

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

**Workbook title: Competency Based Workbook 1
(PCDA)**

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 1	Wellbeing and Resilience	1000
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Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	500
	Total	6000
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

During the initial 6 months learning phase and since being attested as a police officer, I have implemented numerous coping strategies to best prepare myself for a career as a police officer. I have made many changes and adjustments to all aspects of my life in order to allow me to perform to the best of my ability whilst helping to develop resilience and reduce stress. Police officers need to develop a degree of resilience in order to best serve the community. Police officers are often managing a high workload and experience traumatic events on a regular basis. Research conducted by the mental health charity Mind states “91% of police have experienced stress and poor mental health at work” (Mind – Police – How to manage stress and anxiety, 2017). This research also states that police officers are less likely to take time off work as a result of poor mental health than when compared to the general workplace, even though the nature of the role provides exposure to traumatic and stressful incidents on a regular basis. Further, this research highlights that police officers are twice as likely to describe issues at work as the main cause of any mental health problems again when compared to the general workplace. This clearly shows how vital it is to ensure your own personal wellbeing in order to fulfil a long and successful career as a police officer. With this in mind, during my initial 6 months of learning I was very conscious of my own physical and mental wellbeing when beginning life as a police officer. I decided that keeping fit with regular exercise would improve my overall strength and fitness to ensure I could perform to the very best of my ability when performing street duties and would help to develop the resilience required of dealing with the expectation of that of being a police officer. I knew I was about to embark upon both a physically and emotionally challenging role and attempted to use my period in initial learning to best prepare myself for the challenge ahead. I also made many health changes to my personal life in order to help maintain my mental health beginning with healthy eating, and a regular sleeping pattern. (Word count – 373)

I began by implementing a regular gym routine and a healthy eating programme. I began using the gym each morning before work and preparing meals in advance of daily shifts. Police training began each day at 8am and so allowed me the opportunity to train at the gym each morning before work. I found that an early morning gym workout had a great impact on reducing my stress levels, and I used those sessions regularly to unwind and de stress from the pressures that both work and family life can bring. I feel that this had a boost on my energy levels whilst at work and improved my ability to focus and concentrate when in the classroom environment. In addition to the benefits brought about by working out regularly, healthy eating has also been a fantastic coping strategy for me since being attested as a police officer. It has allowed me to be well prepared with meal planning and the preparation has given me a noticeable improvement in my time management which has allowed me significantly more free time, for family time and socialising when not at work. An article named “5 Ways Healthy Eating & Exercise can Ease Stress”, written by Ashley Flitter says, “When you eat balanced meals, your energy levels stabilize, and you won’t go through as many dips in energy

throughout the day". Further to this, it also states "Eating at consistent times during the day and making sure you eat enough can once again help stabilize your energy levels". However finally, it says "On a more biological level, adequate exercise reduces the amount of adrenaline and cortisol created by your body, which decreases stress levels. Additionally, exercise releases endorphins, which naturally elevate your mood" (5 Ways Healthy Eating & Exercise can Ease Stress, Ashley Flitter, 2016). I have found since implementing the above strategy that my own energy levels have indeed stabilised and that combined with the regular exercise has also improved the ways in which I am able to manage stress. I feel this has assisted me to be ready for the transition into a new shift pattern and night-time working whilst lowering my stress levels from the very beginning. I have felt de stressed when at work but also when not at work which I feel has allowed me to make best use of rest days, resulting in a boost to energy levels and a positive mindset when returning to work after rest days. (Word count – 411)

In addition to this I have been making extra efforts to maintain a disciplined sleep routine to best prepare me for the next day ahead. An article written by Alison Deshong says "Not getting enough sleep has a significant impact on stress levels and overall mood. Research suggests that people who have slept better also experience fewer negative emotions and can recover faster from a stressful event". Further to this, the article also explains that poor sleep quality along with sleep deprivation and fragmented sleep contribute to higher cortisol levels which can influence a person's stress related parameters (Alison Deshong, <https://www.sleep.org/how-sleep-works/sleep-and-stress/>, 2022). I am consciously aware that shift work including night-time working can greatly affect your ability to sleep well which in turn can impact your abilities at work but also your health in so many negative ways. By embarking on a disciplined sleep pattern, I have found that this allows me to sleep better for longer which has had a profound impact on my initial 6 months learning as a police officer. (Word count - 173)

(Total word count for task 1 – 957)

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 can recall an incident whereby I became aware of a robbery that had taken place a short time before I had begun my tour of duty and whilst I was in a briefing with my team and our sergeant, the control room made us all aware of a sighting of 4 suspects involved in the robbery from CCTV in the area. We rushed out of the station and made our way to the scene and upon arrival the suspects began to run when they saw us approach their location. A pursuit followed and after a short foot chase I detained the first suspect. With the entire team dispatched to this incident, we had multiple units on the scene all arriving at almost the exact same time and so using my radio I have directed colleagues to the suspects exact location whilst in the pursuit. Colleagues have then quickly contained the area and closed in on the suspects meaning they were all safely detained in very short space of time. The male I detained was arrested for the robbery and when searched under Section 32 of Police and Criminal Evidence Act 1984 a steak knife was found in his possession which he was further arrested for. Knowing to the fact that my colleagues were also in the area and also arresting and potentially searching the other suspects of this robbery, I have made them all aware by using my radio that there is an obvious officer safety concern in relation to this incident as I have found the male was in possession of a knife and that it could be possible that the other males are also in possession of knives. I have further arrested the male for being in possession of the bladed article in a public place and subsequently transported to a police custody unit. (Word count - 307)

In reflection of this incident, the use of effective communication was paramount to detaining these offenders and ensuring the safety of officers and the general public in a high intensity incident. Locations, safety messages and team working were key to the success here. However, when dealing with the suspect or in other cases, victims and witnesses, it is imperative to build a rapport with individuals that we encounter as police officers. In this incident the male I had arrested was a juvenile who had not been involved with the police before. He was of a large stocky build and could have been very difficult to control had he become violent. The college of policing has published guidance around building rapports and this state's "building rapport with interviewees can increase the amount and accuracy of information provided" further, the guidance also states building rapports is essential to obtaining quality information when obtaining an initial account. (College of Policing – obtaining initial accounts – rapport building, 2020). This is clear that building trust with victims, witnesses and offenders is key in assisting an investigation and for obtaining accurate information but is also key to ensuring that the service provided to victims and witnesses is adequate and meets their specific individual needs. It's imperative that members of the public whom are engaging with police officers in any capacity feel that they can trust the police and have confidence in the service that they will receive in return. Therefore, building a rapport with him in the first instance provides the platform to allow police to keep the incident under control and to effectively investigate the incident. The suspect may hold vital information that police require in order to obtain a positive outcome of the incident and by building this rapport with this individual allows police to obtain their account. In this particular incident with the suspect being a juvenile, there were concerns around child criminal exploitation and trust in the police would be key here to exploring if this was relevant in this case or not when the suspect was due to be interviewed. Further considerations surrounding the use effective communications as a police officer are the use of active listening skills. "Active listening lets the individual know you have heard and understood them. It can be done by repeating back to the witness what they have just communicated, taking care not to inadvertently approve or disapprove of the information just given. Active listening and open questioning also demonstrate an interest in the individual and their circumstances Further to this, this guidance from the College of Policing provides guidance to police officers on how they should also focus on both their verbal and nonverbal communication. These are important but basic steps to consider when dealing with member of the public. This can include asking a person their name and then using it, using open questions to engage with a person, and minimising the amount of people needed to deal with an incident. But this can also include allowing a person time to speak and staying silent during pauses in conversation and using simple sounds rather than words to encourage an interviewee to continue in a conversation. (College of Policing, Communication – 2021). (Word count 535)

During this incident, the use of force was considered and applied throughout using the constant cycle of the National Decision Model to ensure that any decisions I made were made with the code of ethics at the forefront of the decision making process whilst constantly analysing the information in a rapidly changing environment. During the initial pursuit, arrest and search of this individual the threat of harm was high. It was suspected that he had been involved in the robbery from earlier this evening whereby another male had also been assaulted and was now in possession of a knife. When he was initially detained, I used tactical communications to ensure he fully understood me clearly and spoke loudly to ensure he could not be distracted by any surrounding influences in the street other than my clear and direct instructions. I directed him to turn around and remain calm whilst showing me his hands. Once he had complied with this, I engaged with him and compliantly hand cuffed him to effect the arrest safely. throughout this incident, I was aware of the Betari's box theory in managing conflict situations when speaking with this male. "Betari's box is a simple model that can help us to understand the impact that our attitudes and behaviours have on the attitudes and behaviours of the people around us" (Betari Box - Communication Skills Training, Mindtools.com, undated). This is important as it highlights how the attitude and behaviours of police officers can impact upon on the attitude and behaviours of the

public in which we meet. By remaining calm and speaking in a calm and relaxed manner will have a beneficial impact in the response received when compared to a loud, aggressive or potentially abrupt manner which could be a cause of a situation of conflict. Conflict situations can be deescalated and often resolved by our demeanour and without physical intervention. Another theory which can be considered in situations of conflict is the drama triangle or as is sometimes referred to as the Karpman's drama triangle. R Skip Johnson says "Karpman defined three roles in the "transaction"; Persecutor, Rescuer (the one up positions) and Victim (one down position). Karpman placed these three roles on an inverted triangle and described them as being the three aspects or faces of drama". These are a perpetrator, a victim and a rescuer. Further, R Skip Johnson explains that in order to move away from the conflict all involved parties should stop participating as a victim, rescuer or a persecutor and find a central position which contains elements of all three corners of the drama triangle in order to achieve a combination of compassion, responsibility and an element of sensitivity with a stronger focus on a solution, even if that is to retreat. R Skip Johnson, Escaping conflict and the Karpman drama triangle – 2020). (Word count – 473)

In conclusion of this incident, the male was safely detained, and the knife was safely removed. He complied with me in a safe and calm manner and the threat of risk and harm to the detained person, the police and the wider general public was kept to an absolute minimum.

When using force upon a person in the course of duty as a police officer you should also consider the infringements of the Human Rights Articles upon a person. The Equality and Human Rights Commission states that "The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to. It incorporates the rights set out in the European Convention on Human Rights (ECHR) into domestic British law. The Human Rights Act came into force in the UK in October 2000" (The Equality and Human Rights Commission, 2018). This provides 14 articles of human rights, however when using force as police officers we should pay particular attention to article 2 - the right to life, article 5 - the right to liberty and security and article 7 – no punishment without law. Code C, code of practice of the Police and Criminal Evidence Act 1984 also outlines the regulations on police officers when dealing with detained persons, and how they should be fairly treated, and their legal rights protected whilst in police custody (Home Office, UK Government – 2019) (Word count – 234)

(Task 2 total word count - 1549)

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 have played a significant role with a victim in an incident of theft. I took responsibility for a diarised appointment at a police station with a victim who had noticed a gold bracelet belonging to her young child had gone missing. The female was Slovakian and did not speak English. I utilised the services of an interpreter who was able to obtain statements and translate for both of us. It became apparent that several days after she had noticed it missing, she became aware of the same bracelet on display in local pawn shop. She was even more concerned that when inspecting the bracelet at the store she discovered that it was not broken and so it could not have fallen from her son's wrist and so she suspected it may have been taken from her sons wrist deliberately by either another family member or a close friend and then dishonestly traded the bracelet into a pawn shop for their own gain. She stated to me that the bracelet had a distinctive engraving which made this bracelet unique and easier to identify. I made enquiries with the pawn shop and located the bracelet and the pawn shop agreed to furnish me with the details of the person who pawned the item and made the item available to me as part of the investigation and so that I could return it to the rightful owner. The bracelet could be seized and details of the person responsible for pawning the item were very specific as customers of this pawn shop are required to have an account where their details and photograph are obtained from photographic identification and held on file for future reference. This meant the shop was able to provide me with all the suspects personal details along with their photograph and video images of them at the store trading in the bracelet were also available to police. I arranged for a Slovakian interpreter to attend the police station at the same time as the victim for a statement of complaint to be taken. I have obtained 2 copies of the victim's statement, being in her first language of Slovakian and then translated by the translator to English. I decided that an arrest of the individual was not necessary at this point and using NDM and my own

discretion, I decided that it was more appropriate to deal with this suspect by the way of a voluntary attendance at a police station so that the suspect could be formally dealt with and interviewed under caution but without the need to be arrested. The suspect also did not speak English and so another interpreter was required in order to translate and I organised a solicitor for the suspect in order to ensure that their legal rights were protected. I have interviewed the suspect by the means of a voluntary arrangement as opposed to arresting but I have still processed the suspect in the same formal setting by being questioned under caution. Following from the interview, the suspect has then been formally charged with theft and then bailed to appear at a magistrate's court. Finally, the victim has then been reunited with her bracelet. (Word count – 532)

When dealing with victims and witnesses in the criminal justice system, police and other public authorities follow the victims code of practice. This is a set of rules that provides both victims and witnesses with several rights and places a responsibility on police officers to comply with the victim's code. The code of practice defines a victim as "a person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence" (Ministry of Justice, Code of practice for victims of crime in England and Wales, 2021). Further the code states that these rights range from being able to understand and to be understood which often relates to the use of interpreters for non-English or Welsh speaking victims and witnesses. This can also relate to the provision of sign language interpreters for victims who may be deaf or hard of hearing. Amongst many other rights provided by the victim's code, victims also have the right to have a crime correctly recorded and a right to be updated regularly throughout the course of any investigation. During the course of this investigation, multiple interpreters have been used for both the suspect and the victim to comply with this code and I provided regular updates to the victim by email. The victim's codes also says that victims of crime have a right to be referred to external support agencies if required and they have a right to provide a victim personal statement. This allows a victim the opportunity to document the effect a crime has had upon them specifically. It is an additional statement to an evidential statement and a victim personal statement is read aloud at court after a defendant is found to be guilty of an offence. A victim personal statement allows a judge an opportunity to learn what the effects of a crime are upon a victim and use this in considerations for sentencing the defendant. The victim's code also provides guidance to children aged below eighteen years of age. If a child was to be called to court as a witness, the victim's code lists some special measures that can be put in place during a trial. These can include special measure for example providing evidence to the court by a video link so that a victim does not have to be present in the court room, or it can be arranged that lawyers and the judge will remove their wigs to allow for the setting to slightly less formal for a child victim or witness. A victim can provide evidence from behind a screen if they choose not to be able to be seen in the court room, but also if it was the case that they did not want to see the defendant in the same room also. The victims code also sets out additional provisions for the payment of expenses to victims and witnesses if called to court and a right for any property seized as part of the investigation to be returned. The victims code also sets guidelines for both vulnerable and intimidated witnesses which states they are eligible for enhanced services. (Word count – 526)

The Competency and Values Framework sets out nationally recognised behaviours and values to support all policing professionals". Following these values are vitally important in forming a decision as a police officer. Integrity, transparency, public service and impartiality form the core values adopted and expected of police officers and their forces nationally. The College of Policing Competency and Values Framework defines each of the core values. It says impartiality is "achieved by being unprejudiced, fair and objective. We consider different sides of a situation and ensure that each side is given equal consideration" further it says "We must not allow personal feelings, beliefs or opinions to unfairly influence our actions in any situation". Integrity in the policing competency and values framework is also defined as "We understand and reinforce expectations of professional behaviour

and openly recognise good and bad performance” It also confirms that “Doing the right thing is about becoming a role model and upholding public trust”. Further to this, Public Service is defined as “As individuals and as part of a wider organisation, we have a responsibility to ensure that we act in the best interests of society as a whole” and it continues “We are dedicated to work in the public interest, engaging and listening to their needs and concerns”. Lastly Transparency is listed as the following “We are transparent in our actions, decisions and communications with both the people we work with and those we serve”. (College of Policing, Competency and Values Framework – 2022). Awareness of these core values and using these to arrive at a conclusion when making effective decisions in policing is paramount to upholding the fundamental values of policing and making sound decisions. By engaging with these values police officers can make difficult decisions in challenging environments and avoid any unconscious biases. (Word count - 298)

Total word count of task 3 - 1356

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 can recall an incident whereby a female had fled her home address into a neighbouring property and with the support of her neighbour and called police to report that her husband had become extremely violent and aggressive towards her during that evening. She reported that she had been attacked by her husband and was forced to flee her home. Upon my arrival I found the female still in the company of her neighbour and she disclosed to me that she had in fact been bitten and that her husband had threatened to stab her that night if she didn't leave and insisted that she was too never return home. The female was naturally in a distressed state and had found temporary sanctuary with her neighbour for support. She explained to me that she had two young children who we're still inside the home address with her husband and she provided a first account of what had happened earlier in the evening and showed myself and other attending officers her injuries to her collarbone area of her lower neck where there was bruising and abrasions to the skin, which were consistent with injuries that could be caused by biting. The female was a Bangladeshi national and although she was able to communicate with me very briefly in English, English was not her native language nor was she fluent speaking in English. When she spoke with me, she was able to confirm that no knife was used during this incident and that it was only a threat at this stage. I left her in the safety of other colleagues and proceeded to the address where the male was situated in order to conduct arrest enquiries. The male came to the door and opened it but only on a security chain and so it was only open a few inches. Initially he was reluctant to open the door and wanted to only speak through the door with the chain secured. As this was not only an hinderance to our arrest attempts, we were also unable to effectively obtain a first account from this male and understand both parties involved interpretation of what had occurred this evening. This was also not safe as we did not know if the

male was in possession of any bladed article. He was told to open the door or force may be used to enter the property. The current alleged offences were Section 47 assault occasioning actual bodily harm and Section 16 making threats to kills contrary to the offences against the person act 1861. These are offences that are triable either way and therefore a power to enter to arrest exists for constables under Section 17 of The Police and Criminal Evidence Act 1984 for indictable offences. This was explained to the male and accordingly, the male opened the door and then engaged with officers. Due to the original threats of stabbing, he was directly told to show me his hands and to remain that way during this conversation. He was stood at the front door of the property with his two young children stood directly behind him. It was not favourable to arrest him there in the direct sight of his children and so repeated efforts were made to ask the male to step outside the property however he refused to do so. Repeatedly using the constant cycle of the National Decision Model (College of Policing, 23 October 2013), which says "The national decision model (NDM) is suitable for all decisions and should be used by everyone in policing". It further explains how the NDM has the code of ethics at the heart of all police decision making. This code of ethics includes accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect and selflessness. Whilst considering the national decision model and the code of ethics I made the decision that it was not appropriate to use force to remove the male from the property to arrest him as he posed little threat at this stage and was not in possession of any weapon nor was he threatening officers in any capacity. After numerous negotiation attempts, the male eventually came out of the property and was duly arrested for the offences mentioned and detained at a police custody unit in accordance with Code G of The Police And Criminal Evidence Act 1984 which is the code of practice for the statutory power of arrest for police constables. (Police and Criminal Evidence Act 1984, Code G Codes of Practice – 2012). (Word count – 752)

The role of discretion in policing is also important in policing as this allows police officers the freedom to form their own judgement and decide upon the most appropriate form of action in any given scenario without seeking permission. If police officers were in a position where permission must be sought in order to decide the role would become impossible. Although the College of Policing has published guidance in the code of ethics around the use of discretion and this confirms that officers must "use your training, skills and knowledge about policing, consider what you are trying to achieve and the potential effects of your decisions, take any relevant policing codes, guidance, policies and procedures into consideration and ensure you are acting consistently with the principles and standards" (College of Policing, Code of Ethics – 2014). This allows police officers the discretion to continue about their daily police business and the freedom to be able to make their own decisions that best serve the community whilst doing so in accordance with all relevant training, advice, policies, powers and procedures. (Word count – 178)

The Criminal Procedure and Investigation Act 1996 (CPIA) places responsibilities upon police officers and investigators of crime when conducting investigations of this nature and sets out how these investigations should be progressed. It is a piece of legislation that governs how an investigation is managed. It states "All investigators have a responsibility for carrying out the duties imposed on them under this code, including in particular recording information and retaining records of information and other material". It also implies that "The successful management of an investigation requires planning, organisation, control and motivation" Ministry of Justice, Criminal Procedure and Investigations Act, 1996. The CPIA also defines how information is lawfully obtained in an evidentially secure manner. General trawls of information are usually the starting point of any investigation and these are also governed by CPIA. This can include evidence obtained by Crime scene investigators, Victims and witness interview's, media appeals, house to house enquiries, area searches, intelligence searches and also tasking of a covert human intelligence source. CPIA also governs more specific lines of investigative enquiries for example when tracing specific individuals or offenders. CPIA also governs how any initial evidence relating to an offence is gathered and processed. For example, it governs the control of CCTV images that are obtained as part of an

investigation. It would also govern the recording of victims and witnesses initial accounts from interviews and ensuring the content of all is kept confidential and secure. (word count – 240)

The college of policing has also published a document that explains “biases in decision making should be recognised and challenged”. Police officers should “be aware of the risk of unconscious bias” and further is says “Focus on basing your decisions on objective factors and ensure that you can explain the reasons for your decision, with reference to specific detail. If you can explain your reasoning clearly to someone else, the decision is less likely to be based on unconscious factors” (College of Policing, Fair decision making - 2016) In reflection of this particular incident, the assault is of a domestic nature between a male and a female couple. I think its vitally important that anyone, but especially police officers understand that any person can become the victim of domestic abuse regardless of their protected characteristics and it would be wrong to assume that when dealing with incident of a domestic nature that only heterosexual women for example are victims of domestic abuse. This is just one example of where an unconscious bias can affect a police officer’s discretion when making split second decisions and how important it is for police officers to be aware of their own unconscious biases, regardless of what they may be. Policing values should always be engaged here in order to avoid any unconscious biases. (Word count – 219)

(Task 4 total word count – 1389)

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
Interview techniques and preparation for interviewing both suspects and witnesses and victims	By assisting my colleagues in conducting of their own interviews, along with conducting interviews in my own investigations on a regular basis, creating interview plans will become an easier task as more experience is gained in interviewing for a broad range of offences.	Colleagues, Constable tutor, Sergeants, Learning and development staff and a tier 2 interviewing course later this year	Over the course of approximately 6 months to 1 year, whereby I hope to develop these skills and become more confident and competent in a wide aspect of interviewing.
Additional optional police officer upskilling training. I enjoy all aspects of upskilling and I am hoping to undertake further courses in police vehicle driving, method of entry, stop stick and the use of a taser / authority to carry a taser.	I am very enthusiastic to complete further training and to upskill myself to be able to perform to a higher level of competency as a police officer and to be able to perform additional duties further into my career.	Recommendation by Sergeants, tutors and or PC assessors, learning and development department within Gwent Police, Officer Safety Training team and the Gwent Police Driving school.	Sporadically through the probation period of a constable which for myself is the first 3 years of my career.
Case file building and competency.	I have a belief that everyday is a learning day especially now as a police officer. I work with some	Colleagues being on shift and Sergeants, Prosecutors and the crown prosecution	I would like to continually plan to develop these skills and knowledge in this field throughout my probationary

	very experienced officers that have been completing complex case files for many years and still learn new ways of working. I wish to replicate their work and continue to learn to be as experienced and competent as the most experienced officers I work with. Case files being both GAP and NGAP files are widely regarded as some of the most time consuming and difficult tasks that police officers undertake and throughout my initial learning and tutorship phase my attention has been particularly drawn to the amount of work that is required in file work and I recognise the work and efforts required to being a competent officer in this field.	service. Case file building teams and advisors within the police force.	period and potentially beyond. Policy and procedure regularly change in this area of policing and consideration also needs to be given here to the recognition of keeping up to date with current procedures and familiarise myself with changes and amendments as they occur.
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Bibliography

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

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

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

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

Signed: Craig Vernall (Learner - Electronic signature or type name)

Date: 30/04/2022