

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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	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:

Reflecting on the last 6 months has helped me identify the strategies that I have developed in order to deal with stress. Exams, revision, and home learning is something I haven't done for a long while however I have quickly adapted to this way of working and thoroughly enjoyed it. I have also learnt methods that are not so useful which I believe is all part of the process to better myself and ensure I am achieving the best possible results. "A coping strategy is a conscious effort to solve a personal or interpersonal problem that will help in overcoming, minimizing, or tolerating stress or conflict." (Study.com, 2016) Personally, I feel there is 3 key strategies that have helped me manage the stress of the training process, these are as follows.

Finding time to fit Golf into my weekly schedule has massively helped me deal with stress. "Good time management is essential if you are to handle a heavy workload without excessive stress." (Shah, 2016) I feel golf has supported me as it gives me the time to get out of the house, see friends and stay active. Playing golf is beneficial as it is a distraction from my work. It stops me over thinking about revision as I am concentrating on the game. I have also found that because of playing regular sport I am managing to sleep better which is ultimately benefiting my output in work the following day. Research regarding sport and mental health supports this strategy. "Exercise causes your body to release endorphins, the chemicals in your brain that relieve pain and stress. It also reduces the levels of stress hormones, cortisol and adrenaline. Studies have shown that 20 to 30 minutes of exercise each day can make people feel calmer. This calmness continues several hours after exercise." (Brenan, 2021) Sport has taught me that it is vital to be resilient in all that I do. "Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioural flexibility." (American Psychological association, 2022) Throughout my childhood I have been a member of many competitive sports clubs which has given me the capability to deal with difficult situations and I think this skill has helped me throughout the training process.

Several others and I in my class have scheduled daily calls via teams to help support one another through the last 6 months. These calls had a clear structure and the subjects we would cover would be outlined prior to the call. We shared knowledge and supported one another through the process by leaning on each individuals' strengths to create a revision pack with all the key information needed for the exams. These calls also involved general socialising with others which has helped manage stress as we could support one another as we were all sharing the same experience. This has helped me to not feel alone and isolated as we are all in this together. "The spacing effect was first detailed in 1885 by German psychologist Herman Ebbinghaus who found that humans tend to forget large amount of information if they only learn something once." (Whitley Academy, 2019) When reading books or working through PowerPoints I often found myself feeling overwhelmed and anxious by the amount of information there is to take in but by having strict time management and breaking down the subjects as a group it has helped me digest the key information needed for the

exams/practical. The key to deal with stress and keep resilient is to develop a 'work smarter, not harder' technique. (Castrillon, 2021) At times I have felt bombarded with information and unsure if I am capable however with the encouragement and support of the other class members it has helped me feel more confident in my own knowledge, be positive and stay resilient. "Studies show that those with strong friendships are far more resilient in many settings, whether dealing with difficult work situations, a severe medical illness, or even the loss of a loved one." (Payne 2022)

Since joining the police, I have developed a new strategy that I have never tried before, this is Yoga and Meditation. My partner currently meditates several times a week to deal with the stresses of everyday life and suggested this is something I could try. When returning from a long day at work I would find myself struggling to focus when revising as soon as I got home so I started to participate in daily mindfulness meditation for roughly 15 minutes a day. I would lie in a quiet dark room and listen to audio recordings that I discovered online. I found myself focusing on my breathing and my body felt light and calm as I let go of any negative thoughts that were distracting me. This strategy has helped me to reset and focus after a busy day at work, so I would get the best possible outcome out of my evening revision. I have done lots of research into meditation and mindfulness and research has supported my personal experience. "One of the great benefits of practicing mindfulness and awareness is that we become more flexible and more resilient. It happens because training in mindfulness by focusing on the breath keeps our mind in the present, and training in awareness allows us to clearly see our mind's patterns and let go." (Podvoll, 2022)

To conclude I have found creating a schedule, giving my week structure and setting time aside for myself has helped me achieve the best results. I have also found that doing learning little and often is the best technique for me as stops me feeling overwhelmed. I felt I got to enjoy the course more as this helped me not feel bombarded with all the classroom-based learning by looking over smaller segments of information multiple times on several separate occasions to embed it in my mind. I will continue to use these strategies throughout my career in policing as it is vital to create a work life balance that helps support my mental health and achieve the best results in work. Moving forward I will look to ask more questions to clarify my knowledge, I have learned that there is no shame in asking for help and feel confident to do this now to ensure I get things right the first time.

Word count: 1063

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:

We received a call to attend a scene in the area. A couple, male (A) and female (B), were causing a disturbance through drunk and disorderly behaviour outside a pub. A and B were standing on the bench, shouting, singing and waving bottles of alcohol. B had a traffic cone in her hand and was blowing into like a musical instrument. On arrival I took a calm approach to the couple, a healthy response shows you are listening and analysing the situation from their perspective. (UOTP, 2022) In a respectful manner I asked them both to jump down off the bench so we could have a chat on the same level. Person A stepped down off the bench and mirrored my respectful behaviour, whilst person B continued to shout and jump, using offensive hand signals towards us. I built a rapport with Person A, we spoke about where he had been that evening and he mentioned he had been to the rugby and was celebrating his local teams win. Building a rapport gains the individuals trust, in a conflict situation by mirroring their voice and behaviour they are more likely to feel comfortable and accept what you are saying. I shared my common interest for Rugby and managed to get Person A to hand over the alcohol. Then I asked Person B to put down the alcohol and get off the bench, she didn't listen. After asking for a 3rd time, I had to change my tone of voice taking a firm approach. By changing my tone of voice, it shows a level of dominance, however she did not listen. Person B started to swear in my face and then pushed me backwards. At this point I identified it was necessary to use appropriate force, we decided it was justifiable to arrest Person B for assaulting an

emergency worker. Our use of force was justified by Section 3 of the Criminal Law Act, 1967. She continued to be very aggressive, attempting to resist the arrest and spitting at the officer. We got the individual to the floor before lifting her into the van to go to the station. Person A was able to walk away and go home with no further action.

Both individuals were treated equally by approaching the scene with integrity, and we took the same approach with both. "Conflict competence is the ability to develop and use cognitive emotional, and behavioural skills that enhance productive outcomes of conflict." (Runde and Flanagan, 2010) We responded efficiently without causing any further disturbance. It is important to gain public trust and build confidence in communities, so they support us in the challenging situations we have to tackle. "Public confidence relies heavily on our ability to respond to emergencies effectively and prevent and detect crime and anti-social behaviour." (Staffordshire Police, 2018) Both were using offensive and abusive words and their anti-social behaviour was causing members of the public to feel intimidated. As an officer I must protect the public so felt it was necessary to act with force. "The core duty of the police service is to protect the public by detecting and preventing crime. This duty is established in common law and the police have both common law and legislative powers to execute it." (Brown, 2021)

The vital element during this incident was building a rapport. I approached both with a friendly persona, hoping they would mirror this behaviour. I aimed to deescalate the situation quickly meaning no further disturbance to the public. This was achieved with the male and allowed me to communicate effectively with him, however the female chose not to listen. I believe this is the most effective way of communicating as it makes the individual feel worthy, they are no longer feeling that you are the persecutor and they are the victim, instead you are having a chat on a more sociable level. By building a rapport they are more likely to explain how they are feeling and why they are acting in this manner. (Leadership Tribe, 2022)

With the female I took an active listening approach, rather than questioning her I chose to just listen and show her that I have the ability and willingness to hear and understand. (Hope, 2006) "Active listening focuses on both facts and feelings, reduces tension and defensiveness, and allows conflicts to be resolved more effectively." (The University of Iowa, 2022) I tried to use nonverbal communication skills such as eye contact and hand gestures. I offered a hand to the female to help her step down off the bench. (Kacperck, 2014) On reflection this wasn't the best approach as she was very drunk and acting on emotions. In future I will ask the individual more open questions to help her to engage and take a more rational approach to the situation. She may have felt like a victim in this situation so I could have spoken more clearly and explained what is going to happen next to hopefully get her to engage. Furthermore, by showing more empathy the individual may have responded more positively.

Betari's box is a model that suggests your response to an individual will affect their actions and the way they react, by adapting your behaviour, it will change their behaviour towards you. (Bhasin, 2020) This conflict cycle was reflected in two different ways during this incident. [COP, 2020] For Person A my friendly approach to the incident caused a positive response, good communication and respectable behaviour. This helped to deescalate the situation, build a rapport with the individual and he could leave with no further action. On the flip side with Person B I took the same approach, however as a result of her negative attitude and abusive behaviour towards myself it was proportionate to respond with the use of force. "Data from the Office for National Statistics shows there were over 30,000 assaults on police officers in England and Wales in 2018/2019." (Blackstones, 2021) I tried to negotiate with both individuals and explain if they got down and left the scene then no further action would be taken.

When making my decision to use force it was in line with the principles code of ethics. One of the ten principles governing the use of force by the police service is "Police officers should use force only when other methods have proved ineffective, or when it is honestly and reasonably judged that there is no realistic prospect of achieving the lawful objective identified without force." (HMIC, 2011) I acted with fairness and impartiality and upheld the law regarding human rights and equality. "As a police service, we must show impartiality throughout all our dealings with colleagues, partners and members of public." (COP,2022) I always have the National Decision Model at the core when making decisions on how to deal with conflict. In this instance me and the other officer referred to JPLANE (Gov UK, 2014) to determine the use of force was necessary.

Justified – Person B didn't listen to several requests and then decided to push me. She was drunk and causing a disturbance to other members of the public. I felt we used the minimum amount of force necessary to achieve the result we required. "When force is used it shall be exercised with restraint. It shall be the minimum honestly and reasonably judged to be necessary to attain the lawful objective." (HMIC, 2011)

Proportionate – Person B was a danger to the public, she wasn't listening and causing individuals to feel intimidated. After not listening to multiple requests, we considered what we were trying to achieve and believed force was necessary "Police officers defined 'reasonable' force as what is necessary for a person to be compliant and / or restrained and to minimise the risk of harm to the individual, the police officer or the public." (TNS, 2015)

Legal- the use of force was necessary, and it was legal to arrest. The necessity for the arrest was public decency and prompt an effective investigation (Code G of pace)

Accountable- I can answer for my decisions and actions and take full responsibility for the decision that were made. Under the Criminal Law Act 1967 it states police can use force if it is justified and proportionate, it must be necessary for a purpose permitted by law and in this circumstance it was.

Necessary- The use of force was deemed necessary in this instance. "Under section 117 Pace, a constable may use reasonable force if necessary." (David, 2016) "In such circumstances police officers must ensure that their actions, even in the heat of the moment, are lawful, including the use of any degree of force." (Blackstones handbook, 2021)

Ethical- situation was dealt with honesty and integrity. "Honesty and integrity are separate and different terms in the Police (Conduct) Regulations 2012. The Honesty and Integrity Standard is defined as being: Police officers are honest, act with integrity and do not compromise or abuse their position." (Gold, 2017)

To conclude after close analysis it is clear that me and the other officer dealt with the situation appropriately. Personally, I feel we dealt with the incident effectively considering the barriers we were faced with and I tried to maintain a positive mindset throughout, remembering the importance of protecting the public. Moving forward I will utilise effective communication skills in further conflict scenarios to de-escalate the situation, ideally without using force. I have learnt it is important to consider the public awareness and their understanding for the use of force. (TNS,2015) "In responding to such situations, police officers not only put themselves in potential danger, but their actions can have serious consequences for public safety and trust and confidence in the police." (College of policing, 2020) However I have learnt it is vital to review each situation individually and react accordingly depending on the offender's behaviour and if justified use appropriate force.

Word count: 1644

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:

I will discuss my role with the victim during the incident and reflect on my responsibilities in line with the relevant Codes of Practice. It was reported that a male in Gwent has been stalking his ex-partner. This involved listening to her devices e.g. Alexa, signing into her emails/social media as well as following her to work. "The number of police recorded domestic abuse-related crimes in England and Wales rose 6% in the year ending March 2021 to 845,734; this follows increases seen in previous years and may reflect improved recording by the police alongside increased reporting by victims." (Census, 2021) The female requested we attend her house to gain all details. She showed us several texts from her ex-partner, screenshots from her friends with the male asking where she was and CCTV of him hanging outside her work, this is vital to help us fully understand the situation. We asked the female to explain the situation and any background information that was relevant to the incident. She gave us a written statement and advised she is happy to attend court. I completed a DASH checklist with the female. "The Domestic Abuse, Stalking and Honour Based Violence (DASH 2009) Risk Identification, Assessment and Management Model was implemented across all police services in the UK from March 2009, having been accredited by ACPO Council, now known as National Police Chief Council." (Dash Risk, 2022) It was a breach of Human Right Article 8 "Article 8- Right to privacy. Everyone has the right to respect for his private and family life, his home and his correspondence." (Equality and Human Rights Commission, 2021) We sent her a link via telephone to NICE so she could send us over the evidence, CCTV, photos, and any other evidence that would support her case.

"The Code of Practice for Victims of Crime is the statutory code that sets out the minimum level of service that victims should receive from the criminal justice system." (Victim Support, 2022) During

the incident I was the lead officer and played a key part in all responsibilities, ensuring the Code of Ethics was at the centre of all my actions. "Ethics are important for all police officers because if police methods and procedures do not meet high ethical standards then the authority of the police will be undermined." (Wood, 2021)

Prior to attending the female's home, we gathered all information from the control room and got a strong understanding of what the call was about. Including checking the ex-partners record, and the victims record to see if there have been any previous calls to the address. "Obtaining a full picture of the situation, the family and their previous history enables officers to better deal with the incident, manage the offender and protect any vulnerable people at the address." (College of policing, 2022) By checking their records it was evident this wasn't the first domestic abuse incident reported by the caller. Whilst at the female's house, we assessed the threat by trying to understand if her ex-partner is going to take further action for example causing serious harm to the female. We identified that the female was very distraught and ensured to take an active listening approach, using nonverbal communication such as sitting down on her level and talking in a calm and supportive manner. We completed a DASH checklist with the female which helps us to identify risk. It is a proactive approach which helps us ask more questions to the victim to allow us to identify, assess and manage risk. We explained to the female that she has the option to speak to a Female Police Officer if she would feel more comfortable, as well as asking if she would like to write a VPS. "A Victim Personal Statement gives you the opportunity to explain in your own words the impact that the crime has had on you and your family. It will be taken into account by all criminal justice agencies involved in the case and it can play a key part in sentencing." (Victim Support, 2022)

Once I had completed the DASH form, we gave her option for Clare's law. "The Domestic Violence Disclosure Scheme (DVDS), also known as "Clare's Law" enables the police to disclose information to a victim or potential victim of domestic abuse about their partner's or ex-partner's previous abusive or violent offending." (Gov UK, 2022) We spoke through a few options that she could take temporarily until the suspect has an interview. For example, speaking to the council to see if she could be re housed so he doesn't know where she lives, getting a lift into work so he cannot follow her car. We gave her several links for Domestic Abuse helplines and charities. We explained we can offer lifts to court, put a curtain up so she doesn't face her ex-partner, or she can complete it via video call out of sight of the male. "The Code of Practice for Victims of Crime (Victims' Code) was introduced in 2006 and was last updated in April 2021. It sets out the minimum levels of service which victims can expect from agencies that are signatories to it." (CPS, 2017) Following this we reviewed the female's situation and decided that she was high risk, so we set up a MARAC meeting. This is a Multi-Agency Risk Assessment Conference; the aim is to share information on high risk domestic violence cases and create a plan to help minimise the risk going forward and increase the victim's safety. (McLaughlin, 2014) If an individual is identified as high risk at the MARAC meeting they will be given an Independent Domestic Violence Advisor who will support the victim and implement the plan to ensure the safeguarding of the female. "The number of cases discussed per 10,000 adult females at multi-agency risk assessment conferences (MARACs) rose to 46 compared with 43 in the previous year." (Census, 2021)

On arrival at the female's house, we discussed the information we had received from the call handler regarding her ex-partner and it was evident that she was distressed and needed support. On reflection I could have adapted my communication by talking slower and more calmly to make her feel at ease. I also feel by taking a more empathetic approach she may have felt more comfortable and not so overwhelmed by the situation. We were always transparent with her, and ensure she was aware of what was going to be happening next. One key responsibility during this incident was

the safeguarding of the victim and to offer support to guide her through the criminal justice system. I acted with honesty and integrity. "In abiding by this standard, you gain and maintain the trust of the public, your leaders, your colleagues and your team. You are dependable and a role model." (College of Policing, 2014) As a police officer it is my responsibility to identify if the individual is at risk and to promote the welfare of vulnerable adults. (Essex Police, 2021) My communication was precise and clear to ensure she understood exactly what was going on. On reflection I could have also asked more open questions to try and get her to open up more about how she is feeling.

The National Decision Model was at the core of all we did, and it was vital to ensure we upheld policing values. "The wording of the NDM is mainly drawn from operational police culture, but the intention is that anyone making decisions in the police service should use it." (Wood, 2021) I ensured we were always doing the right thing by reacting respectfully to the scenario and upholding the police principles of code of ethics by acting with integrity. We acted in a professional manner and dealt with the situation efficiently to ensure the victim felt supported. We offered the victim several options for support and by working collaboratively with her and other agencies we will be able to achieve the required outcome. This situation was very difficult for the female however we were honest and compassionate towards her which built a rapport and as a result trust. It is crucial that I remain impartial in all situations to allow the individual to make their own decisions. Safeguarding is a person-centred approach which aims to promote the victim to make their own decisions based on the support and information we have provided them. (Essex Police, 2021)) Even though the female is the vulnerable person in this situation we must listen and remain impartial to allow the suspect to have his say in an interview. During this situation we were driving the best outcome, it is always in our best interest to react promptly and effectively to help support victims, protect vulnerable individuals and by doing so gain public trust. By building public trust we are able to strengthen connections with citizens and encourage more active engagement with the police. (Jackson, 2010) Throughout this incident I kept communicating with the victim to ensure she felt reassured, I let her know there was no rush and let her discuss all information in her own time. We ensured we were open and honest with her about what would be happening next. After crime victims can be left with ongoing emotional and mental health problems so it is essential that we guide them through the process. (Parsons, 2010)

Overall, I feel we dealt with the situation effectively and supported the victim in a variety of ways to ensure she understood all options and support that was available for her throughout the criminal justice system. From this incident I have learnt that showing empathy towards the victim is a crucial skill to build trust and get the victim to engage in conversation regarding their feelings. Going forward I will always ask open questions to try and prompt more descriptive responses from the individual that will better support the case.

Word count: 1649

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 discuss how I utilised the National Decision Model to resolve a policing incident and how I used my own discretion to make decisions. We received a call from a neighbour to advise her house fire alarm was going off but there was no fire in the house, suggested it may be a neighbour but wasn't sure. On arrival, we could see flames coming from the house next door to the caller and a male running down the street in his dressing gown. We got out the vehicle and split up- one officer in pursuit of the male and me assessing the scene and then calling control to explain we need the fire service. Whilst the other officer caught and arrested the male, I decided to assess if anyone else could be in the flat by speaking with neighbours to understand if he was likely to have been in there alone. The fire service arrived, and I cordoned off the address to stop any members of the public entering the scene. Following this I went to assist my colleague with the arrest of the male, at this point the male confessed that he intended to cause the fire. I contacted my Sargent to update him, and he advised I am now the officer in charge and the scene is now identified as a crime scene as there was intent from the male in question. Once the fire service had put out the blaze and confirmed property was safe, I appointed two officers to guard the front as well as 2 officers to guard the rear of the scene until CSI arrived. Once CSI had completed their investigation, we then left.

The National Decision Model was used to identify how to respond to the incident. The NDM is in place "To help everyone in policing make decisions and to provide a framework in which decisions can be examined and challenged, both at the time and afterwards, the police service has adopted a single, national decision model (NDM)." (College of Policing, 2022) We utilise the framework to guide us however must use our own discretion based on the scenario to make appropriate decisions. The NDM has 6 key elements, these are as follows.

The Code of Ethics “sets out the standards of behaviour that the public can expect from officers and staff at every role and at every level and will help guide decision making.” (Gov UK, 2014)

Assess threat and risks and developing a working strategy is an “analytical stage that involves assessing the situation, including any specific threat, the risk of harm and the potential for benefits.” (College of Policing,2022) I identified there was a threat due to the fire and potential to be a gas explosion so made the decision to cordon off the scene. We also had to assess the risk of the male. Does he have any weapons, bladed articles that could put us officers at risk? I assessed whether the neighbour’s house was at risk as due to the buildings being attached the fire could potentially spread. I used my own discretion as the officer in charge to discuss and allocate specific roles to the other officers to implement a working strategy that would minimise any risks.

We had the power to arrest (Section 24) On arrival at custody the Sargent refused the suspect because they wanted him checked over for smoke inhalation and due to this was deemed unfit for custody. On reflection myself and the other officers could have assessed the suspects physical state and decided to take him straight to the hospital rather than wasting time. Moving forward I will assess the suspects physical/mental state whilst on the scene to ensure the incident was dealt with efficiently.

Normally when at an incident we review several options and come up with a contingency plan to support the service user. For example, offering Restorative justice which gives offenders other ways that don’t require court such as rehabilitation courses. We can make the decision to take individuals to another address to get them out of the area for the night. In this situation the male admitted that he had intended to cause the fire. At this stage there was then only one option and that was to arrest the male on suspicion of arson with intent to endanger life.

When making any decision in policing there are 3 key areas I analyse- Respond, Record and Monitor. I outlined my action plan with the other officers and can justify all my actions. In this scenario I also had to call the fire service, cordon the scene, and arrest the male, all of which were justified and proportionate actions. I implemented what I decided was the correct action and decided to inform the Detective Sargent of my decision so he could assist in getting CSI to the scene for further examination. I recorded my actions and gained evidence to support the case which was gathering witness statements and any CCTV. I check for any markers on record of other crimes/incidents that the individual has been involved in previously. Then I monitor my decisions and ensure the result I wanted was achieved, which was the successful arrest of the male and protecting the public.

Finally, we review the incident by collating all information and getting the paperwork prepared for CPS, sorting an interview plan, and making a task for the incident. I am responsible for updating NICHE with all relevant paperwork and filling out all OEL’s. Also sorting a handover for the following shift to ensure they are fully prepped for the interview with the suspect.

I used my own discretion to deal with the situation effectively by analysing all options and ensuring the decisions are made fairly. I always use my knowledge and experience to respond to the situation using the NDM. “Positive policing actions which focus upon respect, reassurance and fairness are vital to public perceptions of legitimacy” (Charman and Williams,2022) When using my discretion, I have to ensure equality and impartiality during all decisions made. “Police discretion in the context of decision making is critical as police officers are given the legitimate authority to act as gatekeepers to the criminal justice system both for victims of crime and offenders.” (Charman and Williams,2022)

The CPIA (Criminal Procedures and Investigations Act) is a code of practise which outlines how all information obtained during an investigation is to be recorded, retained, and revealed to the prosecutor. (HSE) "The CPIA Code of Practice requires the retention of material of any kind (including information and objects) obtained in a criminal investigation as defined by CPIA, which may be relevant to the investigation." (CPS, 2017) When investigating, it is my responsibility to understand whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it. "An investigator is any police officer involved in the conduct of a criminal investigation. All investigators have a responsibility for carrying out the duties imposed on them under this code, including in particular recording information, and retaining records of information and other material." (Ministry of Justice, 2015) I must act in line with the CPIA from the beginning, must remain impartial and I discuss all avenues regardless of whether they point towards or away from the suspect, therefore all material must be disclosed. I am responsible for giving a list of unused material to the prosecutor, who can decide what material must be disclosed to the defence out of fairness. "The officer in charge of the investigation is responsible for ensuring that the relevant material is recorded in a durable or retrievable form." (Blackstones, 2021) As an officer I must gain all witness statements for anyone at the scene otherwise at point of investigation they are likely to assume anything not disclosed could be helping the defence or damaging the prosecution case. Evidence can be recorded in a variety of ways such as written statement, CCTV or a recording. It is my responsibility to update the disclosing officer of where this material has been retained and to assist them in understanding the case and all background details. (CPS, 2021)

Police Officers must impartial when making decisions, it is vital we don't allow personal feelings, beliefs or opinions to come into investigations or it can result in unfair treatment of individuals. As a result of this it can potentially tarnish the police's reputation. "We do not favour one person or group over another, acknowledging that discrimination increases feelings of unfairness and makes our jobs harder to do." (College of Policing, 2022)

Impartiality & Integrity- I must ensure I always do the right thing by reacting respectfully to the investigation and upholding the police principles of code of ethics. I must critically analyse all available evidence before making any decisions, so the outcome is justified based on evidence and not a preconceived conclusion. (Zack, 2020) I must head into any situation with an open mind and remain neutral through all decisions by active listening to all sides and giving them equal consideration before making any decisions. Any conflicts of interested are declared at the earliest stage possible. I am open and responsive in all situations, and I am mindful that my actions and behaviours will enhance police reputation. (College of Policing, 2022)

Transparency- By being open and honest it helps me to build a rapport with both my colleagues and the public, this is crucial for building confidence in the police. When investigating, I need to ensure all actions and evidence is recorded to ensure it is fair and equal to all. If bias and not all information is shared it can affect the decision made. The police who investigate crimes and deal with evidence are obliged to disclose all material that is relevant to the case (RASASC, 2021)

Word count: 1643

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
Understanding and navigating of computer system NICHE. Need to ensure I am tasking correctly and including ALL information needed in the tasks	In house training to gain better knowledge in all areas of NICHE to ensure I am completing all tasks to the highest possible standard. Shadowing my tutor when he is completing tasks on NICHE, which will ensure I am getting all wording correct as well as increasing my confidence in using the system. Personally, I feel the more opportunities I have to use NICHE the better I will be at navigating the system	Training with Tutor and shadowing other officers if possible.	Aiming to be confident with NICHE within 6 months.
Interviewing process- need to increase my ability to deal with all interviews and develop more confidence with different solicitors	I will shadow other officers in a variety of different interviews and then take the lead in my own interviews, with my tutor there for support. The more interviews I complete the more confidence I will gain in continuing to probe the offender to get more answers that will be useful for the investigation.	Work alongside my tutor and when I am the lead he can be there to support and after the interview provide constructive feedback with areas in which I can develop to get the most out of the interview.	10 weeks- aiming to have practised a variety of interviews by the time my tutoring has finished.

Continue to broaden my knowledge with policing legislation. Currently have an understanding from my initial 6 months training but want to continue to refresh myself with this	To increase my knowledge, I will continue with home learning on an ongoing basis. During the training period I create topic packs to help support with my exam revision and will refer to these to keep refreshed on all sections, definitions etc. I will create a revision plan and identify one topic per week to look over.	No support needed from the police, and all will be done in my own time. My partner will also test me daily after I have revised to ensure I have absorbed all information.	Within 3 months I aim to cover all contents in my training packs by doing 30mins each day. However, this will be ongoing as I continue my career with policing.
Giving evidence in court. This is something I am yet to do so want to familiarise myself with this process prior to a court hearing arising so I am fully prepared and confident standing up reading my statement.	I will participate in training with my tutor or mentor to understand the process and what is required from me. When I have to appear in court, I can lean on them for support. I will also talk to other officers to discuss their experiences and ask if they have any tips or advice for me, as well as doing my own research to identify how to be best prepared.	Tutor and Mentor will both be able to support with this training.	Ongoing- no specific time frame as will depend on when the situation arises

Wordcount: 535

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: __ __ __ Connor David __ __ __ __ __ __ __ __ __ (Learner - Electronic signature or type name)

Date: __ __ __ 09/07/2022 __ __ __ __ __ __