

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 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
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Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	500
	Total	6000
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Focussing on your initial 6 months of learning and since being attested as a Police Constable, outline the coping strategies you have applied to develop resilience and minimise stress.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This task will look to discuss the methods that I have used in order to reduce stress and develop resilience since being attested as a Police Constable. I will focus on my first six months of learning during my time in training. I will also look at how effect those methods were at reducing stress as well as some other methods that I can implement going forward for better results.

At the start of my Police training there were many elements that contributed to increased stress, such as the new environment, the new colleagues, and a fast amount of information to digest. This meant that I needed to implement a number of coping strategies in order to reduce the amount of stress I was experiencing and increase my mental resilience. The first coping strategy I implemented was to take stock and realise how much work I had put into my development since the start of the recruitment process. I took time to appreciate that I was a difficult task to complete all the steps of the Police recruitment process and out of a vast number of applicants that initially applied for the role I was able to progress all the way through to training. Due to the number of new information to digest about my new role, which seemed like an almost impossible task at the start of training, focusing on my achievements so far allowed me to appreciate that at one time just passing the recruitment stage seemed just as daunting and stressful and I had managed to rise to the task.

Another method that I used to recuse stress was to implement a workout routine. This had a number of effects that help both reduce my stress levels and help build my mental resilience. The workout routine I implemented was a mixture of weight training and cardiovascular training. I choose to do this after conducting some research into the topic. One source I looked at was an Information Leaflet written by the NHS in 2021 called 'The benefits of physical activity for mental and physical health.'. This information leaflet states that increasing the amount of physical activity you do can have a number of benefits such as reducing tension and stress. This information leaflet also formed part of my decision to both improve my cardiovascular fitness and weight train in order to build strength. Cardiovascular exercise improves the health of your organs such as your heart and lungs which can reduce a person's likely hood of developing certain medical conditions. By convincing people that are not very active to become more active has been seen to prevent 1 in 10 cases of heart disease and

strokes in the UK. It has also been shown to prevent 1 in 6 deaths from any cause (NHS 2021). Strength training on the other hand can help develop and maintain strong, muscles bones and joints.

An academic journal written by P.J. O'Connor, M.P. Herring and A. Carvalho in 2010 looked at 'The Mental Health Benefits of Strength Training in Adults'. The study determined that there is a connection to strength training and a overall reduction in the number of signs of anxiety in health adults. The study does however point out that although they may be able to display a corelation between strength training and reduced anxiety they can not determine the causation from these studies.

Improving my fitness levels had another stress relieving affect as I had found the fitness test in the recruitment stage very difficult. This caused me to feel extremely stressed and anxious in the lead up to a fitness test. Improving my overall fitness meant that when fitness tests were required during training such as before Officer Safety Training I as no longer nervus as I was confident that I would be able to far exceed the fitness requirements. This removed a large amount of the stress that I would have experienced allowing me to focus on other elements such as the National Decision Making Model and the techniques that were being taught.

Improving my physical fitness also had a profound impact on my mental resilience as I was following a strict structured plan that required myself to push myself mentally as well as physical in order to see the most improvement. Also having to push through plateaus in both my cardiovascular and strength improvements required me to develop my mental resilience.

Another strategy I implemented in order to try and reduce my stress levels was to form a structured study plan to help develop the required knowledge to both pass the tests in training and perform my current role as a Police Constable. In the past I would fall foul of not developing a plan for revision which would result in ineffective and unstructured revision. This would leave gaps in knowledge as well as slow learning times. In order to combat this I wrote out a structured revision plan that allowed me to revise more often for sorter lengths of times. This ensured that I covered all topic areas reducing the amount of knowledge gaps as well as each revision session being high quality resulting in faster information retention. Having a structured plan also made it easier to track my ability in each topic area this allowed me to focus more on areas I was struggling with as it got closer to the exams. This resulted in me passing both of the exams in the training period, it also made me feel far more prepared going into the exams which in turn reduced the amount of stress I was experiencing at the time.

To conclude in order to try and reduce the amount of stress I experienced during the training period I primarily focused on improving my overall physical fitness. This included both cardiovascular and strength training which benefited from improving my health and the stress reducing benefits that entails and reducing the amount of stress I was experiencing with regards to the physical fitness requirements of the fitness tests. I also looked to structure the revision in order to reduce the amount of academic stress I would have experienced.

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

You must choose **a policing incident involving conflict** in which you played a significant role with an offender/service user/victim and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Review the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Describe the process for determining whether the use of force was necessary in a conflict situation (including any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this task I will be discussing an incident of Domestic related common assault and Criminal Damage. My colleague and I responded to an emergency call of a female stating that her partner had assaulted her and was damaging property at her address.

Upon attending the address I could see a male standing by the front door of the address. I exited the marked police vehicle and approached the male. Upon closer inspection it was apparent that the male had blood on his face coming from his nose. I have asked the male what had happened to which he stated that him and his partner had been having a verbal argument when his partner had punched him repeatedly to the face resulting in his nose bleeding. I followed up by asking the male about his injuries and asking if he required any medical attention to the male stated that it looked worse than it was and he didn't need an ambulance. I asked the male where his partner was now, and the male pointed at a car parked on the drive and said that his partner was sitting in the car. During the interaction the male was initially extremely agitated and seemed reluctant to speak to me to begin with.

I approached the car parked on the drive and asked the female occupant to open the door and step out. The female was extremely aggressive at first and refused to exit the vehicle. The female was shouting that she had done nothing wrong, and it was the male that was at fault. At this time I noticed that a small child was in the passenger seat of the vehicle. In order to defuse the situation I explained that we needed to speak with her to determine what had happened and at this stage we were not placing blame on anyone we are independent investigators who need to gather both sides before we can move forward. The female noticeably calmed down but was still unwilling to exit the vehicle. I noticed that the vehicle was not on and had no key in the ignition. The female also did not have the keys to the vehicle in her hands and did not seem intent on starting the vehicle. I determined that at this time there was little risk of the female starting the vehicle and driving off. Which not only could have resulted in a potential suspect leaving the scene but also could have posed a risk to my colleagues, myself, and members of the public in the area. As well as the occupants of the vehicle. I asked the female why she was unwilling to exit the vehicle to which she stated that she was too scared too. I was unclear at the time whether she was stating that she was scared of my colleagues and I or her partner. In order to continue gaining rapport with the female as she was beginning to calm down, I said if she was not willing to get out of the vehicle could she open the door so we could talk to her. The female proceeded to open the door of the vehicle.

Once the female opened the door she explained that she had indeed punched the male in the face resulting in his nose bleeding but she had only done so to defend herself as he had assaulted her. She then stated that after the incident she had ran with her child to the car to get away from the male and had then phoned the police. The female then stated that she had recorded the incident on her phone. I then asked if I could see the recording. The female proceeded to get the recording of the incident up on her phone which showed the male shouting at the female then lunging at her and grabbing her arm. The female recoiled away from the male and could be heard shouting you just grabbed me that hurt. At which point the male lunges at her again resulting in the phone falling to the floor and turning off. I asked the female if she had any injuries to which she replied she my arm is bruised from him grabbing me and my head hurts from him pulling my hair.

I then stated I was happy that there was enough grounds to arrest the male for common assault and there was a necessity to do so at the time to allow a prompt and effective investigation of the offence, to prevent any further injury and to protect a vulnerable person. There was also a present threat as the male was still at scene. I was also confident that upon hearing the initial accounts of both parties and the recording of the incident that the male was the instigator and the female had only punched the male to defend herself. I indicated to my colleague that I was going to arrest the male, I did this by stating that we would be going 'Code 9 with him'. Upon approaching the male, he became quickly aggressive and was shouting at my colleague and I. He was shouting saying that he did not understand why we were leaving the female and walking back over to him. I asked the male to walk back into the house so we could talk to which the male reluctantly did. I explained to the male the grounds and stated that he was being arrested on suspicion of common assault and cautioned him. I then stated the necessity for the arrest. At this stage the male showed indicators in his body language that he was either going to pull away from us or strike myself or my colleague. He did this by blading his stance and clenching his fist. At which point

myself and my colleague took control of both his arms. I then used my tactical communication to explain to the male that he would have an opportunity to put his version of events forward in interview. After explaining this to the male he began to comply and placed his hands behind his back where they were placed in handcuffs. I noted that the kitchen of the address had a smashed hole in the wall with ceramic all over the floor, whilst exiting the property I asked the female what had happened in the kitchen to which she stated that the male had smashed a mug on the floor and smashed a hole in the wall. I then further arrested the male for criminal damage, and he was taken to custody.

During this incident I used a number of communication tactics to both determine what had happened, to ensure all parties were safe and to de-escalate and manage conflict. During the initial account of both parties I made sure to utilise open questions such as 'Can you tell me what has happened?'. I did this to ensure that both parties could give a free hand account of what had happened without the risk on me using my unconscious biases to ask leading questions that may effect their answers. This also allowed both parties to feel as if they were being listened to and that I was there to try and understand what had happened and not jump to conclusions. I also utilised closed questions to address specific safeguarding concerns such as, 'Are you injured?' and 'Do you need an Ambulance?'. These closed questions allowed me to get a clear answer about these safeguarding concerns that would have to be addressed. I had to build rapport with the female in order to get her account of what had happened. I did this by assessing the situation to see if there were any immediate threats then working step by step to get the female to speak to myself. First by explaining why we were speaking to her and that we weren't going to jump to any conclusions and then by remaining calm when she refused to exit the vehicle and just requesting her to open the door which allowed her to still feel safe sitting in the vehicle, whilst allowing myself to communicate with her effectively and have access to the vehicle if it became necessary. I used a similar rapport building with the male by explaining that he would have his chance to give his version of events in interview which allowed him to feel as though he was still going to be listened to.

Reflecting upon this incident I had to consider a number of factors when considering whether it was necessary to use force to grab the male. Firstly, was the non-verbal indicators that the male may have assaulted either myself or my colleague namely the blading of the stance and his clenching of his fist. Secondly was the evidence that he had been physically aggressive on the recording of the incident. There were also the impact factors such as the fact that despite there being two of us the male was larger than us. There was also the risk that he could have ran passed us to the female that was still at the scene outside the address. When attending the scene I considered the Betari's Box model of how my attitude at scene effects my behaviour, which in turn effects their attitude affecting their behaviour. This in turn would affect my attitude instigation a circle of behaviour that could easily spiral into escalation tensions (CollegeofPolicing 2020). I did this by remaining calm and gathering an account from both parties before forming an opinion this allowed me to remain impartial and not allow me to jump to conclusion as to who the suspect and victim were before hearing their accounts and evidence. I utilised and complied with codes of practice such as Code G which covers an officer's powers of arrest under section 24 of P.A.C.E 1984 by ensuring there was suspicion that the male had committed the offence and that

there were no other less intrusive methods that could be used to deal with the offence. As well as there being a necessity for arrest (GOV.UK 2022).

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 task I will be discussing an incident of Criminal Damage where my colleague and I responded to an emergency call where by the reporting person stated that a group of youths had attended his address and one of the youths had thrown a brick through his bedroom window.

On route to the victims address we received a description of the youths involved. This was a group of around 8 teenage males all dressed in black with one male on a push bike. My colleague and I attended the victims home address whilst other officers performed an area search for people matching the description. Upon attending the address I approached the victim and asked them to explain what had happened to which he stated that he had been having an ongoing disagreement with a young male in the area and the young male had attended his address with a group of around 7 other young males. The young male had then attempted to convince the victim to come outside to fight him the victim refused and locked his door. Shortly after this the victim heard a loud bang at his front door upon opening it he noticed his letter box had been damaged and the young male was standing nearby. The victim returned back into his address and relocked his door. A short time later the victim heard a loud bang at the front of his home, when he went to look out of his window to see what the loud bang was a brick smashed through the window. As a result of this the victim dived out of the way narrowly avoiding the brick. The victim looked back out the broken window to see

that it was the young male who had thrown the brick. The young male proceeded to run off and the victim contacted the police.

My first goal upon attending the victims address was to eliminate any immediate threat risk or harm. I achieved this by asking the victim if the suspect was still at the scene to which the victim stated that he had seen them run off down the road. I then asked the victim to provide a description of the suspects and whether he knew who they were. The victim was able to provide a more accurate description of the suspects, such as the type and colour of the push bike as well as a distinctive logo on one of the suspects tops. The victim was also able to identify two of the suspects by name. I had asked this first as I gathered from the call of the text that the young male may still be in the area and being able to provide an updated description as well as names of suspects involved would greatly improve the likelihood of other officers finding the young males in the area. I then asked the victim to provide a description of what had happened from start to finish at which point the victim said what he had witnessed as well as showing us the broken window.

Due to the immediate risk being removed and the initial information being gathered to ascertain immediate lines of enquiry that could be followed by other officers, I focused on ensuring golden hour principles were followed in order to collect best evidence to give the victim the best chance of their preferred outcome happening. I ensured that no other persons could enter the bedroom to preserve the scene as well as ensuring I used my body camera to capture the scene, the damage caused to the window and the brick on the bed. We then took a full statement of what had occurred this was done as soon as possible to ensure that the victim could remember as much information as possible ensuring that the statements were as accurate as it could be. I also asked if there was any CCTV that may have covered the incident. The victim stated that he did not have any CCTV however he believed a neighbour had CCTV that may have captured the incident. The neighbour's CCTV was viewed however the quality was too poor to see the incident.

I noticed that the victim was still visibly upset from the incident therefore I asked if there was any other person he could stay with for the night to ensure he was properly safeguarded. The victim stated that he asked a neighbour who said he could stay with him. Whilst giving the statement the victim asked some questions about what was going to happen next. I explained that process of how the investigation could progress and how a suspect could be interviewed and then potentially charged to court for the offence. I noticed that the victim seemed to be reluctant to attend court, so I asked if they had any trepidations about attending court. They stated that they were worried that court would add a whole new element of stress. In order to put the victim's mind at ease I stated that we could put a request for special measures that could be granted by the court to make the process easier for vulnerable or intimidated witnesses. I also stated to him that if he wanted I could put a referral in to victim focus who provide victims with support through the process and are independent from the police. I also took the victim's contact detail and informed them that I would be contacting them regularly to update them of the progress of the investigation and any notable actions that take place such as the arrest of a suspect or whether a suspect was charged. I also informed the victim that they could make a Victim Personal Statement which would allow the victim the opportunity to give a statement outlining how an offence

had affected them this can show the quantitative effects such as monetary loss of the window being replaced however it can also show the qualitative impacts such as the emotional impact the offence could have had.

During this incident I believe that I followed the victims code of practice in ensuring that all aspects of the process was explained to him in a way that he could understand as well as informing him that he could receive support to help him through the process such as from other organisation like victim focus as well as from the criminal justice system with potential special messages that could be granted to him. I also explained and allowed him to make a Victim Personal Statement as well as a general outline of how the police investigation could take place. I also informed him that he would be kept updated of advancements in the investigation as well as actions taken with offenders (GOV.UK 2021)

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 task I will be discussing an incident of Domestic related Common Assault. Whereby myself and colleagues attended a abandoned 999 call where a male and female could be heard arguing in the background with a male saying I can't believe you hit me and I wouldn't call that a push.

The control room used a combination of the location of the call as well as open source information for the phone book to determine who the individual that call was and where their address was. Colleagues and I attended that address and stop to a male who answered the door. The male stated that him and his partner had a verbal argument but he did not give any further information. I asked the male to step to one side so we could talk privately whilst my colleagues spoke to the female in another room. Whilst with the male I asked him to tell me what had happened to which the male reiterated that they had had a verbal argument but he then disclosed that the female had snapped him to the face twice at which point he pushed her off him and waked away down the street. The female followed him and convinced him to return to the address at which point my colleagues and I arrived.

The male was adamant that he did not want to have anything done and he didn't want to make a complaint. The female stated to my colleagues that the male had not assaulted her, and she does recall slapping him. I then took a negative statement from

the male who stated that he did not want to attend court and he did not want to provide any further information about the incident.

Despite this I believed that there was enough evidence to arrest the female for Common Assault. As the male had disclosed to me on body cam that he had been assaulted. The male became extremely upset so I explained my reasoning for taking the decision out of his hands. I explained how important it is to take positive action when dealing with incidents of Domestic Violence as well as to safeguard all parties involved. The female was also informed of this information and also that the male had made a negative statement and did not wish for her to be arrested.

Both parties were intoxicated during the incident and very upset. Discretion was used to not handcuff the female as it was believed that she posed no risk how escaping, and she did not pose a danger to herself or us. All officers involved ensured that body worn video was utilised during the incident and were correctly labelled as evidence. The other officer and I heard the disclosure of the assault also submitted disclosure statements of what had been disclosed by the male.

During this incident I utilised the National Decision-Making Model in order make my decision. This model consists of 6 parts firstly officers must 'Gather Information and Intelligence' then 'Assess threat and risk and develop a working strategy' followed by 'Consider powers and policy' and then 'Identify Options and Contingencies' before 'Taking action and review what happened'. This is a continuing cycle that loops around. In the centre of this cycle underpinning, it all is the Code of Ethics (College of Policing 2014).

In this incident I gathered information and intelligence by listening to the text of the call. Asking for information on the potential occupants of the call such as any warning marker or critical registers on the address. I also did this by listening to the account by the male as well as information I received from my colleagues about the account of the female. I also looked at the body language of the people involved. I then used this information to identify the threat and risk. The individuals involved had no warning marker on them and there was no critical register on the address. Although this does not mean that individuals can't be violent it does mean that there aren't previous incidents of this on our system. The playback of the 999 calls had indicated that an assault may have taken place. Both parties were noticeably intoxicated and upset however they were both calm and respectful when talking to officers. They also did not act violent or aggressive towards each other whilst we were present. My initial working strategy was to separate both parties in order to get an accurate account from both parties as well as to in sure that both parties were safeguarded. In this incident I had to consider a number of police powers and policies. Primarily my power of arrest was considered found under section 24 of P.A.C.E 1984. I had to also consider that positive action must be taken when attending Domestic Abuse calls. This does not always mean arrest however it is a was of safeguarding the victim whilst allowing officers to promptly investigate the offence. Also section 32 of P.A.C.E was considered after arrest however I used discretion to determine that the assault had not occurred using an item so there was no evidence relating to the offence, also due to the female being calm and respectful to myself I did believe she posed a danger to herself or me. I also did not believe that she had an implement that could be used to escape (Legislation.Gov 2023) . Section 117 of P.A.C.E had to also be considered which was

the power for a constable to use reasonable force when executing their police powers (Legislation.Gov 2023). This was used when deciding not to handcuff the female also the mnemonic TIE was used as I did not believe that she was going to tamper with evidence, injure herself or others or attempt to escape.

There were many options that I identified during this incident one was to effect the arrest as I believed it was necessary to allow a prompt and effective investigation of the offence, it would protect a vulnerable person and prevent any further injury thereby safeguarding the victim. I also considered having one or both parties stay at other addresses as a way of safeguarding allowing use to investigate the offence without the need for an arrest with the female attending a Voluntary Interview or be interviewed about the offence. In the end I used my discretion to determine that the most effective and safest way to investigate the offence and safeguard the victim was to effect the arrest. I also ensured that all of my actions were in line with the Code of Ethics ensuring that my actions were accountable which I did by updating the incident with my rationale for my decisions, fair which I did by treating both parties fairly and with respect. I was also honest and showed integrity throughout the incident to the people involved as showed by explaining to the female that it was my decision to arrest, and the male did not want us to. I believe this also acted in the best interest of the public.

During this incident I had to ensure that I did not allow any bias to affect the decisions that I made. Despite of many incidents of Domestic Abuse having the male as the aggressor, I had to ensure that I followed the evidence in the incident and not jump to any conclusions. I could have allowed an unconscious bias about males being the aggressors to cloud my judgement and assume the male was at fault this could have effected the way I spoke with the male resulting in escalating the situation or making the male feel as though he could not speak to me which could have resulted in him not making the disclosure resulting in valuable evidence being missed. I also had to not allow any bias to affect my decision making in relation to there being no warning markers or previous incidents relating to the two parties. Although there being no warning markers can be used to form a part of the threat assessment it is also important to take each incident separately to ensure you are safe. On the same note if an incident had warning markers of a person being a repeated Domestic Abuse Aggressor does not necessarily mean that they are the aggressor in that incident.

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
Improve Statement writing.	Continuing to write statements. Taking my time when writing statements to focus on quality and allowing myself to become naturally faster at writing them.	More experienced officers such as my tutor and Sgt as well as other colleagues in work.	3 months
Becoming more confident to take the lead when at incidents.	Making a conscious effort to take the lead at more incidents even when more experienced officers are present. When at incidents that experienced officers are dealing with actively listen to how they deal with the situation don't just stand back and allow how they deal with incidents to help you when you need to take the lead. Ensure that my knowledge of my powers and policies is high is I have confidence in what powers I have to resolve an incident.	More experienced officers such as my tutor and Sgt as well as other colleagues in work.	3 months
Improve my knowledge of areas of Policing that I don't find as interesting such as Traffic.	Spend more time actively revising road traffic laws as well as the powers officers have to deal with offenders. Deal with more traffic offences to become more confident. Such as issuing TORS.	Speak to expert officers in that field such as traffic officers and other officers that have an interest in that subject area.	1 month

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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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[provide%20that,the%20exercise%20of%20the%20power](#). (Accessed 16 March 2023)

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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: CJLewis (Learner - Electronic signature or type name)

Date: 20/03/2023