focusing solely on facts and evidence relevant to the case.

I upheld ethical standards by conducting the investigation with honesty, sincerity, and a commitment to the truth. This involved ensuring that all actions taken during the investigation aligned with legal and ethical guidelines, without compromising principles. This also included ensuring that the rights of the victim, suspects, and all involved parties were respected and protected throughout the process.

I demonstrated a commitment to public service by actively engaging with the community affected by the burglary. This involved providing support to the victim, addressing safety concerns, and offering reassurance by visibly dedicating efforts to resolve the case.

Throughout the incident, these policing values were not just guiding principles but actively applied in decision-making, interactions, and the overall approach to ensure a thorough, fair, and transparent investigation while serving the needs of the community.

Word Count - 1633

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
Building trust with the public	Continue to reach out and communicate with members of the public.	Neighbourhood Policing Team and Community Support officers.	By Christmas 2023
Physical fitness	I will maintain my fitness levels by keeping up with the required BLEEP test standard.	I have downloaded an app which monitors fitness level and has a built in BLEEP test.	Spring 2024
Conflict resolution	Focus on attending scenarios with my tutor, that require conflict.	My tutor and Sergeant	Hopefully by the next time I'm in a scenario that requires conflict or by Christmas 2023
Be more confident whilst making an arrest	I will take lead in scenarios that are likely to need an arrest.	My tutor can support by helping me understand all the requirements needed to make a lawful arrest.	By Christmas 2023

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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: Rhys Mayer (Learner - Electronic signature or type name)

Date: 27/11/2023