

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

Learner name: Jake Reynish

**Learner's University Registration Number:
1922421**

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.

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	500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	This plan and the signed O.C.P. is equivalent to 1000 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	
	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.

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

ANSWER:

Stress is defined as “a state of mental or emotional strain or tension resulting from adverse or demanding circumstances.” (Oxford English Dictionary). Starting a career in policing, academic examinations, and practical assessments have all been significant stressors that I have experienced during my first six months. Managing these stressors is important to prevent the physiological and psychological effects of unhealthy stress. Resilience is defined as “the capacity to recover quickly from difficulties”. There are several coping strategies I have employed to develop resilience and minimise stress, including undertaking regular exercise and building peer support networks.

One coping strategy I have applied to develop resilience and minimise stress is to establish and maintain a strong peer support network. The mental health charity Mind highlight the importance of peer support in the development of personal resilience (Mind, 2017). Since being attested as a Police Constable, I have formed close bonds with my peers and frequently discussed work-related topics both inside and outside the classroom. This has helped mitigate the stress of academic examinations by allowing us to assist each other with practical support such as joint study and revision groups. These relationships have also enabled me to respond more positively to challenging practical assessments, for example, by discussing concerns with people who are experiencing similar difficulties and therefore gaining different perspectives and preventing feelings of isolation and of being overwhelmed. As a result, I am confident this network has helped develop my emotional resilience. Physical exercise is one coping strategy I have applied to minimise stress and develop resilience. The positive effects of exercise on mental wellbeing are widely documented. Biddle, Fox and Boutcher (2003) suggest that those who are more physically fit “react less and recover more quickly from stressors.” (p. 41). During my initial six months, I have undertaken consistent exercise and focused on increasing my fitness level. This coping strategy has been beneficial in minimising stress as it has allowed my mind to stay active and therefore be better able to engage with my work. As well as this, being able to engage in such a hobby has reduced stress by ensuring I am maintaining a healthy work-life balance. I believe that increasing my physical health and fitness has had a positive effect on my body’s physiological resilience to stressors, reducing the impact.

Another strategy used to minimise stress has been effective time management. By careful planning and time allocation, I have been able to prevent quantities of tasks from piling up and overwhelming me. This has been prevalent as one of the stressors I have faced is working from home during the COVID-19 pandemic. This was stressful as I have been responsible for organising my own learning from home with little oversight, something I was entirely unused to. I believe this measure has been effective as it is preventative, rather than reactive. By acknowledging the potential stressor beforehand, I was able to control it by utilising these techniques before excess stress was encountered.

In conclusion, I have developed a variety of coping strategies for both minimising stress and developing resilience. All the strategies I listed; I feel have been effective in their intended use. Therefore, they will continue to be used in the future and be adapted if necessary, to deal with new operational stressors.

(547 Words)

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

You must choose **a policing incident involving conflict** in which you played a significant role with an offender/service user/victim and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Review the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Describe the process for determining whether the use of force was necessary in a conflict situation (including any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In my response, I will be describing a domestic violence (DV) related incident which involved conflict and use of force. I have chosen a DV incident as this is especially prevalent in the current social climate with COVID-19 lockdowns in full effect and the trouble that can bring for DV victims. In fact, data from a leading charity has shown a significant increase in calls to their helpline since lockdown began. (Refuge. 2020). I will also be reflecting upon the different communication methods I used, their effectiveness and the key theories and methodologies relating to conflict management in a policing intervention. During my response, I will be outlining my response using Borton's reflective tool.

During the early hours of a morning, my colleagues and I were made aware of an emergency 999 call via our personal radios alerting us to an ongoing incident in a nearby residential area where a male had been seen to be grabbing a younger female (believed to be his daughter) by the neck before entering a property. Upon arriving on that street, the person who initially called the police identified which property the two individuals had entered. We walked up to the address, where I noticed an upstairs front window was open and I could hear a female crying inside. A different female appeared at the window and stated that her sister had been arguing

with her parents. When asked whether she could open the door, she replied that it was locked and that she could not. Immediately after this, the front door opened with a male and female stood there. My colleagues and I made our way into the property. While two of my colleagues entered the living room to speak with the adult female, I and another of my colleagues stayed to speak to the male. From the outset, this male appeared intoxicated and irate. I began making my way up the stairs to check on the safety and wellbeing of the other persons in the property. This resulted in a further deterioration of this male's behaviour towards me, here he became much more vocal and abusive. Undeterred, I continued upstairs and spoke to the victim who was in fact this male's teenage daughter. She confirmed she had been grabbed by the neck and slapped which had resulted in no injuries. At this point I returned downstairs where I informed the male of his arrest for common assault. As I attempted to apply handcuffs, the male began to scream and shout and began passively resisting by tensing his arms. This commotion led to the adult female in the property becoming irate and screaming and shouting. I made the decision at this point to remove the male from the property immediately to reduce tension. A struggle ensued in which the male was forcibly taken to the marked police van by one colleague and me. During this, and during transit to custody, the male continued to be verbally abusive toward me.

During this incident, certain techniques were applied to facilitate effective communication. I believe the most important aspect of this is how I varied these same techniques with both the offender and the victim. The main elements of communication I consciously applied were the use of body language, use of tone, pace and the language used to ensure it is appropriate for each audience. When speaking with the offender in this incident, I made a deliberate effort of the following. From point of first contact with the male, I made sure I adopted a serious tone and tried to remain rigid and upright in my stance and not use too many non-verbal communications. At the time I felt anxious as this was the first of my only conflict situations and I wanted to ensure I demonstrated authority and control. This approach appeared to have little to no positive impact and the male did not appear willing to communicate freely. On reflection, I believe this was a poor approach, as this did nothing to help either reduce the level of tension or help encourage the male to communicate with us. I will use this experience and next time try to adopt a gentler approach in dealing with suspects, while remaining assertive. This understanding, going forward, could be essential to me as an operational officer as it could help prevent conflict in future incidents.

When speaking with the victim in this incident, I took a drastically different approach. Taking into consideration that the person involved was a child who had possibly just been involved in a traumatic incident, I took the following method. From the outset, I adopted a softer and gentler tone to appear less threatening. I also sat down on a cabinet in the room to mimic the posture of the victim, who was also sat down, in an attempt to build rapport. "It has been observed that adopting similar body postures and mannerisms communicates a positive attitude" (Bryant and Bryant, 2019, p102). I believe this change in approach to suit the needs of the victim was effective. I believe this as the victim in this instance engaged well with me and disclosed very personal and potentially traumatic information. Having evaluated these techniques, I am satisfied that they would be effective when applied in similar situations in the future and I will endeavour to apply them again to test their efficiency further. Additionally, when speaking with this victim, I used open questions such as "Tell me in detail what has happened?" to try to encourage a thorough response. However, I received quite

a disjointed and confusing account which lacked necessary detail. As a result of this, I then adapted to a more closed question style to gather the specific information I needed. What I found particularly fascinating about this, is that this closed question style achieved my aims much better than open style did. Going forward, I will continue to use open questions to attempt to draw out a detailed response from individuals, however, closed questions appear to be of great use in ascertaining specific details. This is especially the case when the person involved is extremely emotional and unable to formulate a structured response.

In determining whether use of force is necessary in this and indeed any situation, we first need to understand the core theories surrounding conflict. By understanding the theoretical application of such models and applying them to operational incidents, we may be able to actively reduce and prevent conflict and therefore the need for use of force. The primary theory that was prevalent in this scenario was Batari's box.

Batari's box is a simple circular model which essentially shows that my attitude affects my behaviour, which in turn affects your attitude which affects your behaviour. In this scenario, my behaviour was directly influenced by my nerves and level of apprehension, which in turn caused my behaviour to be abrupt and stern. This in turn had a direct effect on the attitude and behaviour of the offender. As a result, the male continued to take a dislike to me throughout the incident and his level of agitation and anger only increased as the incident developed. This experience has been vital to my development as it has allowed me to see how allowing my own attitude to affect my behaviour can have on others. I will use this going forward to be more mindful of my thoughts and feelings and to ensure my behaviour is not counterproductive to the aims we are trying to achieve. I will also need to be more aware of the impact factors that affect an individual's behaviour, in this incident, the male's level of intoxication was a significant factor which I did not correctly plan for.

As described in the first paragraph, there was use of force throughout the incident. Ensuring the use of force in any incident is justified, proportionate, legal and necessary is essential to make sure you are not breaching that individual's human rights. In deciding whether use of force is all the above, there are several considerations to make. The first consideration when making any decision in policing, including use of force, is the application of the national decision model (NDM). The NDM is a five-stage decision making tool with the police code of ethics at its core. This is a constant and dynamic tool that every officer should be utilising throughout an incident.

In partnership with that, I considered each tactical option available to me that I could use to mitigate the risk and minimise use of force. In this instance, presence of police officers alone was ineffective at reducing the level of conflict. Second to that, tactical communication options were deployed both by my colleagues and myself. This was ineffective, largely due to the male's intoxicated state. Finally, use of force techniques, which were, primarily in this incident the use of handcuffs, were used. These provided to be an extremely effective tool as they allowed us to use reasonable force to safely effect an arrest and provide safety to all officers and members of the public present. The power to use this force to effect my arrest is provided under legislation (*Police and Criminal Evidence Act 1984 s.117*)

To conclude, a wide variety of communication techniques were applied. Upon analysis of these techniques, maintaining a good rapport with the parties involved can be essential to ensure positive communication. My attitude in relation to communication with suspects has been changed because of this incident. Where my approach fell short in certain areas, this will be adjusted and rectified for future encounters, where hopefully negative results will be reduced. In relation to use of force within this incident,

I have gained a better understanding of the role my mentality can play in aggravating individuals and leading to conflict. I will attempt to apply this knowledge to future similar encounters which will hopefully reduce conflict.

1650 Words

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened.

Give a brief description of a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Explain and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

1500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

In my response, I will be reflecting upon a domestic-related incident in which I played a primary role in supporting a victim of crime. I have chosen a domestic incident as data from a leading charity has shown a significant increase in calls to their helpline since lockdown began. (Refuge. 2020). I will also be explaining and reflecting upon my application of the subsequent codes of practice that are in place to support witnesses and victims of crime. I will be outlining my response using Borton's reflective tool.

During the late hours of an evening, I was made aware of an emergency call that had come from a nearby residential area in relation to a potential domestic related incident. While en-route to the location, research on the address showed warning markers for domestic violence and I also noted that there was information that children at the address were on the child protection register. I attended the scene with three other colleagues. On arrival, there was a male stood outside the front door of the involved household. Upon seeing us, he approached our vehicles. I exited the vehicle and began to speak with the male. On first speaking with him, it was apparent he was heavily intoxicated due to the fact he was slurring his words, smelled heavily of intoxicants and generally unsteady on his feet. The male insisted we handcuffed him but would provide no account of what had happened. Leaving this person to speak with my colleague, I went inside to speak with any occupants. An adult female resident presented herself as the victim. Also present in the property were two young children. This female was visibly upset and was crying. After

identifying this female, it was clear she was a new resident and the former markers on the address did not apply to her or her children. She provided an account that a couple hours earlier, the male, who was her ex-partner who had attended the address with her permission to see the children that they had together. However, the male consumed a quantity of alcohol and after a time became standoffish and unpleasant. Due to this change in behaviour, he was asked to leave, a request he complied with. Once outside the property, the male's level of aggression increased, he demanded to be allowed back inside the property. The victim did not allow this. As a result, the male violently pulled open one of the windows on the ground floor causing damage to it. Shortly after this, he left.

A few hours later, he then reattended the address. He forced entry into the rear garden by destroying a side access gate and began a tirade of abuse towards the victim. This is the point; a neighbour of the victim has called the police and we have arrived shortly after. After being provided with this account, I returned to the male involved and arrested him on suspicion of causing criminal damage. Once this male was conveyed to custody, I returned to the victim's address to carry on with the investigation.

From the outset of an investigation, victims and witnesses have certain rights that need to be adhered to. These are located within the "Code of Practice for Victims of Crime", which came into effect on October 2015. The codes are a minimum level of service that victims should receive on each occasion. Victims are at the very core of a criminal investigation, as such, ensuring they have the easiest time possible through the process is essential. This is important for multiple reasons. Firstly, a high level of service will ensure the building of a positive relationship between the police service and victims of crime. Good treatment of the victim will help ensure that they feel supported and engaged throughout the process. The effect of this is that they may be more willing to engage with the system, making it more efficient. Secondly, the support they receive may reassure them, should they be victims of crime in the future, therefore making them more willing to engage in the future. The codes of practice see that this occurs by "putting victims first, making the system more responsive and easier to navigate." (Ministry of Justice, 2015).

One of the first responsibilities I had in this instance, was to conduct a victim needs assessment. This is the base decision for deciding what level of service the victim will require throughout their criminal justice journey. Certain victims require an enhanced level of service. This includes vulnerable or intimidated victims, those who are the victim of the most serious types of crime, or those that are persistently targeted. If a victim falls within one or more of these categories, they are entitled to an enhanced service. In my incident, I carried out a thorough needs analysis, considering the background of all those involved. On speaking with the victim in my incident, it appeared that she was not vulnerable and not persistently targeted. However, she was a victim of domestic violence which meant that she would receive an enhanced service. At the time I felt that simply being a victim of a domestic related incident, does not automatically qualify a person as vulnerable. I also considered her feelings about the incident and considered any previous domestic violence history, of which there was none. This is an important analysis that I had to make because as individual officers, we are accountable for our decision making. I am responsible for ensuring the victim receives the correct level of service that they are entitled to.

After this was complete, I explained to the victim that their details would be passed to victim services unless they specifically did not wish to. This is essential as victim

services can offer them extra support that can help them recover from being a victim of crime. I then moved on to the evidential statement. I explained to the victim the special measures available such as screens and giving evidence via video link. These measures are essential as they allow witnesses who are vulnerable or intimidated an easier time giving evidence in court, therefore allowing them to produce better evidence and assist the prosecution. The crown prosecution service state "Many witnesses experience stress and fear during the investigation of a crime and when attending court and giving evidence. Stress can affect the quantity and quality of communication with, and by, witnesses of all ages." (CPS, 2020). Previously, before becoming operational, I did not understand the importance of special measures to adult victims. Now, having interacted with such vulnerable and intimidated witnesses, my understanding has developed and I can see why they are a requirement under the code; This understanding can be essential to me as a practitioner as it will allow me to better empathise with my witnesses and assess their needs accordingly. I was obliged under the code to offer the victim an opportunity to complete a victim personal statement (VPS). This statement is one that is read out in court after a guilty verdict with the intent of assisting the court in sentencing. Previously, I had not realised the importance of a VPS. However, having now taken several impactful statements, It is now evident why this is such a useful tool for sentencing and expressing the damage done. Further to this, I had previously tried to complete all my victim personal statements at the same time as the evidential statement. Since then, other officers have expressed to me the usefulness in taking it later on, after time has passed. This is because many of the impacts may not be initially apparent until much later. In future instances, I will try to do these later in the process to allow for all the potential effects of the crime to settle in with the victim. Once all these previous actions are completed, due to the fact the victim in this instance is entitled to an enhanced service, they are entitled to more timely updates in relation to the case. They have been updated of the charging decision within one day of it occurring, in order to meet requirements. There are many more obligations to victims as the case progresses. These obligations are not solely placed on the police, but on the other services involved such as the CPS, the courts and many others. Further support was offered to the victim in this instance that was not a requirement under any part of the code. This includes the completion of a public protection notification. This is essentially a risk-based information sharing tool. The victim voluntarily answered questions on the abusive relationship and the abuser himself which allowed me to make a risk assessment. This assessment was then used to grade the potential risk posed to the victim and others, before sharing the details of the incident and those involved with partner agencies. The purpose of this is to offer support and to ensure every relevant agency is aware. I finished off my current engagement with this victim by offering her details of support services she can access in the meantime. This included details for services such as the live fear free helpline.

In conclusion, there is a wide range of responsibilities and procedures that organisations such as the police are obliged to adhere to. In hindsight, on having dealt with a victim entirely through the initial process, I can now see the importance in each of these processes. As these are requirements under the code, I will continue to adhere to them in all future investigations. Prior to becoming operational, I did not fully appreciate the importance of lots of the services that victims receive. After having interacted with a number of victims, I now better appreciate the usefulness of these services.

1629 Words

Task 4

Relevant areas of the National Policing Curriculum:

Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened.

Give a brief description of the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Consider** the role of discretion in the decision-making process.

Explain your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through an **analysis** of the potential impact of bias on the decision-making process.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In my response, I will be describing how I applied the national decision model (NDM) and discretion in a police incident. I will also discuss the responsibilities of the investigation in regard to the criminal procedure and investigations act 1996 (CPIA) and my role within that legislation. Finally, I will be discussing the potential impact of bias on the decision-making process. During this response, I will be using Borton's reflective tool.

On the early hours of the morning, I conducted a routine document check on a vehicle that was being driven. On stopping the vehicle, I noted there was two males inside. Both males provided their identification and confirmed that they were from different households and that they were making a non-essential journey. Both occupants of the vehicle stated that they were unaware of the current coronavirus legislation, had not intended to break COVID regulations and that were sorry. In this incident, I applied discretion and exercised professional judgement and issued both males with a fixed penalty notice.

In reflecting on this incident, I need to consider how I applied the national decision model and my options for discretion in relation to this matter. Making a conscious effort to use the NDM is essential as it ensures that policing values such as fairness and objectivity are displayed. I started my investigation by gathering as much information and intelligence regarding the two individuals involved and the circumstances by checking relevant record management systems and the police

national computer. This was important as any next step taken, could change drastically depending on the information I discover. The next analysis I needed to make was that of a risk and threat assessment. During my assessment, due to the information from the previous step, I believed there was no reason to believe there was substantial risk to my colleague and I that would alter my decision making. The next stage of the decision-making process that I applied was to consider powers and policy that were available to me. The main policy I considered in this matter was the nation-wide model for policing coronavirus breaches. This is engage, explain, encourage, enforce. The next step was to consider options and contingencies. I assessed that the two main options that were available to me were to issue words of advice or issue a fixed penalty notice. This is the point of the process where discretion was most evident. Under most circumstances, police have the obligation to use professional judgement to decide on an appropriate course of action. In this part of the process, when deciding on my course of action, I not only considered the powers and policies but also considered the risks posed by the actions of those involved. Statistics show a dramatic increase in coronavirus deaths in the relevant period were "45.8% above the five-year average" (Office for National Statistics, 2021). Bearing this in mind, I made the decision to issue a fixed penalty notice. Reflecting on this part of the process, I am content with my actions taken and the rationale. By considering a wider view than simply just powers and policy, I applied social context to my decision-making. In turn I believe this allowed me to make a more reasoned and proportionate response. The final stage of the NDM is to take action and review what happened. As stated, the action I took was to issue a fixed penalty notice. On reflection in this part of the model, while satisfied with the action I took, I did not conduct a thorough post-incident reflection until now. This is negative as while this was a well-managed incident and decision-making process, without reflecting on it, I am unable to analyse and assess the efficiency of each part of the process. Going forward, I will ensure that I conduct this stage to make sure I am correctly evaluating my decisions.

In regard to this investigation and indeed any investigation by investigators, thought must be given to the (CPIA). This legislation covers a wide array of rules and regulations that relate to criminal investigations and the responsibilities of investigators conducting them.

"To build and maintain public confidence, the police have a responsibility to ensure that investigations are carried out professionally, ethically, and to an agreed standard." (College Of Policing, 2013)

This legislation is vital in ensuring investigations are conducted in a uniform manner to ensure standards are met which in turn protects the legitimacy of the process and builds public trust.

While the incident I have described is quite brief, some of the aspects of the CPIA may not be relevant at this time. However, parts of the legislation are always relevant such as the managing of information.

As part of my investigation into this matter, I have certain obligations into the management and retention of information. This includes the obligation to make a record of any material that may be relevant to the investigation and to record that information as soon as is possible after it is obtained. This is evidenced in my investigation as any information received from either the individuals involved, or the checks conducted on the police national computer are recorded. This was done both initially at the scene by recording details in my electronic notebook and then further

complied with by conducting an MG11 witness statement. The results of the checks carried out are recorded by default to ensure compliance.

Another part of the legislation that was important to this incident is the duty to retain material. Accurate and timely recording of the information is just the first step. The officer in charge of the case is responsible for ensuring that all material, believed relevant is retained for a specific amount of time. In my incident, it is important to me as the officer in case, that I keep all records including notebook entries until the reporting procedure is completed. If the persons Involved elected to go to trial rather than pay a fixed penalty, then it is essential that all material is retained until the end of those proceedings.

A large part of the CPIA relates to disclosure. At this moment in time, this does not relate to my incident. However, if the subject were to elect for a trial, I would have to ensure that all material collected in relation to this investigation is disclosed to the defence. The full rules and procedures relating to this can be found both within the legislation and the codes of practice.

One of the dangers with officers using discretion is the potential influence bias may have. While there are generally two types of bias, conscious and unconscious, it is unconscious bias which affects all officers in some fashion.

Biases in how we think can be major obstacles in any decision-making process.

Biases distort and disrupt objective contemplation of an issue by introducing influences into the decision-making process that are separate from the decision itself. We are usually unaware of the biases that can affect our judgment.

(LumenLearning, 2018, <https://courses.lumenlearning.com/boundless-management/chapter/barriers-to-decision-making/>)

The potential for the lack of objectivity caused by bias is an issue as this is a fundamental policing value. As a result, other values such as fairness may be compromised. There are different types of bias, all of which can have a potential impact on the decision-making process. Some of the types of bias that directly apply to most situations are confirmation bias and the forming of stereotypes. These can be types of unconscious bias which officers may unknowingly allow to influence their decisions.

Confirmation bias can influence decision making process by officers looking for information that supports their existing beliefs at the expense of considering alternatives. For example, if an officer is constantly called to the same address for issues relating to domestic violence, they may conclude that the situation will be the same on their next attendance, even if there is evidence to the contrary. This is dangerous as they would not be making conscious objective decisions based off the available information. This could instead lead to assumptions being made and wrong conclusions drawn.

Stereotyping in policing is a dangerous concept when done consciously. The belief that a type of person or group of people are more likely to commit certain acts or crimes can lead to a disproportionate and unfair response. This topic has plenty of research conducted into it, specifically in respect of stereotypes of ethnic minorities. This is in part due to the ongoing social climate in the United States regarding policing and use of force on ethnic minorities. While in the UK, conscious racial bias has decreased significantly over the last decades, unconscious bias is an underlying concern. Smith and Alpert (2017) documented “research on the development of stereotypes indicates that police officers may develop stereotypes based on

repeated exposure to negative social stimuli involving minority groups.” (p1271). While this research applies to racial stereotyping, it is fair to believe that it would also apply to persons of certain social classes or any other characteristic which an officer has experienced repeated negative stimuli. This poses the risk that these stereotypes impact decision making by interpreting that these negative stimuli apply to people of the same identity group which can affect impartiality. To avoid the potential animosity from groups within the community and to avoid unbalanced decision making, officers need to be aware of any potential biases they possess. Only with this knowledge, can they take steps to actively reduce their impact. To conclude, I am satisfied with my application of discretion and use of the NDM. As noted previously, I will endeavour to conduct more thorough post-incident reviews to assist professional development. My responsibilities in relation to the CPIA were conducted and I am confident I will continue to do so in future investigations. Reflecting on potential biases, going forward, I will continue to treat every incident as individual and actively negate any potential biases that may form.

1650 Words

Task 5

Personal Development Plan (PDP) / Learning Plan.

As part of your reflective process, please use this table to aid you in identifying the next steps for development. This is equivalent to 500 words. Please note that this not the actual number of words you need to use, the wordcount reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline
Academic Writing (Structure, style, and content)	Constantly engaging with learning resources provided and also by making use of feedback provided as a result of submitted work.	University staff as well as family members who have degrees and are more accustomed to writing in such a manner.	Improvement required on each subsequent workbook. Continual development.
Witness Statement taking (ability to form logical and structured statements at scene)	Continual practice	Tutor, other officers	By the end of tutorship

Interviewing Technique (Development of Questioning styles)	This will be achieved through experience and by conducting further interviews both as a lead interviewer and as second jockey.	Support for this can be provided both by my tutor constable and by any other willing officer present.	End of Tutorship
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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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CONFIDENTIALITY and PLAGIARISM – Will be confirmed through Turnitin.

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: Jake REYNISH (Learner - Electronic signature or type name)

Date: 3rd February 2021