

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.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Development Plan	500
	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:

I will be assessing and constructing a detailed analysis of my time in the initial 6 months learning stage, and the methods I have used to develop resilience and minimise stress, utilising recognized studies to show the importance of running and cold-water therapy. These are the two main methods I have used in my daily life as a student police officer. From the assessment centre to the first day in training it has been obvious that a high level of learning, processing information under duress, revision and reflection of studies and practical assessments is needed, some of these things as a 32 year old man I have not done for some time so I felt under quite a lot of stress on occasion. Revision of studies is not something that has ever come naturally to me nor working in the public sector environment so to prepare myself for these challenges and changes to my lifestyle I would use the methods highlighted above to overcome these challenges.

The Borton's scale of reflection is a tool developed specifically to study and analyse the different stages and levels of a way a person overcomes or tackles an obstacle be it physical or academic (Borton, 1970). I will use this framework to show how running has helped me during my recent studies. Starting with the first segment of Borton's reflection model 'what?', I identified that there was a lot of legislation and policy to learn in preparation for my exams, revision would be key so a clear mind would aid me in my studies. I use running as a technique of clearing my mental state and to get regular intervals of fresh air. As part of the second segment of Borton's framework and to answer the 'so what?', the importance of this allowed me to give my mind a chance to focus on the matter at hand and put my worries or stresses into perspective.

To back up my experience, Runner's world explains "running also triggers your brain to release substances called endocannabinoids, which promote feelings of calm" (Runners World, 2018). Within the final segment of Borton's framework 'Now what?', I will continue to use running as an effective way to de-stress and clear my mind after a challenging day at work as a serving police officer. Not only is this helpful for clearing thoughts but having a good level of fitness is one of the 'codes of ethics' as a police officer 'fitness for duty' and running helps stimulate joints and helps build up a tolerance to fatigue or future health problems. Runner's Blueprint describes the effect's on joints as,

“Running builds great bone health by increasing bone density. In turn, this reduces your chances of osteoporosis in later life, when bone density naturally weakens. As your ankles will be stronger than ever, you will also reduce the risk of trips and falls, further reducing the chances of osteoporosis causing injuries” (Runners Blueprint 2017).

I have used the (Gibbs Reflective Cycle, 1988) that involves 6 stages in which to understand and analyse the way cold water therapy, particularly cold showers, has helped me through my studies and how to train myself to stay calm in body and mind. According to the Wim Hof Method, cold water therapy has been linked to “improved quality of sleep, more focus, and even to an improved immune response” (Hof, 2020). The first stage of Gibbs Reflective Cycle ‘Description’ is when I first experienced a cold-water shower which shocked my mind and body and allowed me to focus on my breathing alone; leaving other thoughts at the back of my mind. In the next stage of the cycle ‘Feeling’, is how the cold-water shower left me refreshed and energised for the day ahead as well as reducing previous worry and stress. This is backed up by Kay Lou Klub who studied how cold-water therapy can, “improve your mood, increase your energy levels and sharpen your mental focus” (Lou, 2020). Within the next stage of Gibbs cycle ‘Evaluation’, my assessment of the experience was that it is not something you can throw yourself into and instead is a gradual progression, much like when you begin to study something new for the first time, you don’t throw yourself in at the deep end first you start with the basics. As Rebecca Joy Stanborough confirms, “Take warm-to-cold showers. Start with warm water and, after a few minutes, gradually drop the temperature” (Stanborough, 2020). My ‘Analysis’ of the experience is that it takes you out of your comfort zone, mirroring much of what I was learning which I hadn’t done before so this prepared me at the start of each morning after taking a cold shower and forcing myself in an uncomfortable situation to tackle the day in the same way, focusing on my breathing in training as I would do when taking a cold shower. This is also backed up by Stanborough’s analysis “when that cold spray hits your body, there’s a bit of shock. This shock increases: oxygen intake, heart rate, alertness” (Stanborough, 2020).

In the ‘Conclusion’ stage of Gibbs cycle, I have found that training my body and mind to deal with the cold is an excellent tool to prepare for the day ahead and helps me focus on my breathing in order to gain more oxygen to feed my brain. What I will also incorporate in the future is to gradually move onto ice bath’s, so my body is more enveloped in the cold water giving a more intense experience and hopefully benefitting my body and mind further. As Jeff Haden concluded following his experience of cold-water exposure,

“That was the real benefit. We always have more in us. Ice baths reminded me of that. Positive stress helped remind me of that. Remembering that you are capable of more? Thinking, OK this will be hard...but shoot, if I can take ice baths, I can do this”? (Haden, 2018).

For the ‘Action Plan’ in Gibbs theory, I would harness the experience when immersed in the cold water and the “cyclic nature” that Gibbs model works well with for repeated experiences (Gibbs, 1988). Through these repeated experiences, my improved tolerance to the cold will strengthen my body and mind and in return, provide me with

more tolerance when dealing with difficult subjects or situations and hopefully I can pass this work ethic onto my colleagues and strengthen my learning.

To conclude my existing experience of cold-water exposure and running, I will continue with these coping strategies due to the positive outcomes I've gained in developing resilience and minimising stress.

Word count: 1099

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:

The incident that I am going to refer to is one of domestic violence. It involved a known domestic violence aggressor that has a history of violence, drug use and un-cooperative behaviour towards the Police as well as his victims. The main factors surrounding an incident of this nature and legislative points to cover are public protection notices, DASH domestic abuse, stalking and harassment forms, child protection strategies as well as my powers and policies as a police officer including Section 3 of The Criminal Law Act 1967, the police and criminal evidence act (PACE) 1984, use of force under PACE (section 117) 1984 if encountering any resistance whilst carrying out my lawful duties under PACE 1984 and a section 32 search upon arrest PACE 1984.

I was alerted to a call from dispatch describing a public order and possible domestic violence incident. The information gleaned from dispatch was of a male reported to be kicking the front door of his ex-partner/mother of his 10-month-old child who was aged 18. Dispatch disclosed a description of the male in question which I was able to use to identify the male when I arrived on the scene. I activated my body worn video in accordance with Gwent Police's policy when dealing with a possible domestic violence incident and arrived on scene to be faced with an aggressive male shouting at the

victim's front door, the male quickly retreated to the street away from the property as soon as he could see the police vehicle approaching. The property is situated in an area known for social and economic struggles and depravity, and the victim in this incident was unemployed. Both the victim and the suspect identify as white British and English is their first language leaving no communication barriers. According to a study by The University of Oxford,

“They found that women who had lived in the most deprived neighborhoods for longer durations over their childhoods were 36% more likely to experience any intimate partner violence between ages 18 to 21” (The University of Oxford, 2019).

I approached the male calmly with clear verbal communication and a relaxed demeanour to de-escalate the situation. I find body language is a great communication skill, and the way you project yourself physically can have a massive bearing on the way a subject may react. As stated in the Body Language Skills to Handle Conflict,

“use open hand gestures, showing the other person you are open to interaction with them. Keep your arms uncrossed and chest exposed. This lets them know you are not closed off in any way” (Craig, 2017).

I then mirror the body language with my speech so that the two marry together and avoid confusing the suspected male by what I am trying to convey. So, with shoulders relaxed and a neutral look on my face (I interoperate a neutral look as non-aggressive, and a look of general interest and concern for who I am engaging with) and an understanding tone of voice, I began to engage with the male in a firm but open manner.

Using these verbal and non-verbal skills, I escorted the male away from the scene to the other side of the police vehicle to defuse the situation and provide reassurance to the victim behind the door that we were protecting her safety. This maintained a physical barrier between her, me and my colleagues and the aggressive ex-partner. Using clear and concise language, I explained to the male why the Police were called and what was likely to happen now that we were on scene. I informed the male that a call had come through to the Police describing a male fitting his description shouting and kicking at the door of the property in question, to which he denied immediately and protested his innocence before aiming verbal abuse in the direction of the victim. I stood directly in front of him and advised him that his side of the story would be heard but that he would have to calm down or risk being arrested for a Section 4a public order offence, (Public Order Act, 1986)

I could have used the approach of being matter of fact with my powers when seeing the suspected male shouting in the street but in these situations, things are not always black and white. I believe an officer's discretion is a great tool to utilise to get a positive reaction out of emotionally charged incidents and to help people engage with me however, this is not a let off for the suspect and discretion can only go so far as I explained above that he would be arrested if he persisted. This is outlined by Campbell, “The essence of ‘police discretion’ is where police officers are authorised based on the presumption that they make choices (act as rational, independent, autonomous individuals)” (Campbell, 1999). I then allowed the subject to provide his

side of the story by using active listening skills and open and closed questions to ascertain more information such as “do you live at this address also?” and “tell me how your behaviour today is going to help the relationship between your ex-partner and yourself?”. According to Skills You Need,

“Active listening means, as its name suggests, actively listening. That is fully concentrating on what is being said rather than just passively ‘hearing’ the message of the speaker” (Skills You Need, 2021).

I believe these skills became effective as the suspect who had warning markers for violence calmed down quickly and complied even when being told he was going to be arrested to which he offered his hands to be cuffed and to be put into the van for transport to custody.

As a police officer strict legislative processes must be followed including codes of ethics and human rights articles, these articles and codes were relevant in the handling of the suspect in this incident. Article 3 of the Human Rights commission states that a person has the right to “Freedom from torture and inhumane or degrading treatment” (Equality and Human Rights Commission, 2021). This means that no harm can be inflicted on a person whilst under the control of a public authority such as a police officer, prison officer etc. (Equality and Human Rights Commission, 2021). An example of this is where I would have to comply with my force officer safety training on the correct procedure of handcuffing and restraint tactics so as not to cause the subject unnecessary pain. Whilst handcuffing, I would need to keep the subject informed of my actions by asking them if they are comfortable, check they are tight enough, double lock so as not to accidentally tighten further and then check again with the subject that they are satisfied with their treatment. The Human Rights Commission states that “Article 2 protects your Right to Life” (Equality and Human Rights Commission, 2021) and in no way can anybody including the government end a person’s life but there are exceptions in certain cases. Even though Article 2 is known as an absolute right, it can be breached if under lawful circumstances e.g. to stop a person carrying out unlawful violence.

“For example, a person’s right to life is not breached if they die when a public authority (such as the police) uses necessary force to: stop them carrying out unlawful violence, make a lawful arrest, stop them escaping lawful detainment, and, stop a riot or uprising” (Equality and Human Rights Commission, 2021).

I will be using Betari’s Box to explain the process of how my use of force or in this case lack of it was necessary in this incident. Betari’s Box works in a series of four cycles that starts with how ‘my attitude’ affects ‘my behaviour’ which affects ‘your attitude’ and affects ‘your behaviour’. A police officer’s ability to be professional, without any prejudice and assumptions on who a person is or who they are perceived to be will have a positive effect on the behaviour of a subject as the theory explains. It’s a what goes around, comes around theory that explains how your actions and indeed the actions of others will affect your decision making in a situation, and indeed the decision making of the person you’re trying to engage with e.g. if I approach with an aggressive attitude I will get an aggressive response and the same if I approach with a relaxed attitude. As explained in the incident above, my actions like the Betari’s Box reflected my attitude and outcome of the subject I was trying to engage with. “The Betari’s Box

is a mental model that shows how your attitudes affect the way other people respond to you and therefore, if you change your attitudes towards others, you can cause them to change their behavior towards you” (Chris Farmer, 2021). Of course with all the best intentions in the world, entering an incident where alcohol, drugs or mental health are a factor some people can be difficult to reason with and all diplomacy can fail leaving an officer with no choice but to resort to use of force to either protect another, themselves and their colleagues or prevent a breach of the peace. A police officer can use if not already acting under the police and criminal evidence act 1984, section 3 of the criminal law act 1967 to enforce this use of force to assist in an arrest or for the prevention of crime, (Police and Criminal Evidence Act, 1984).

The overall outcome of this incident was a positive one as the initial incident was dealt with quickly, the appropriate steps have been put in place to safeguard the vulnerable victim and I will use the approaches highlighted above for similar incidents in the future.

Word Count: 1627

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:

The incident I will be discussing is of a possible victim of stalking. Stalking and harassment is identified under section 2a – Protection from Harassment Act 1997. I was approached by a female member of the public that was concerned about a male following her around the local area and is also the parent of a child that attends the same school as her daughter, supposedly turning up at different places where the victim was frequenting. At the time the female approached me, I was currently involved with other officers on an incident where an intruder alarm had been triggered in an empty shop on a high street. I decided to take the victim to one side in a quiet place so I could take a first account from her. Seeing as this was a very sensitive matter and should be managed in a delicate but professional manner, I needed to get every detail possible from the victim to weigh up my options in my decision making and how best to help and advise her. There are several signs that can identify a stalker according to Sussex Police,

“Stalking is when someone shows repeated and unwanted attention towards another person. Often when individual incidents are put together, they can reveal a pattern of obsessive behaviour. Stalking is a crime that is distressing and malicious and is something no one should have to put up with. Think FOUR is the behaviour; F – fixated O – obsessive U – unwanted R – repeated.” (Sussex Police, 2021)

She described to me how she thought the male was an odd character that sometimes didn't understand social boundaries as he would often stand close to her and sometimes talk inappropriately. The victim would feel uncomfortable around him when picking up her daughter from school as he would also be there doing the same and would often talk to her in the playground even though the victim in her own words said "I would move away from him and try to end the conversation politely". The male would often turn up in bars or cafés at the same time as the victim was meeting friends in the local area and sit in her view close enough so he could be in earshot of any conversation she was having.

The victim then stated that the male had offered to give her lifts home before and even said that he knew where she lived and going as far as describing what her house looked like proving that he knew where she lived even though in the victim's eyes there was no way the male should know her address, even telling the victim he knew where her husband worked. This comment immediately flagged up a concern for me and I could see the victim becoming upset and physically shaking. The code of practice for investigating and managing an allegation such as this includes, THRIVE to judge the threat, harm, risk, investigation, any vulnerabilities and engagement needed to engage with the victim. Safeguarding and identifying any vulnerabilities of victims, safeguarding of her child as she had mentioned earlier and informing the school liaison officer and headmaster/school social workers of the incident, and filling out any relevant (PPN) forms public protection notice's that may be necessary for our Public Protection Unit to be aware of and take action as soon as I was able to. It is also a policy in Gwent police that if any safeguarding paperwork is to be completed it must be done so before a shift is finished to ensure swift action is taken as DASH incidents are time sensitive. I had asked the victim if she had mentioned these incidents to her husband or anyone else and she confirmed that her husband was aware of the situation but is diagnosed as autistic and finds social situations such as these awkward and would not have the confidence to approach and confront the male. The victim had stated that she had wanted to come forwards to the police on a few occasions but did not want to cause any bother as her daughter was friends with the male's daughter at school.

The nature of this allegation is delicate and seeing the emotion on the victim and her account becoming slightly disjointed because of how upset she was becoming, I decided to arrange for an officer to pick her up from the location and escort her home as she didn't drive. Due to the victim's upset demeanour and the fact I was also pencilled in for several witness interview visits to a school nearby, I had arranged for another officer to attend the female's address later in the afternoon when it was convenient to take a statement. Before leaving the victim, she said she needed to pick up her daughter in a couple of hours from school but was nervous because the male would be present. Identifying the victim's concerns, I arranged that the school liaison officer would be on site and for the victim to enter through different gates at the school and to attend with a friend so that she wouldn't be alone.

When the victim was safely escorted by my colleague, I then used our systems to identify the male in question and ascertain an address and any relevant intelligence on any historical relevance to this incident or similar behaviour which could lead to a Modus Operandi. The code of practice used to gather this information includes, police

national computer checks (PNC), of similar behaviour to which there were none of a stalking or harassing nature.

Later that same evening I had arranged with the victim when it was a convenient time to take a formal statement from her and she gave me a time when her husband would be home as she wanted him present for the visit. Attending the victim's house that evening I met her husband, who by the victim's own description earlier and from her husband's demeanour was clearly uncomfortable in unfamiliar situations due to his autism so I spent a bit of time building a rapport with him.

The National Autistic Society describes a few different methods for achieving this such as,

"Always use their name at the beginning so that they know you are talking to them, make sure they are paying attention before you ask a question or give an instruction, and use their hobbies and interests, or the activity they are currently doing, to engage them." (The National Autistic Society, 2021).

Once everyone was comfortable and we were all suitably acquainted I began to explain the process of how the statement taking was going to be structured and if the victim was happy to continue with the process and that the process if deemed necessary could entail a court proceeding, the need for the victim to give evidence in court but if not directly then by other means such as behind a screen or via video link, the possibility of an SPO (Stalking Protection Order) which must be requested by the police on behalf of the victim to a magistrates court and can still be implemented even if the offender is acquitted of the offence to preserve the safety of the victim, as explained by the Crown Prosecution Service, in the Stalking Protection Orders section of their website,

"Applications for SPOs can be made in both a domestic abuse context (such as stalking by a former intimate partner) and in a case of so called 'stranger stalking'. This also allows for protection to be in place even if the case results in an acquittal." (Crown Prosecution Service, 2020).

The victim then described how even though she was upset when first talking about the incidents, she had time to think things through the rest of the day and talking to myself and my colleague had given her some clarity on the matter. The victim said she did not want to make a statement but wanted to make sure the authorities knew of the situation. I explained to the victim that it was her choice whether to make a statement, but she should not be put off by the thought of going to court and that I would do everything possible if she wanted to pursue this matter further. The victim again refused a formal statement. I checked that she had been given the correct details of the liaison officer and explained a plan was now in place to monitor the situation in her daughter's school, the staff and social services were aware and strategies would be put in place to minimise the contact between victim and the suspected male in school.

After she explained details of her day to struggles with the supposed stalking, ultimately there wasn't much credible evidence to support this and after point to point calling one of the Detective Constables she too agreed that the action taken at the school was sufficient for now, as the male needed to be at the school every day to pick up his daughter, had business's in the local town where the victim frequented so it was

highly likely they would see each other, the time the male had offered her a lift it had been raining and there was no physical presence at her house or any contact via social media or messaging.

Following policy, I filled in a detailed pocket notebook entry and asked the victim to sign it explaining what she had asked of police and to take no further action other than the school safeguarding measures.

This incident was a lesson learned in how to investigate, work with partner agencies, complete correct documentation, gain advice from senior staff, implement safety procedures and deal with distressed members of the public and I will carry this work ethic on in the future and use this experience to build my skills as a police officer.

Word Count: 1642

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:

The policing incident is one I attended after a call had come through from control of a disturbance, where a male off-duty police officer had been assaulted by an intoxicated female in the street. There was no other information given about the circumstances except that the off-duty officer had the offender detained on the ground.

Using the National Decision Model (NDM) to highlight my rationale for decisions made in this incident, I will also be using Kolb's learning cycle of 1984 to describe my reflection of this incident.

Immediately from receiving this call and because we were only a short distance from the location, I had to cycle through my NDM in quick succession to prepare myself for any eventuality I may encounter on attendance. The NDM is a structured step by step guide for how all officers should approach and tackle problem's or incident's, at the core of the NDM is the code of ethics, these are the moral and professional standards every police officer should abide by. The first step of the NDM 'gathering information and intelligence' has already been identified through the information relayed to me by the control room, however, that was limited so on arrival of the scene I will have to gain information using every tool at my disposal including utilising colleagues at the scene. Attending the scene, it was clear to me that there were multiple people involved and many details to be taken via my pocket notebook and persons checked via Police

National Computer for any person warning markers, ailments or relevant intelligence about them surrounding this incident. PNC checks and any such sensitive information gained on a member of the public must only be used for a policing purpose, failure to do so is a breach of privacy and abuse of an officer's powers.

Upon doing this I also needed to engage the second step of the NDM 'assess threat and danger and develop a working strategy'. To do this I scanned the area on arrival with my colleagues to discuss any potential threats be it a violent/aggressive person, traffic, volume of bystanders, being close to a pub any bottles or potential improvised weapons and the general behaviour of those involved. The 'working strategy' devised was to split up the two people involved which you could clearly identify as the offender was still restrained on the floor and retain anybody who was involved in the incident. The male identified himself as a police officer, the offender stayed on the ground upset and clearly confused due to how intoxicated she was.

My colleague attended to the suspected offender whilst I spoke to the victim to ascertain exactly what had occurred. In accordance with 'The Criminal Procedure and Investigations Act' (CPIA) I have taken down a first account from the aggrieved male, read it back and then asked him to sign it so that he was happy that the words written in my pocket note book were his own and have not in any way been misconstrued by myself. Also under CPIA legislation I have disclosed to the victim and then later on the offender and other people that I have taken first accounts and details from, that my body worn camera is recording footage and that the footage may be used in a court of law if necessary. CPIA ethics dictate that a police officer's duty is to disclose relevant information to the defence, prosecution and the court so that a transparent case can be presented, no information should be held back if recorded or changed in any way, Blackstone's explains,

"The CPIA requires investigators to provide a list of unused material to the prosecutor, who will then consider what material might need to be disclosed to the defence out of fairness", (Blackstone's, 2021, p. 568)

Failure to adhere to the CPIA legislation could result in a wrongful conviction, a guilty offender being exonerated and the officer perverting the course of justice. For instance unconscious bias could be identified in this case due to the fact it is an off-duty officer involved, procedure must be followed without unconscious bias so the investigation remains fair and the action taken proportionate. The Royal Society explains that,

"Unconscious bias is when we make judgments or decisions on the basis of our prior experience, our own personal deep-seated thought patterns, assumptions or interpretations, and we are not aware that we are doing it."

Kolb's Learning Cycle (1984) explains the first step as being the 'concrete experience', this incident being my first assault now gave me an insight into people's emotions, injuries and how it feels to be in the middle of a physical dispute, I find my learning is best when I am experiencing an event first hand as I can relate to it through my own physical engagement as well as learning from text or theory, as Erman Misirlisoy PhD discovered after conducting physics experiment's with student's, one through observational theory via video link and the other through physical experience,

“Once again, the actors from each pair performed significantly better in their test than the observers. The actors answered 74.5% of their questions correctly while the observers only reached 52.2% accuracy overall” (Erman Misirlisoy PhD, 2019).

Gaining intelligence from my other colleagues about the incident and speaking to the victim who admitted he'd been drinking I was able to implement the 'powers and policies stage of the NDM. It had been established the victim's actions were justified and verified by other witnesses and as the victim wanted to make a formal complaint I arrested the offender for common assault with my necessity being to prevent any harm coming to any other person or herself and due to the nature of her intoxication it was highly likely that the victim could endanger herself or possibly someone else.

Referring to Kolb's second stage 'Reflective Observation' this is reflecting on the experience, this stage help's me understand not how I feel but how the experience will aid me in forming a sensory memory of how to handle incidents such as this. Even though I'm aware no two scenarios will be the same this incident will give me a foundation and a blueprint on how to control, gather information, and carry out the correct process the next time I am faced with a similar situation. Hermann Ebbinghaus, 1885, famously experimented on this repeated theory and published his findings in his paper 'The Forgetting Curve'.

“Ebbinghaus forgetting curve describes the decrease in ability of the brain to retain memory over time. The issue was hypothesized by Hermann Ebbinghaus in 1885, which is why it's called Ebbinghaus forgetting curve. The theory is that humans start losing the memory of learned knowledge over time, in a matter of days or weeks, unless the learned knowledge is consciously reviewed time and again”, (Shaveen Shrestha, 2017).

As soon as the arrest had been made the offender needed conveying to the nearest custody unit, I know had to use the 'options and contingencies' part of the NDM. This is where an issue may arise such as it did on that night that there was only one custody unit open a further distance than normal and a van wasn't readily available. This was a slight problem as the offender who had suffered PTSD from a traumatic domestic violence incident did not take well to being handcuffed and had a fear of small spaces. In the end with no option or contingency other than to escort her in the back of the police car, I coaxed her in and told her I would always be with her in the rear of the vehicle and we could have the windows slightly down to allow fresh air in to calm her down. This method worked and she gradually became calmer and calmer and very co-operative by the time we made it to custody. Again, CPIA regulations were followed and the time of arrest, any caution replies, and details of the offence were disclosed to the custody Sergeant in front of the offender. An interview could not be carried out until the morning to allow the suspected offender to sober up, this ensures the interview to be fair and ensure the suspected offender is fully aware of what is being explained to them.

Kolb's next stage highlights the 'Abstract Conceptualization' this is the conclusion phase of how and what a person learns from an experience. I have learned from this incident that things such as protocol and the custody process will remain the standard, other things aren't. The incident sounded very simple and clear cut, but there were

other factor's such as the offender's mental health issues and history of domestic violence abuse to contend with, these issue's may or may not be present at the next "similar" incident, or even still could be more magnified and need a greater response.

The final 'Active Experimentation' segment, refers to collecting all of what you have learned and combining the information to make an action plan to prepare for a similar event in the future. This goes hand in hand with the NDM's final stage 'Take Action and Review' a stage to put what has been learned into practice. I believe reviewing of my actions and behaviour will aid me in planning my next approach, to try and plan for something without having the initial experience to fall back on will leave me with no real-life input or ability to advise on a subject. Ultimately a communication breakdown will occur as a pre-planned might have topics missed which are relevant or added which are irrelevant. To finalise Greenaway highlights this in his article Doing Reviewing,

"One of the main purposes of reviewing is to keep in touch with what participants are thinking and feeling, and that may not happen to correspond with a pre-planned reviewing sequence" (Greenaway, 1992).

Word Count: 1646

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
My first area for development will be aimed at the use of NICHE systems, and how to properly navigate the area's most commonly used such as DASH forms, public protection notices' and person reports. I have noticed and it has been raised by my tutor that the administrative side of work is something I need to be more efficient with.	Asking for help, there is no better way than gaining experience from other's and especially others that are competent. It will be achieved through repetitive experience and input from my senior and longer serving colleagues.	The initial NICHE trainers and learning and development team I trained with in Vantage Point had stated that after the week's course to familiarise us with the system, that a further course could be booked to facilitate any needs or problems I may have if I still find the use of NICHE difficult. Or I have only to go to my supervisor and request refresher training.	Seeing as the use of NICHE is paramount within my role the sooner the better, ultimately if I use the time line of 6 months that my initial training in vantage point took and set myself that target I am looking to be fully competent by the end of January 2022..
Statement writing is another of my weaker areas. I know the main points such as ADVOKATE, and the 10-point description of a statement, but I need to control how the witness expels information to better structure it.	It will be best achieved by using IN.S.I.D. E the mnemonic to structure a statement in the correct manner. This I believe will help the chronological order of my statements to better assist a case and ultimately help in prosecution.	Supervising staff can direct me to the appropriate agency for training, another channel is to hone my skills via another colleague shadowing and learning how they structure, to achieve the best statement result.	This is a more urgent requirement for it is the bread and butter of evidence gathering. I aim to have this accomplished by the time I leave PDU on the 25 th September 2021.

Case Files is my final development issue, the building of a file even though by nature is a time consuming one really had me struggling to grasp what MG forms are necessary and what wasn't.	It will be achieved by following Gwent Police guidelines on Case File building for GAP and NGAP files. There are leaflets and books around the PDU station with lists of what is needed to complete a case file.	I have already had an input with the case files team in Newport Central, but I am still struggling somewhat so a step by step guide has been sent to me via e-mail and another session booked in for skills learning.	I aim to have a comprehensive understanding of this by January 1 st . 2021. Again, this is of paramount importance and is important to the development of the administrative side of my job.

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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: Robert Costley (Learner - Electronic signature or type name)

Date: 04/09/2021