

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

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

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Development Plan	500
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	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:

When a person finds themselves in an uncomfortable situation, a behavioural response is initiated to enable them to cope (Wechsler, 1995, p. 124). Coping strategies are important to police officers because it can help them deal with stressful situations and help build a resilience to them. During my initial 6 months of learning on how to become a police officer I have used various coping strategies to help build my own resilience and to help manage stress levels that come with learning a large amount of information required to become a competent and capable police officer.

Coping strategies can be grouped into three main categories:

1. Task Orientated
2. Emotion Orientated
3. Avoidance Orientated

(Higgins and Endler, 1995, p. 253 - 270)

Task orientated strategies involve focusing on things that you are able to control, such as setting your own achievable goals, and problem solving (Garis, 2020). An example that I was able to use whilst in my 6 months training phase, was when I was faced with information that I was unable to retain. I would regularly use the task orientated strategy and revisit lessons. This supported me because it was a process of repeating the information which aided me to be able to retain and regurgitate the information better. Going forward I think using this strategy will be very beneficial to developing my resilience especially in circumstances where I need to recall small quantities of information that I can continue to repeat to help maximise the probability of recalling the information. An advantage of task orientation strategies is that it confronts the task directly and delivers the best results throughout stressful situations, however people who choose to use emotional orientation as their coping strategy tend to have increased depression levels (Thomson and Jaque, 2017, p. 225). In addition, according to (Kariv and Heiman, 2005, p. 13) task orientated coping strategies will begin to lose their significance when there is a reduction of academic load, even though the stress is still present.

Emotional orientated strategies can be used to help change the way a person experiences a situation, so it has a different effect on the person (Very Well Mind, 2020). Some examples of this type of coping strategy include; engaging in a hobby,

exercising or relaxing. A positive for this is that these strategies can help change your mood and calm you down (Very Well Mind, 2021). During my 6 months training I used the emotional strategy where I would engage in my hobbies such as exercising and spending time going for walks and playing with my dog. This helped me change my mood when I was revising and becoming stressed about the different legislation that I wasn't understanding. It helped give me time to digest the information I had learnt and build on my resilience to manage large amounts of information I had been taught. I think this strategy will be very useful for me in the future as it can help with managing my stress levels and can also change my mood by taking my mind off stressful situations that I may have been exposed to during my working hours. According to (Unstrss, 2016) this strategy helps with any negative emotional triggers related to stress and anxiety by evading the triggers, however they also state the disadvantage of this strategy is that it doesn't always solve the issue.

Avoidance orientated strategy is where a person avoids thinking about, feeling or undertaking tasks that they find difficult, it is a dysfunctional coping strategy (Very Well Mind, 2021). According to (Dore, 2018) some examples of this type of strategy include;

- Situational avoidance – this is one of the most used avoidance strategies
- Cognitive avoidance – this is avoiding unpleasant thoughts or memories
- Protective avoidance – to calm the anxiety and uncertainty created by conflicts or difficulties a person exercises excessive security behaviours

A positive to the avoidance coping strategy is that in the short term it can feel like it is being quite effective. A person can believe that it reduces their stress and can help prevent a person from overwhelming them-self with anxiety (BetterHelp Editorial Team, 2022). During my training I used the situational avoidance strategy to attempt to avoid taking part in class PowerPoint presentations because I have always had a fear of speaking in formal presentations. This strategy was able to provide me with a short-term relief of my fear and the stress and anxiety that came with it, but it wouldn't solve the issue and wouldn't build up my resilience. Therefore, I wouldn't use this strategy where the circumstances were likely to repeat. Although this strategy can provide some short-term relief, this strategy doesn't tackle root causes of stress, and when it's used too much it can lead to an increase in stress and anxiety and is likely to make things worse in the long term (Shafir, 2022). Also, according to (Boyes, 2013), avoidance strategies play a big part on people who have psychological problems such as depression, anxiety and eating disorders compared to people who don't.

To conclude, there are 3 types of coping strategies that can be used to help with stress levels and to build resilience as a police officer. I believe that the task and emotional strategies have both worked the best for me during my 6 months training however there are both positive and negative sides to each coping strategy and they can each be used in different circumstances depending on what a person must face.

Word count – 913

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:

Conflicts can be when two or more people have a difference in one or several things such as their opinions, interests, understanding and attitudes. There can be a few different outcomes from conflict, for example, intense arguments, physical fights and a loss of relationships (Juneja, 2022). Managing conflict is a skill police officers use each day. They use skills such as de-escalations, communication and negotiation in order to safeguard themselves and the public in situations that can be fast-paced and dangerous. It is the police forces responsibility to ensure that officers reliably have their skills consistently kept to a high standard (College of Policing, 2020) Recently I played a significant role in the arrest of a British white male who had been accused of affray. Affray is defined as:

A person is guilty of affray if he uses or threatens unlawful violence towards another and his conduct is such as would cause a person of reasonable firmness present at the scene to fear for his personal safety.

(Public Order Act 1986, 2022).

We gained a first account from the victim and established the offender was known to the police for having warning markers for violence, drugs use and weapons. On entry

of the offender's property, it was evident the offender was under the influence of a drug and potentially a risk to himself and us. On arrest, the male became verbally aggressive and passive resistant. His body language became offensive, despite attempts made by me and colleagues to calm the situation. His attitude and willingness to co-operate deteriorated significantly, and therefore I made a decision to use force and handcuff the offender in order to maintain control and for the safety of him as well as myself and colleagues. Throughout the situation I used different methods of communication to build a rapport, negotiate and clarify with colleagues the justification to use force when dealing with the offender.

Effective communication is the transfer of information from one person to another. However, it also involves the understanding of the emotion and intentions that surrounds the information. As well as transmitting a message, a person must be able to listen to gain total understanding of what has been said and to show a person that they are being understood (Help Guide, 2022).

During the incident, I used several different types of communication skills. One of these skills was in the form of non-verbal communication. According to (Chase and Shamo, 2013, p. 44) non-verbal communication is where a person can perceive another person's emotions, such as whether they are anxious, frustrated, sad or angry. Chase and Shamo also state the reason we can sense this is due to the power of non-verbal communication. In addition, a person's non-verbal communication can also be associated with a person's fight, flight or freeze survival instinct as a person's non-verbal communication can indicate whether they are a friend or enemy (Sternberg and Kostis 2020, p. 123). There are several good tenancies that non-verbal communication has, such as being key for notifying another of variations of quality within relations, it can be thought-out to be the means for conveying emotions, it's also alleged to be a relation language and endorses verbal communication (Kappas and Kramer, 2011, p. 84). On the contrary, Kappas and Kramer have recognised themes to non-verbal communication that can be viewed as negative. They state that it is tough to be completely aware of the non-verbal communication's purpose due to the communication being incorporated in day-to-day life and for a person to give an in-depth description of the non-verbal repertory they have available to them can be difficult.

Another communication skill I was able to utilise during this policing incident was verbal communication. Verbal communication has different types of skills and they vary from speaking clearly and listening, to reflecting and clarifying. Verbal communication begins with 'Opening Communication', This is where first impressions are made when first hearing a person speak. It may alter the way a person continues the conversation, for example, if the other person has an accent, a simpler choice of words may be used (Skills you need, 2022). Verbal communication has many functioning qualities, such as the short amount of time that it takes for a verbal conversation to take place meaning it is efficient. A person can communicate using verbal communication to understand what another person has to say. Another quality it has is that it is convenient, verbal communication is used all over the world and is a preferred method of communication because it is clear and distinct (Prasanna, 2022). However, whilst it has good qualities, Prasanna also argues verbal communication has negative factors as well. Although verbal communication can be clear and distinct, quite often when talking about thoughts or opinions,

unnecessary information can be included which can lead to an interruption in the efficiency. This can in turn lead to a misunderstanding of the information that is being communicated due to the lack of accuracy.

Using Betari's Box Model, we can look to understand what effect someone's attitude and behaviours has on someone else's attitude and behaviour (Mindtools, 2022). During my initial contact with the offender in this incident my attitude towards him was initially positive but also ready to react due to what he had been accused of and the warning markers he had against him. My attitude caused my behaviour to come across as approachable and to give the impression that I was not there looking for any conflict. However, due to the attitude I received from the offender where he was verbally aggressive, it led to his behaviour becoming more passive resistant and offensive towards me and my colleagues. This had a vital effect on my attitude where I altered my approach in communication and became more direct and assertive. As a result of the change in my attitude, my behaviour towards the male became negative, where I was no longer showing signs that I was an approachable person and to give the impression I was now in control of the situation and he was to co-operate. By using this model, I could confidently recognise the necessity and justification to why I chose to use force in this conflict situation, based on the offender's attitude and behaviours towards me and colleagues during the incident.

To reflect on the outcome of the incident, I was able to apply several core principles of policing, such as fairness, objectivity and respect (College of Policing, 2014). I demonstrated fairness by treating the offender equally, I did not discriminate against their protective characteristics such as their gender, race or religion. I showed objectivity by using my professional judgement to make a crucial decision during the incident. I treated the offender with respect, I was polite and provided opportunities for him to ask questions if he did not understand. I recognised the human rights that the offender is entitled to. Article 3 of The Human Rights Act, Prohibition of Torture states that, "No one shall be subjected to torture or to inhuman or degrading treatment or punishment" (Human Rights Act 2010). Therefore, it was ensured the offender was treated with dignity and that the offender was not treated in any way that was degrading or inhuman. The Right to Liberty and Security, another article of the Human Rights Act of which I followed, states "Everyone who is arrested shall be informed promptly, in a language which he understands, of the reasons for his arrest and of any charge against him" (Human Rights Act 2010). Hence why it was explained to the offender the reason for the arrest at the earliest opportunity. From this incident I have been able to learn from my experiences and use the experiences in future situations. An example of this is to recognise more quickly and effectively the signs a person can present through non-verbal communication that could either be a threaten or friendly behaviour and have an effect on how officers deal with a situation. Another experience I have been able to reflect from is the use of verbal communication and how to use it with someone who may have difficulty understanding specific police dialectal, whether through a disability or due to being under the influence of drugs. Going forward, the use of simple language is easier to use than to have to rephrase what I have already stated.

To conclude, it is the responsibility of the police to maintain their managing conflict skills to a high standard. Effective communication includes the transmission of information as well as understanding emotionally and the intentions behind the

information. Both non-verbal and verbal communication have proved to work well in the incident above, nevertheless, there are both positive and negative sides to each type of communication and they can both be used in different incidents.

Word Count - 1466

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:

To include diversity within an organisation, organisations should respect the differences that individuals have which are known as protective characteristics, such as age, their gender, ethnicity, education, physical abilities, race, and religion. Members of the organisation can also have differences in socio-economic status, talents, lifestyle and opinions (Morris, 2021). Whereas, inclusion is where individuals or groups are accepted by society and other cultures, regardless of whether they have a different national origin, race, religious belief, age, educational background or even their personality (Global Diversity Practice, 2022). Within the Equality Act guidelines, it states, to help protect people from discrimination in society and the workplace the Equality Act 2010 has been introduced and can be used to understand the law easier and it also explains how different ways that it is unlawful to treat others (*Equality Act 2010*).

I recently played a significant role in an incident where a male was concerned for his girlfriend who had recently been suffering from suicidal tendencies and suffering from mental health, which according to (*Equality Act 2010*), a person who has a mental impairment that has a substantial effect on the persons ability to carry out day-to-day tasks, is a person who has a disability. His concern for her was led by the fact she had paid him money that she owed him after she had told him she would pay him back her debts before she was going to harm herself. Before I had attended I considered the use of Section 136 of the Mental Health act for this incident,

however, after attending the address of the female, she was inside her property which resulted in officers not being able to use this power. In this incident another power available to me was Section 17 of PACE in order to save life or limb (*Police and Criminal Evidence Act 1984*). After knocking the door, I was responded with a very aggressive voice stating she was in the shower, however I continued to talk calmly and tried to build a rapport so she would speak to us in order to evaluate her mental wellbeing and welfare. I was notified by a neighbour that the female had a severe mental health condition, OCD, and that it affected her attitude and behaviour when people were near to or touched her property. She had routines when completing day-to-day tasks such as cooking, showering and shopping. As a result of the door knocking, the female appeared to be going into a mental health crisis due to her shower routine not being completed. I consulted with my Sergeant and Inspector who made the ultimate decision based on her behaviour and the information from the neighbour, to allow her to complete her shower routine but to contact her via phone. This was the best possible way to make contact due to her severe OCD. The female contacted the police where she explained her condition and how it affects her life. We discussed how the police could communicate with her in any future calls as we clearly identified that attending her address was not an option based on her severe OCD condition. We were also able to discuss safeguarding measures for her such as assisting her in applying for better accommodation that suits her mental disability.

Using the reflective model, in this incident I would have considered the use of the Mental Health Act, Section 136. However, as a result of the person being within her property, I could not use this power. In other mental health and suicidal incidents, and if the person is in a public place, I could consider using The Police and Criminal Evidence Act, Codes of Practice, which are divided into eight different Codes from A to H. The Codes provide procedures on how to conduct the investigation and explain the links between the public and police and the powers the police have. Code A of the Code of Practice, allows the police officers of statutory powers to stop and search a person or a vehicle who are not under arrest, and that officers should ensure the key principles are applied before the decision is made to conduct a search. The officer should consider the individuals rights and that they are treated fairly, the search should not be influenced by a person's race, age, sexual orientation or disability (Blackburn et al. 2021, p. 68). The search would be conducted in order to find any items on the individual that they may use to harm themselves.

In this incident there were no powers to arrest the person or use Section 136 of the Mental Health Act, however in any other incident where there was a power to arrest, I would ensure that I follow the Codes of Practice. According to Code C, it would be the arresting officer's responsibility to treat any person fairly and for the purpose of any mental disorders, difficulties with communication or are mentally vulnerable. If a person is under 18 years of age, they must be treated at a young person. In these cases, an appropriate adult in the form of a parent, social worker or another adult that is not a police officer would be considered necessary. The code stresses that if a detained person has any protected characteristics as mentioned, then any discrimination is unlawful. Code C also states that the detainee also has the right to legal representation. Further procedures and responsibilities from the officer are highlighted in Code G of the Code of Practice. A person must be notified that they are under arrest and the necessity for the arrest should be given as soon as

practicable. The arresting officer must give at least one necessity for the arrest and justify the grounds as to why the person needs to be arrested. The person must be cautioned before any questions are presented to them surrounding the offence (Blackburn et al. 2021, p. 69).

In aid to help support police officers, there are four values that have been set out by The Competency and Values Framework (CVF) (College of policing, 2022). Throughout the incident that I have described above I have used these values to ensure I have acted in a way that is of the best interest to the public and who I serve as an officer regardless of their background, disabilities, religion, age or gender. One value that I have used in this incident is Public Service. Throughout the incident I was dedicated to work with and help the female have the best possible outcome from the situation they were in. I ensured that I engaged with her to hope she would feel valued in order to build a rapport, and for her to build confidence in my service to her. From the time I was notified about her mental health condition I respected that and was able to understand her needs. In this incident there was a communication barrier due to her being stuck in a routine, therefore I had to consider and adapt my communication methods with her in order to help with making the interaction with her possible. I also expressed the value of transparency during this incident. When I am communicating with the female, I ensured that I was honest with what I wanted from her, such as speaking to her to gather information about her welfare. During the incident I recognised that I needed assistance from a Sergeant or someone with more experience than me, so I therefore asked for advice. I was able to recognise what feedback I could take and apply it to this incident, showing both integrity and transparency. To reflect on how I have used these values in this incident, I have recognised the differences in this incident and ensured that as a police officer I have not discriminated against the person and safeguarded her regardless of her mental disabilities. From this experience I have learnt that when dealing with mental health, the obvious options aren't always available or practical, in this incident, gaining entry to the property would have had a completely detrimental outcome to the females mental health, but would not have put her in a life threatening situation. However, in another incident, gaining entry may save a person life.

To conclude there are many differences in society that the police interact with, it is important to be inclusive of all differences within society and the Equality Act 2010 has been put in place to help protect people from discrimination. I have identified that officers have many responsibilities when engaging with the public and must not discriminate against a person's protected characteristics

Word Count - 1436

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:

Schulenburg's (2014) observations referred to many different academic perspectives on police decision making and discretion. For example (Roberg et al. 2000, p.276) states, in regard to decision-making, in order to know how and when to interfere in an incident, a choice must be made from various options and contingencies available. (Ludman, 1986) states the ultimate decisions made by police officers are whether a person should be arrested or whether there are other options available to help maintain the peace. (Schulenberg, 2004) states discretion is the decision made when within a scenario that the police have to deal with, it can be decided by officers as to how the offenders will be dealt with, whether in the form of a verbal warning, formal caution or arrest.

A decision-making model that the Police use when making decisions, is the National Decision Model (NDM). Officers can use the NDM to aide in their decisions in all types of situations, whether in an emergency on their own or in a team, or during circumstances of which can be in an operational or non-operational role. It can help officers learn from previous experiences by reviewing their actions taken (College of Policing, 2014). I will be using the NDM in this task to describe the incident of which I played a significant role.

Investigations are conducted by police officers, who follow Section 22 of the Criminal Procedure and Investigations Act 1996 (CPIA) and aim to discover whether a person

is going to be charged with an offence or if the person is guilty of an offence (Blackburn et al. 2021, p.561).

I recently played a significant role as the Officer in Charge (OIC) in the arrest of a male who had been detained by a shop security guard for theft. Theft is defined as: "A person is guilty of theft if he dishonestly appropriates property belonging to another with the intention of permanently depriving the other of it" (*Theft Act 1968*). Using the NDM throughout this situation, I gathered information regarding the incident from the shop security guard. From this information I could request further intelligence from the control room to provide any warning markers that would help assess the threat and risk to myself and other officers. The offender was a well presented, elderly male who had hearing difficulties. Having this disability meant it was difficult to communicate with the male, so I need to adapt how I would normally communicate with a member of public without this disability. The male had no warning markers and based on the information I had available and the way the offender presented to me, I assessed the threat and risk as low. I planned to resolve this incident with a community resolution, however I had been given new intelligence that he had previously been arrested for shoplifting. As a result of this, I was unable to solve this incident with a community resolution. I communicated to him that he was being arrested for theft. Once the offender realised he was being arrested, he became verbally aggressive and resistant. Therefore, the threat and risk to myself my colleague and the security staff rose. Consequently, under my discretion, I used handcuffs to gain control of the situation.

Using the reflective model, during this incident I was continuously met with challenges that required me to alter my approach to the incident. For example, I was faced with language barrier due to the offenders hearing difficulties, I therefore needed to find an alternative way to communicate with him to what was going to happen. I discovered that the method I used worked where he understood the issue, therefore I would use this method if I ever face a similar situation. Regarding the offender becoming resistant, I could have avoided this by using handcuffs at the first contact. However, in my opinion and experience, I believe that based on the information I had available to me, I made a reasonable decision.

During the incident as OIC, I considered the responsibilities regarding CPIA I had whilst conducting the investigation. When dealing with the offender I considered their history in any criminal acts. If there were historical crimes that had been committed, it would be my responsibility as the to conduct the arrest safely by planning what would be needed in order to do so. When in custody, there are several things that should be reviewed, for example the offenders' medical health, further searches that may need to be conducted (Blackburn et al, 2021, p.277). Regardless to whether the material is used by the prosecution, it is the responsibility of the OIC that all the material relevant to the investigation is recorded and accessible, for example, in the form of writing or computer copy. Examples of types of material that should be recorded are; Officer's Pocket Notebook (PNB), phone calls describing the offences or offender such as 999 call recordings, witness statements and exhibits mentioned in statements. The material that is obtained needs to be retained for a period of time which is dependent on a few factors, such as if the case goes to court, the result and the duration of the sentence. It is not only the material that may support the defence that should be recorded, but also the material that may work in favour of the suspect

(Blackburn et al, 2021, p.569) This is backed by government legislation (*Criminal Procedure and Investigations Act 1996*) which states, if the material is relevant but is seen as negative to the investigation, it must still be recorded.

There are four values that are set out to support what the police service do. During the incident described above I used these values to aide in giving the best possible service to the public regardless of their background, race, religion or gender. An example is how I communicated with the male in this incident. Although there was a communication barrier due to his hearing disability, I was completely transparent in my approach to the male, ensuring I was open and honest to help create a positive response from him. Another example is how I treated the male. Although he allegedly tried to steal items from the store, I considered the value of impartiality as I treated the male fairly and consistently, as I would with any other suspect. He was given an opportunity to express his views and opinions where officers could make fair decisions from the available evidence (College of policing, 2022).

In a study carried out by Hunsinger, Christopher and Schmidt (2019), (Gawronski and Bodenhausen 2006; Holmes and Smith 2012) it states that, it has emerged that during a period of two decades, research has become available signifying that there are two types of bias that we hold, conscious and unconscious bias. A person's conscious belief of a group of individuals such as stereotypical traits or opinion of which is deliberate is conscious bias. Whereas, unconscious bias refers to a person's involuntary connection between two things, such as stereotypes created by images from the media and previous experiences. A person does not intend or initiate unconscious bias however it can lead a person to interpret something or someone in a certain way without conscious awareness. From this I recognised that bias had a significant impact on my incident and how I handled the offender. As the offender was an elderly male and well presented, my unconscious bias related this male to an elderly and frail relative in my family that I would see as harmless and innocent. Upon seeing the male, I had already made an unconscious judgement on how I was going to treat the male based on my unconscious bias. This could have a significant negative impact on the incident as I have associated the offender with an harmless person who I have personal and past experiences with. In contrast, bias may have had a positive impact to the incident. Throughout life, respecting your elders is common in many cultures globally, partly because of the life experiences they have to pass on to younger generations (Reference, 2020). As a result of this norm in society, without intention, but based on previous experiences I have perceived the male in a way that I must show respect and understanding that he may have needs due to his age and abilities.

To conclude, there are many options and contingencies in police decision making and discretion. The NDM can be used to help police officers make their decisions in any situation and learn from actions they take. Officers have several responsibilities when conducting investigations and should follow CPIA when doing so. Officers can use policing values to support them in giving a good service to the public, but this can be hindered by bias and how it effects the officer's interpretation of the incident or person being dealt with.

Word count – 1473

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
As I have only conducted 2 interviews throughout my 3-month tutorship period I would like to develop my preparation and conducting suspect interviews	To help develop when preparing and conducting interviews, I can review the PEACE model to ensure I follow the best practice while conducting and preparing for interviews. I can achieve this by conducting more interviews to help with a repetitive learning style and gain further experience in an interviewing environment.	I can ask more experienced members of my team who have good interviewing techniques to help support me throughout my development. I can also use training material that has been provided during my first 6 months of training.	Based on the number of interviews I have conducted during my first 3 months of tutorship; I believe a realistic timeline that I can develop my skills in interviewing would be approximately 6 months – 1 year
Develop my effective communication with vulnerable adults and children	To help achieve and develop my communication skills when dealing with people who are vulnerable, I can attend more of those types of calls to help gain experience with talking to and understanding the different types of vulnerabilities people have within	To help support me I can ask my line manager to partner me with different members of my team so I can learn the different ways that they communicate with people with vulnerabilities. I can also speak with members of my family who deal with the vulnerable	I believe I can achieve the development of my communication skills with vulnerable people in approximately 6 months as an independent officer.

	the communities that I engage with	to highlight different methods of communication that they have had experience with	
Identifying the process to be completed for particular incidents, such as missing persons, sudden deaths and adult/children at risk.	To help achieve my development in identifying the processes to be completed with certain incidents such as missing persons, I can create a check list for all the outstanding work for each type of incident. Then when dealing with the incidents I can follow the check list and complete all relevant processes. I would need to attend many calls and incidents to help repeat the process in order for me to become confident in completing the process for each incident	I can be the main person to help myself with this area of development by completing the checklist, however, my fellow team can assist in areas that I am not sure what to do in certain incidents, especially those incidents that I may not have come across before.	Based on the number of different types of incidents that require different processes to be completed, it will take a lot of repetition in order to become confident in how to complete the processes efficiently. I believe 1 year would be a realistic timeline to achieve a good development, however this could increase if there is a lack of certain incidents that I would have less experience in.

Bibliography

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

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

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

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

Signed: _Conor Stripp _ _ _ _ _ (Learner - Electronic signature or type name)

Date: _ 06/06/2022 _ _ _ _ _