



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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 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 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
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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 task I will be discussing and reflecting about how I have coped with the stresses of the job within the first six months of my policing career, training school. School is predominantly classroom-based lecture style inputs with the aim of providing students with the practical knowledge to be effective police officers. Throughout the course there are practical elements which aim to build on the knowledge from the classroom. Throughout this essay I will be using Bortons reflective tool, 1970. (Study Prism, 2023.) to effectively understand and analyse the coping methods to deal with stress whilst the training school.

To effectively reflect on coping methods, I will first define stress as its far too easy to say you are simply stressed when in fact you're not. Stress is best defined as *state of worry or mental tension caused by a difficult situation* (World Health Organisation, 2023). When reflecting on coping strategies I must look at and fully understand what a coping strategy is, not to confuse it a habit or day to day activity. A coping strategy is widely accepted, by psychological associations as an *action, a series of actions, or a thought process used in meeting a stressful or unpleasant situation or in modifying one's reaction to such a situation*, (American Psychological Association, 2014.). It is important to find out what is meant by building resilience, finding out what is mean by this allows us to effectively understand and reflect, Resilience is defined in the Oxford dictionary as the *ability of people or things to recover quickly after something unpleasant*, (Oxford Dictionary, 2020.).

Through the training course, I experienced stress as the intensive training course was demanding, especially as I was returning form an operational role on division. As a result of this I had to seek new ways to elevate stress. One of the main ways I reduced my stress level was running. Physical exercise has long been seen as one of the best ways to reduce stress, (Mind Charity, 2022). I found that frequent exercise gave me space to let go of the stresses from the day whilst having the bonus of keeping my operational fitness up. This is not uncommon feeling amongst runners, as running can increase mood boosting hormones, 89% of runners reported an increase of well-being and mood after running (Glasgow Caledonian University, 2022). This is further supported by Galankis, as there is also evidence to support this coping mechanism as running, running it seem as a way to boost self-esteem as those with lower stress at work tend to have high self-esteem, stress has long been associated with low self-esteem (Galankis, 2016)

Another way in which I have managed to build up resilience to stress is socialising. Whilst there are often reservations around socializing as it is often associated with drinking. I have

found that socialising especially with my colleagues has given me the opportunity to talk through factors relating to my experience of stress. I have felt that this is more effective than simply talking to my friends outside of work, because of my colleagues, and I are going through the same training and can empathise with each other. This in my eyes is one of the most import ways to de-stress as it

develops coping mechanisms as when you talk to people, your colleagues about issues that you facing be it personal or work often solutions are created that you can implement meaning that you have not just let you go of the problem but you are in fact taking the first step towards a solution.

In addition, I have found that maintaining a healthy, regular sleep schedule is one of the best ways to reduce stress. However, it is important to note that even though most adults need 7 or more hours and that sleeping more than seven hours should be on a regular basis, (Barret, et al., 2015). Not getting enough sleep has a significant impact on stress levels, (Breus, 2022). When I had a poor night's sleep, I found that my response to stressful situations was poor and my resilience to them was near enough non-existent and that when prevent with a situation my instinct would be to move away and ignore the issues. This is part of the flight or fight reflex, even though this is not a situation that would normally require this level of reflex, the body can overreact to work pressures, (Harvard Medical School, 2020). Whilst I am aware of the benefits of a regularly sleep schedule, it's not always possible to get a maintain it especially in a role such as that of a police officer. There are going to be times when you cannot get to bed on time for whatever reason, and being flexible is part of the coping strategy, if you become too fixated on a control strategy it can become part of the problem.

In conclusion irrespective of anything I do my life will never be free of stress, the test is how well you manage it. Building effective coping mechanism that help you build resilience to stress is arguably one of the most import skills of not just this job, but life in general. It's all too easy to say don't stress or worry when in fact stress is a deeply personal thing and we are all affected by it in different ways. Looking back on my time in training school I feel that my resilience to stress has increased and I'm feeling a lot less stress not just in my work life, but my personal life too, which has led to an improved quality of life outside of work. Whilst the coping mechanisms work well now I know that as my life changed my coping mechanisms will have to change too.

Words – 965

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. Batari'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:

Policing is one of the few jobs where it is not a question of if you will face conflict, it is a case of when. Police officers will face a level of conflict that members of the public would very rarely face. As a police officer, albeit a new officer I have a level of experience when dealing with conflict including verbal disputes, acts of violence that cause harm to each other, members of the public or officers. A common assumption made by people outside of the force is that we use violence irrespective of the situation, however this only results in miscommunication. Most people think that as police officers we are always having fights when in reality more often than not we as officers use effective, verbal, non-verbal communication, and negotiation tactics.

In this essay I will be referring to Batari's Box, or as it is also known the conflict cycle. Batari's box is an underpinning principal in conflict and particularly policing. In itself Batari's box is a simple principle, it is a circle which consist of four simple elements, my attitude effects, my behaviour which effects your attitude which effects your behaviour. The reverse is also true where behaviour effects attitude. This incident was one where I felt Batari's box was particularly fitting. Batari's box is a theory of which the creator is unknown. Batari's box also links in with the theory of rational V irrational brain, where rational is based on logic and thinking and reason where irrational is not.

The incident I'm going to be talking about occurred during my first week on shift. Whilst this incident on paper is one which appears to be simple, a male wanted on a bog-standard fail to appear

warrant, meaning he has failed to meet his court date. In fact, this incident is so simple you don't even need to caution or give the arrest necessity under code G of PACE as the warrant comes with a preserved power of arrest. With regards to conflict as police officers we have powers governing our use for force.

When the warrant came onto put control room screen, my tutor and I were passed the incident. When we viewed the male on Niche, our computer system, we decided that we would ask the team to make their way in case the male decided that he wasn't in the mood to come quietly so to speak. In total eight officers made their way, several of which were experienced police officers. This is where Bataris box comes into play. If you said to me, go and arrest this male on your own, I'd have been the most laid-back officer there, however as I had to do it in front of numerous experienced officers I was, for want of a better phrase bricking it.

The address was in a block of flats miles away from the road, meaning we had to park up and walk en-mass through the jungle of tower blocks which all looked the maze looking for the number in question. Once we found the correct flat, we buzzed the number as it was half two in the morning, it probably wouldn't be a good idea to be buzz the rest of the flats and wake the rest of residents and potentially inflame the situation.

The male that we wanted popped his head out of the window, seeing eight police officers outside his house, asking him to come down for a chat. Understandably he wasn't in the best mood.

As he came down, he was immediately in a standoffish mood, standing in possession with his hands in his pockets asking what we were doing. This is the start of the downwards spiral. For me with all the officers watching my every move I became focused on my personal safety and that involved getting the male to take his hands out of his pockets. However, the male was more concerned with getting some answers so my behaviour is getting him to take his hands out of his pockets, he is getting more annoyed with us as he isn't getting his answers, which in turn was making him more and more wound up which lead to me getting more concern at the fact that he was becoming more and more agitated with his hand in his pockets, and the cycle just kept repeating himself, until a colleague of mine stepped in and gave told that male in question that he missed his court date and the second that he was told that he calmed down and apologised for missing it. This is where my effective verbal communication came into place as the male had calmed down, we were in a possession to get the formalities out of the way and make sure he had all of his personal items with him.

Allowing him to collect some personal items allowed me and my tutor to build rapport with the male which allowed to deescalate the situation to some degree. We could fully explain to the male what was happening and were able to give him some space to collect his thoughts and probably wake up as we were arresting him during the small hours

When we were dealing with this male it was important that we utilised effective listening skills as it allowed him to explain his side of the story even though there was no possibility of him changing the outcome it allowed us to build rapport as he felt like he was being listened to. When we were listening to him it was important that the officers in the location made sure that their body language was that which demonstrated that we were listening as no matter what we would have said if he felt that we weren't listening then he would have led to the situation escalating again.

Underpinning this entire incident was the core principles of policing and it was my job as one of the officers attending to ensure that they principles of ethics, equality, diversity, and human rights were upheld.

Even though that the entire arrest was lawful and in line with correct procedure, we did in fact breach the males' human rights as we had removed his right to liberty, however we as police officers have the power to do this providing the arrest was lawful which it was.

When discharging our duties we have to ensure that all of our actions are ethical, which in this incident they were, we had no choice in relation to the outcome, as it was a warrant however the little actions taken had to be ethical such as the application of the handcuffs, I felt it necessary to apply handcuffs as the male had numerous warning markers for concealing items, which no matter the effectiveness of a search I would not be able to find, in addition it was necessary to protect not only myself and other officers but him the male from hurting himself whilst he was in our custody. I feel that the need to handcuff the male was a result of Batari's box as if I had been more laid back for want of a better phrase that the situation could have been dealt with without the need for force, however the situation presented to officers required a level of force.

Throughout the entire incident I felt that the effective communication and negotiation tactics used by myself, and my team allowed the incident to be solved with minimum disruption, and in line with the PACE codes of practice. I feel that the principals of equality only vaguely involved in this incident as like I have previously mentioned we as officers had no choice in relation to the outcome of this incident, however we as officers ensured that we dealt with the male in a professional matter that was fair and the male was treated in a way which was no different the way we would treat any other individual in this scenario.

This incident was one in which where a low level of force was required, I took into account this males' previous markers, his attitude and behaviour which had been affected by Batari's box. The fact that we would be transporting this male to custody where he would be held, the inability to complete a fully effective search due to situational difficulties. I considered all these factors prior to using the level of force which I did.

In conclusion, this incident was one which I feel I didn't respond the best to conflict, this is partly due to my previous experience as a police community support officer, where I have always dealt with incidents at a low level and have remained calm throughout. However, I didn't escalate this incident to a particularly higher level, and only went up as a result of the male becoming irate which is why I feel that Batari's box played a crucial part in this incident. In order to improve on this incident, I need to relax and remain calm and in essence try to forget about the officers watching as I feel that this is where the entire Batari's box scenario started.

Words – 1532

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 will reflect on a policing incident where I played a significant role with a victim of domestic violence related common assault and criminal damage. I will also be looking at the cultural issues which affected the police response to this incident. This incident related to the exploitation of elderly parents by their daughter in return for childcare. I first dealt with this incident following the passing of the elderly mother's husband, as his son had called the police to say that he'd been assaulted by his sister, the daughter of the elderly mother and had his phone smashed as the daughter had grabbed it and thrown it on the floor following the assault.. On return of the mother to her address after the passing of her husband, both sons attended the address where they became aware of their sisters' intentions to potentially exploit the mother state of mind with an arranged meeting to "mend bridges" to gain childcare. Due to the age of the mother, it emphasises what is not portrayed in the media and that is the lack of elderly members of the public often avoid phoning emergency services unless there is a threat to life, community, or property which I have seen often during my policing career.

Although this incident is not one where on the surface there are cultural issues, in policing we are seeing cultural issues across every incident we deal with. In this case we are dealing with the cultural issues around public confidence in the police in varying age groups. A mere 43% of woman trust the police compared to 54% of men and if we look at data for eighteen- to twenty-four-year-olds then 51% say they trust the police, (Mann, 2021). Whilst this compared to 82% of those aged seventy-five or older having confidence in their local police. (Gov.uk. n.d)

The role the criminal justice system is to “deliver justice for all, by convicting and punishing the guilty, and helping them stop offending, while protecting the innocent” (Garside, 2008). For many people the thought of going through a police investigation is one of the most nerve-racking experiences. That is where the victims’ codes of practice comes in.

This incident I made sure that I kept myself in line with the victim’s code of practice. The code of practice is designed to clearly set out the service that we must provide to our victims and are the minimum standards of that service that we provide. The victims code of practice consists of twelve basic rights. They are the right to be able to be understood and to be understood, the rights to have details of the crime recorded without delay. To be provided with information when reporting a crime, and to be referred to services that support victims. The right to be provided with information about compensation. To be kept up to date and be provided information about the investigation and prosecution. The right to make a victim’s personal statement. The right to be given information about the trial its process and the role as a witness. The right to be given information about appeals and the outcome of the case. The right to have your expenses paid and to have any property seized returned. The right to be given information about the offender post-trial and finally, the right to make a complaint about any of these rights not being met. (MoJ 2020)

The victims codes of practice is at the heart of everything we do as police officers. And it is the responsibility of the officer in case to ensure that the victims codes of practice is adhered to and the responsibility of their supervisor to ensure that the code is adhered to. The code aims to provide victims of crime with the support they require to overcome the effects of the crime.

During the course of this investigation, I had to proceed with great care and consideration as the family had recently suffered a bereavement which made not only the victim and witness vulnerable, but it made the suspect vulnerable as well as we all grieve in different ways and the family felt that her the female suspects actions may have been a result of the grief. This would prevent an issue for any officer investigating this matter as a police investigation is stressful for families at the best of time let alone when they are grieving.

Throughout this incident I ensured that I followed the victims’ codes of practice as being the officer in case a large proportion of the victim’s code on me. For example the right to be kept informed and up to date, to ensure I met this right I spoke to the victim of this incident and asked how best to keep him informed in this the victim worked as a front of house manager at a restaurant which meant that at times when I was working it was not always practicable to call him and provide long updates, as a result we worked out that the best way to maintain contact was via SMS messages meaning that he could pick them up at anytime if he was working. However, this wasn’t the ideal method as it is quite difficult to read tone from a text which can make it quite difficult to meet other rights under the code for example the right to be able to be understood and to be understood. I had to work harder to meet this right as victims want to feel up to date and included but with a text message you cannot always ensure this. For example, you have no opportunity to utilise active listening is a key part of effective communication and is key to ensuring people feel that they are being listened to and understood. It can also be difficult to fully understand an interaction over the phone as I had to ensure that I used language that was easy to understand over text and make sure that the updates were simple and easy to follow and well written.

Whilst most of the codes of practice focus on the victim, they do also include any witnesses in the incident, for example, the officer in case must keep the victim informed, but there is also a right for the role of a witness to be explained to the witness and for them to be given information about the trial, whilst this responsibility mainly falls on the witness care unit, it can fall on the officer in case as

they more often than not the officer in case is the one that arranges, attends and collect the statement. In this incident I did keep the victim up to date but due to the relationship between the victim and the witness, they are brothers, this mean that if I updated the victim then he would keep his brother up to date and vice versa, both the victim and witness were happy with this arrange and it meant that I had more time to progress other matters on my workload. It also allowed for the brother to support each other through this difficult time.

Even though this incident was a difficult one I had to ensure that I engaged with core policing values, with a particular focus on impartiality and integrity (CoP, 2016). As from the outset it was very clear who was the victim and who was the suspect, but I could not allow that the influence the way in conducted this investigation. This was mainly because, the assault and criminal damage had been captured on video. I could allow the fact that this was a clear-cut investigation interfere with my integrity.

In conclusion this incident is one where I as the officer in case had huge responsibility to ensure in complied with both the victims' codes of practice and force policy and procedure, to not only support the victim in this incident but to support his brother, the witness and their mother as a vulnerable witness. And to show how I engaged with policing values and consider the sensitive nature of this investigation. I also had to ensure I was sensitive to not only the recent passing of the father in the family, but the cultural issues around the trust in the police.

Words – 1386

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 focus on how ethical decisions are made by police officers. Ethical decisions made by both members of the public and police officers require several factors which is typically described as materials that the individual has around them such as environmental concerns, safety factors, and many other implications. As police officers we use the National Decision-Making model, (College Of Policing, 2014), the model is applied by all police officers and staff to when making all kinds of decisions.

The National Decision-Making model is a follows a simple format that is designed to be easy to use in high stress situations. The model centres itself around the code of ethics and consists of six parts which includes gathering information and intelligence, assessing threat and risk, considering the powers and policy, both local and national, identify options, contingencies and develop a working strategy, take action and finally review.

The code of ethics is the guidance and standards to which all police officers and staff are held. The first stage is Information and Intelligence, at this time we need to ask questions such as, what do I know and what do I want to know? This information is usually passed to front line officers via the control room.

Secondly is identifying and assessing risk, is there any threat risk harm if so to who, is it immediate? We commonly assess and identify risk using the THRIVE method, which stands for threat, harm, risk, investigation, vulnerability, and engagement.

The third stage of the National Decision-Making model is considering powers and policies, this ranges from legal powers such as use of force powers to both national and force policies such as national children in custody policy created by the national police chiefs council, force anti-social behaviour powers

The fourth stage of the National Decision-Making model is identifying options contingencies and developing working strategies at this stage in the national decision-making model officers would assess would use all the All the information obtained during the previous stages to identify options and to develop working strategy and identify any contingencies as required.

The penultimate stage of the National Decision-Making model is taking action at this stage I would take action to deal with the situation I am presented with taking into account the answers to all previous stages of the national decision-making model.

Finally review, review is the last stage of the National Decision-Making model officers are always encouraged to take time to review their ins review the incident and how they've dealt with it using the national decision-making model at the end of an incident however you may have to conduct a dynamic review of national tissue decision-making model in the situation should the situation change as mostly situations are constantly adapting. (College Of Policing 2014)

It is important that as police officers we utilise our discretion. Discretion is best defined as using your professional judgment, having the authority to decide, and selecting the best cause of action, having considered all other options and outcomes. This is derived from the nine policing principles, (College of Policing 2014)

The incident I shall be talking about, whilst not a whole incident was one where I had to take and investigation from the interview stage. A female had been brought in for a voluntary attendance interview in relation to an allegation of domestic related criminal damage. I had been tasked with the interview of this female and progress as I saw fit up to the charging stage.

As with every action that we as police officers take, I began with the first step, consulting the national decision-making model, firstly I gathered all the information available to me, I looked at the hand on package, and made notes. Next, I assessed the threat risk and harm associated with this interview. Then I considered the powers, policy, and procedure in relation to this occurrence, I knew that as it was a domestic related incident therefore the force policy for dealing with any domestic incident came into play.

After this I then I then identified my options, contingencies and developed my working strategy, this is the stage in an interview where you start to build your road map. I thought about what I knew in relation to this incident and compared that to what I wanted to know. And the blanks became the focusing point of my interview. I then acted; I interview the female and was continuously consulting the national decision-making model to ensure that all of the question and discrepancies on the road map were covered. It is worth noting that even though review is the final stage of the national decision-making model, even though I was constantly reviewing though the taking action stage. Once I left the interview I then sat down with my co-interviewer, we discussed the interview and what was said and where there any points that needed clarification from either the suspect, the victim or even the witness.

The national decision-making model is a framework used by police officers to guide them when making decisions. One of the key principles of the national decision-making model is the use of discretion which allows officers to make informed decision based on the specific of each situation or

incident this means that officers are encouraged to exercise their professional judgement and to select the best course of action. The use of discretion is seen as an important aspect of the national decision-making model as it enables officers to respond in a flexible and adaptive way.

The criminal investigations and procedures act set out a number of various rules and regulations which govern the way the police conduct criminal investigations in England and Wales. These include the need to conduct all investigations in a fair and impartial manner, to respect the rights, of suspects, under Code C of the Police and Criminal Evidence Act (Home Office, 2018) and any witnesses.

The act sets out clear rules and procedure which must be followed, when conducting interviews and collecting forensic evidence. The overall aim of the act is to ensure that we as a police service conduct out investigations in a professional and transparent manner with respect for the rights of all those involved.

Under the act police officers have a number of responsibilities when it comes to conducting a criminal investigation. The act also governs the conduct of police officers during a criminal investigation.

As an investigator I have a duty under this act to record all relevant information about the criminal investigation including but not limited to details of any interview searches and the arrest record. Information record must be in a clear and concise manor which is management of police information complaint, the national policy which relates top [police forces date collection and storage, and must be updated as the investigation progresses. The act also covers the retention of any information recorded the length of time for which this information is held varies depending on the nature of the offence and the status of the investigation.

It is a requirement of the act that all any information gathered during the investigation be disclosed to the defence, except in certain occasion for example where the information is privileged. The purpose of this is to ensure that the defence has access to all the relevant information to allow them to prepare the best defence for their client.

The potential impact of bias on a police investigation can be significant as it can lead to unfair treatment of suspects, investigations that are inaccurate or incomplete, with the potential of wrongful convictions. Bias in an investigation can arise through multiple ways, such as prejudice on the person reporting, victim or the suspect, personal prejudice from individual officers or even prejudice from superiors or colleges. When police officers allow their biases to affect their decision making or the manner in which they conduct their investigations. They may be more likely to focus on certain suspects or lines of enquiry and may downplay other leads. This can lead to the exclusion of evidence, or the relevant lines of enquiry being ignored.

Words - 1350

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 will effect a lawful arrest	I will attend at an incident, I make a decision based on all the information available to myself. I will the arrest the person in question	My tutor My Sgt Other colleagues	Week 3 of tutorship
I will complete safeguarding documents and referrals	If I attend at an incident where I feel there is a need to safeguard any person, I will complete the relevant documents and take appropriate action to ensure the safeguarding of that individual	My tutor The public protection unit	Week 1 of tutorship
I will conduct a volume crime investigation	I will either attend at an incident or be tasked an incident and I will be the officer in case and take the investigation from first contact up to the charging decision	My tutor My Sgt. Other colleges who may have dealt with a similar incident	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: 

Date: 10/05/2023