

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

**Workbook title: Competency Based Workbook 1
(PCDA)**

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

Learner name: __Lewis Hodson__

Learner's University Registration Number:
__2117777__

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	500
	Total	6000
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

In this essay, I will outline some of the challenges I have faced and what coping strategies I have used to develop my resilience and minimise stress, along with the reasons I have used these strategies and what research supports my decision in using these strategies.

During my initial six months training since being attested as a Police Officer, there have been a number of challenges that I have had to overcome, and I have had to use a number of different coping strategies in order to develop my resilience and to minimise stress.

A large portion of the course content has had to be delivered online due to the current Coronavirus Pandemic, this is not my preferred learning style; I learn most effectively through experience and reflective practice. The use of peer to peer support has been instrumental in reducing my levels of stress when it comes to revising for examinations. Being an adult in my mid 30's, I have found it a challenge to return to revising for examinations, especially when considering the large amount of course content, in which I have had very limited previous knowledge of. A recent study has been carried out by the Proceedings of the National Academy of Sciences of the United States of America (PNAS), which aimed to identify the benefits of peer to peer support in education. Results from this study showed that "compared with those in the control group, students who gave advice earned higher third-quarter grades in their target class...in the fourth quarter, advice-giving produced a marginally significant increase in math grades," claim the results. By encouraging the study sample to broaden their outlook on peer-to-peer advice, there's no doubt that participants and educators walked away from this experiment feeling refreshed and encouraged to carry out successful exam preparation." (Study International Staff, 2019)

As a result of learning that peer to peer support can help improve both exam preparation and exam results, in the weeks leading up to each exam we, as a class, engaged in revision sessions where we would each select a topic and deliver a lesson to each other on said topic, testing each other's knowledge throughout. On a personal level, this would allow me to track my revision progress and identify areas of learning and gaps in my knowledge that needed further attention. In addition to this, the reassurance that my peers were also seeing results through the peer to peer support and learning, alleviated any stress that I was feeling.

In addition to a heavy workload, much of the course content was of a sensitive nature which can induce high levels of stress. It is well documented that police officers experience more trauma than the average member of the general public. University of Cambridge Researchers have identified that “Rates of PTSD in UK Police Service to be almost five times higher than in UK population.” (University of Cambridge) Therefore, I believe it is more important than ever to maintain a good level of exercise in order to combat stress. There has been an array of research carried out that supports the idea that exercise is good for emotional wellbeing and mental health and the charity MIND have also identified this and recommended this as a coping strategy for stress. MIND states “There are many studies which have shown that doing physical activity can improve mental health. For example, it can help with:

happier moods – physical activity releases feel-good hormones that make you feel better in yourself and give you more energy

managing stress, anxiety or intrusive and racing thoughts – doing something physical releases cortisol which helps us manage stress. Being physically active also gives your brain something to focus on and can be a positive coping strategy for difficult times.” (MIND, 2019)

On a personal level, I enjoy exercise and my schedule involves attending the gym on around four or five occasions each week. I use my time at the gym, not only to exercise but to socialise with friends. However, I am aware that over exertion can be counterproductive and have an adverse effect on your mental health. The Lancet Psychiatry carried out research which identified that “People who exercised more than 23 times a month or longer than 90 minutes at a time reported worse mental health outcomes,” (Hess, 2018) therefore, it is important for me to maintain a level of discipline in order to find an equilibrium when it comes to exercise. In addition to exercising in my own time, I have also joined the force rugby team as I feel this is an important way to develop comradery and team morale amongst officers. I also find that spending time and relaxing with my family is a helpful way for me to minimise stress. It is important to spend quality time with my most important support network as they are the ones who are most likely to recognise any changes in my mood or behaviour which can be a sign of high levels of stress.

To conclude, although I feel that I am a naturally resilient person, and despite the six-month training school providing some interesting challenges, I feel that I have coped with and faced these challenges well, as well as developing some new strategies to minimise stress and I feel that I have the relevant tools to be able to continue my role as a Police Officer in an operational setting. I feel I will be well equipped to face any challenges that present themselves with the support of my colleagues.

Task 2

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

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

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

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

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

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

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

ANSWER:

In this essay I will describe and explain a policing incident which involved conflict, in which I have played a significant role with an offender and my role and responsibilities within this incident to ensure that the Code of Practice was adhered to. I will illustrate how policing values were engaged in addition to other considerations such as sensitive practice. I will also describe the process which determines whether the use of force during such an incident is necessary. In addition to this, I will review fundamental elements of effective communication.

Prior to this incident, I was conducting city safe duties alongside fellow officers. This involved providing a police presence on the city centre during a time where there is a larger volume of people on the city centre due to closing times of the local bars and restaurants. It is on this kind of duty where it is important to be able to build a rapport with members of the public in order to build public trust, which is vitally important to be able to carry out our role as police officers and that the police are there to maintain order and keep people safe. This rapport can be built in a number of different ways from verbal communication with members of the public who are keen to engage to using non-verbal communication such as simply being presented in a non-confrontational stance by using an open body stance. This kind of

communication allows the police to appear more approachable and therefore, members of the public are more likely to report crime, rather than take matters into their own hands. A Bartleby research report, when highlighting effective communications in police officers' states that, "They use communication to build trust, create transparency and foster an atmosphere of mutual respect and empathy, be it in the office, on the streets or in the courtroom." The report also highlights the importance of non-verbal communication reporting that, "Using body language to show the person that the officer is listening carefully." (Fritsvold)

Whilst patrolling the city centre, our attention was sort by a member of staff at a local bar. He used non-verbal communication to point out a member of public who had been involved in a physical altercation, who may then continue this altercation out on the street. I have then witnessed the identified individual, travel a considerable distance down the street and continue to involve himself in an altercation with another member of the public. The subject was clearly drunk and behaving in a disorderly manner which is an offence. "It is a summary offence for any drunken person to display disorderly behaviour in any highway, public place, or licensed premises (s91(1) of the Criminal Justice Act 1967)" (Bryant and Bryant 2021) Along with a fellow officer, we have quickly approached the altercation. Whilst making our way to the incident, I have communicated with my colleague to clarify which participant in the altercation we would deal with, my colleague dealing with one person and myself dealing with the other. In addition to communicating with my colleague on the street, it was also important to communicate with the force control room and also to other officers on duty to inform them of both the incident taking place, and the location of the incident. This is important as it keeps officer safety at the forefront of the incident and allows other officers to be able to provide support in this incident if necessary.

On arrival at the incident, where it was clear there was one particular aggressor in the altercation, I have used my communication skills in an authoritative manner to instruct both parties to stop and step away from each other. I have repeated this instruction a number of times before making the decision to use the necessary and proportionate force to intervene. I have separated both parties and then taken the aggressor in this situation to the floor to mitigate any further risk to members of the public or police officers. I have then continued to use force, to apply handcuffs to the individual and make the necessary arrest.

This incident was fast paced and dynamic. My initial thoughts were that it required a more authoritative approach in order to diffuse the situation immediately in order to prevent any further injury or any more serious crime being committed. On immediate reflection, I felt that If this altercation was in its earlier stages, there would have been an opportunity to use what I thought as a more preventative approach such as the Betari's Box approach which describes "how people can get locked into a vicious or virtuous circle of communication, based on how their attitudes and behaviour respond to each other." (College of Policing 2020)). In essence, this means that my attitude would affect my behaviour, which in turn would affect the person's in question attitude which would then affect their behaviour, which would then have an effect on my attitude and this, as previously stated, would become a vicious circle. However, after taking more time to reflect, the Betari's box approach may have been implemented in this situation, although the starting point would have been the behaviour of subject rather than my attitude towards the subject.

Intervention was most certainly needed in this situation, and the National Decision-making model played an important part in the process of determining whether force was necessary. I gathered all information that was available to me; there were two males clearly involved in an altercation in front of me. I assessed the risk, threat and developed a working strategy; I could see that both men were unarmed, and although one of the male was taller than me, he was of slim build and therefore, I made this assumption that I would be able to physically restrain him. I took in to account what powers I had, which are defences that include the notion of reasonable force include; the use of force in the course of prevention of crime, or in making an arrest (Section 3(1) of the Criminal Law Act (Section 76(2)(b))." (Bryant and Bryant 2021) I then considered options available to me; the only option I felt I had, in order to prevent any further harm or crimes being committed was to intervene. I have then made the decision to intervene and make the arrest. Once the incident was completely finished, I then reviewed the incident to determine if there was anything, I could have done differently in order for any such incident to be resolved in a similar manner in the future.

Following this incident, it was quickly established that the subject that had been arrested was a young male who had not had any involvement with the police before. He was clearly very nervous about the whole process, so it was important to make him feel calm and inform him of the next steps. By keeping the subject calm and informed of the process he was about to go through, there would be a lower chance of him becoming anxious and becoming more of a threat to officers and he may have become violent and aggressive due to his stress levels.

On arrival at the custody unit, the male's detention was authorised by the custody sergeant in line with Code C of the Code of Practice under the Police and Criminal Evidence Act 1984 which covers, "Requirements for the detention, treatment and questioning of suspects not related to terrorism in police custody by police officers. Includes the requirement to explain a person's rights while detained and the requirement to explain the rights of a person who has not been arrested that apply to a voluntary interview." (Home Office 2013/2022) During the booking in process of custody, the subject was explained his rights whilst being detained both verbally and via a written handout.

I feel there was a successful outcome to this incident. Further harm and further crimes were prevented. In addition to this, all officers involved maintain professionalism and acted in accordance with the code of ethics, in particular objectivity; making choices on evidence and professional judgement, leadership; leading by example and finally, honesty and integrity where officers were truthful, trustworthy, and always do the right thing. Therefore, effective communication and adhering to the code of ethics allow the police the maintain the public confidence and trust which, as previously discussed is pivotal in our ability to carry out our roles as police officers.

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

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

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

Explain and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

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

ANSWER:

In this essay I will describe and explain a policing incident in which I have played a significant role with an offender and my role and responsibilities within this incident to ensure that the Code of Practice was adhered to. I will also illustrate how policing values were engaged in addition to other considerations such as sensitive practice.

This incident involved a group of female youths who had been using malicious communications to threaten another female youth via a social media platform. Harmful and distressing threats were made, and disturbing images were also used to support these threats. This was contrary to Section 1 Malicious Communications Act 1988.” (Bryant and Bryant, 2021) Due to the serious nature of this incident, it was decided that a number of the female youths involved, would need to be arrested and interviewed in order to ascertain their involvement in this incident, despite the police obtaining significant evidence supporting their case to take further action following arrest.

Along with a colleague, it was my responsibility to apprehend one of the youths at their home address. Upon arriving at the address, we were met with the youth’s parent, who was a serving Police Officer. Despite initial non-compliance from the parent to allow us entry to the property, I used my communication and negotiating skills to explain the seriousness of the offence and that it was indeed necessary for

the arrest to be made in line with Code B and C of the PACE Code of Practice, where we could use police powers to search premises and to seize and retain property found on premises and persons (Home Office, 2013/2022) and that there was a Requirement for the detention, treatment and questioning of a suspect. (Home Office, 2013/2022) Code B was adhered to by the means of a section 32 search of the suspect and the premises in order to locate any items that may have been used in connection with this offence. Officer safety was adhered to at all times taking into consideration wearing the appropriate PPE, ensuring that the search of the person was appropriately carried out for example, a female officer searched a female suspect. In relation to Code C being adhered to, upon arrest, the necessity of the arrest was explained to the suspect and in this case, the necessity was to allow for a prompt and effective investigation.

Despite dealing with a serving police officer, it was at this time that using important police values such as impartiality was vital in gaining entry to the property and to display that favouritism was being used due to the offender being the child of a police officer. Once inside the property, it was my responsibility under Code B of the Codes of Practice, to search the premises to locate and seize any items (Home Office, 2013/2022) that may have been used in connection with the offence reported. On this occasion, a mobile phone and an air pistol was seized.

Once the items had been seized officer then acted in accordance with Code G which covers the statutory powers of arrest by police officers. It outlines the correct procedures for arresting a person in order that his/her right to liberty is considered at all times and that proper justification for the arrest is provided." (Home Office, 2013/2022) To ensure officers acted in accordance with this, officers appropriately cautioned the subject and explained the necessity for their arrest which was to allow for a prompt and effective investigation to be carried out in the form of interview and to enable a section 32 search to be carried out.

Once the suspect had been conveyed to custody and their detention authorised by the custody sergeant, they then had to be interviewed. This interview was carried out in accordance with Code F of the codes of practice and it "covers audio-visually recorded interviews with suspects (arrested or not) and outlines the procedures they follow." (Home Office, 2013/2022) Interviews are a vital part of the process as it allows the suspect to provide their account of the incident and to clarify and answer any allegations put to them. During the interview, the suspects rights and entitlements are fully explained to them and allows them to make an informed decision if they wish to receive any legal representation. The recorded interview, if necessary, is sent to the CPS as evidence as during the interview, there may be a confession or denial, to name but a few outcomes.

It is important to engage the appropriate policing values when engaging with the public as these values underpin the standards that officers must maintain in order to ensure public trust and confidence in the police is strong. During this incident, there were many values that were important to uphold, such as authority, respect and courtesy, equality and diversity and confidentiality. Respecting the rights of the individual in this case vital as due to her age, not only would they have the right to free and independent legal advice, an appropriate adult would also have to be in attendance. Although the suspect was of a young age, it is still important to treat them as we would treat any other suspect regardless of age, albeit, as previously mentioned, respecting the different rights they would have as a child. And finally,

adhering to confidentiality is vitally important in any incident, however, due to the sensitivity of this case where the father of the suspect was a serving police officer, it was imperative that officers maintained the standards of confidentiality. In this incident there were no issues such as language barriers, however, in the event that this was an issue, we would still respect the suspects rights and provide them with a translator in order for them to be treated fairly whilst they are going through criminal justice system process.

Task 4

Relevant areas of the National Policing Curriculum:

Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

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

Give a brief description of the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Consider** the role of discretion in the decision-making process.

Explain your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through an **analysis** of the potential impact of bias on the decision-making process.

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

ANSWER:

In this essay I will discuss a policing incident in which I played a significant role with an offender. I will reflect on how the national decision model was used to resolve the incident and consider how the role of discretion may have had a part in the decision-making process. I will also explain my responsibilities with regards to the provision of the Criminal Procedure and Investigations Act 1996 (CIPA) when carrying out the investigation. In addition, I will attempt to illustrate how policing values were engaged, particularly focussing on the potential impact of bias on the decision-making process.

This incident involved reports of two females who had become involved in a physical altercation with door staff at a local pub on a busy Saturday evening in the city centre. Officers were called to the location to assist the door staff in removing the two females from the property. On arrival at the scene, I have activated my body worn camera. This is important as not only would the camera footage identify any evidence of any potential crime being committed, but it also protects all parties involved of potential counter allegations. It can help “to ensure that professional standards are met and prevent or counter unjustified formal complaints from the public.” (Bryant and Bryant 2021) Body worn camera is an important tool to use in the prevention and detection of crime. Once at the scene, I have witnessed one female being detained on the floor by one member of the door staff. After making initial enquiries with another member of staff, a second female involved in the

incident was identified. It was at this point I considered the role of discretion when dealing with offenders, as there was the option to give the females a verbal warning, instruct them to leave the area and not to return to the location. Police discretion is “the freedom of the individual officer to act according to his or her own judgements in particular situations.” (Bryant and Bryant 2021) This approach can also provide a more calm and amicable resolution to the incident in addition to ensuring that officers are deployable to other, more serious incidents rather than resources being otherwise occupied with an incident such as this where at this point, no offences had been identified. However, following further discussions with door staff at the pub, it was established that an alleged incident of assault by both females had occurred. Therefore, the decision was made to arrest the females and convey them to custody, where their detention was authorised. It was deemed that the necessity for these arrests was to prevent further harm to the victims as well as to allow for a prompt and effective investigation to take place, in the form of further enquiries being made for example, witness statements to be taken, CCTV of the area to be viewed and interviews of the suspects to be conducted in order to establish their involvement in this incident.

There may have been a number of different outcomes to this incident, so it was important to use the National Decision-making Model in order to identify the safest and best possible outcome for all parties involved. The National decision-making model has the police code of ethics embedded in its framework. This is important as it guides officers in maintaining the highest standards when it comes to dealing with members of the public. “In essence, the NDM seeks to provide the policy basis and ethical underpinning for taking action, or for deciding not to act.” (Bryant and Bryant 2021) These codes of ethics include, honesty and integrity, authority, respect and courtesy and equality and diversity to name a few. This ensures that members of the public are treated fairly and respectfully in all circumstances involving the police and that officers have accountability for their own actions when dealing with the public. This incident was a fast paced, dynamic situation which makes using the national decision-making model all the more important as the first stage of the model is gathering information and intelligence. The information obtained at the beginning of the incident influences what decisions are made next and during this incident, the information changed on a number of occasions and therefore, it was important to identify what options were available to me. The next step in the model is to assess the threat and risk and develop a working strategy. In this incident, the threat remained towards the door staff and the risk to them was still quite high. Once the risk and threat have been identified, the police powers and policies are considered to ensure that the next steps taken are lawful. In this incident, it was established that an offence had been committed and therefore, there were police powers in place to carry out a lawful arrest of the females in question. Once police powers have been identified, the options available should now be considered. As previously mentioned, this is where officer discretion could be utilised in the form of simply giving the females a warning, asking them to leave the location and not to return to the premises. However, on this occasion, as a crime had been reported and the victims have made a complaint, the best option was to make the arrest. Once this option has been agreed upon by all officers involved, the act of making the arrest in the safest way possible. It is then important to review any incident to identify areas of learning and whether there is any that could be different the next time this kind of incident occurs.

During the investigation into this incident, I have performed many duties in line with the Criminal Procedure and Investigations Act 1996. Duties which include following all lines of enquiry, as stated in the Code of practice for the Criminal Procedure and Investigations Act 1996, "In conducting an investigation, the investigator should pursue all reasonable lines of inquiry, whether these point towards or away from the suspect." (Ministry of Justice 2015) This is important as it displays important policing values such as equality, diversity and impartiality as information gathered from the investigation may be in favour or against the accused. Other duties in line with the CPIA 1996 include, preparation of case file for prosecution. This is where all relevant information to the investigation is sent to the Criminal Prosecution Service to decide on whether to charge the defendant with the offence. It is important that officers adhere to the core policing values in particular, equality and diversity as, "In every case, irrespective of the anticipated plea, if there is material known to the disclosure officer that might assist the defence, The material must be disclosed to the prosecutor who will disclose it to the defence if he thinks it meets this Common Law test." (Ministry of Justice 2015)

This leads me on to illustrating how policing values were engaged in this incident focussing on how potential bias may influence the decision-making process. In England and Wales there are standards of professional behaviour and policing principles that police officers must maintain, and their work should be underpinned by these principles and values. In this incident the principle of equality and diversity was important as officers, always, "must act with fairness and impartiality. They do not discriminate unlawfully or unfairly." (Bryant and Bryant 2021) During this incident, both females pleaded with police not to take further action due to the nature of their employment, both claiming to have professional employment within the healthcare sector. Despite the potential that their involvement in this incident may have an impact on their employment, it is important for police not to discriminate based on someone's status and by taking action against offenders no matter what their background, will in turn, build public trust and confidence in policing.

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
Using Radio	Familiarise myself with the correct terminology, using the Keypad system on the radio. Being able to negotiate different channels. Being able to use Point to point and telephone calls in order to not take up the airspace unnecessarily.	Tutor, airwaves services.	3 Months
Using STORM, information services/platforms.	Gain experience in viewing logs, familiarising myself with force control management system where information is entered on to logs, documenting the circumstances of the calls, how it's graded, who is dispatched, events, what's requested before the storm log is sent to NICHE.	Tutor.	3 Months
Using NICHE	Develop my understanding for the correct usage for different types of incidents i.e. recording crimes/non-crimes and viewing past	Tutor	3 Months

	incidents, being able to link people/occurrences and completing files and closing Occurrences.		
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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.

Books

Bryant, R. and Bryant, S. (2021) *Blackstone's Handbook for Policing Students*, Fifteenth Edition. United States of America: Oxford University Press, 198 Madison Avenue, New York, NY 10016, United States of America.

Web Pages

College of Policing. (2020) Conflict Management Skills. Available at <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills> (Accessed: 1 June 2022)

Fritsvold, Erik. Police Communication Skills Matter More Than Ever: Here's Why. Available at (<https://onlinedegrees.sandiego.edu/police-communication-important-today/>) (Accessed: 1 June 2022)

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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: _ Lewis Hodson _ (Learner - Electronic signature or type name)

Date: __06/06/2022 _ _ _ _ _