

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: Kristien Daniels

Learner's University Registration Number: 2134425

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:

In this essay I am going to look at how I have coped through my initial 6 month of training primarily based in the classroom with occasional practical aspects. As this is a reflective written piece, I will explore the ERA cycle of reflection Jasper M (2013), highlighting the positives and negative aspects of this model. I will then discuss resilience and the importance of building a healthy resilience before moving on to, what stress is and the negative effects this can have on the body. I will then discuss the coping strategies I used including, playing instruments, gaming, and family time. I will look at what worked, what didn't work and what I will change for the future.

For this essay I have chosen to use the ERA cycle of reflection Jasper M (2013). The cycle was developed in a book by Melanie Jasper in 2013 named "Beginning of Reflective Model". Kaira Miller describes this as "the simplest model which works quite similar to Kolb's reflective cycle but only contains 3 stages to self-introspect naming" Miller (2022). The main components are Experience, Reflection and Action.

Miller (2022) Suggests that the experience should explain what, where and when the subject happened, any other aspects involved, the context of the situation and reactions to the situation. The Reflection should cover what you felt, could you respond differently, is improvement needed, what can be learnt and the reasons it worked or didn't work. The action stage should cover how would you respond to similar situations in the future, when will the learning from this be used and what would be the indicators that you're in a similar situation.

What is resilience? The Oxford Learners dictionary (2023) describes resilience as "The ability of people or things to recover quickly after something unpleasant, such as shock, injury, etc." As where Merriam-Webbster dictionary (2023) defines resilience as "The capability of a strained body to recover its size and shape after deformation caused especially by compressive stress." For me resilience is the ability to build a barrier to protect and deal with issues we come across, this will then cause less of an impact each time we encounter a similar issue, which in turn will cause less stress.

What is stress? Stress is something we all experience that usually comes hand in hand with frustration, usually when life gets too much. This could be a result of workload, money worries or a traumatic experience to name just a few. The NHS (undated) describes stress as

“The body's reaction to feeling threatened or under pressure.” However, Mind.org (2022) gives states “Stress is how we react when we feel under pressure or threatened. It usually happens when we are in a situation that we don't feel we can manage or control.” According to The Mayo Clinic (2021) stress can cause headaches, muscle aches, chest pain and sleep problems as well as depression, irritability, and lack of motivation to name just a few. Unfortunately, it's common for individuals suffering stress to turn to alcohol, drugs, overeating and social withdraw however this list is not exhaustive.

Working as a Police officer has its own stressful aspects from traumatic incidents, unsociable hours, poor pay, and heavy loads workloads. For this reason, it is important to build a healthy resilience to stress to function effectively, carryout duties to the expected standards and return home to family in a good state of mind. Although this is what I can expect in the future, the initial six months training has had its own stress elements from long hours focusing on screens to exams and the anxiety felt regarding commencing duty as a uniformed officer.

To tackle my stress levels, I focused on activities such as gaming, Exercise, playing guitar, spending time with family and walking the family dog. Gaming helps take my mind off the everyday world and transports you to a fictional reality where you can forget about everyday issues, for a short while at least.

For me gaming was the least effective, after spending long days in a classroom staring at a screen, I found that most days I would feel tired and have a headache. Playing the games resulted in strain on my eyes and higher stress levels. To tackle this issue, I now game on rest days rather than after work, this way my head is clear.

Lisa Da MD (2016) states on Dr health benefits that “Playing guitar will not only stimulate the brain function and its cognitive function but also it can overcome the stress or even depression. Heavy lifestyle is one of the reasons why people get stressed, and it has been proved that when they start playing guitar it slowly reduces the stress.” I play guitar a few days a week, picking the instrument up helps me clear my mind. Naturally playing without thinking is very effective for me. I found that learning new music can become stressful if I am tired and concentration levels are low. As a result, I play naturally after work without thinking, simply playing whatever comes to mind. I learn new material on rest days when I am refreshed.

Family time has been the biggest help, time with my wife, children and dog has its own therapeutic benefits. Health line (2018) states “Scientists say that giving another person support through touch can reduce the stress of the person being comforted. It can even reduce the stress of the person doing the comforting.” I have found that having someone to talk to each day, enjoying conversations other than work has helped manage stress. Spending time with my children and walking the family dog has ensured that I have a clear mind and have enjoyed fresh air and exercise.

I will continue to enjoy family time throughout my career and prioritise this as I personally feel this time has helped more than any. With the difficult times ahead my family will always be there to act as a crutch when I need this. I also found that having something to look forward to such as a holiday helps manage the stress levels.

To summarise, being a police officer will be a job that comes hand in hand with stress. To manage this stress, it's important to build resilience. I will do this by spending time with my family and walking my dog as this is the most effective coping mechanism for me, although I will enjoy gaming and playing musical instruments on rest days. Having plans for the future is important therefore I will look forward to making memories.

Word Count = 1096

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 this essay I am going to look at a recent situation that involved dealing with conflict in a policing capacity. I am going to explain the powers used during dealing with the suspect including a section 32 search under PACE 1984, section 3 of The Criminal Law Act 1967 and the section 47 OAAP Act 1961. I will briefly explore the Human Rights act 1998 regarding arresting a suspect before exploring Models used such as the National Decision model and Betari;s box. I will then conclude by reflecting on the situation and my actions including what I would do different next time, to do this I will use ERA cycle of reflection Jasper M (2013)

On an afternoon shift we were called to a neighbouring force area to assist with an ongoing domestic incident, another officer and I attended. The initial report was, during a verbal argument a male had stabbed his partner in the back with a pen. The male had markers for weapons, so caution was to be used. There were two children present at the address with the male, the female victim had left and attended a neighbouring address.

On arrival we were met by the victim who stated the male had left the area in a vehicle with one of the children. As a result, we were heading to conduct an area search when we noted the vehicle returning to the street.

At this point the male parked the car outside the address and headed from the driver's side of the vehicle to the passenger side, with the concern for weapons, I immediately placed hands on the male before noticing he was removing his child from the car. I allowed him to hand the child to the mother before placing him under arrest for Assault occasioning Actual Bodily Harm, section 47 Offences against a person act 1861, which the Crown Prosecution Service (2022) states "The offence is committed when a person intentionally or recklessly assaults another, thereby causing Actual Bodily Harm".

The male was acting irrationally and emotionally, he was clearly upset. His demeanor aroused concerns that he may be suffering with underlying mental health conditions. For this reason, I spoke calmly with him and tried a tactical communication approach rather than handcuffing the male in front of his child. I allowed him to use his vape and attempted to keep him calm. Placing a person under arrest can be a distressing time for the suspect as this interferes with article 5 of The Human Rights act 1998 which according to The Equality and Human Rights Commission (2021) states that "You have a right to your personal freedom. This means you must not be imprisoned or detained without good reason". Although Legislation.gov (2004) states "The lawful arrest or detention of a person effected for the purpose of bringing him before the competent legal authority on reasonable suspicion of having committed an offence".

As my colleague approached after speaking with the victim, to assist in carrying out a section 32 search under The Police and Criminal Evidence Act 1984 which legislation.gov (2017) states A Police constable can carry out a search of an arrested person, providing they have been arrested in a public place and not a police station if it's believed they may have an item that poses a danger to themselves or others, an implement for escape or evidence relating to the offence.

The male started to panic and without warning ran towards a wooded area to escape. I followed on foot into the woodland and lost the male in heavy foliage. At this point a dog unit was requested. It was dark with very poor visibility with the nearest road being approximately a mile away. While waiting for the dog unit I spotted the male laying on the floor under a fallen tree. I used loud verbal command to request the male get up. I reasoned with him explaining that dog units are on route. The male had lost his phone while running through the woodland and was concerned as he runs his online business on the phone. I used this to my advantage and explained that we would search for his phone as we head back to the path. The male came willing, I opted not to place the male in handcuffs at this stage due to the possible dangers of falling.

We arrived back to a main pathway which was still a distance from a road, at this point I applied handcuffs to prevent him escaping a second time. The male became very irate, threatening violence towards me and using foul language, he was refusing to cooperate and would not comply with my requests. At this point I used force under section 3 of The Criminal Law Act 1967 which legislation.gov (1991) allows an officer to use reasonable force when carrying out a lawful arrest of an offender or a person suspected to be guilty of an offence ". I eventually guided the male in the direction of the nearest road where I was met by my colleague in a marked police car. The male was then escorted to the custody unit where his detention was authorised with the necessity of arrest being to protect a vulnerable person, whom in this case was his partner, to conduct a prompt and effective investigation, meaning take statements, interview, review evidence promptly and to prevent his disappearance as he

had already attempted this once. During the journey to custody, I attempted to ask questions about his online business and background including football team supported and his hometown. This helped calm him down which made him more compliant in the custody unit.

In this situation the calm controlled approach was initially working, the suspect was engaging however the second officer's presence scared the suspect causing him to run. My approach was based on Betari's which the college of Policing (2020) describes as "Betari's box describes how people can get locked into a vicious or virtuous circle of communication, based on how their attitudes and behaviour respond to each other". Essentially this is a simple attitude-based model where, my attitude affects my behaviour which in turn affects your attitude which affects your behaviour. By speaking calmly and taking a friendly approach demonstrated a friendly attitude which initially encouraged the suspect to cooperate. Unfortunately, this was interrupted by the presence of another officer. This approach was used a second time when the suspect was found however on this occasion the tone of my voice demonstrated authority which the suspect responded and cooperated.

To encourage the suspect to head back with me while not in hand cuffs I used a method The College of Policing (2020) describe as LEAPS which stands for Listen, Empathy, Ask, Paraphrase, and summarise. To use this to my advantage I listened to the suspect stating he had lost his phone, I showed empathy as this was going to affect his business, I attempted to ask questions regarding his business and paraphrased what he told me and summarised. This worked well to build a rapport and get back to a location where I could manage the suspect more effectively.

When arriving at a safer location I reverted to the National decision model which is a decision model popular with law enforcement as the Code of Ethics is at the core of this model. The College of Policing (2014) offer accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect, and selflessness as the core of the National Decision Model. These core principles are surrounded by Gather information and intelligence, assess threat, and risk and develop a working strategy, consider powers and policy, identify options and contingencies, act and review what happened. Using this model and what I had learnt from the suspect running I decided to place handcuffs on the suspect and use force to escort him to the vehicle, I reviewed my actions in a reflection log later that day.

To summarise Using the ERA cycle of reflection Jasper M (2013), I would say that the experience was certainly one to learn from, losing a prisoner has the possibility of serious implications. I was too lenient at the beginning of the call. Although my approach had worked to keep the suspect calm, if I had placed cuffs on him and kept hands on him, he would not have escaped. That being said, I give chase and captured the suspect, I dealt with him alone in a difficult situation and managed to take control. This was a situation that allowed me to gain experience of conflict in different forms with different challenges. In future I will take a firm approach and act with authority and confidence as I did at the later part of the situation.

Word Count = 1458

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 this essay I am going to explain the victim's code of practice, when this was created and what this is for before moving on to explain a recent police incident I attended where the victim's code of practice was used. I will explain my responsibilities as a police officer to the victim and highlight the importance of this. I will briefly point out the hate crimes surrounding the incident and language barriers faced. Furthermore, I will explain the code of ethics and policing values before highlighting how these were used when dealing with the victim in this investigation. Throughout this essay I will be reflecting on my actions using the ERA cycle of reflection Jasper M (2013) which looks to break incident down into three sections, The experience, the reflection and finally the actions I would take in future instances.

The victim's code is a set of twelve rights which The MOD (2021) have listed, some of these rights include, to be provided with information of the crime without any delay, to be provided with information regarding compensation and to be able to make a victim personal statement to let the court know how the incident has made you feel. Victim support.org (undated) states "The Code was established by the Domestic Violence, Crime and Victims Act 2004 and came into effect in 2006." The code was put in place to instruct all criminal justice agencies of their responsibilities towards a victim of crime and the relevant timescale in

which these actions should be completed. The MOD (2021) describes this as the minimum standards victims should expect.

The incident that I have chosen to reflect on is an attempt break in at a Chinese takeaway. This happened during the evening service while the owners were out the front on the shop floor. The perpetrators attempted to gain access through a window at the rear of the property using a sharp flat object such as a screwdriver to wedge the window open. They were startled during the act by the owner's son and ran away.

On attendance to the premises the following morning it became apparent there was going to be a significant language barrier as the owner could not speak English. As Gov.uk (2021) states under Right 1, "a victim has the rights to be able to understand and be understood" With this in mind, it was important to find an interrupter to assist with the communication barrier. On this occasion, the owner's son was present to assist with the translation however if he was not available, we have a language line available to ensure this right is met. On this occasion the owner's son was also a victim of the incident therefore his assistance with the translation was not an issue. It is important to assess who is carrying out the translation to ensure fairness and that the person translating does not have an ulterior motive or hidden agenda. If there is a possible conflict of interest, then a Police interpreter is recommended.

While giving an initial account, the owner expressed how he felt he is the victim of a hate crime. The Home Office (2022) defines a hate crime as "any criminal offence which is perceived, by the victim or any other person, to be motivated by hostility or prejudice towards someone based on a personal characteristic. The CPS (2022) States that hate crime comes under the Crime and Disorder Act 1998 and section 66 of the Sentencing Act 2020, the five characteristics that come under these acts are Race, Religion, Disability, Sexual orientation, and Transgender identity. On this occasion this crime was linked to a spree of similar crimes carried out in the area with CCTV identifying the same subjects, this suggested that the crime was one of opportunity and not a hate crime, however the victim's perception is important to take in to account and as a result this was recorded as such.

The evidence at the scene was limited, it had rained heavily overnight leaving no forensic trace, there were toolmarks of the window however these had no identifying characteristics. There was CCTV available in the local area however facemask and hoods were worn making identification impossible. As a result, there was no possible options to investigate and subsequently the case was closed. Under Right 9 of the victims code as stated on Gov.uk (2021) The victim has the right to be given information regarding the outcome of the case. For this reason, it was explained that due to lack of evidence that there were no lines of enquiries to follow and as a result the case would be closed.

Should sufficient evidence have been available to arrest and prosecute the perpetrator, the victim would be entitled to relevant victim care rights such as, Right 8 which The College of Policing (2021) Describes as the right to information regarding the trial the victims role and what's expected, this should include information such as the date, time and location of any hearings, bail conditions that may be put in place to protect the victim and the outcome of the case.

Regardless of the possible outcomes of an investigation a victim has the right to make a complaint if they are unhappy with the service they have been provided, this is highlighted under Right 12 College of policing (2021)

To ensure Victim care is met, Police officers adhere to The Code of Ethics which was produced in 2014 by the College of Policing. I would describe these core qualities as characteristics that officers have naturally embedded into their personalities and DNA. The College of Policing (2014) state "The Code of Ethics is a first for everyone who works in policing in England and Wales. It sets out the principles and standards of behaviour we expect to see from police professionals". The college of Policing (2021) elaborate on the history of the Code of Ethics, although created in 2014 "In 1829 Sir Robert Peel set out the model of an unarmed constable patrolling on behalf of their community, as a citizen in uniform". This allowed Police offers to gain public respect ensuring they behaved in an acceptable manor.

Gov.uk (2014) in accordance with the College of Policing describe the code as "A Code of Practice for the Principles and Standards of Professional Behaviour for the Policing Profession of England and Wales", explain that they were "Presented to Parliament pursuant to Section 39A (5) of the Police Act 1996, as amended by Section 124 of the Anti-social Behaviour, Crime and Policing Act 2014".

The College of Policing (2014) have created the code as 10 qualities ranging from Honesty and Integrity, equality and diversity and challenging inappropriate behaviour. The code is set in place to ensure Police officers act with honesty and integrity, respect authority, treat everybody equally, only use force, when necessary, use the possession to instruct citizens in a policing capacity, respect confidentiality, carry out the duties and responsibilities expected of you, attend work in a suitable physical manor and always challenge inappropriate behaviour amongst citizens and colleagues.

The Code of Ethics are linked with 9 Policing principles that The College of Policing (2014) describe as "The principles set out in this Code of Ethics originate from the 'Principles of Public Life' published by the Committee on Standards in Public Life in 1995, as these continue to reflect public expectations". The principles are Accountability, Fairness, Honesty, Integrity, Leadership, Objectivity, Openness, Respect and Selflessness.

In this Policing incident, Honesty was used when instructing the victim that due to lack of evidence the investigation was closed, this help manage expectations. Due to the cultural difference and language barrier equality and diversity was important and respected by taking in to account the hate crime aspects and allowing for the interpretation to ensure understanding. The duties and responsibilities of officers were carried out with professional conduct showing respect to the victim.

Unfortunately, due to policing demand at the at the time of the incident officers were unable to attend. In reflection my actions would remain the same however if attendance was made at the time the individuals may have been apprehended and protected providing the victim with a more satisfactory outcome. In the absence of sufficient evidence other options could be considered in future such as patrols in the area, provide safety advice to the victim such as installing CCTV and alarms and look to encourage a neighbourhood watch scheme.

Word Count = 1410

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 this essay I will be highlighting a policing incident I have dealt with. I will point out the offence in question and look at the evidence available to me in relation to the offence to aid with the decision making surrounding the outcome. I will briefly explore the necessity to arrest under Code G of The Police and Criminal Evidence Act 1984 and the option of a voluntary attendee interview. I will look at the definition of discretion before explaining the National Decision Model used by Police. I will explain how I used this model to deal with this incident and how I used my own professional discretion to decide a suitable outcome. Throughout this essay I will be reflecting on my actions using the ERA cycle of reflection Jasper M (2013) which looks to break incident down into three sections, The experience, the reflection and finally the actions I would take in future instances.

The incident was in relation to a bank card that was used without the consent of the owner, this was called in after a notification was sent to the account holders mobile application notifying him of the attempt. This was a case of Fraud by false representation under section 2 of The Fraud Act 2006 which Legislation.gov (2007) defines as "A person is in breach of this section if he dishonestly makes a false representation, and intends, by making the representation to make a gain for himself or another, or to cause loss to another or to expose

another to a risk of loss". In this case the transaction was declined therefore this was exposure to the risk of loss.

The evidence available was overwhelming, there was CCTV from the cash machine showing the perpetrator making the attempt, the notification on the mobile application confirming the attempt and a statement from the victim stating the perpetrator had the card at here address as he accidentally left it there during a visit.

There was no necessity to arrest which is required under code G of The Police and Criminal Evidence Act 1984. Gov.uk (2012) states under section 2.4 of code G of PACE "The power of arrest is only exercisable if the constable has reasonable grounds for believing that it is necessary to arrest the person". These Necessities include but are not limited to, prevent a vulnerable person, to prevent disappearance, to prevent further injury and to prevent outrage and public indecency.

As the necessity was not available this was dealt with by means of a voluntary attender interview. College of Policing (2013) describes such an interview as "A voluntary interview is a method of dealing with suspects without arresting them. It provides convenience and flexibility for both suspects and interviewers". It also states that under section 29 of PACE the person being interviewed is entitled to leave at any point providing they are not placed under arrest, if it is decided to carry out the arrest they must be informed as soon as the decision is made, this means the interview must stop immediately for the arrest to take place.

During the interview the suspect confirmed she is the one in the CCTV and she has the card in her possession however due to alcohol abuse she does not remember attempting to withdraw cash. She stated she has been suffering alcohol addiction due to difficulties in her life. She showed remorse for her actions and demonstrated a wiliness to rectify the wrongs she had done. She clearly would benefit with additional support from other agencies and appeared to welcome this.

The case required officers' discretion to make the decision on the outcome. What is discretion, J Treebold (2018) states "In the context of policing, discretion means that officers are given some leeway on which they can rely as they make choices that impact the people, they are policing". I would describe discretion as the ability to make a decision, based on the information you have in front of you, for example making the decision a to whether to report a person or give suitable words of advice for not wearing a seatbelt.

In order to make these decisions police officer use the NDM (National Decision Model). The college of Policing (2015) explains "To help everyone in policing make decisions and to provide a framework in which decisions can be examined and challenged, both at the time and afterwards, the police service has adopted a single, national decision model". The model has the Code of Ethics at its centre, The College of Policing (2014) offer accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect, and selflessness as the core of the National Decision Model. This is surrounded by a sequence of actions beginning with Gather information and intelligence, assess threat and risk, consider powers and policy, identify options and contingencies, act, and review.

To start the decision process, I gathered all relevant information, in this case the information included the details of the offender, the victim, the crime and any aggravating factors such as alcohol. The next step was to assess the threat and risk to develop a working strategy, in this

case the threat was low as no money was taken and the card was blocked. I considered the powers and policies available to me. The power of arrest was not present as the necessities were not met and as a result, I identified a voluntary interview as the best option. The suspect attended the interview and essentially admitted the offence although stated that due to alcohol abuse, she could not remember the offence.

To make the decision on how to dispose of the crime I used the NDM again as this is a continuous cycle to aid decision making. I gathered the information regarding the victim's background, motives, likelihood to re-offend, aggravating factors and the victim's views. I assessed the threat and risk as low due to the nature of the crime and remorse showed by the offender. I considered the powers available and the options available to me such as sending a file to the crown prosecution service or a community resolution which the College of Policing (2012) describes as a means to deal with a less serious offence where through an informal agreement between the offender and victim an agreement can be met. This is a useful tool which enables police to make decisions using discretion to deal with low level offences or anti-social behaviour. I then acted on the decision I made using my professional discretion.

After considering the options, it was proportionate to deal with the offender by means of a community resolution. This was in the form of a woman's Pathfinder. Centre for justice innovation (2021) states "The Women's Pathfinder was an Integrated Offender Management Cymru project launched in 2013". "The Women's Pathfinder was committed to improving outcomes through early intervention and coordinating necessary interventions to support long lasting change and build resilience". Certain criteria need to be met to use this method of disposal such as little to no recent criminal record and an aggravating factor is involved such as alcohol. Essentially the offender will attend an alcohol awareness course. This option would also ensure the offender received support with her alcohol abuse and hopefully aid in preventing her reoffending.

This investigation falls in line with the code of ethics and policing principles. College of Policing (2014) state the principles are Accountability, Fairness, Honesty, Integrity, Leadership, Objectivity, Openness, Respect and Selflessness. The victim was informed of the decision to ensure that this outcome is acceptable.

In conclusion I feel this was the most appropriate and proportionate means of dealing with the crime. Whilst considering the victim's needs and concerns, I also sympathised for the struggles the offender was going through. I noted that the difficulties the offender was experiencing could escalate if she was prosecuted for the crime. The offender needed support to help turn their life around and demonstrated willingness to do this. After using the National Decision model and discretion the outcome seemed the most suitable option to restore justice and prevent further offences. If future I would deal with the issue in the same way as I feel this was the best option.

Word Count = 1369

Task 5

Personal Development Plan (PDP) / Learning Plan.

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

Identified area for development	How it will be achieved	Who can provide support?	Timeline
Building confidence in dealing with the public in a Policing capacity.	To do this, I will continue to develop my knowledge of Police powers and legislation. This will in turn give me the confidence I need to deal with the situations that may arise. I feel that with this knowledge and with experience I will overcome this issue.	Support will come from my tutor, Sargant and colleagues. Developing my knowledge will come from experience and repetition of dealing with events however I can strengthen this by reading, studying, and asking questions.	This is something I would like to achieve by the time I reach independent status. However, realistically this is going to be an ongoing development, therefore I would set a timeline of 12 Months.
Dealing with conflict and taking responsibility for a situation.	This will be achieved by dealing with incidents. Taking the lead on incidents and developing a natural reaction to incidents in line with the code of ethics and police powers. Developing confidence in my role will also assist in this development.	Support will come from my tutor, Sargant and colleagues.	This will be ongoing development over my career however I feel it is important to have developed a basic ability to deal with conflict by the time the tuition period has ended. For this reason, I will set a time scale of 3 Months.
Interviewing and dealing with the solicitor	I find this area somewhat difficult. I find the most challenging area is publicly reading the aide memoir at the	Support will come from personal practice, reading for family and friend, My tutor and Sargant. The custody	This will be ongoing however I have set a timescale of 6 months. I feel that with practice and support this is

	opening of the interview. For me, public reading has always been difficult. To overcome this, I will practice reading in public, memorise the aide memoir to feel comfortable with what I am reading. Build a rapport with the solicitor to help ease my nerves and practice. Each interview I complete will help build my confidence.	staff will also be able to assist as will the Solicitors present.	achievable in that time frame.
--	---	--	---------------------------------------

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.

Jasper, M., 2013. *Beginning reflective practice*. 1st ed. Andover: Cengage Learning, pp.1-6.

College of Policing (2014) *Code of ethics - college of policing*, *College of Policing*. Available at: https://assets.college.police.uk/s3fs-public/2021-02/code_of_ethics.pdf (Accessed: March 19, 2023).

College of Policing (2014) *Code of ethics - college of policing*, *College of Policing*. Available at: https://assets.college.police.uk/s3fs-public/2021-02/code_of_ethics.pdf (Accessed: March 19, 2023).

Cirino, E. (2018) *Why you should get (and give) more hugs*, *Healthline*. Healthline Media. Available at: <https://www.healthline.com/health/hugging-benefits#How-many-hugs-do-we-need?> (Accessed: March 5, 2023).

College of Policing (2014) *National decision model*, *College of Policing*. Available at: <https://www.college.police.uk/app/national-decision-model/national-decision-model?highlight=national+decision+model> (Accessed: March 5, 2023).

College of Policing (2020) *Conflict management skills*, *College of Policing*. Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills> (Accessed: March 5, 2023).

College of Policing (2021) *Victims' code for policing*, *College of Policing*. Available at: <https://www.college.police.uk/guidance/victims-code/victims-rights-policing> (Accessed: March 20, 2023).

College of Policing (2012) *Guidelines on the use of community resolutions (CR) incorporating ...*, *Community Resolution*. Available at: <https://library.college.police.uk/docs/appref/Community-Resolutions-Incorporating-RJ-Final-Aug-2012-2.pdf> (Accessed: March 20, 2023).

College of Policing (2013) *Investigative interviewing*, *College of Policing*. Available at: <https://www.college.police.uk/app/investigation/investigative-interviewing/investigative-interviewing> (Accessed: March 20, 2023).

College of Policing (2014) *National decision model*, *College of Policing*. Available at: <https://www.college.police.uk/app/national-decision-model> (Accessed: March 20, 2023).

College of Policing (2014) *National decision model*, *College of Policing*. Available at: <https://www.college.police.uk/app/national-decision-model/national-decision-model> (Accessed: March 20, 2023).

CPS (2022) *Offences against the person, incorporating the charging standard, Offences against the Person, incorporating the Charging Standard | The Crown Prosecution Service*. Available at: <https://www.cps.gov.uk/legal-guidance/offences-against-person-incorporating-charging-standard> (Accessed: March 5, 2023).

CPS (2022) *Hate crime, The Crown Prosecution Service*. Available at: <https://www.cps.gov.uk/crime-info/hate-crime> (Accessed: March 19, 2023).

Equality Human Rights (2021) *Article 5: Right to Liberty and Security, Article 5: Right to liberty and security | Equality and Human Rights Commission*. Available at: <https://www.equalityhumanrights.com/en/human-rights-act/article-5-right-liberty-and-security> (Accessed: March 5, 2023).

GOV.UK (2021) *Hate crime, England and Wales, 2021 to 2022, GOV.UK*. Available at: <https://www.gov.uk/government/statistics/hate-crime-england-and-wales-2021-to-2022/hate-crime-england-and-wales-2021-to-2022> (Accessed: March 19, 2023).

GOV.UK (2014) *Code of ethics 2014 - GOV.UK*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/341643/Code_of_Ethics_2014_Web_Accessible.pdf (Accessed: March 19, 2023).

GOV.UK (2021) *Pace code G 2012 (accessible), GOV.UK*. Available at: <https://www.gov.uk/government/publications/pace-code-g-2012/pace-code-g-2012-accessible> (Accessed: March 20, 2023).

Mayo Clinic (2021) *How stress affects your body and behaviour, Mayo Clinic*. Mayo Foundation for Medical Education and Research. Available at: <https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/stress-symptoms/art-20050987> (Accessed: March 5, 2023).

MD, L.D. (2016) *15 health benefits of playing guitar (#research base), DrHealthBenefits.com*. Dr Health Benefits. Available at: <https://drhealthbenefits.com/lifestyle/healthy/healthy-habits/health-benefits-of-playing-guitar#:~:text=15%20Health%20Benefits%20of%20Playing%20Guitar%20%28%23Research%20Base%29,8%208.%20Train%20the%20Passion%20...%20More%20items> (Accessed: March 5, 2023).

Merriam-Webster (2023) *Resilience definition & meaning, Merriam-Webster*. Merriam-Webster. Available at: <https://www.merriam-webster.com/dictionary/resilience> (Accessed: February 27, 2023).

Miller, K. (2023) *In-depth explanation of era cycle of reflection writing, Crowjack*. Crowjack. Available at: <https://crowjack.com/blog/strategy/reflection-models/era-cycle> (Accessed: February 22, 2023).

- Mind.org (2022) *What is stress?*, Mind. Available at: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/what-is-stress/> (Accessed: March 5, 2023).
- MOD (2021) *Code of practice for victims of crime in England and Wales (victim's code)*, GOV.UK. Available at: <https://www.gov.uk/government/publications/the-code-of-practice-for-victims-of-crime/code-of-practice-for-victims-of-crime-in-england-and-wales-victims-code> (Accessed: March 17, 2023).
- MOD (2021) *Code of practice for victims of crime in England and Wales (victim's code)*, GOV.UK. Available at: <https://www.gov.uk/government/publications/the-code-of-practice-for-victims-of-crime/code-of-practice-for-victims-of-crime-in-england-and-wales-victims-code> (Accessed: March 19, 2023).
- MOD (2021) *The code of practice for victims of crime in England and Wales and supporting Public Information Materials*, GOV.UK. GOV.UK. Available at: <https://www.gov.uk/government/publications/the-code-of-practice-for-victims-of-crime> (Accessed: March 16, 2023).
- NHS (2023) *Every Mind Matters, NHS choices*. NHS. Available at: <https://www.nhs.uk/every-mind-matters/mental-health-issues/stress/> (Accessed: March 5, 2023).
- Oxford Learners Dictionaries (2023) *Resilience, resilience noun - Definition, pictures, pronunciation and usage notes | Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.com*. Available at: <https://www.oxfordlearnersdictionaries.com/definition/english/resilience> (Accessed: February 27, 2023).
- Participation, E. (1978) *Criminal law act 1967*, Legislation.gov.uk. Statute Law Database. Available at: <https://www.legislation.gov.uk/ukpga/1967/58/section/3> (Accessed: March 5, 2023).
- Participation, E. (1984) *Police and criminal evidence act 1984*, Legislation.gov.uk. Statute Law Database. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/32> (Accessed: March 5, 2023).
- Participation, E. (1998) *Human rights act 1998*, Legislation.gov.uk. Statute Law Database. Available at: <https://www.legislation.gov.uk/ukpga/1998/42/schedule/1> (Accessed: March 5, 2023).
- Participation, E. (2007) *Fraud act 2006*, Legislation.gov.uk. Statute Law Database. Available at: <https://www.legislation.gov.uk/ukpga/2006/35/section/2> (Accessed: March 20, 2023).
- Treebold, J. (2021) *Police Discretion*, Encyclopedia.com. Encyclopedia.com. Available at: <https://www.encyclopedia.com/articles/police-discretion-definition/#:~:text=Discretion%20means%20the%20power%20and%20ability%20to%20make,choices%20that%20impact%20the%20people%20they%20are%20policing.> (Accessed: March 19, 2023).

Victimsupport.org (2022) *Victims' code*, *Victim Support*. Available at:
<https://www.victimsupport.org.uk/help-and-support/your-rights/victims-code/>
(Accessed: March 17, 2023).

Watt, J. (2021) *Women's Pathfinder Whole System Approach & the 18–25 early intervention service: Centre for justice innovation, Women's Pathfinder Whole System Approach & The 18–25 Early Intervention Service | Centre for Justice Innovation*. Available at:
<https://www.justiceinnovation.org/project/womens-pathfinder-whole-system-approach-18-25-early-intervention-service> (Accessed: March 20, 2023).

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: _____ (Learner - Electronic signature or type name)

Date: _____