

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/aqh-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.*

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
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 to me is the mental or emotional pressure that certain situations can put on a person. For example, times where we have lots to do and think about, or do not have much control over what happens or when we have demands placed on us that we find difficult to cope with. Resilience for me is the ability to bounce back to normal from adversity or setbacks and remaining calm in the face of danger or confrontation.

During the first 6 months of training, my stress levels were constantly very high due to the pressure of exams combined with family life. This resulted in myself feeling exhausted, suffering from headaches and having trouble sleeping. Learning how to deal with stress was a huge hurdle for me to overcome. My previous job allowed me time to complete assignments at my own pace with no pressure or very little pressure from managers. My first 6 months of learning I struggled to adapt to the consent pressure of deadlines and the vast amount of knowledge I needed to take in daily from my tutors. I needed to develop a number of strategies to minimise stress and develop resilience.

Exercise is one of the strategies that has helped myself minimise stress. I made the decision that every night after attending training I would go by myself for a run. This allowed me to clear the mind, increase my energy, fitness and focus.

“Much evidence shows that physical exercise is a strong gene modulator that induces structural and functional changes in the brain, determining enormous benefit on both cognitive functioning and wellbeing” (Frontiers Media S.A, Frontiers in psychology, 2018-04-01, Vol.9.)

Making sure I had enough sleep was also essential for myself during the 6 months of training. I found a lack of sleep would affect my performance in the classroom by reducing my concentration levels, affect my enthusiasm and reduce my energy levels. I had to make sure no matter what the circumstances I had at least six to nine hours of sleep per night. To achieve this I would not study or use the laptop at least one hour before I went to bed.

“A review of fatigue-related performance impairment findings suggest that work and driving performance is significantly impaired after less than 5 h prior sleep” (Elsevier Ltd, Accident analysis and prevention, 2021-03, Vol.151, p.105955-105955)

To develop my resilience I made sure I had belief in my abilities. I had a tendency to dwell on negative comments received instead of using them as a learning tool. I learned to focus on what I was good at and remind myself of my strengths. I also developed a strong social network with my colleagues. This allowed me to share my feelings, get support, and come up with possible solutions to my problems. For example, when I was having trouble with remembering definitions during the course I could message the What's up group created with my fellow students and discuss the issues I or we were having and support each other through it.

508 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:

Because of a call made to the control centre. Myself, and my colleague attended the reporting person's address, where there was a report that a Male was being aggressive in the house towards his Mother and Father.

On arrival at the address, we were met by the victim (Father) who directed us upstairs to where the victim (Mother) was situated. As we got to the top of the stairs, I noticed that the house phone was smashed into two pieces on the floor. I spoke to the female victim who was clearly upset and distressed over what had happened. The female victim outlined that she had an argument with her son (suspect) because he wanted money for drugs. The female victim outlined that the suspect had thrown her to the floor and began to kick her multiple times while she tried to defend herself. The female victim had injuries to both of her legs, which I have photographed for evidence. The female victim also provided a description of what the suspect was wearing at the time. (Dark blue jeans, Grey hoodie and a grey jacket).

My colleague who had been speaking to the Male victim then informed me that the suspect had also assaulted the male victim. The male victim had been pushed

against the wardrobe before being thrown to the floor. The male victim had no injuries as a result of the assault. The male victim also had his phone smashed by the suspect. Photographs were taken of the phone for evidence.

The female victim outlined that the suspect had not long left the address and so my colleague and myself began arrest enquiries. A short time later while searching the area we spotted a male who matched the description that the female victim had provided. My colleague and I immediately approached the suspect who identified himself as the person we were searching the area to locate.

I then arrested the suspect for Domestic Violence x 2 and Criminal Damage x 2. I then cautioned the suspect and gave the necessity for arrest. I then handcuffed the suspect due to the nature of the offences. The suspect became extremely agitated and began to verbally abuse officers and members of the public who were passing at the time. I then conducted a search of the suspect under section 32 of PACE, which caused the suspect to behave in a passive aggressive manner.

The suspect was then placed in the back of the police vehicle and conveyed to the custody suite. On arrival at the custody suite, the suspect refused to leave the police vehicle so assistance from custody staff was called for. As my colleague and I were waiting for assistance I began to speak to the suspect and explain the process of what happens next as he never been in this position before. This seemed to calm the suspect, he then willingly left the police vehicle, and his detention was authorised by the custody sergeant once I had relayed the circumstances to him.

Reflecting on the incident described above, for me the most important learning aspect was the importance and effectiveness of communication. Initially at the time of the call coming in, I was thinking more about the physical aspects of an assault, for example injuries to persons, damage to property and if the suspect was still at the scene and not on the mental state and welfare of the victims. I should have been asking myself how do I reassure and comfort the victims and what safeguarding measures do I need to put in place. "The aftermath of violent crime can leave victims with persistent emotional and mental health problems" (Parsons, Jim; Bergin, Tiffany 2010-04)

I was also going through the national decision model in my mind. Asking myself what information and intelligence do I have, what is the threat and risk, what powers and policies can I use to comply with the code of ethics and identifying any options and contingencies and what action I was going to take.

On arrival at scene, I only spoke to the female victim about what had happened to her and about the suspect. Reflecting back on the conversation with her my thought process was based solely towards finding out what offence had been committed and apprehending the suspect and my questions were based around those aspects. Subsequently I did not notice or realise the effect this incident had on the victim and what support or help she may have needed. "Domestic abuse victims are entitled to an enhanced level of service" "The responding officer should try to build a rapport with the victim to provide reassurance" (Barry Blackburn, Candice Francis, Dr Paul Gilbert 2020, Page 286, 13.6.1.3, chapter 13). This probably could be explained by

my limited experience dealing with these types of incidents and lack of prior experience speaking to victims of domestic assaults. I realise if I had asked more open questions and built a rapport with the victim I would have gained their trust and confidence which could have resulted in better safeguarding measures being put in place along with victim support services help. Having analysed my performance I do question my communication and rapport building skills. This skill is essential to me as a police officer and this is something I believe will improve with experience and continued study. "Most investigative interviewing protocols recommend building rapport with cooperative adult witnesses to increase the accuracy of their reports" (Kieckhaefer, Jenna Mitchell, 2014).

I do believe there were some positive aspects of my performance with the female victim. I managed to gain valuable information as to the location and description of the suspect, which was vital in the apprehension of the suspect. Because I am not yet confident or certain when dealing with victims I will need to develop my knowledge and understanding of the victim's code of practice, which sets out the minimum level of service that victims should receive from the criminal justice system. (Code of Practice for Victims of Crime – The Crown Prosecution Service, no date)

On arrival at the custody suite, I spoke to the suspect when he refused to leave the police vehicle. Reflecting back on this particular incident, I realised the importance of negotiating and building a rapport even with the suspect. Initially when the suspect refused to leave the police vehicle my first thought was to call for assistance from custody staff, which could have resulted in a physical confrontation potentially resulting in injuries to all parties. I then realised that from the arrest to the custody suite I had not communicated in any way with the suspect. As a result of my lack of communication, the suspect may have been unaware of the process of being arrested and this could have instilled a fear or nervousness in him that could explain his passive aggressive actions. Subsequently I thought that if I spoke to the suspect and explained the process and of what happens next then it might start to build a trust and rapport with that person which could negate the need for physical intervention. Having analysed my performance I now question why I did not communicate effectively and build a rapport as soon as I arrested the suspect. This skill is essential to me as a police officer and will enable me to defuse a particular incident effectively without causing unnecessary conflict. "Effective negotiators must have the skill to analyse a problem taking into account the interest of each party. Identifying the problems of both sides can help with finding a solution" (strengthscape.com) (No date). Because I have not yet gained, the experience and confidence to communicate effectively with suspects I will need to observe my fellow colleagues and learn from their example, which will enable me to be more effective in this particular situation. The importance of negotiation skills can also not be underestimated. This skill will be essential to me as a police officer when dealing with conflict.

Reflecting back on the use of force when arresting the suspect, I have questioned my decision to handcuff the suspect. I know wonder if there was an alternative option I could have used at the time. At the time of the incident, my thoughts were solely based on protecting the public by apprehending the suspect before he could harm

anyone else. Therefore, when we located the suspect my first action was to remain calm, handcuff and detain him. This I believed removed any danger to the public or officers. I would say the force used was necessary, proportionate and reasonable in this particular situation. The other option would have been to use tactical communication to see if the suspect would be compliant negating the need for use of force. Having analysed both options I feel I was correct in my decision to use force by handcuffing the suspect based on his violent actions at the scene towards his mother and father. I believe that by using the Botari box model and remaining calm and not responding to the verbal abuse this stopped the suspect from going from passive aggressive to aggressive. If my attitude or behaviour were aggressive towards the suspect then the suspect attitude and behaviour would also be affected. "My attitude affects my behaviour and my behaviour affects your attitude". (Conflict management skills | College of policing, No date).

1562 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:

Because of a call made to the control room, my colleague and I responded to a call regarding a theft of a female person's handbag at a supermarket store.

When we arrived on scene a male and female were being detained in the security office by two PCSO's who have attended to make sure both suspects were compliant until police arrived. The victim spoke English as a second language so she was offered the services of an interpreter, which she refused. The victim then confirmed to myself that she could understand and retain what I was saying well enough.

My colleague and I then spoke to the PCSO's who outlined that the suspects had been identified by a member of staff and the victim as those responsible for the theft of the victim's hand bag. CCTV of the incident also showed the two suspects taking the handbag from the victim's trolley and attempting to leave the store.

Myself and my colleague then spoke to the suspects before I arresting them under suspicion of theft. I then cautioned both suspects and explained the necessity for the arrest. I then conducted a person search under section 32 of PACE.

Both suspects were then placed in the back of the police vehicle and conveyed to a Custody Suite where I related the facts to the custody sergeant and their detention was authorised.

I then arranged a time with the witness to obtain a witness statement from her. The witness was very reluctant to make a statement, as she did not feel she could give evidence in court if needed. I explained what special measures we could put in place to help her through the process and she then agreed to provide me with a positive statement.

To support victims and witnesses it is important that police officers follow the Victim's code of practice, which sets out the rights of victims and witnesses involved in a crime. The code sets out how victims should be treated. Victims should be treated with respect, dignity, sensitivity, be able to make informed choices, have their privacy respected by all police staff and have the opportunity to have services assist them and their family to understand and engage with the criminal justice system. (Victims Code for Policing | College of policing, No date).

Reflecting back on the incident I believe I provided a good service to the victim but understand that there was a lot more I could have done to help the victim through the process. Though I covered many of the rights which victims are entitled to, there were a few rights that I did not cover or cover sufficiently.

"Right 1 To be able to understand and to be understood"

Reflecting back on the conversation with the victim I made sure that she understood what I was saying by offering an interpreter to translate as English was her second language and asking her if I needed to clarify or go over anything again. To improve on this right I could have offered for all the documents including the witness statement to be in her first language and translated later. For future incidents, I may need to be more persuasive to help assist the victim but I always need to take into consideration how people want to be treated first and respect their wishes.

"Right 2 To have the details of the crime recorded without delay"

Reflecting back on the incident the details of the crime were recorded on my EPNB at the scene. Details were taken from the witness and suspects as soon as possible and the Occurrence Log was updated. This helps with transparency. The witness statement was taken two days later, which initially I thought would not cause an issue but reflecting back on this decision this could have resulted in information being forgotten by the witness due to the time delay. In future, I will insist on statements being submitted as soon as possible.

"Right 3 To be provided with information when reporting a crime"

Reflecting back on the incident the witness was provided with my details as the investigating officer so she could make contact if she had any questions, details of the offence, a list of support services and a crime reference number. Later I realised I had not offered the witness the opportunity to apply for restorative justice which

could have negated the need for all parties to go through the whole criminal justice process. My actions could result in added costs for the force. Going forward to make sure, I act in the best interest of the public I will make sure that this mistake is not repeated.

“Right 4 To be referred to services that support victims and have services and support tailored to your needs

Reflecting back on the incident I did explain and offer the victim special measures as she was reluctant to attend court and therefore the victim would not have provided a witness statement. The witness was happy if needed to provide evidence by video link. Subsequently the refusal of the victim to attend court could have led to the offenders being released without charge. I then submitted a Personal Protection Notice so that the victim may get extra support. Thinking back I now realise I did not conduct an initial victim's needs assessment, which could have enabled the victim access to enhanced rights. In future to make sure I understand the needs of victims. I will study what is required with the victims' needs assessment and complete when necessary. “You can help victims by understanding the three major needs they have after a crime has been committed: the need to feel safe; the need to express their emotions; and the need to know “what comes next” after their victimization”. (ncjrs.gov) (No Date).

“Right 5 To be provided with information about compensation”

Reflecting back on the incident I realise that I did not make the victim aware of the compensation they could receive as a result of the crime. This was down to my lack of knowledge in this area. As a result, this could have resulted in the victim being worse off financially. I will improve my understanding in this area, which will make me aware of the eligibility criteria in future incidents. This will help me provide a better service to the public.

“Right 6 To be provided with information about the investigation and prosecution”

Reflecting back on the incident when speaking to the victim, I agreed with the victim that she would be updated every 5 days on the case. I contacted the victim to inform her that the suspects were arrested and now in custody, which she was happy and relieved about. A few days later, I phoned the victim to let her know that they were released on bail while still under investigation. The victim became a little distressed and annoyed that the suspects were being released but when I explained the process and the rights of the suspects, the victim seemed to calm down and accept the decision. As a result, the victim was kept informed even though I knew the news would not go down well.

“Right 7 To make a Victim Personal Statement”

Reflecting back on the incident I realise I did not give the victim the opportunity or explain the process of a Victim Personal Statement. At the time of the incident, I felt as if the victim personal statement was not needed at that time. Looking back I

should have offered the victim the chance to make that statement as it could have had a bearing on the sentencing if the matter had gone to court.

“Right 8 To be given information about the trial, trial process and your role as a witness”

Reflecting back on the incident I explained to the victim the victim’s role as a witness if the case goes to trial. If the suspects were to plead not guilty then she might be required to attend court and give evidence. The victim was happy to provide evidence by video link if needed. I explained that the witness care unit would inform her if this were needed. As a result of my action the victim was provided with the best service possible at the time.

“Right 9 To be given information about the outcome of the case and any appeals”

Reflecting back on the incident and my conversation with the victim I am happy that this right was offered to the victim. I agreed with the victim to make contact every five days and that she would be informed by the witness care unit of any outcomes that occurred in the case. The result of this was that the victim felt involved and informed of the case.

“Right 10 To be paid expenses and have property returned”

Reflecting back on the incident, I remember the victim asking me when her handbag would be returned to her. I informed her that it would only be kept for the minimum amount of time necessary for the investigation. I informed the victim that she would be notified when the handbag is available to collect. This decision allowed me to address the needs and concerns of the victim.

“Right 11 To be given information about the offender following a conviction

Not eligible in this incident

“Right 12 To make a complaint about your Rights not being met”

Reflecting back on the incident with the victim I realised I did not inform her of the complaints procedure. This was probably down to my own lack of knowledge and understanding of the process. In regards to future incidents, I will need to increase my knowledge in this area, as this will allow me to be clear and transparent with the victim.

Words 1635

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:

As a result of a call made to the control room. Myself and my colleague attended the reporting person's address, where there was a report that a lone female had seen a male standing in her garden and was looking through the kitchen window directly at her. The reporting person was clearly very upset over the incident and was being comforted by her neighbours when myself and my colleague arrived on scene.

As we arrived on scene, we were approached by a neighbour who outlined to officers that a person matching the description of the male seen at the reporting person's address had also entered her address unlawfully and was lying on her bed before being disturbed by her and forced to leave the premises. The victim also believed that there was clothing missing from her property. The victim was being comforted by her friends as we left.

Myself and my colleague immediately began an area search for the male based off the description given by the victim, which resulted in us locating the suspect outside his home address a short time later. We then arrested the suspect for burglary and conducted a search of the male and his premises under section 32 of PACE.

The search resulted in clothing being seized from the suspect that matched the description that the victim had gave and believed went missing from her address. The suspect denied taking anything from the victims address. I made a note of the suspect's response in my pocket notebook. My body worn video recorded the arrest and search.

The suspect was then placed in the back of the police vehicle and conveyed to the custody suite where I related the facts to the custody sergeant and his detention was authorised.

For me after reflecting back on the situation, the most important learning aspect was utilising the National Decision Model. "Understanding and practising the NDM will help police officers and staff develop the professional judgement necessary to make effective policing decisions" (Whatdotheyknow.com) (No Date).

On route to the call, I was trying to gather as much information as possible about the incident. "This information will also support those responsible for the initial risk assessment in their decision-making process, directing the priority of the police response and level of resources needed" (College of Policing/Risk Assessment) (2016). This involved asking the control room if the suspect was still at the scene, how long ago the incident took place and if I needed more units to help. This enabled me to assess the situation more clearly and respond accordingly. From the information obtained, I was able to establish that the suspect was still in the area but no longer at the address.

I then had to assess the information and intelligence I had obtained. "to identify hazards that could cause harm, to assess the risks that may arise from those hazards, and to decide on suitable measures to eliminate or control the risks" (College of Policing/Risk Assessment) (2016). I decided at the time that I needed to obtain a statement from the victim before conducting a search for the suspect and check on the welfare of both the reporting person and the witness. As the suspect was not at the address but only left minutes before we arrived, I had the option to take statements straight away, which would result in any offences being disclosed but also give the suspect more time to leave the area. My thinking was also towards the victim who needed reassurance and support at that time. The second option was to immediately search for the suspect, which would result in the suspect being found sooner but may limit the options and powers I would have to deal with the suspect. I made the decision to obtain a brief description from the victim including any items that were missing and search for the suspect. I did not ask for additional units, which was a mistake on my part. Additional units would have helped in the area search for the suspect, which could have resulted in the suspect being located sooner

Considering my options, powers and actions, I made the choice to arrest the suspect and conduct a search under section 32 of pace for any items that could be of evidential value. On locating the suspect, I had the option to stop and search the suspect without the need for arrest powers. As I had reason to suspect the male was involved due to the male matching the description that the victim gave I believe that using my discretion and arresting the suspect was the best course of action as it enabled me to

use section 32 of pace to search the suspect and his home address which he had just left.

Reflecting back on the incident I believe I covered my responsibilities regarding the Criminal Procedures Investigations Act. I believe my actions and use of legal powers in regards to arrest and a section 32 search of the suspect and address were appropriate and proportionate to the crime under investigation. I felt my actions were not oppressive and the suspect was treated fairly and with consideration under the circumstances. I also made sure the victim was safe and felt reassured before leaving to conduct the search.

“Disclosure refers to providing the defence with copies of, or access to, any material which might reasonably be considered capable of undermining the case for the prosecution against the accused, or of assisting the case for the accused, and which has not previously been disclosed” ([cps.gov.uk/Disclosure-Manual](https://www.cps.gov.uk/disclosure-manual) 2018). During the incident, I made sure I recorded my actions in my statement. This involved my justification and rationale for the arrest of the suspect. I also used my EPNB to record a significant statement from the suspect in which the suspect denied taking any property from the victims address but did admit to entering the property without permission. I felt that this information would be vital over the course of the investigation and so my EPNB, statement and body worn video were retained and disclosed to the defence and the prosecution that were involved in the case. I was aware that if any information or evidence was not recorded, retained and revealed then this could have a negative impact on the case. “Investigators and disclosure officers must be fair and objective and must work together with prosecutors to ensure that disclosure obligations are met. A failure by the prosecutor or the police to comply with their respective obligations under the CPIA or Code of Practice may result in a defence application to stay proceedings as an abuse of process, the exclusion of material evidence or a successful appeal” ([cps.gov.uk/Disclosure-Manual](https://www.cps.gov.uk/disclosure-manual) 2018).

As part of the investigation, I conducted house-to-house enquiries, which did not result in any further witnesses or evidence. As the incident happened in the early hours of the morning, I did not expect any of the neighbours to have heard or see anything but every line of enquiry had to be followed up. One area where I could improve on next time was searching the area for CCTV. At the time of the incident, it did occur to me to check nearby properties to see if they had any security cameras or CCTV, which would have added to the evidence in the case. “There is a duty under the CPIA Code of Practice for an investigator to pursue all reasonable lines of enquiry, whether these point towards or away from a suspect” ([cps.gov.uk/Disclosure-Manual](https://www.cps.gov.uk/disclosure-manual) 2018).

Reflecting back on the situation it was important that I showed my policing values during the investigation. “The Code of Ethics includes the principles of ‘fairness’ and ‘respect’ as research has shown these to be crucial to maintaining and enhancing public confidence in policing” ([college-police/national-decision-model](https://www.college-police.org.uk/national-decision-model)) (December 2014). During the investigation I found out the suspect was known to sleep rough on the streets even though he was giving accommodation by the council. I had sympathy for the suspect as he could have been classed as vulnerable. In addition, I had feelings of anger towards the suspect over what he had put the victims through which I knew could affect my professional judgement. As I was aware of the

consequences and impact of bias through my training, I was polite and respectful at all times and made my decisions objectively. “Policing based on stereotypes or biases can make police unsafe. It is easier to manage implicit biases than to change them. Implicit biases may lead officers to be over vigilant — that is, act aggressively when someone is not a threat” ([npr.org/Implicit Bias Training Changes Minds, Not Necessarily Behaviour](https://www.npr.org/Implicit-Bias-Training-Changes-Minds-Not-Necessarily-Behaviour)).

WORDS 1440

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
Statement Writing	On the job training and practice in my own time	Tutor and my team	Ongoing reviews with tutor
Develop my communication Skills	Through engaging with the public at every opportunity	Tutor and my team	Ongoing Reviews with tutor
Answering Assignment Questions	Through tutoring and feedback off the university	University and colleagues	Ongoing feedback from the university
Being more confident on the radio	Practice on the job and through observing my colleagues	Tutor and my team	Ongoing Reviews with tutor
Being more competent on Niche	Through my tutor, and online videos on Bob	Tutor and my team	Ongoing reviews with tutor
Managing and completing a case file	Training through my tutor and work placement in the hub	Tutor and my team	Ongoing reviews with tutor
Developing my knowledge of conducting investigations	Practice on the job, through observing my colleagues and university studies	Tutor, my team and online learning	Ongoing reviews with tutor

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: Nicholas Thomas

(Learner - Electronic signature or type name)

Date: 13/05/2021