

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/aqh-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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	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:

During my initial 6 months of learning and since being attested as a Police Constable I have developed resilience and managed my stress well by keeping active by starting to run and completing a half marathon. I also developed new study techniques to help manage my stress and improve my resilience.

During this task, I will be using the Gibbs Model of Reflection, which includes 6 stages, to reflect on my experience. The 6 stages are description, feelings, evaluation analysis, conclusion, and action plan. Through each example, I will show how I found ways to cope with stress and be resilient (The University of Edinburgh, 2020).

Building resilience has been a key part of my first 6 months of initial training to manage how my time was spent at headquarters and how I am as a Police Constable going forward in my career. Being resilient helps people to recover quickly from difficult situations or traumatic events that they may encounter in their lifetime. People with high resilience tend to overcome situations, compose, reevaluate, and continue to achieve their standard for work or in their day-to-day life (Cherry, 2022).

Stress can impact people in many ways, and it is down to the individual on how they cope and manage it. Stress is a short-term response when our body launches stress hormones into our body that generates a flight or fight response. Not coping with symptoms of stress can have a negative effect on being a Police constable. Stress can make you less connected with work colleagues, having issues with sleep which could affect sleep pattern and effecting working shifts and also feeling of indecisive towards decisions. I have developed two strategies that have helped me to lower my stress and gain resilience (Mental Health Foundation, 2021).

My first coping strategy is running. I have taken up running since starting my Police training in September as a way of improving my cardiovascular system to improve my operational demand and for a way to minimise my stress (Brennan, 2021). As my training has progressed, I have realised that general fitness needs to be on top form to be able to carry out policing in the communities. I started running one to two days a week around my hometown by myself and gradually working my way towards running a half marathon distance in Brighton. I feel like running has given me a good sense of achievement by pushing myself further than before and it has given me time out of Police training to concentrate on myself and a distraction from workload for the time I was out running. I had many positive experiences while running but also faced challenges. I developed shin splints at the early stage of training and struggled to run. This impacted my motivation to run due to the pain and not being able

to hit my targets each week. I had shin splints in both legs which caused a lot of discomfort when running. I was patient and allowed myself to rest before adapting my training schedule. I was resilient and determined, which allowed me to meet my goal of completing a half marathon in February (NHS Choices, 2019).

I believe my training went well because of my attitude and the determination I had to complete my goal. I enjoyed running because of the benefits to my health but also believe it has benefited my new career as a Police constable. Running is proven to help with sleep because it raises the body core temperature and when the body temperature drops back to normal it alerts the body that it is time to sleep. This has helped my police training as it has made me more refreshed and alert each morning. Running is proven to increase concentrations of norepinephrine which helps moderate the brain's way with managing stress. This has helped me to control my stress and manage my workload (Cigna, n.d.). If I was to run a half marathon again, I would invest in a running watch as it would enable me to track and plan my running better and have a better insight on how my health is improving (Neil, 2023).

My second coping strategy is developing study techniques to aid my learning. Firstly, I made a revision book that included all my notes from the classes. Each page would have its own subject such as burglary, abstracting electricity, or assaults. Within that I would write down all the definitions, legislations, and a breakdown of the subject in preparation for revision. Approaching exams, I worked during my lunch breaks and in the evenings to complete the revision book. This insured I had notes that made sense to me as it was in my own words. It reduced my stress as it was completed ahead of the exams which allowed me to focus on learning the content. By making the revision book, I had something portable to revise from which reduced my stress as I could revise anywhere. On reflection what didn't go well it was made from paper and in bad weather it got damaged by the rain. I then had to purchase a bag to protect the book. Research shows that making good notes prior to exams helps reduce stress and anxiety and boost confidence as it helps to remember key details (Doubell, 2023).

Additionally, another study technique I used to manage stress was studying as part of a group in the mornings before work began. I would organise a study group with my colleagues where we could discuss the exam topics and share ideas. I found this very helpful because we could share tips for memorising different legislations and discuss topics to improve our understanding. This helped me to understand where I was with revision and knowledge compared to my colleagues. I found studying as a group helped to manage my stress as I had a support network to aid my learning and provide motivation. Going forward, this experience working as a team will benefit me as I move into my tutorship working with colleagues as a police constable. Research shows working as a team practices adaptability and can change our ways of thinking to benefit our learning and to build trust in others. Becoming more adaptable in situations improves our resilience (Collier, L, 2021).

In conclusion, I have developed numerous coping strategies over my 6 months initial training to improve my resilience and manage stress. I faced challenges while training for my half marathon that have improved my resilience and have helped me to cope with stress. Additionally, by working as a team and developing new study techniques, I have managed my stress due to exams and studying and improved my learning.

Word count- 1092

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:

Since being attested as a Police Constable and starting my tutorship, dealing with conflict is a daily occurrence within the area I patrol and the incidents I attend to. Within this essay, I will describe the process for determining whether the use of force is necessary, and how I used the Betari Box Model (Revolution Learning and Development, 2023) to deescalate an incident on my tour of duty and what was the outcome.

I received a report via my personal radio of a domestic incident and a request for officers to attend with an urgent response. On arriving to the property, I could instantly hear shouting and screaming coming from the address where I then entered alongside my colleagues. I entered the property using the power of Section 17 of the Police and Criminal Evidence Act 1984 which allows a Police Constable to enter a property for saving life or limb or preventing serious damage to property. Given the nature of the call I believe this was justified and proportionate to do so (Legislation.gov.uk, 2020). On entry, I was met with a male and female who were having a heated altercation. The male was irate, loud and aggressive towards his partner and to the police officers.

When approaching this situation, I kept the Betari Box model in mind as a way of trying to calm the aggressive behaviour I encountered. The Betari Box model ensures how a person's attitude can go on to affect another person's behaviour in a negative or positive way. It is a cycle as it demonstrates how this change of behaviour can then go on to change attitudes. By

keeping the Betari Box model in mind, I approached the situation with a calm manner so that it would affect their behaviour and attitude. When speaking to the male I used slow, clear, and direct prompts telling him to calm down, to count to 10 and to take deep breaths. This effectively made the situation more controlled, and the male came to my level, giving the male a better way to make clear and controlled decisions. The male changed his behaviour and was less aggressive and cooperated with the Police instructions (Revolution Learning and Development, 2023).

As this was a domestic incident, I decided to split up the male and female to understand what had happened. This would help me determine if any offences had taken place that we needed to be aware of and how best we could safeguard the people involved. This also helped me and the other officers to begin to build a rapport with the male and female involved, separately. Building a rapport is important in policing and in many situations, especially domestic situations. Rapport building is an increase of a relationship and trust with the suspect or victim to achieve the best possible information given for police enquiries (Lonczak, 2021). When building a rapport, it is important to be respectful, show active listening and be ready to answer questions in relation to the incident and what is expected from then going forward (College of Policing, 2020).

Once we had separated the male and female involved, we were able to speak to the female alone. When speaking to her, she made a disclosure that she has been assaulted by her partner by being hit to the face and chest multiple times over the past 4 days. She said that she was afraid of him and his coercive behaviour. Active listening is important when dealing with victims and it lets the person know that they are being listened to and understood. I built trust and showed active listening in this incident by coming down to her level and looking her in the eye whilst sitting on the sofa in her living room. I used open questions to boost communication and when the female answered I would nod my head to show that I understood what she was saying, which helped to display empathy (College of Policing, 2021).

With the information I was provided by the victim and considering the national decision model, I placed the suspect under arrest for domestic assault and cautioned him. The National Decision model is used in every decision in policing by Police officers and Police staff with the code of ethics being at the centre of the model (College Of Policing, 2013). The National Decision model has six elements. I will now explain how I used the National Decision-making model with this incident-

Code of ethics- In every decision consider code of ethics that has been set out how officers should follow and behave whilst on and off duty.

Information- I received information over my personal radio to attend to an incident. I then gathered as much information and intelligence as I could to conduct a full investigation. The victim had disclosed an assault.

Assessment- When arriving at the address I made a dynamic risk assessment for my officer safety when dealing with the male and female. The disclosure from the female at the address gave me a working strategy to arrest the male and to safeguard the female.

Powers and policy- I considered operational policy and procedures and then arrested the male under the Police arrest power which was Section 24 of the Police and Criminal

Evidence Act 1984. Section 24 allows a Police Constable to arrest a person without a warrant if they have reasonable grounds to suspect that an offence has taken place (Legislation.gov.uk, 2017).

Options- I considered all police power options but given the nature of the offence I decided to arrest and to convey to custody.

Action and review- I acted by removing the male from the property and by arresting him where he was taken to custody. I then reviewed my body camera to make an arrest statement.

After explaining that the male was under arrest and cautioning the male. I then placed the male in handcuffs. Using handcuffs is an example of use of force, however using handcuffs in this situation was necessary and a proportionate response. The male was taller, broader, and heavier than me and given the nature of the complaint made against him I felt it was justified placing the male in handcuffs to prevent any further physical injury to others. Section 117 of the Police and Criminal Evidence Act allows Police Officers to use reasonable force if necessary (GOV.UK, 1984).

The male was then placed into the rear of a marked police vehicle and conveyed to custody where the sergeant authorised his detention. Code C of the Police and Criminal Evidence Act 1984 provides guidance how a suspect should be treated, his detention and the interviewing by Police Officers (Home Office, 2023). I interviewed the male using the PEACE interviewing model. The PEACE model allowed me to have a good interview structure and be fully prepared to conduct the interview. Whilst interviewing the male I used open-ended questions such as tell me, explain, and describe. When asking open-ended questions, I am always mindful to interrupt the suspect in case I would jeopardise any important information being missed (College of Policing, 2022).

The outcome of the incident was that the female was safeguarded. The female was cared for by her family at her mother's address. The female agreed to provide the Police with a statement and was willing to attend court. We then took a statement from her and explained to her the 12 victim's code. One of victim codes rights is to make a victim personal statement which can be made any time prior to court explaining the effect that the incident had or has on the victim (Victim Support, 2021). Then I submitted a public protection notice which is used to support the victim and is shared with other agencies so the female can have the right help. The female was thankful for the support that officers offered but in some cases victims of domestic abuse can suffer from Stockholm Syndrome. Stockholm Syndrome is where the victim feels attached to their abuser regardless of the damage and abuse that they have received. This can lead to having no statement from the victim and further injury or death in future (Banks, 2023).

The male was charged with common assault and coercive and controlling behaviour and was issued a domestic violence protection notice. A domestic violence protection notice is a notice issued by the police to safeguard the victim given the perpetrator a 48 hours' notice to not to attend the address. An application for a domestic violence protection order can then be applied to the magistrate's court for a further order to prevent the person from returning to the address for up to 28 days (Home Office, 2020).

Word count- 1403

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:

Since being Attested as a Police Constable I have gained responsibility to support victims and witnesses through the criminal justice system. As a Police Constable, there are many ways I can help alongside the organisation to meet the needs and expectations that victims and witnesses deserve through the criminal justice system in our communities. Within this essay, I will reflect on how I helped and managed victims and witnesses through the criminal justice system and what my responsibility is in doing so.

I was at the station where I received a task from my supervisor through our Police computer systems. The task was a summary on an incident that happened and for me to investigate and to speak to the persons involved. The incident was that there were bullying, threats and racial slurs towards a school pupil by other three other pupils who attend the same school.

Firstly, I attended the address of the victim to speak to her and her mother who was the reporting person regarding the incident. My aim was to identify what offences have been committed and what steps we can do as a force going forward. I believe that the first impression is vital when meeting victims and can affect the way they view their contact with the police. Every victim has 12 rights which provides information on the minimum standards that police officers provide when dealing with victims of crime.

The first right is the right to be able to understand and to be understood (Victim Support, 2021). This means whilst speaking with the victim and her mother, I avoided using any police jargon, spoke clearly and was ready to answer any questions they may have had regarding the

investigation. If English isn't the first language of victims, then an interpreter service can be provided which is a way of positively engaging with the victim.

The third right is to be provided with information when reporting the crime. The victim and her mother were provided a crime reference number and the contact details of the officer in charge. This was done within the five days of their rights.

Right four is to be referred to services that support victims and have services and support tailored to their needs. When speaking to the victim, I sat down and explained that we could provide the victim with additional support by completing a public protection form because there is a potential child at risk. The public protection notice is used to share information about the incident and the victim to make aware multi partner agencies in order to sign post them to the correct service they require in getting the correct additional support they need. This can be made with or without their consent and police observations will be used (College of Policing, 2021b).

I also offered the victim a service called Victim focus. Victim focus is an independent charity separate from the Police force that is a free and confidential service that can help victims of crime with support throughout the investigation. This is done by asking the victim for their consent to proceed and asking them a few relevant online questions before being sent off through our police computer systems (Victim Support, 2021).

The victim shared with me that she had been experiencing bullying at the school she attends. Two students directed racial slurs at her, she was threatened and was told that there would be people following her home to assault her. This made the victim unhappy, and she didn't want to return to the school after the school easter holidays. The victim stated that at this time she wasn't prepared to make a victim statement and would prefer another way to deal with the matter. I suggested there were different Police ways that the matter could be approached such a restorative justice, speaking to the safeguarding officer at the school and speaking to the pupils in question or see if the pupils would be willing to provide the victim a letter of an apology. I explained that as a Police Officer, we would be victim led and it would be fully the decision of the victim.

A study shows in the year ending March 2020 that an estimation of 1.544,000 children aged between 10 – 15 years of age experiences bullying. Over half of the children who reported the bullying told their parent or guardian that they were getting bullied (www.ons.gov.uk, 2024). Bullying can have adverse effect on young children, and this can be done by physical bullying, verbal bullying, social and cyber bullying. Bullying at school effecting their mental health by making them feel alone and anxious, can decrease their academic performance by missing lessons or not participating in classes due to the bullying (stopbullying.gov, 2019).

The victim decided that she would prefer that I would speak to the school with their safeguarding officers and the pupils to attempt to stop the pupil's offender further. I made a victim contact agreement with the victim and her mother that I would contact them by their preferred means of contact which was their mobile phone, and I would speak to them with any update of the situation every 4 days.

The victim contact agreement is a very important contract that the victims should be made aware and kept up to date with their incident by officers in the case and by their means of contact in line with their victim codes. If officers don't contact their victims, then the victims

can feel forgotten, like their case isn't important and will not know what is going on with their case. This could potentially make the victim not come forward again if they are victims of another crime.

Prior to the school reopening I had to fill out a Data Protection Act form. This is for the prevention and detention of crime and to obtain the information of the pupils I needed to speak to in regards of the investigation and link them to our police computer system.

Once the school was open after the Easter holiday, my colleague and I attended the school. We sat down and spoke with the safeguarding officer and made them aware of the incident and the pupils we needed to speak to. The safeguarding officer agreed to support the pupils involved and to monitor the pupils and to contact the police if anything else arose. I spoke to the pupils and made them aware of the potential offences that they have committed, the affect it has on the victim and made them very clear that their actions had to stop immediately. I asked them if they would like to provide a letter of apology to the victim which they agreed.

Given circumstances and the age of the victim and suspects I believe it was important that we attended the school as soon as possible. This is to reduce any further conflict and to ensure that bullying isn't expectable in or out of school. The pupils could then continue in progressing in their last academic year of school.

Whilst at the school, I liaised with the headmaster and the safeguarding officer to see if they would benefit having the neighbourhood policing team and the police community support officers to attend the school. The pupils would be able to engage with the officers in the assembly hall and ask them questions. This would show positive engagement within the school and the community and would be in line with the positive values that South Wales Police have and helping to support young people.

The right nine of the victim code is to be made aware of the result of the incident and to be given any information regarding the case. This code is important as victims shouldn't be left wondering what is happening with their suspect and the case (College of Policing, 2021b).

I visited the victim and her mother after attending the school to make them aware that the school will be monitoring the situation between the pupils and safeguarding the situation. I informed them that the other pupils have made it clear that their behaviour must stop immediately and of the consequences if it does not. I gave the victim the letters of apology that was written by the pupils and that made the victim happier to attend back to school and reassurance that there would be no more racial slurs and threats made against her. I made the victim aware that if anything occurs again to contact the police immediately.

Word count- 1401

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:

Since being attested as a Police Constable and starting my tutorship, dealing with offenders and victims of domestic abuse is a regular occurrence within the area I patrol and the incidents I attend to.

Within this essay, I will discuss a brief incident in which I played a role with an offender and victim and how I used the national decision model to assist in resolving the incident. I will also explain the responsibilities I have as a Police constable with regards of the provision of the CPIA.

I was duty patrolling in a marked police vehicle around the vicinity of my patch where I received information from my personal radio that there was an altercation between two females and one male in a house. My colleague and I were told to attend their address with an urgent response. In this situation, I used the national decision-making process (Avon and Somerset Police, 2021) when on route to the address and tried to gather as much evidence as possible whilst my colleague was driving. I spoke to the control centre to receive intelligence on who lives at the address and if there would be any makers on the address or anyone associated with the address this was building an active working strategy prior to my arrival.

We attended the house due to this incident of domestic violence being reported to us. In March 2023, it was estimated that 2.1 million people (aged 16 years and over) experienced domestic abuse in the last year in England and Wales. There were also 51,288 prosecutions for incidents related to domestic abuse and 889,918 crimes related to domestic abuse (not including Devon and Cornwall) in this time (Office for National Statistics, 2023). This shows

how prevalent domestic abuse is in our society and that is a common crime that police officers face.

When I arrived at the address, I was greeted by a female who was distressed and upset and stated that she got her neighbour to contact the police. The female then directed me to her sister's address where her sister and her boyfriend were having an altercation. The male was aggressive and was unhappy with the presence of police at his house and continued to verbally abuse his partner. Once inside, I used the National Decision-making model to decide what action needed to be taken and to identify what risks there were to myself and my colleague. I instructed the male to stay as we needed to ascertain his name and date of birth. The male refused to talk to us and ran towards the entrance of the house where my colleague was stood. He pushed past my colleague, causing her to fall to the floor and knock her head against the bin. Considering the national decision-making model, I considered what powers I had given the circumstances that were in front of me. I then used my Section 24 Police and Criminal Evidence Act, powers of arrest, to put the male under arrest for assault of an emergency worker and placed the male in handcuffs.

Assaulting a police officer is a serious and unfortunately common crime. In England and Wales, there were over 41,000 assaults on police officers recorded from March 2021-22. In this same year, in the South Wales police, there was a total of 782 assaults on constables (Home Office, 2022).

Whilst the male was being escorted to the marked police vehicle, he made threats towards the female officer that he had assaulted and to his partner. The male was shouting and swearing abuse at them and was further arrested for a Section 5 Public Order Act. I considered the police power of discretion for the Section 5 Public Order Act offence and not further arresting him. However, given the circumstances, I believe it wasn't appropriate given the location and the members of the public being nearby.

The final process of the National Decision-making model is taking action and to review what had happened. Whilst at the address my colleague was injured, she obtained a small head injury which neither of us had anticipated. After the incident we debriefed at the station with our Sergeant taking about how it could have been prevented. I believe the injury could have been prevented if we were closer together. This would have given the male less room and would have given me a chance to get hold of the male to prevent the assault. The male was then placed into the rear of a marked police vehicle and conveyed to custody where the sergeant authorised his detention.

CPIA stands for the Criminal Procedures and Investigations Act 1996 and is a UK law. The CPIA Code of Practice applies to police officers and governs the regulatory aspects of the CPIA. The code of practice must be followed by all police officers but should be followed by all investigators in a criminal investigation. Investigators should adhere to the code when carrying out all duties in the investigation such as recording information and retaining materials or evidence (College of Policing, 2013). A thorough investigation is crucial throughout the entire process, from beginning to end. It is vital to identify suspects and to identify how we can prevent them reoffending, gaining better confidence in policing from the public and to have a safer community whilst it is also important to identify victims and how they can be safeguarded.

Whilst the suspect was at the custody golden hour principles starts (HMICFRS, 2023). Golden hour is the early-stage process of securing evidence and avoiding it being lost or damage to assist in investigations in readiness of building the case file evidence.

I firstly started by conducting house to house enquires to speak to neighbours to determine if they had seen anything and to obtain any potential CCTV video evidence but unfortunately there was none. As part of my responsibilities under the CPIA, all information gathered and the addresses of the house I attended was recorded and noted in my electronic pocket notebook.

Secondly, I went back to the address of the suspect to speak to his partner to see what offences had occurred prior to Police attending and if she was prepared to provide us with a statement and be willing to attend court. Unfortunately, she was not prepared to give us a statement as she wanted to continue her relationship with the suspect. She stated that her sister was worried about the way the male was behaving and made her scared but assured us that the male didn't physically assault anyone but was verbally aggressive towards her.

Whilst speaking to the female, I wanted to follow the CPIA code of practice, and make sure to treat her fairly and respectfully while also using professional curiosity to follow all reasonable lines of enquiry. Professional curiosity is a critical part of an investigation that involves following all lines of enquiry and being open to explore a situation and alternate perceptions of what occurred. It is vital to use reason and logic to come up with theories and conclusions whilst investigating. In this instance, when speaking to the female, I wanted to keep in mind the importance of professional curiosity and to make sure to ask thoughtful questions to explore the situation and allow the female to open up to me (College of Policing, 2023). A public protection notice was submitted in these circumstances as there was a young child at the address and potential danger for the female, but safeguarding advice was provided to her.

Back at the station the suspect was interviewed at a Police interview room at custody. Under the CPIA codes of practice it is my duty being the investigating officer to conduct an interview with the suspect and to retain any evidence which may credit or discredit the investigation. The interview room has video and audio recorded which is saved on a secure encrypted cloud system that can be used in evidence and for court hearings. The male denied his right to a free and independent solicitor therefore we started the interview (College of Policing, 2022b). The interview gives the suspect a chance to say his perspective on what happened in the incident by answering the questions by the investigating officer and anything the suspect says maybe given in evidence as per what the caution says 'You do not have to say anything. But it may harm your defence if you do not mention when questioned something that you later rely on in Court. Anything you do say may be given in evidence' (GOV.UK, 2011).

Due to the offences that has taken place and the allegation of the domestic violence by the young female, the suspect was released on bail for 3 months as a statement from the reporting person needed to be obtained and potential of further CCTV from a nearby care home. To safeguard the female in the house and to manage the threat that he posed I put conditions on his bail to not to return at his home address. The suspect was then released from his cell and taken to the custody desk where the custody Sergeant explained to him his bail conditions and his property was returned.

Word count- 1505

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
Have a better understanding of using police computer systems that we use operational such as NICHE and building NGAP files. Building case files is done on NICHE and an area I need to improve on. During my tutorship I have been introduced in putting together case files and GAP files which I am finding I am getting confident in doing. NGAP files requires more work with filling out different forms and a lot more preparation is involved to complete a NGAP file. I need to feel more confident in completing NGAP files and this would need to be helped beyond my tutorship.	During my 3-year probation period, I will be having an attachment in the HUB department. I believe this will be a great way to build my confidence and knowledge on developing my understanding building NGAP files. By having this attachment, it would benefit myself with completing case files and tasks at a more efficient time. It will also be achieved by myself taking good notes from my tutor and watching him closely whilst an NGAP file is being completed.	Myself, my Sargent, area training officer and my tutor	6 Months
An area identified for development would be traffic as I always find myself second	To have a better of the Road Traffic Act 1988 I will revisit training notes and	Myself, my tutor, my Sargent and RPU department	3 months

guessing my decisions and researching legislation. Bettering my knowledge in traffic will help my policing career as time goes by. I haven't got a lot of experience in crimes which includes E-Bike riders and as this is becoming a reoccurring issue within our communities, I believe having better knowledge on how to deal with E-bikes will benefit me and help the community. I need to have better experience with dealing with road traffic collisions and how to manage the scene and members of the public.	power points from the initial 6 months of training in headquarters training centre. I will also use PNLD to research legislation and to help me with my enquiries going forward. When incidents come over my personal radio, I will volunteer to attend road traffic crimes that would give me a chance to assist or take on an investigation and a chance to broaden my experience with traffic offences. I will speak to my supervisor if I could spend a day on an attachment with the road policing department to help assist and to attend traffic offences and collisions. I can then ask for feedback from officers that I will be working with to improve on scene management and traffic collisions. PCSO's and neighbourhood policing team deal with E-Bikes regularly being used in anti-social behaviour situations and I could ask them for advise to take notes.		
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Bibliograph

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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I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: *K. Davies* (Learner - Electronic signature or type name)

Date: 25/05/2024