

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.*

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
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:

I had tried on two prior occasions to join South Wales Police, each application made provided a learning opportunity for me to prepare for the next, and each application was made after a substantial time had passed. The first time I applied, I was young, I didn't really know if the police was right for me, I did it through lack of options rather than a belief that I could succeed at the role. Needless to say, I did not get far in the application process, and a few years later I tried again, and failed. Now, why is this relevant to a task asking to outline coping strategies during my initial six months of learning? Well, I cannot provide an answer without speaking about my biggest help, my life experience, every role I have had in the lead up to finally being successful in applying to the police force, was preparation in some form for this role, the skills I gained through my prior experiences have been invaluable when preparing me for the initial training and the potential strain of the stress from the role.

So, with that in mind, did I feel stress at any point during my initial training? To answer this question, we should first consider what stress is. Stress is a state of worry, where difficult situations can create mental tension (World Health Organization, 2023). Everyone deals with stress differently and some better than others. During the initial training I felt that while I experienced stress due to the nature of the training, I was able to manage this more effectively than others and I attribute that to my experiences before joining the role. Shortly before joining South Wales Police, I made the decision to return to college to open up new career opportunities. This was valuable in that it prepared me somewhat for the class-based element of training, and the two exams that were included within this initial training. This meant that I was able to anticipate how to manage the workload and even made sure to support other classmates through revision. This enabled me to not only manage my own stress through preparation but learn to support others through stressful situations, an invaluable skill for a police constable.

I found that during the initial six months of training, the main source of my stress came from the preparation for the role itself, what would come after the training and how I would cope with the pressures of that role. For example, nothing would stress me more during the training than the practical days, where we would role play scenarios. I would constantly feel ill prepared for these scenarios, which would add to the pressure of going out into the real world as a police constable. For the purpose of this task, I will be focussing on this pressure

and outlining the ways in which I was able to minimise the build of stress and overcome the feelings of not being right for the role.

To overcome this stress, I needed to build resilience. Resilience is the process of adapting to challenging life experiences, adjusting to demanding situations and allowing yourself to progress from a state of mental tension (American Psychological Association, 2022). One benefit I had which separated me from other colleagues, is that I had family within the police which I could rely on for advice and support during this training. I spoke at length with said family member on many occasions during my training, mainly during the practical weeks, which became invaluable in overcoming that sense of doubt. When speaking to colleagues about overcoming their stress, a lot mentioned the use of exercise. Exercise is something that I am fond of, and I enjoy training. However, due to the stress of the role, getting into a routine became difficult for me. To overcome this I hired a coach, this was valuable for me as it allowed me to step back from planning my exercises and focus on preparing myself for my new role, and since I was paying for a service, I was more inclined to follow the routine, which in turn was a useful way of building mental fortitude.

I found that during my initial training, my diet declined in quality, I was coming home too exhausted to be creative with my food. Upon doing research I found that a healthy diet can increase energy which is required to cope with the tension of stress (Harvard T.H Chan, 2020). To combat this issue, I decided to subscribe to a recipe box company which delivered fresh ingredients, allowing me to improve my diet through healthy and balanced meals. I found this worked as the research suggested, not only did I find my energy levels increase, but this also had an impact on coping with stress. I had the energy to train more, but also after a full working day, I was more energised to go out for walks, something I had done in previous roles to cope with stresses, and it worked again here as another means to build resilience.

The initial training was a journey filled with positives. Once I had overcome my mental tensions through the above-mentioned coping strategies, I started to enjoy training a lot more. Mistakes no longer put me down but provided me the opportunity to grow and prove that I was in fact ready for this role. This newfound confidence was present even in the most stressful parts of training, the practical elements. I was able to appreciate them for what they were, a chance to put lessons into practice and make mistakes, not as a weight to hold me back from enjoying the role. I intend to keep up with these strategies as I progress beyond the initial training, and into the real world. I imagine this will come with new challenges which will partner with new stresses, however, having already overcome these worries, I am confident that I will be able to find new means of resilience to be successful at the role of police constable.

Word count – 1,013

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:

On my second week as a Police Constable I performed my first Stop and Search, this left me feeling anxious. The reason for this is being that during my initial six months training to become a Police Constable, we were told just how scrutinised a Stop and Search is in the public eye, and rightly so, as it is an extremely intrusive power at Police disposal.

It is therefore vital that as Police Officers we are only utilising this power when it is fair, and what is meant by this? Well, according to the College of Policing (2016), for a Stop and Search to be considered fair, it must be for the right reasons. The officer must have a fair and justified reason for why they are detaining someone for a search, and this all must form what is known as reasonable suspicion. This means that an officer must have reasonable grounds to suspect that a person to be searched has on them an item that is either, stolen, prohibited or an article that is bladed or sharply pointed (College of Policing, 2016).

Every Stop and Search that is performed by officers is reviewed, this is to ensure that we are not abusing this power or performing illegal searches, where there is no justification for a search or the grounds aren't relevant. For example, it is not considered reasonable grounds if you search someone for a suspicion of drugs, simply because of a smell, there must be legitimate intelligence to suggest this. This is all to ensure that the Police have a positive

perception with the public, and only performing Stop and Searches where we have justified grounds, can help us in that regard.

So, how did my first Stop and Search go, and how is it relevant to this task? Well, as with a lot of encounters with Police, this particular incident involved conflict.

What is conflict? It is important to note here, that not all conflict is physical, it can come in a variety of ways, this incident involved conflict of a verbal nature. According to Jacquemet (2006) verbal conflict occurs when two or more individual or parties have opposing goals that causes a clash between them. In this instance of the Stop and Search, we had received intelligence that an individual had stolen an item from a local supermarket, and made off from said store when asked to return the item. This formed my suspicion that the individual had the item on their person which gave me reasonable grounds to conduct a search, the individual became aggressive and argued that he had not stolen anything from the store, and therefore I had no reason to search them.

It is at this point where I would look at the National Decision Making Model (NDM), which, according to the College of Policing, is an application that can be used by all involved in policing and can be utilised in a wide variety of incidents or operations (College Of Policing, 2013). The model is broken down into six different elements, however, when you look at it from an operational point of view, it is five elements with the Code of Ethics at the heart of every point. The first part of the NDM is the gathering of information and intelligence. As previously mentioned, I had been informed that an individual had stolen an item from a local supermarket, and that they had this item in their possession when leaving the premises. This in turn, created my grounds for suspicion. What also came with this information was a description of the individual, which was required to locate them. Following this we come to the second element of the NDM, which is the assessment of risk and development of a working strategy. I felt the risk at this point was that this individual would become more aggressive, and the incident would escalate to a physical altercation, which I wanted to avoid as best I could. I do appreciate that a stop search can raise tensions between Police and the public hence my intention to resolve the matter using my communication skills developed through training.

In order for us to legally conduct a Stop and Search, we must ensure we are open, which is part of our ethical and professional behaviour, and we do this by following the acronym GO-WISLEY (College of Policing, 2016b). Breaking down GO-WISLEY; we first have the 'Grounds', which I have already mentioned previously as being our reasonable suspicion. In this instance I had reasonable suspicion that this individual had on them a stolen item belonging to the supermarket, as they matched the description provided. We then have 'Object' which is what I would be searching for, the stolen item. 'Warrant Card' is next which we must produce on request of the individual, nonuniform officers must provide this in all instances to show who they are. We would provide our name and collar number on 'Identity'. 'Station' is where we inform the individual what station we are attached to. 'Entitlement' is important, this is where we show our transparency and openness, any searched person under Section 1 of the Police Crimes and Evidence Act is entitled to a copy of the search record. The 'Legal Power Used' is where we would tell the individual what legal power we are using to conduct the search. And finally, we have 'You are Detained', it is vital that we inform the individual that they are detained for the purpose of the search, that they are not under arrest, however, they are also not free to leave until we inform otherwise.

The difficulty I personally found with the GO-WISLEY acronym, is the translation to dialogue with a person being searched. We are taught GO-WISLEY in training, we perform practical lessons where we were assessed on the use of the acronym. However, going through a bullet point acronym to an individual who, in this instance, was aggressive towards police, came across extremely robotic and dry, it lacked the human element of communication which is vital when using communication to deal with conflict.

The suspected individual had become more aggressive during my dialogue with them. Once I stated that my grounds for the search were based on a matching description, it became difficult to communicate, the individual would interrupt and become agitated towards me. As already mentioned, I wanted to avoid a situation where I would need to become physical and detain the individual. Even though this was in my power to do so, I had confidence that I could resolve this conflict through communication. I sympathised with the individual but informed them that this was based on eyewitness accounts and that they were not a random choice while out on patrol. The individual began to calm and admitted to stealing an item from the store but informed me of difficulties they were facing in their own life that forced them to take this action, and the impact this was having on their mental wellbeing. The individual allowed me to conduct the search and I did in fact locate the stolen item, which was seized without resistance. As the individual had become compliant and even forthcoming with the theft, despite the initial verbal conflict, I decided to not make an arrest and find an alternative solution to help the individual rather than add more stress to an already difficult time for them. The item was returned to the store in the first instance, with an apology from the responsible individual, the store was pleased with this outcome and decided not to take this matter further. We then offered to convey the individual to a location within our force area where they could continue their day, this offer was accepted and later thanked me for my patience and understanding, even going as far to state they would look to seek help for their struggles.

This incident was, in many ways, was a great opportunity to show, not only my tutor, but also myself, how my communication skills could be used in situations where a simpler solution would have been to physically detain a person who was becoming aggressive during a stop and search. I showed that I was able to use dialogue and posture to calm a situation. This shows that I understand that the presence of Police can lead to panic and aggravation, but that we as a force are capable of understanding and compassion. I also look back to this incident for further learning, there will be times where this will not always be successful, and I will need to take an alternative course of action. The feedback from my tutor was positive but also reinforced this concept that not all incidents will be the same and to be prepared for the unexpected.

On a personal note of development, following this incident I found it useful to right my own wording when conducting a Stop and Search, which includes all points of GO-WISLEY, while allowing a more free flowing dialogue in keeping with my communication strengths, I have found this to be invaluable in more recent encounters of Stop and Search and have had minimal conflict moving forward.

Word count – 1,534

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:

This task brings to focus a key area of policing, and that is the support of victims and witnesses through the criminal justice system. The relationship between the police and the public is vital in allowing us to do our jobs, this is evidenced by the principle that in the United Kingdom, we police by consent. This is illustrated by the former UK Home Secretary in a 2015 interview (Home Office, 2015).

For this task I will be utilising Borton's Model of Reflection (Borton, 1970). This framework is split into three sections, the 'What? So What? and Now What?'. Each part will be titled as per the framework as I reflect on a policing incident where I was responsible for assisting the public through our criminal justice system, informing them of the steps and ensuring they were comfortable with coming forward to assist the police in brining offenders to justice.

Before moving to the reflection, it is important for me to note here, that I will be referring to multiple individuals in this incident, and as such shall be referring them as the following:

- Peron A - Witness
- Person B - Aggrieved
- Person C - Subject

What?

This incident occurred three sets into my tutorship, I had been to a variety of incidents at this point, however this one incident provided an opportunity to support victims through the criminal justice system. This was a domestic related incident involving two individuals who lived together, who had another person present at the time. We received a call of an abandoned emergency call whereby the call taker could hear shouting from the call followed by an abrupt end. My tutor and I were called on an immediate response to conduct a welfare check and investigate the disturbance.

Upon arrival we first noticed that clothing was littered on the exterior of the premises, and I had noticed that one of the windows of the property was wide open. The door to the property was open and upon entry we noticed an object on the ground that looked to have been thrown against the wall as there was damage present. We initially called into the premises to announce ourselves and asked if anyone was present. We were allowed access to the premises by Person A, who appeared to be upset, they walked us through to the area of the building where Person B was sitting tending to an injury on their head. I was informed by Person A that Person B & C were in a relationship and had gotten into a verbal argument which escalated to a point where Person C had assaulted Person B and had then thrown an object belonging to Person B at the wall. I was then informed that Person C was on the upper floor of the premises.

Due to this being a domestic abuse incident, I was obligated to take positive action to ensure the protection of victims of abuse, to that end I split from my tutor and made an arrest of Person C for the assault and criminal damage of property not belonging to them. While escorting Person C out of the premises, Person B became extremely upset and asked me not to take Person C away and that they did not wish for them to be arrested, they were stopped by Person A who supported them.

Once Person C had been conveyed to custody my tutor and I returned to the property to speak to Person B about what had occurred and what is next to come. Person B continued to refuse support from the criminal justice system, I had informed them that Person C will have an opportunity to have their say during what is known as a suspect interview. This interview would occur within the twenty-four-hour period that Person C would be in custody. Person B was upset further by this information, they informed me that they do not deserve this treatment and that Person C did nothing wrong. While I was able to sympathise with how Person B was feeling, due to the complicated emotions involved in domestic incidents between the abused and perpetrator (Victim Support, 2018), I informed them that we have a duty of care with regards to domestic incidents. These are treated with the upmost importance, and even without the support of Person B, we would still pursue criminal proceedings. I offered Person B support under the Victims Code or Practice in the form of third-party specialist support, which is free, independent, and completely confidential (Ministry of Justice, 2020).

While I had informed Person B that we would still be pursuing criminal proceedings without a formal complaint, I ensured them that they would still be updated on the progress of the case. A key element of supporting victims and witnesses is the victim contact, a victim must

be updated as often as practicable. As officers, we will often face multiple cases at once with competing priorities, but for that victim their case is their priority, so it is essential they are contacted often.

I was asked by Person B if Person C would be coming home, I could see Person B was afraid, and that despite them not wanting to provide a statement or support a prosecution, they were still apprehensive about Person C returning. I had informed Person B that due to the nature of the offence, we would be pursuing what is known as a Domestic Violence Protection Order (DVPO), which, if approved, would prohibit Person C from returning to the address or making contact with Person B for up to twenty-eight days. This would first require a police issued Domestic Violence Protection Notice (DVPN), which a constable issues to a subject, and from the point of issue a perpetrator is prohibited from making any form of contact with the victim for up to forty-eight hours, within this time an application must be brought before Magistrates Court to sanction the DVPO. Person B confided in me that they were pleased with this as, despite their initial wishes, they did not want Person C returning. Person B was afraid of seeing Person C in court, hence their reluctance to provide a statement, this can be common with many domestic related incidents (Victim Support, 2018), however, I informed them that we would apply for special measures with the court to ensure they would not come into contact at any point. Person B remained hesitant and refused once more.

So What?

This case is still ongoing, and Person B has yet to provide any form of support for the prosecution, however, they are still being updated and are grateful for the contact. This incident was difficult for me on a personal level, it was the first incident of domestic violence I had investigated, and while my initial training was thorough, it did not prepare me emotionally for how I felt during the initial contacts with each person, To see Person B become so upset when we made the arrest of Person C, was difficult to witness, even though this was the correct decision.

A positive that I take away from this incident is that Person B did eventually feel safer in their home and have become more open to the support we can provide them, just to have someone to talk with about the incident and how they are adjusting. The issuing of the DVPO has provided them the security and space they needed to step back and realise that what was happening was not right, and that they needed to separate from that hostility. I am grateful for being in a role where I can make a positive impact on life of a person going through something as traumatic as what Person B was experiencing. I will continue to keep in contact throughout the case and ensure that if they ever feel comfortable or safe enough to come forward, they are receiving the best support we can offer.

Now What?

This was a difficult case for me to work on as one of the first incidents of domestic related assault I had attended. To see the victim of an assault become more emotional due to the arrest of the suspect tested my emotions, while I knew the decision to arrest was the right

thing to do to protect them for further harm, it was still challenging for me to see someone become so upset by this. I am left with the difficult task of training myself to become numb to such emotion, while also keeping that sense of understanding to ensure that in other cases I am not without sympathy. I feel this is an important quality in a police officer, but saying that in cases as these I do need to stand firm, that where positive action isn't always going to evoke the most agreeable response, especially where domestic incidents are concerned, it is paramount we prioritise the safety of the victim.

Word count – 1,494

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:

This section of the workbook focuses on the decision making and investigation process of a police officer, how you utilise discretion and what must be done to ensure an effective investigation if carried out. For this task I will again be utilising Borton's Model of Reflection (Borton, 1970). I will be speaking of the incident, what happened, how I managed offenders and carried out an investigation. I will then speak on how I learned from the experience, what I was thinking and how I feel now. Finally, I will be discussing what I would do differently in the future, how the lessons I learnt would be applied to incidents of a similar nature. The incident that I will speak of is still ongoing, however it encapsulates all the elements of this task, where I was required to conduct an investigation in order to come to a decision on the arrest of an offender. This task will also capture the importance of the Criminal Procedure and Investigations Act 1996 (CPIA) in relation to the investigation of suspects and gathering evidence.

The incident in question occurred six weeks into my tutorship, it was a task I had been given by my sergeant to investigate an allegation of racial abuse and attempted theft. The only information I began with was the name of the aggrieved, the location of the incident, which was a local corner shop, and a brief description of the offence that had occurred. An unknown individual had entered the shop, was witnessed to conceal an item in their jacket pocket and attempt to leave the store without payment of the item. The individual, who I shall refer as the subject, was stopped at the door by the witness, who shall be referred to as the aggrieved, and proceeded to shout racially abusive language at the aggrieved. The subject became so

aggressive as to force the aggrieved to move out of the way, allowing the subject to leave the store. Due to the racially aggravating factor of this incident, it was far more severe than a simple theft from a store, and required a holistic approach to ensure the abusive comments were not dismissed but instead were at the forefront of the investigation. This form of criminal behaviour is not tolerated by police and increases the severity of offences (Wesley, 2018).

I first made contact with the aggrieved, who was fully prepared to support a criminal proceeding and provide a statement of their account. I suggested a date and time and later travelled to the store to meet. I first took a witness statement, taking their account of the incident that occurred and a description of the subject along with information that the person has visited the store on several other occasions and was believed to be local to the area, even providing a name for the subject. I then offered them a chance to provide a Victim Personal Statement, which provides an opportunity for a victim of crime to voice how the incident affected their emotional, physical and psychological wellbeing, which, if a defendant is found guilty of the offence, is taken into account by the court (Ministry of Justice, 2013). I took a walk of the route that was taken by the subject and noted any potential CCTV that could have been recorded of the incident, which was provided by the store, the recording was not extensive, so required further investigation to pursue an offender.

The Criminal Procedure and Investigations Act 1996 states that in order for an investigation to be effective, all lines of enquiry must be followed, investigating evidence that leads towards and from a suspect (Legislation.gov.uk, 2024). Therefore, if we are required to pursue evidence that places a suspect at the scene of a criminal offence, we must equally pursue anything that might be a defence for their presence or lack thereof, this is to ensure there are no enquiries unchecked. If we were to neglect any defence a suspect might have, when it comes to the court, we would be unable to provide an answer and we would not meet the criteria of "beyond reasonable doubt" when a decision at court is to be made. Therefore, it was crucial for this case that I investigated any potential defence that our subject might have for the offence and would negate their involvement in the incident. Once I had enough information and evidence pointing to the subject, this was after reviewing CCTV footage and speaking to other witnesses who were provided by the aggrieved, we visited the subject at their address, as they were known to police and we had an up to date address for them.

I will now revisit the importance of the National Decision Model (NDM) and how I applied it when identifying and approaching the subject in question. Firstly, the Information and Intelligence have been touched upon, I gathered evidence which sourced my information, and as the subject was known to police, we had intelligence already at hand for this person. The next stage would be to assess the threat and develop a working strategy, the individual had several warning markers for violence against emergency services, which created a level of risk to me and my tutor when approaching the individual. However, I decided we would approach regardless and utilise my communication skills to avoid a risk of physical altercation. The next stage would be to consider the powers I had at my disposal, under the Police and Criminal Evidence Act 1984 (PACE), we had reasonable grounds to suspect this person of committing an offence, and therefore had a lawful power of arrest. Following this stage, I identified different options and contingencies for dealing with the subject. We had an option to arrest the individual, however there was a risk that this would escalate into a situation

where either myself, my tutor or members of the public would come into harm. Therefore, I decided to approach the subject to simply discuss the allegation first, reducing the risk of harm and a potential physical altercation that could be caused by arresting the individual straightaway.

I approached the subject and informed them of the allegation, they were aware of the incident and admitted to being there. Before any admission or disclosure was made, I decided to caution the subject, informing them that anything they say following this may be used as evidence in the case. After completing the caution the subject went on to say that they did shout racially offensive words, but that they did not shout them at the individual. This was a significant statement, as while they are not admitting to directly offending the aggrieved, they did in fact use language which would likely cause a person to be offended, and therefore meeting the criteria for an offence. Significant statements are recorded on our Electronic Pocket Notebook and signed by the person, however, the subject refused to sign, but as I had activated my body worn video, I was able to capture this and use it as evidence.

During my initial six months training, we are reminded how important the use of the National Decision Model is when dealing with any policing incident, but as we were not able to apply this in a practical sense, we could only imagine the benefits it would have. This incident provides a great example of how the NDM can be utilised to prepare for any incident, and how quickly it can be applied. You learn the NDM through extensive revision, and in theory it can feel like an age to process it in your mind when you may only have a brief time to think on your feet during an incident. However, in practice I was able to go through each step quickly while analysing a potential threat, without even realising I was doing it.

To take one point of learning and development from this incident, would be the application of the NDM internally, while also possessing the ability to take action at the same time. I was pleased with my proficiency of the model in making a decision and assessing the threat. However, should the situation have required a hastened action, I would have been slower to react in the moment. I will say that this is a skill that will likely come with time, the more comfortable I become in the role, the more confident I will become with taking action.

Word count – 1,407

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
An area I would like to focus on for development is my confidence in the role.	This will be achieved through my experience in the role, as I progress from my tutorship and become independent. To develop this skill further, I will aim to take the initiative during my tutorship and gain as much experience as I can in taking the lead during the period I have additional support.	My tutor can provide support during my tutorship. Through asking questions and utilising the knowledge around me, to build my confidence in the role.	It is difficult to put a timeline for this area of development, this could be an area for constant development over the course of my entire probation. The more I develop my knowledge and experience, the more my confidence will grow.
To develop my Decision-making skills. One aspect of the tutorship programme which, at first, can be invaluable, can later be a difficult mindset to progress from, is the tendency to guide students to make decisions. Later in the programme, you start to take the lead when	Similar to building my confidence, I can develop this skill by utilising the opportunities during my tutorship to take the lead and communicating with my tutor afterwards to reflect on the options and decisions made. To see where I can improve and understand the reasoning behind	My tutor will be important in providing support and guidance for decision-making during my tutorship. Post-tutorship, it will be important to utilise the colleagues I am working with to gain additional advice and support when required. Being aware that I am not alone but part	I have set myself a personal goal of progressing in this are within the next two to three months. Within this time I will be making decisions based on my own judgement, but also speaking with my tutor about my thought process, working as a team rather than a student and teacher.

responding to incidents, but it becomes apparent early how comfortable you are with having that level of support, which hinders the development with decision making. Even now, after many sets working with my tutor, I feel an instinct to look to my tutor before making a decision, which I already know to be correct.	decisions I may have missed. This will further my learning and therefore my confidence.	of an entire team will be of great benefit to building this skill and my confidence overall.	
My physical endurance is the final area of development I would like to improve. While I consider myself physically fit for the role, my level of stamina is definitely something I can work to increase which will be invaluable for the role.	Presently, my routines mainly focus on the strength building aspect of training. However, over the next weeks I will look to alter these plans to incorporate a more cardio based routine. This will include starting to run on a weekly basis and increasing this over-time to build my stamina.	I will seek advice from colleagues who will have experience in developing this area, but also conduct my own research through talking with coaches etc. I know my own limitations and will be best suited to decide what will work best for me.	During the pandemic, I decided to start running to keep fit, as all gyms were closed during the time. I found the app "Couch To 5K" to be a great tool for building endurance, it took me a matter of weeks to increase my distance running, therefore I will set a timeline for development at two months, with plans to gradually continue improvement.

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: Callum George (Learner - Electronic signature or type name)

Date: 27/05/2024