

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the BSc programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

Area of Professional Practice covered, (called elements in your module descriptor):

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. Therefore, you must:

- adhere to guidance in the Student Handbook about unfair practice and plagiarism;
- not identify individuals including witnesses, victims or offenders by name;
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions;
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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	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:

Since starting a new career as a student Police Constable, I realised that it was not going to be an easy task. The role would come with numerous challenges and dangers which were outlined throughout the six-month learning process. I realised that I would have to build up my resilience skills, as well as learning coping mechanisms to help decrease my stress levels and build resilience. Throughout this essay, I will detail how I have introduced coping strategies to enable me to overcome the stresses attributed to the initial six months of learning. I have used various approaches to reduce stress over the past six months, such as playing a musical instrument, my acoustic guitar, as well as playing video games on my PlayStation. I will reflect on these coping strategies by using the Gibbs' Reflective Cycle (MindTools, 2022).

In the description phase of my reflection, I had an understanding before starting my role as a Student Police Constable, that persons employed in this position, were under pressure and their stress levels were at a high, whilst trying to fulfil their duties. I know this, as I was lucky to work alongside student police constables, as a Community Support Officer prior to accepting the new role. I was able to discuss with them first-hand the challenges they faced in the initial six-months of learning and when they started their role within the Police Station. It was discussed with me that in the six months of training, I would experience stressful moments along the way, and I would face challenges.

When I first started the role, I was very anxious and nervous, especially because I was learning a lot of new definitions and knew I had to remember them all for the exams throughout the course. This made me feel the emotion stress, as I wanted to do well and not let myself down. This did make me feel quite nervous and apprehensive once starting the initial learning phase, as I did not know how I would cope. After having a discussion with my fellow colleagues in my new cohort it became apparent, we all felt the same way. This made me feel better and with the benefit of coping mechanisms, I knew it would greatly help me. With this, I knew coping with stress and gaining resilience would be an important factor of the role I had initially taken on and realised the stresses of the learning environment, along with examinations that would be required.

When researching stress to gain a better understanding, I was able to understand that "stress is the body's response to pressure or feeling threatened. Experiencing long-term stress or severe stress can lead to feeling physical, mental and emotional exhaustion, often called burnout" (NHS, n.d.). I also knew that along with stress, that I would have to better understand the value of resilience, this can be described by (Winwood, 2020) as, "the ability to bounce back when things don't go as planned". This research made me understand that resilience will help you realise you may require additional support off loved ones or colleagues and gain skills to make your resilience better thereby improving your mental wellbeing. Also, I understood that it doesn't matter how much resilience you have at that moment in time, it can be worked on and improved to best suit you. The first coping mechanism I am going to reflect on is, playing a musical instrument.

Whilst researching this coping mechanism I found through (Flack, n.d.) the following, "playing an instrument allows you to take time away from the screen". We use technology in nearly everything we do in our day to day lives, so it is important sometimes not to use it and take a break and try

something different. One of the things you can do to unwind which doesn't involve technology is play a musical instrument which not only gives you a sense of achievement but is proven to help with stress. I found this method to be of great help to me personally.

The second coping mechanism I will reflect on is playing video games on my PlayStation. This allowed me to unwind from the grind of learning new legislation and definitions and was a form of escapism. I greatly enjoy socialising on my PlayStation with friends whilst playing a video game we all enjoyed together. This social interaction with friends who also enjoy the gaming experience in a similar way has helped me decrease stress levels and offered me the chance to unwind and take a break from the learning element which improved my resilience.

In a study I researched (Scott, 2020), the usage of video games as a stress-reduction aid was investigated using a survey of 1614 game users. The researchers found that playing video games is a useful coping mechanism for people who are in stressful environments. Playing video games helps relieve the stresses people may feel and has a positive effect. The social aspect of gaming is a positive for your mental health, be it not just the playing of the video game but the social interaction you obtain from playing with others and forgetting the stresses of work.

In the evaluation and analysis phase of my reflection I learnt that the coping mechanisms I put in place for myself, playing my guitar and PlayStation greatly helped reduce with my stress levels. When I played my guitar and PlayStation, it allowed me to feel shut off from the stresses of everyday life and take me away from the stress of the role as a Student Police Constable. It allowed me to take a break from learning in the evening and forget about the examinations for a time, making me feel refreshed after playing, preventing me feeling mentally burnt out.

In conclusion, I believe acknowledging my feelings before starting the role and being open with my feelings to other colleagues in my cohort, greatly helped me. It gave me a sense of the task ahead and that I understood I needed to put something in place to support my well-being and help control my stress levels, hence putting the coping mechanisms I did in place.

In the action plan phase of my reflection, if I were to go through a similar phase in my life again, I would communicate more with my family on how I was feeling at certain points within the six months. I've learnt that communicating my feelings with loved ones takes a heavy burden from me personally and releases unwanted pressure, that keeps my stress levels down.

Word Count - 1085

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:

It was important for me to understand that as a Police Constable, you may need to identify the need for or to use relevant force on a person depending on the evolving situation or incident you may find yourself in. I will be reflecting on an incident that occurred whilst I was working as a Student Police Constable whereby, I had to use force on a person, who had been arrested for an Affray and being in possession of a bladed article in a public place. I will reflect on the incident and how I was able to try and use effective communication with the person and the processes used. I will be writing this essay and reflecting by using the Gibbs Model of Reflection (MindTools, 2022).

Whilst in the training phase, when I initially started my role of a Student Police Constable, I was aware we may need to use force and was trained how to use such force when required, by completing my forces Operational Safety Training. It became apparent that when police took any form of action, it must be legal and not interfere with a person's human rights and freedoms.

I found the mnemonic PLAN was useful for dealing with an incident and gave a process to follow as follows, "Proportionate, Legal, Accountable, Necessary" (College of Policing, 2018).

However, I think it is important that officers try various tactics, to prevent having to use force on any person. I found through (College of Policing, 2020), that in order to reduce assaults in real life situations, the leadership of police establishments named chief constables, would have a responsibility to ensure that their staff are well trained. This training I would go through personally during my initial training phase, which was called operational safety training. I found this training to be effective and was an experience I enjoyed, as this training gave real experiences we may face and

gave specific tools I could take forward to de-escalate situations. The techniques I learnt in this training will help me personally and believe by using them will lessen the possibility of assault on me or anyone else. My favourite technique would be Verbal Communication.

During my research into different models and theories into causes of conflict in police situations, I was able to find a model I found quite interesting and best related to my style of policing. Betari's Box is a mental model best described by (College of Policing, 2020) as "how people can get locked into a vicious or virtuous circle of communication, based on how their attitudes and behaviour respond to each other". I take this personally as, treat people how you would like to be treated when first meeting them in a situation.

I found Betari's Box Model quite an interesting model, as I have always believed to allow a person to communicate with me firstly and not for me to firstly speak to a person in an authoritative tone, therefore trying to de-escalate a situation through effective communication tactics before having to even enter a conflict situation with them. I will describe how I used this model further within this essay. The incident I will describe involved a male entering a supermarket and chasing another male around the store with a knife in his hand, threatening to stab him, with members of the public in attendance. When arriving on scene with my tutor, the male with the knife had left the area. Upon entering the store and locating the victim, he was visibly upset and was visibly shaking. I thought it important to show empathy towards him, as he had just been through a traumatic experience.

My tutor decided that I should take an initial account from the victim but we thought it best to safeguard him and convey him to his home address before anything else. Firstly, to protect him from the male with the knife and secondly to make him feel more comfortable and potentially give us key information from an initial account. Upon arriving at his home address, he appeared to calm down and was able to speak to his partner, which also made him more relaxed and open.

I used open questions to gain the best possible information, as using open questions where possible, "obtains sufficient reliable information to determine the next steps" (College of Policing, 2020).

After gathering the key information from the victim, we were able to identify a male perpetrator. Myself and my tutor then discussed the legislation we would need to use for the offences committed by the male, we agreed upon Affray - Section 3 of the Public Order Act 1986.

This is committed if a person "uses or threatens violence towards another and his conduct is such as would cause a person of reasonable firmness present at the scene to fear for his personal safety" (PNLD, 2021).

I believed this was proven as there were members of the public in the store when the incident occurred who had witnessed it. When we have spoken to them when initially attending the store, they confirmed the incident had scared them and they were frightened of what could have happened to them, as a knife was involved too. The other offence myself and my tutor agreed upon was, Possession of Bladed Article in a Public Place - Section 139 of the Criminal Justice Act 1988. We agreed upon this as the male was carrying a visible knife in his hand whilst being in a public place, all captured on CCTV within the store.

It was found by (Allen & Burton, 2023), "that in the year ending March 2022, there had been 45,000 offences involving a knife or sharp instrument in England and Wales, this was 9% higher than 2020/21 and 34% higher than 2010/2011". The incident was quite alarming to me and concerning, and it made me want to protect the members of the public and the victim by catching the male and keeping the area I was Policing safe. Especially, based on this study I have noted above, Knife Crime appears to be a problem and it's getting worse.

Upon attending the male's address, I started to communicate with him trying not to escalate an already delicate situation by being soft spoken and open, to build some kind of rapport. I tried to instigate an open stance with him, as to make him believe I was not as threat and make him more accommodating to my commands. I was well aware, that if I went into the situation aggressively and irate that would make the task of arresting the male harder for everyone involved. In my mind, I was going through the Betari Box model subconsciously. However, the male reached down for his one leg and at this point my tutor grabbed the male's arm and asked me to grab the other arm to secure the

male. I was conscious that by grabbing the male's arms, we had used force, Section 3 of the Criminal Law Act 1967.

I had to adapt my approach due to the situation changing and the male becoming more aggressive, as I was at first using an open approach to build rapport. I had to communicate more firmly with the male using direct commands because of the change in circumstance and my senses became more aware of threat due to a potential knife and the situation escalating very quickly.

Within the evaluation and analysis part of my essay, I felt I dealt with the incident well from start to finish, from gaining key information from my communication tactics I used with the victim, to using force to secure the perpetrator at the end to arrest him. However, I would from reflecting on the incident, not be so comfortable operating a softer open approach and be confident the male would comply with my directions if the incident occurred again. I would adopt a firmer approach with the male, due to the nature of the incident involving a knife and have greater sense of danger. I have to realise, you can't communicate with every person the same way, especially when situations adapt and change in front of you.

In conclusion the male was arrested and taken to custody which is a positive. I was also able to gain valuable experience in what was a high-risk situation. Regarding the action plan element to the reflection, I am going to offer to attend more conflict situations to gain experience. This experience will help me understand when to use different communication techniques and when to adopt different techniques, to suit the person or situation. Experience in these volatile situations is invaluable. For example, my awareness to threat and risk is lower than more experienced officers, who have gone through multiple situations and gained knowledge in that area. Hence, why my tutor realised the risk of the male reaching for his leg quicker than me, but this can be worked on by myself with exposure to these type of incidents within my service.

Word Count - 1481

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:

As a Police Constable I knew from my training that it was important to realise that you have a huge responsibility in helping victims and witnesses through the Criminal Justice System, from the start of the process to the end. victims and witnesses are an important factor in an investigation and Police Officers have a responsibility to look after them.

When researching what a victim is, I found through (College of Policing, 2023), that " All victims are also witnesses and should be treated as such. All victims have 'Rights' set out in the Code of Practice for Victims of Crime". Through this I understood that it is important to record all detail and information obtained from either a witness or victim correctly. As if you make an error and record incorrect details obtained from them, it could ruin your investigation and not achieve a positive result. In this essay I will reflect on an incident that I dealt with involving the offence of, harassment with fear of violence. I will try and use research to support my essay and will be using the Gibbs Model of Reflection (MindTools, 2022) to reflect upon the incident.

When being trained as a Student Police Constable, the staff trainers who taught us, used to repeat to us the importance of victims/witnesses. I took this in mentally and knew that I would need to make sure I valued each victim and witness when attending any incident. I became aware that all Witnesses and Victims had rights which would come under the Victims Code of Practice, and I would have to adhere to these rights as a Police Officer. There are 12 rights at present that I as a Police Constable, would need to make sure the victim receives, if applicable.

There are a few key points which stood out for me personally when researching the importance of the codes of practice and the responsibility of an officer and what I would want for myself if I was ever a victim. When viewing (College of Policing, 2021), I found a few interesting tools I could use myself. One I intend to take forward being in your first engagement with a victim, it is important to make a

good impression with them. I believe doing this could be vital in gaining trust and rapport, thus being able to obtain quality information from them. If this is not done on first engagement and you make a bad impression, this could be detrimental to the investigation for the victim and be more traumatic for them, as they won't want to engage with you or potentially the Police as a whole. As a Police Officer, we are there to help and not judge the victim or make them feel negative, as coming forward to Police is a massive step for some. Police Officers should be someone the victim can trust and not to feel like they are not being believed.

I found through researching (Clark, 2023) that the criminal justice system was made up of the Police, Crown Prosecution service and the Prison Service. These agencies work together to ensure that justice is served for the people of the UK. I think if one of these agencies was to stop working, it would affect the whole process, thus bringing the justice system down altogether.

I have seen first-hand through my tutorship period that the criminal justice system can be daunting for some people and the look on some people's faces when realising they may have to attend court, is one of fear. With some people, even declining to make a statement or pursue police action, as they did not want to put themselves through the stress of court. The incident I am going to reflect upon is a female, who was an active Police Officer, had reported that a male who lived very close to her, was harassing her, and making her feel unsafe. I knew that this would be a sensitive incident and I would need to make sure I was well prepared before contacting her, coupled with the fact she was a serving Police Officer.

According to a recent survey found by (Langford, 2023), "stalking and harassment now account for one-third of all violent offences reported to the police".

Upon attending the victim's address, I was mindful as per (College of Policing, 2021) "Right 1 of the Victims Code of Practice, the victim had the right to be able to understand and to be understood". As I needed to make sure the victim could give her account fully in her own words or arrange for an alternative method if required. To gather more detail and information from the victim, I decided that I would visit the victim at a time, date and setting that would make the victim feel as comfortable as possible.

Upon visiting the address and speaking to the victim, it was agreed by the victim that she wished to pursue police action and create a statement. I felt the feeling of pressure when taking the statement, as I wanted to do a good job for the victim, as it was clear that the incidents had affected her. It became clear from a legislative point of view that the offence was Section 4 Protection from Harassment Act 1997 Putting people in fear of violence.

This is defined through (PNLD, 2022) as "A person whose course of conduct causes another to fear, on at least two occasions, that violence will be used against him is guilty of an offence if he knows or ought to know that his course of conduct will cause the other so to fear on each of those occasions". One of the rights under the victims codes of practice was a Victim Personal Statement, I was aware of this, as it flagged up to me when taking the statement from the victim, which I thought was good. I did learn via my tutor at the time though, that the victim didn't have to create one straight away and they could potentially create one in the future. I thought this was a good idea, as not every victim will have the chance to process the incident and how it impacts them straight away, it may affect them differently in time.

There are many rights under the victims codes of practice that myself as a Police Officer, do not apply, as they are dealt with by other agencies within the Police Force as a whole. The other agencies would have a role in making sure these rights were relayed to the victim.

In analysis, I feel like I handled the incident well and followed Policing values well, whilst also adhering to the Victims Code of Practice. As stated in (College of Policing, 2021), victims should "have their privacy respected by officers and staff, in accordance with their obligations under the relevant privacy and data protection laws". This was emphasised by myself, as I made sure the log for the incident was restricted, as the victim was a serving police officer. Restricting the log made sure that the victim's colleagues within the force, were not able to view the log or any details regarding the female victim or suspect, therefore keeping her details private. I would personally want this for myself, so felt pleased I could achieve this for the victim. However, at the end of the statement, I did forget to

give the victim safeguarding details, which is important, this was a steep learning experience for me and due to this error, I will not make it again.

In conclusion, due to the detail of the statement given by the victim, we were able to arrest the male suspect and his detention was authorised by the custody sergeant. Taking such a statement from a serving Police Officer was a good experience for me in my tutorship phase, and I was able to feel pressure and a sense of accomplishment after taking it. It made it more pressurised for myself as I felt that I would be judged by the police officer, as she was my peer.

Regarding the action plan part of my reflection, it was discussed with my tutor how my improvement could be achieved. We agreed that I would take every opportunity to get involved with a witness or victim and take the lead in such situations in my tutorship period. I think the role as a Student Police Officer is about gaining more experience as time passes. The only way to gain this experience and get better at a task, is to attend certain situations, for example me taking witness/victim statements and dealing with a victim in this instance. This is the only way to learn and get better, whilst gaining the confidence to attend these calls.

Word Count - 1442

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:

This essay will reflect upon how I was able to use the National Decision Model when dealing with an incident in my tutorship phase, whilst being on shift with my tutor. I will reflect on the incident by using the Gibbs Reflective Cycle (MindTools, 2022).

The National Decision Model was introduced to me when I started my role as a Student Police Officer in the training phase. The national decision model is abbreviated to the NDM and it was advised to me that it was important part of Policing.

When I researched the NDM I found on (College of Policing , 2014) that the NDM has six phases “ Code of Ethics, gather information and intelligence, assess threat and risk, powers and polices, options and contingencies, take action and review”. I was taught in my initial training phase that the NDM phases are a cycle which you go through in your mind, as an incident is in progress, and you can continuously go through. The NDM is in place and to be used by Police Officers, so we can come to the best possible decision in the end and not to act on impulse. If a complaint were to ever be made against you as a Police Officer, your superiors would be able to review how you have gone through this cycle. I was taught if you have a rationale behind your final decision and followed the NDM process, you will have nothing to worry about in regard to any repercussions.

The incident in which I'm going to describe is an incident whereby myself and a colleague were walking through a busy Town Centre. As, we were walking past a number of shops, we could both smell cannabis coming from a certain area, whereby a male was smoking a substance within his electric wheelchair. Upon approaching the male, he threw his cigarette to the floor and looked startled by our presence. The male admitted to the cigarette being cannabis. This made me feel sorry for the individual at first, as I thought he may be using the cannabis as a form of medication for his disability.

Having researched drug statistics through (Office for National Statistics, 2020) I found that cannabis is the most used drug in the year 2020 in the 16-59 and 16-24 age range.

Going through the NDM in my head in the first instance, I knew I had to gather more information and intelligence from the male. This would be by retrieving information from the male through communication and relevant police checks with control room, to gain a better understanding of the circumstances surrounding him smoking cannabis. I thought this important, as to check if this person has ever had previous issues with substances in the past, to gain a clearer perspective.

When reviewing the information received from the relevant control room checks, which would include if the person had any markers for violence or weapons, which would form part of the assess risk and harm element of the NDM process in my head. I came to the realisation that I would have to search the male to check if he had anymore cannabis on his persons.

This search would come under Section 23 Misuse of Drugs Act 1971 which states that "if a constable has grounds to suspect that any person is in possession of a controlled drug in contravention of this Act, the constable may search that person and detain him for the purpose of the search" (PNLD, 2022).

This would make the search legal, as we had grounds to believe he had more cannabis on his persons when we have gained information from him. This also, followed through the NDM cycle seamlessly, which checked the powers and policies stage of the cycle. As we were in a busy town centre, I decided that I would search the person in a discrete area, out of view from members of the public.

By searching the person discretely this complied with Police and Criminal Evidence Act Code A. The person was taken out of view and this would hopefully make the person feel like they have been treated well, during what must be an embarrassing situation for them. Especially with members of the public walking past and potentially watching. I also treated the male like a human being and communicating with him, asking how he was and if he had a good day. As the male was disabled, I also didn't make him move from his wheelchair or search his leg area, as I felt this wasn't acceptable (Home Office, 2023)

Whilst searching the individual, I managed to find a snap bag of cannabis and seized this using an evidence bag. This snap bag would be booked into our property system by myself when I arrived back at the police station to secure the evidence. This then would run into the options and contingencies element of the NDM cycle. My thought process was then trying to figure out, how to best deal with the situation for myself and the individual. I then decided that the best course of action to take would be to give the male a Voluntary Interview back at the Police Station and thinking I could potentially give him a conditional caution on the back of this interview.

This would then mean the incident has then turned into an investigation which I would be in charge of conducting. This made me feel the sense of responsibility to ensure I would have to comply with this act. When researching what the Criminal Procedure and Investigations Act was, I found that this Act makes sure there are standards that Police Officers have to follow when conducting an investigation into a crime. I also found that not only Police Officers have a role in the investigation side of the crime but there are other persons required, that also have to comply (Health and Safety Executive, n.d.). I think the act not only protects the subject by someone potentially submitting false evidence against them and protects the investigator by having specific rules to follow to cover themselves. For example, when I found the cannabis this was put into a evidence bag straight away in front the male and was captured on body worn camera.

When I decided upon a method to deal with the incident, this would tie into the take action and review element of the NDM process. I quickly came to a decision and took action by letting the male know through effective communication I would be making an appointment with him for a Voluntary Interview for the possession of cannabis. I took a decision as quickly as I possibly could, to negate the male being detained for too long and potentially getting irritable.

Voluntary interviews are a good way of dealing with an incident and is being used more by police officers than other methods. It is more beneficial than arresting the suspect on the spot and having to

take them to custody, which isn't a very good experience for the subject. It is more comfortable to the suspect to attend a police station not under the formality of arrest and you can arrange with the suspect a time and date which would best suit them as well as you as a police officer (Wells, 2020)

In the analysis and evaluation stage of my reflection, I believe the incident was handled appropriately and the male felt he was treated well. The male was laughing and joking during the search, and he said how happy he was to be treated well by Police Officers, as he has had bad experiences in the past. This made me feel happy and knew I had done the right thing by treating him with respect and I had taken positive action. I was able to use the NDM process well and felt like I went through all the correct processes within the cycle, as the altercation with the male seemed to flow well through the process. When going through the powers I could use in my mind, I thought I could use a cannabis warning but was advised by my colleague that this wasn't available to our police force. This area of the situation didn't go to plan by myself, but it is something I can improve on next time. I can make myself aware of other methods of dealing with drugs found on a person.

In conclusion, I gained experience of how to deal with a person with drugs on their person and understood the importance of the NDM process and Criminal Procedure Investigations Act. The NDM is a vital part to policing and helped me during this incident by reminding me of what process I need to follow for a good outcome. I realise that the NDM doesn't have to be followed by going around the cycle but can be mixed and any stage used multiple times.

When reflecting on the action plan stage, I believe I could make myself aware of different methods I could use for an incident involving drugs. I could do this by researching different methods available to me within my police forces library to be better prepared on the next occasion. I have now become aware of my mistake when trying to issue a cannabis warning to the male. This is a good learning experience going forward for me and reiterates that I am still learning and with more experience I can deal with an incident such as this better.

Word Count - 1565

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
<u>Specific –</u> Conflict Management, manage a conflict situation with better confidence	<u>Measurable, Achievable and Realistic –</u> This is measurable when I deal with a live conflict situation and reflect upon the incident and how well I have managed it, for example if I could of done something better, used force earlier. It is achievable and realistic, as each incident is reviewed and reflected upon by myself and my tutor	My tutor can provide support, at the incident if required and beforehand to provide advice. My shift can also provide support and advice from their experiences	<u>Timely –</u> I believe this could be timed to when I am passed as independent in a month's time. As this is one of the topics that will require to be passed to achieve independent status.
<u>Specific –</u> Be proactive and initiate stop searches on persons to gain more experience in relation to completing the relevant forms	<u>Measurable, Achievable and Realistic –</u> This is measurable by the amount of stop search forms I can complete. This is achievable and realistic as every form completed, gaining me more experience and confidence.	Neighbourhood officers and Community Support Officer's could offer support through their intelligence/knowledge of certain person's and attending the search with me if required	<u>Timely –</u> Ultimately, this depends on how much time I can be pro-active due to shift demand on response calls. However, I think completing 1 stop search each set is achievable for the next 2 months.
<u>Specific –</u> Be the lead on suspect interviews and complete the relevant aide memoire documents feeling	<u>Measurable, Achievable and Realistic –</u> This is measurable by completing a suspect interview and reflecting	My sergeant would offer support by tasking me handover's which would mean a suspect interview taking place. My	<u>Timely –</u> I believe in the short term, I can reflect and discuss with my tutor prior to becoming independent. For a

comfortable and less nervous	on it and how it went, measuring my nervousness as a feeling. The goal is realistic and achievable as I will always have the opportunity to lead a suspect interview, with every interview hopefully easing nerves.	colleagues could support me by sharing knowledge of best practice by their experiences. My tutor would also be a support if required	long term perspective, my interviews would be gaining feedback and being reviewed from my sergeant. This will be an on going goal.
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Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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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: _Lee Mason _ (Learner - Electronic signature or type name)

Date: _20/03/23 _