

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

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

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*
- *You should upload your completed document as a saved pdf of this workbook; if this is not possible then a Word doc 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:

In the past six months, I have been attested as a Police Constable, completing the relevant training and joining my colleagues on the response team. Finding a balance between my work and social life, and prioritising fitness and a healthy lifestyle, acted as key factors in supporting my well-being and stress management throughout my personal and professional life. I have used Gibbs' (1988) reflective cycle to support my reflective practice. I will explain what stress is and how I built resilience and applied coping strategies to minimise stress. I will explain the steps I have taken and the impact it has made throughout.

Stress can be described as a state of worry or mental tension and everyone in their lifetime will experience some form of stress (World Health Organization, 2023). Stress can have negative mental and physical impacts, so it is important to manage this and knowing when to get help.

The classroom-based training was intense, consisting of lectures and practical elements. The exams and practical scenarios supported me in evidencing that I was able to apply the information I had been taught into real-life situations and answer appropriate questions in a written format.

Following completion of a screening test, it was identified that I have traits of dyslexia. This was not picked up throughout my education so far, although I did feel upon completing the test that this might be the case. I had previously found retaining information difficult and feel a weight has now been lifted off my shoulders with regards to getting the appropriate support and help for the completion of my degree and career. I am open to new techniques and management strategies (National Health Service, 2022) that may support my learning going forward.

Resilience is defined as a person's persistence, adaptability, and transformability (Folke et al., 2010). It is their ability to withstand, and work through, suffering and challenging life events. I feel I remained resilient by making appropriate notes during lectures, and formatted what I had learnt, such as law and legislation, in a visual way and avoided jargon, which I knew would support my retention of this information.

Stranks (2005) states that coping strategies are techniques and treatments available to enable people to cope with stress. These can be personal and are used to develop a sense of resistance by knowing how to look after your own well-being.

Being organised was an important factor in supporting my learning throughout my training, given the vast amount of information we were taught. During my previous studies, I have found my ability to retain information relies heavily on my organisation skills. I focused on creating detailed notes in my own words from each lecture that were easy to understand, whilst making sure all key content was included. Due to the volume of information we were taught each day, I accepted that it was okay not to fully understand the lesson as it was taking place, but it was important to note the general information that was being delivered and come back to my notes on a different day in order to take in and understand the information.

After carrying out my own research, I have found that this style of learning is called *The Generation Effect* (Blackbourn, 2018). It is where your brain finds it easier to intake information if it is written in one's own words. By making my own notes, only including key points and sometimes including diagrams and drawings along with certain colours, I was able to support my learning. As discussed by Rugg (2008), prioritising your goals supports stress management. When revising for my exams, I created a list of topics and ranked these, prioritising those I felt least confident with, which allowed me to focus on topics I was concerned about, and then improve my confidence related to these.

To support my learning, I found it helpful to revisit lecture notes a few days after the lecture had taken place. This is called the *spacing effect* (Santoro, 2021). After looking into this, I have found that by learning and revisiting information over time activates the *cellular process* which is needed to build long-term memory which then helped with processing and understand the information being taught in class.

As the days were information heavy within the classroom whilst sat down for long hours, this often left me feeling exhausted mentally. I knew that going to the gym and remaining active would improve my general health and help clear my head. I have always enjoyed attending the gym, and this is something I do multiple times every week due to the health benefits (National Health Service, 2021) and the positive impact this has on my mental health. As I was going to the gym before I started my role within the Police, I knew this was something I wanted to continue and would help me cope with the heavy workload. I have always felt that doing exercise and eating healthy has had a positive impact on my mood and general well-being. Evidence suggests that regular exercise supports people in managing stress, particularly stress management in the workplace (Clark et al., 2014). I feel exercise has enabled me to give the appropriate levels of commitment needed in class in order to successfully complete my training. Exercising supported me in having a sleep routine and getting good quality sleep, which is important for stress management and wellbeing when undertaking studies (McMillan and Weyers, 2021).

By using the two above methods to help retain and learn new information, I supported myself as a student to pass all exams, practical assignments and then pass out as a Police Constable. I found the training period challenging at times, but overall, I was able to prepare for the more stressful times. The coping strategies I have

discussed supported the prevention and reduction of stress, allowing me to learn and practice at my full potential. I put strategies in place both in and outside of work hours to support myself holistically.

Overall, I feel that I made the general experience of training school a good and enjoyable experience. I enjoyed making new peer relationships, coped with large volumes of information daily due to the management strategies I had put in place and by remaining active and staying fit in order to have my own personal space and time away from work. My techniques have proven to be very beneficial towards my style of learning and something that I will be taking forward and implementing when needed in the future.

Word count = 1088

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:

An emergency call was made by a nearby hotel reporting that a female had walked into the hotel lobby with facial injuries, stating that she had been beaten by a male whom she was spending the night with at the hotel in their room. Within this essay I will be talking about the strategies I used in order to deal with the incident, and how any risk of potential injury whilst in conflict was minimised using police procedures. I will identify areas for improvement. I will be using the Borton's (1970) development framework to structure my work (White et al., 2006) by clearly setting out the chain of events from when officers arrived at the scene. I will also be explaining the actions that I took regarding this incident and how the situation was dealt with.

Officers attended the hotel and immediately my tutor and I were flagged down by hotel staff. Staff reported that the victim was in a staff room in the hotel lobby being supported by other officers. My colleague walked out of the staff room and told us briefly what the circumstances were after speaking to the victim and the injuries caused to the victim.

Acting on the information we had received, it was agreed that the suspect would need to be arrested for common assault, section 39 of the Criminal Justice Act 1988.

Three of my colleagues and I were guided by hotel staff to the room where the incident occurred. Whilst making our way to the room, my tutor informed me that I would be making the arrest as this was my first arrest.

As we got to the room, the suspect opened the door and I explained that we would need to enter the room. At first the suspect appeared to be compliant and allowed us into the room. As I walked into the room I was observing my surroundings and instantly noticed blood on the bed and the room appeared to have been damaged.

The suspect took off his jacket and clenched his fists by his side. I tried to engage with the suspect by asking what had happened, but the suspect refused to answer my question. As the suspect was of a muscular build and appeared to be under the influence of alcohol, I approached with caution and did not stand within his conventional fighting arc (CENTREX, 2005) which is the area that allows some degree of natural fighting skill to due the positioning of the suspect. Instead, I remained within the suspect unconventional fight arc, as this provided greater protection. I tried to further communicate with the suspect, but this was unsuccessful.

At this point I decided to engage with the arrest, so I placed my hand on the suspects left arm and whilst informing the suspect he was under arrest for common assault, he pushed me directly to my chest area, causing me to stumble backwards. My colleagues immediately stepped in and the suspect then tried further assaulting my colleagues by presenting physical confrontation. The suspect was sprayed with Pelargonic Acid Vanillylamide (PAVA) directly to the face to stop his aggressive behaviour (Bertilsson, et al. 2017) and was successfully taken to the floor by officers in order to get handcuffs on. At this point I informed the suspect that he was under arrest for common assault and he was cautioned.

Once the handcuffs were on and the male was detained, colleagues who were affected by the PAVA spray had a chance to recover due to discomfort caused to their eyes and skin (Northumberland, Tyne, and Wear National Health Service Foundation Trust, 2015) whilst myself and my other colleague made sure the male was on his side and comfortable after just being sprayed.

The suspect was escorted by my colleague and I into the back of a police van and taken to custody.

For this particular incident I referred to the Listen, Empathy, Ask, Paraphrase, Summarise (LEAPS) model personal safety manual (College of Policing, 2020). This provides a structured approach in communicating with victims or suspects by taking a less confrontational approach. The aim was to try and interact with the suspect and gather information from him. I wanted to listen to what he had to say and remain open minded about the situation, rather than potentially getting into any conflict with the suspect.

When first interacting with the suspect, I could see that he did not have a weapon on him that could potentially cause harm to myself or my colleagues and at this time I deemed the suspect not to be an imminent threat. I implemented tactical

communication strategies such as showing and expressing empathy, and personal appeals to gain compliance (Maki and Kokko, 2019). By acting on code of ethics values (College of Policing, 2014) I was open and transparent with the suspect, I asked the suspect to explain what had happened in order to seek clarity and check his understanding of the situation. I felt this would also allow me to gather what state of mind the suspect was in. As the suspect refused to answer and stood with his hands clenched to his side I then moved onto paraphrasing. I mentioned that the hotel had called us due to a disturbance that took place between the victim and a female. The suspect remained hostile and said "I haven't done anything". I then followed his reply with an open question by asking "What has happened?" to give the suspect an opportunity. Again, the male did not wish to comment.

At this point I felt the tactical communication approach was not proving successful and whilst we had the suspect it was in everyone's best interest to arrest him. I had tried to be fair with the suspect, but with the information we had received from the victim and the injuries sustained an arrest was necessary for common assault under section 39 Criminal Justice Act 1988.

Whilst stating that the suspect was under arrest the suspect became aggressive and violent towards police. Once he had pushed me this was classed as assault on an emergency worker, so my colleagues then grabbed hold of the male. As the suspect tried to injure other colleagues, he was then tactically sprayed by one of my colleagues in order to try and restrain the suspect. This was proportionate and justified by trying to prevent any injury to police officers and the suspect himself as the suspect was extremely aggressive. The suspect was successfully sprayed and was taken to the floor and placed in handcuffs to prevent any potential further threat with reasonable force.

Police use of force is governed by the following legislation in order to justify the force used and why: "The Criminal Law Act 1967, the Police and Criminal Evidence Act 1984, Common Law and the Criminal Justice and Immigration Act 2008 and the rights and freedoms contained within the European Convention on Human Rights (ECHR) govern the police use of force" (College Of Policing, 2013b).

In my conclusion of how this incident was dealt with I originally relied on using tactical communication and the LEAPS strategy (College of policing, 2020). I felt that the male did not pose an imminent threat and I wanted to engage him. I was aware of my surroundings and was also sure to take caution by not getting within the males fighting arc, as was what I learnt in operational safety training.

After discussing with my tutor following the incident, she informed me that the tactical communication was not appropriate in this particular incident. As the male had been identified by a victim and there were physical injuries to support the victims claim, my tutor explained that the appropriate action would have been to arrest the male straightaway. The tactical communication approach in this incident was not beneficial as my tutor explained that the male was not under caution at the time. (Archer et al., 2023) discusses the necessity of giving a caution when placing someone under arrest. This caution both ensures the rights of the suspect are protected and supports the person in understanding the possible consequences of saying or not saying anything.

I entirely understood what my tutor had explained and took full notice of the feedback provided. In this incident I feel I was more on the side of caution, taking into account core principles by perhaps being too open minded and displaying equality by trying to treat the male fairly in order to help deal with the incident. I did not appreciate the idea of instigating conflict straight away and instead opted for tactical communication, but now understand that in some incidents immediate arrest is necessary to contain potential threat that was there due to the initial report from the victim.

Once the suspect became violent the use of force was necessary for a purpose permitted by law whilst governed by the criminal law act 1967, PACE Act 1984 and common law (College of policing, 2013b). By using reasonable force, officers were able to control and detain the suspect, who once arrested was complaint with officers.

I feel that this incident was a great learning experience. As this was one of my first shifts on response, the understanding of knowing when to instantly engage was not clear at the time but has certainly become apparent upon reflection.

Word count = 1554

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:

Throughout this essay I will be talking about a recent incident that I attended and how I applied the Code of Practice for Victims of Crime (Ministry of Justice, 2020) whilst dealing with the victim. I will describe each element that I have used and how I have applied them in this particular incident. I will be using Borton's (1970) development framework to present my work, explaining each step that I have taken following the information received, and what action I have taken in response to the situation.

Police received an emergency call that a male and female were arguing in the street. This was reported by a neighbour who claimed that he could hear the disturbance late afternoon. My tutor and I attended the scene as emergency response.

Upon arriving at the reported address of the incident there was no sign of a disturbance. We therefore carried out an area search in a police vehicle and we sighted a male walking down the street with a substantial injury above his left eyebrow which was bleeding heavily.

At this point I activated my body worn camera (Jennings et al., 2014) which provides documentary evidence by capturing the injuries and the victim's initial account. The victim stated that he had been attacked by a group of young boys on push bikes and had sustained an injury to the face.

My tutor and I encouraged the victim to go back into his house address to deal with the situation. The victim had a can of alcohol in his hand and disclosed to us that he was alcohol dependant. I was cautious with my approach as I know drinking alcohol regularly has a negative effect on stress and anxiety. (Kamara, 2021)

As my tutor and I were getting an initial account from the victim with regards to what happened he was difficult to engage with at first. The code of practice for victims of crime (Ministry of Justice, 2020) details the rights of victims and how they should be treated. I followed this code of practice, applying these rights to the victim such as communicating in a way in which the victim could understand, recording the details of the crime and referred to services for support (College of Policing, 2021).

In order to support the victim at this time, I referred to the codes of practise framework (College of Policing, 2023a) which states that officers should be emotionally aware when dealing with victims. By acting on this we supported the victim by reassuring him that the incident will be dealt with by police and that we could understand his anger towards the situation. As officers, we are also expected to take ownership of situations and to remain compassionate and committed (College of policing, 2023b). The victim became angry and started shouting at my tutor and I, venting his frustrations. Therefore, in order to gain control of the situation we had to raise our voices so that the victim would listen to my tutor and I. I explained to the victim that he must calm down and stop raising his voice towards officers as we were there to support him. We were aware that the victim was not in a great state of mind, but we addressed this by offering words of reassurance and repeatedly explaining that we were there to help.

As the victim was bleeding heavily, we as officers have a duty of care (Smith, 2005) to protect victims and witnesses. I explained to the victim that we had to control the bleeding of his head injury and once again reassured him that we were there to help in an attempt to get closer to the victim. The victim started to calm down and a further colleague arrived on scene with bandages and started with applying the bandages above the males left eye to control the bleeding.

The victim was advised by my colleague and I to stop drinking alcohol as this would cause his blood to thin and bleed more (Biggers, 2018). The victim kept stating that he was a registered alcoholic and needed the alcohol. Although officers encouraged him to stop, he did make some attempt to drink less than what he normally would.

By following the codes of practice policing principles, the victim felt able to share his account of events with me. Principles I implemented include treating the victim with respect, showing selflessness by acting in his interest and making any choices based on evidence and using my best professional judgement (College of Policing, 2014).

I took a seat next to him for him to feel like I was on his level and was listening carefully to what he said. I explained that I would take note of what the victim has said about the incident in my electronic pocket notebook (EPNB) but my priority was getting him to hospital to deal with his initial injury. I was open minded to the fact that he was

now in police care and we could not risk the health of the victim, whilst providing the best service that I could at that time.

An MG11 is a document used to obtain a statement from a witness or victim (Archer, et al 2023). The victim confirmed that he would be willing to provide a statement and make a complaint in relation to what happened. Due to the nature of the victim's injuries I explained to the victim that he would first need to be conveyed to hospital to treat his injuries. Once treated, officers would return the following day to take a statement.

As the victim stated that he had had mental health issues, was an alcoholic along with the fact he had a head injury, I told my colleague that I would sit in the back of the vehicle behind the driver to monitor the male in order to assure the safety of myself and my colleague, along with the male's personal safety.

The victim was taken to hospital where we waited with him until he was seen by nurses and officially passed over to the hospitals care. I explained that we would be back to his home address tomorrow to continue the investigation and take a statement from him.

The following day we took a statement from the male who provided his full account of what had happened. I explained that I would keep the victim updated during the investigation, as is his right in line with the Code of Practice for Victims of Crime (Ministry of Justice, 2020). This provides reassurance to the victim by informing them of any updates or conditions and by making the victim aware also helps to keep the victim safe. It also provides the victim with assurance that the incident is being dealt with.

UK police have a duty to protect all individuals in need and identify any risk (Ford et al., 2020) therefore the victim was then provided with a safety plan by myself, which included to keep all doors and windows locked, keep his phone fully charged and on him at all times, to dial 999 in an emergency, and not to attend the address of those who assaulted the victim to help keep the victim safe.

In conclusion, by following the Code of Practice for Victims Of Crime (Ministry of Justice, 2020) I was able to engage with the victim, taking the appropriate actions to allow the victim to provide his account of what had happened. Once I had gathered enough information, I was able to identify the current needs of the victim which was to receive medical care for the injuries sustained.

Throughout my interaction with the victim I was honest, informing him of the steps that we would take by conveying him to hospital and stating that I would be back the following day to take a statement from the victim. I also stated that I would keep the victim updated throughout the investigation.

In terms of safeguarding the victim I have provided him with a safety plan assuring him to act on this.

For future practice I will follow the Code for Practice for Victims as per police policy. This provided core ethics that by following throughout this incident have led to providing a victim of crime with the appropriate support and guidance.

Word count = 1385

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:

Within this essay I will be explaining a domestic incident that I attended and how I used the National Decision model (NDM) to explain the actions I took and why. I will also describe what steps I have taken to follow the Criminal and Procedure and Investigation Act 1996 (CPIA) and how I have conducted my investigation based around this. I will be using the Gibbs' (1988) reflective cycle to present my work, explaining the reasoning for each step taken following the NDM.

Police received an emergency call from the mother of a female who had pocket dialled her mother. The mother stated that she could hear her daughter arguing with her partner. The female mentioned that she had been hurt. There was no further information regarding the call and my tutor and I made our way to the address given by the mother.

As my tutor and I arrived at the address, I immediately activated my body worn camera (Jennings et al., 2014). This provides documentary evidence in relation to gathering information to a possible crime. As a police officer it is my duty to make sure all reasonable steps are taken to follow the Criminal procedure and investigations Act 1966 (CPIA) (Ministry of Justice, 2020).

The CPIA 1966 (Ministry of Justice, 2020) clearly states how officers can record, retain and reveal any material obtained in a criminal investigation. Every investigation is based around this act and its policies.

Once I had activated my body worn camera, I immediately noticed there was a crowd outside the address and another officer at the front door of the property. Contact was made with a male inside the property, stating he was trying to find a key to unlock the door.

The NDM (College of policing, 2013a) is a decision model that should be used by all police officers. By following the 6 key elements of the NDM officers will be able to justify their actions during an incident. The structure of the model is based around police code of ethics to help guide your discretion whilst making decisions. The first step is to gather information and intelligence. Second, to assess threat and risk and develop a working strategy. Third, consider powers and policy. Fourth, identify options and contingencies. And lastly, take action and review what happened.

By using both the NDM and following the CPIA, this allows officers to use their discretion (Pearson et al., 2020) when dealing with an incident by making informative decisions. The policies support officers in knowing how to conduct their investigation and make appropriate decisions based on the information available with regards to legal factors, initial accounts, evidence and following the Police and Criminal Evidence Act (UK Public General Acts, 1984).

At this moment the use of the NDM (College of Policing, 2013a) came into action by gathering as much information and intelligence as possible. Officers were carrying out immediate action by engaging with those in the address. I engaged with the crowd outside the property, who mentioned that they were family of the female involved. They stated that their daughter was inside the address with her partner and there was concern that she had been harmed during an argument. It was key to remember that no one has witnessed anything, but due to seriousness of what was disclosed a full investigation would need to take place.

Whilst there was a short wait until the male opened the door, I have instinctively moved onto the next step of the NDM which is assess threat and risk and develop a working strategy. By assessing the threat and risk I realised there was a potential threat of the family of the female interrupting investigation efforts once the door to the address was opened. Therefore, to manage the situation, it was important to seek mutual gains with the crowd and work collaboratively (Corcoran, 2014).

By using my discretion (Aplin, 2022), having the freedom and choice to make decisions based on the information available, I communicated openly with the family. I asked the family to move away from the address to limit any potential conflict. I allowed the parents of the female to stay but asked for everyone else present to move on. By being honest and transparent in my efforts along with constantly reassuring the family I was able to gain the family's trust and they agreed to cooperate by moving away. I used police code of ethics by being open and honest with the family. I was fair by allowing the parents to stay as I could clearly understand their concern for their

daughter. I also took accountability for the investigation and made a decision based on my professional judgement.

Following the NDM and using discretion I next considered powers available. Due to information originally disclosed, and that no officers had heard from the female whilst waiting for the door to be opened, under section 17 of the police and criminal evidence act, a Police Constable may enter a property without warrant for the purpose of saving life and limb (Davenport, 2005). This was considered but was not needed as the male opened the front door. The female ran out of the house towards her family. Other officers stepped in to talk with the male.

To comply with the CPIA (Ministry of Justice, 2020) which highlights the key principles in conducting an investigation, it was vital that we pursued all reasonable lines of enquiry and gathered any significant information. I also considered the next step of the NDM by identifying options and contingencies. My tutor and I stayed with the female. The male was with other colleagues in the address. Whilst other officers went upstairs in the address and two other people were present at the time of the incident, but they expressed that they were not willing to cooperate with police.

Whilst I gave the female time with her parents to calm down outside the property as she was visibly upset, I knew it was crucial to get an initial account from her to support the investigation. Once we had that we could take the appropriate actions following police principles and CPIA (Ministry of Justice, 2020).

After gathering what I deemed to be a substantial amount of information and the allegations the female had made against her partner, the female was asked whether she wanted to make a complaint and if she was willing to attend court, which she was. At this point I have instinctively moved onto the last step of the NDM which to take action.

The female stated that she had been drinking during the night, so it was not deemed appropriate to take a statement from her at the time as this would be considered to have an impact on her ability to recall the incident (Van Oorsouw et al., 2012) and this was explained to her. Instead, a pocket notebook entry was taken by myself where I gathered an understanding of what had taken place and noted any injuries. I gathered this information as it was relevant and therefore must be obtained in line with CPIA 1996 (Ministry of Justice, 2020). A full statement would then be taken when appropriate.

Due to the nature of the offence and following force procedures, I asked the victim whether she would like to complete a DASH (domestic abuse, stalking, harassment) (Almond et al., 2017) form. I explained that this was several questions about the female's relationship and completing the questions would help determine the level of risk regarding the incident. I asked whether the female consented to sharing the DASH form with partner agencies, to which she consented.

The female was informed that an officer would attend her parents address where she was staying the following day to take a statement. The victim was then provided with a safety plan by my tutor as I observed.

Due to the information we had obtained, we had enough reasonable grounds to arrest the offender inside the property. A colleague then cautioned and arrested the offender and conveyed the offender to custody.

My overall evaluation of the situation is that I felt the incident was dealt with efficiently. The correct steps were taken using the NDM to carry out our investigation, but at the same time taking steps to minimise any potential risk whilst considering our options throughout.

On reflection, changes I would make are as this was my first time completing a DASH form with a member of the public, I required support from my tutor and the interaction was not as free flowing as expected. This sometimes caused the victim who was visibly upset to lose concentration. As I now have experience in completing the form this will only become a faster experience with less pauses and I will be able to proceed with more confidence in what I'm doing.

On conclusion, I have learned about the procedures and steps that are taken to ensure the safety of all those involved, especially the victim, by making sure the correct procedures are followed and the correct advice is given. Along with this I witnessed how crucial it was to gather a full account of what had happened from all parties involved to decide on what course of appropriate action to take. I experienced the importance of following the code of ethics and how being able to successfully implement this helps towards a professional investigation.

Word count = 1567

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
I aim to improve my understanding of when to make an arrest. This is in relation to having enough grounds or necessities to make the arrest.	I will continue to have discussions with my tutor and colleagues with regards to when to make an arrest. I will ask for feedback on my decisions and actions and personally keep a record of these. I feel experience of these instances will improve my knowledge and understanding.	My tutor, sergeant, and experienced colleagues.	Within my tutorship period.
I aim to become more confident and clear with the administration process following an identified safeguarding concern of a child or young person.	I will take the lead in completing the necessary forms and gathering required information, supported by my tutor. I will familiarise myself with the form, which will support me in gathering necessary information.	My tutor and experienced colleagues.	I aim to independently complete the relevant paperwork with support from my tutor minimising each time. I will take the lead in completing the referrals for the next five instances.
I aim to improve my knowledge and competence with regards to	This will be achieved by attending the Tier 2 interviewing training (Police	Trainer of the course. Personal reflection of skills. Review the College of Policing	By November 2023.

interviewing victims and suspects.	Education Qualifications Framework) in October 2023. I will then put what I have learnt into practice, and complete reflections following interviews going forward.	(2022) Investigative Interviewing guidance.	
I aim to increase the timeliness in which I complete OEL entries on Niche. At present I feel I complete these entries at a slower pace than my experienced colleagues.	I will continue to investigate methods and evidence-based management strategies (National Health Service, 2022) which will support my literacy and speed of writing. I will put these methods in to practice.	My tutor, sergeant, and experienced colleagues. Meetings with Richard Jones, Wellbeing Specialist (Dyslexia support).	By end of tutorship.

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: __ LIAM BALL__ (Learner - Electronic signature or type name)

Date: __ __ 04/06/2023 __ __