

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Development Plan	500
	Total	6000
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

I will be talking about my initial 6 months of learning since I began my role as Police Constable. I will be focusing on the strategies I used in order to help me develop resilience and minimise my stress. My strategies will include; running, socialising and sleeping.

Stress is defined as: “[Uncountable, countable] pressure or worry caused by the problems in somebody’s life.” (Oxford Learners Dictionaries, 2021)

Resilience is defined as: “The ability of people or things to recover quickly after something unpleasant, such as shock, injury, etc” (Oxford Learners Dictionaries, 2021).

I will be using ‘Burtons Reflective Tool’ to structure my answer. This is a straightforward development framework which allows you to easily reflect.

(What) – The initial 6 months of training were a drastic change to my life. I had not been in an education environment for some time. I would sometimes feel stressed or anxious when I thought about certain upcoming events, like practicals or the exams. This all began at an unfamiliar time to most people in the world, during a global pandemic. The necessary restrictions that were put in place by UK and Welsh Government to keep us safe, also had a bearing on my education. The multitude of ‘lockdowns’ we all went through affected us all in different ways. However, for me personally, it made my initial 6 months of training even harder. I thrive and learn better in a classroom environment, being at home has too many distractions which subsequently draw attention away from potential key points of learning. I understand that for most, working from home only has positive, and research has shown that “85% wanted to use a “hybrid” approach of both home and office working in the future” (office of national statistics, Abi Casey, 2021). However, for me, I work better with people around to bounce off and I find that other people may ask questions that I may not have thought about.

As I stated previously, the exams would cause me stress. Looking over notes from my lessons and thinking, “I cannot remember this”. However, I found a way to manage my stress and give comfort to myself. I shall explain.

(So, what) – In this part, I am going to explain what I done to help me cope with the growing pressures I found myself being subjected to. Starting with the exams, I felt

that I could not remember anything, this is when I started my own action plan, here is what I done; I would reread any material from that day's lessons and anything that I forgot or needed more time to learn, I would write on a revision card. Any spare time I had, I found myself reading the cards, which allowed me to remember what they said, the more I read them. "Repetitions matters because it can hasten and deepen the engagement process. If one cares about the quality of learning, one should consciously design repetitive engagement into courses and daily teaching" (Robert F. Bruner, University of Virginia, 2000). This in turn allowed for my anxiousness for the pending exam to slowly disappear as my knowledge and confidence grew. I feel this is shown in my exam results (74%, 73%).

To help me mitigate the stress of day to day learning, I found a few techniques that really helped me along the way. I found that going for walk or run after a stressful day really helped me to relax when I got home. "research shows that physical activity can also boost self-esteem, mood, sleep quality and energy, as well as reducing your risk of stress, depression, dementia and Alzheimer's disease" (NHS website, 11 June 2018).

Other coping methods I used was socialising. Obviously at some points of my training, lock down was in place so I was unable to meet in person. However, speaking really helped me, especially when I spoke to my parents or friends. "Socialisation also directly impact our stress levels in multiple ways. First socialisation increases a hormone that decreases anxiety levels and make us feel more confident in our ability to cope with stressors" (mentalhelp.net, 2021)

My final coping method was just to sleep. Sometimes I would simply feel tired and would not want to exercise or socialise. So, I would simply have a nap, following this I would wake up feeling refreshed and, if I was revising beforehand, I would feel like the knowledge has absorbed in. "Getting enough sleep on a nightly basis can alleviate stress quite effectively" (sleep foundation 2021)

(Now what) – so in conclusion, over the past last 6 months, I have learnt how to effectively manage and control my stress and potential anxiety. I have learnt a lot about myself and what I am capable of. My self-belief and confidence following the previous 6 months is now vastly improved. I have had to face many challenges due to the unexpected lockdown rules that were imposed. Such as working from home and all the challenges this brings, for example; distractions and reduced motivation. I found a way to deal with these challenges but sitting with no TV on and my phone on silent and to motivate myself by reminding myself why I am doing all this work, as its to pursue a lifetime dream job.

Furthermore, finding ways such as the walking, socialising and running to cope with the amount of learning required for this job role and techniques I used to keep a clear and focused mind and finally, overcoming the social barriers from lockdown by utilising technology such a video chat.

All of the techniques I used to help me manage my learning and mental well being have gave me a strong resilience from being distracted or demotivated. I know this is the job I want to do, giving back to the community, to protect and serve. The last 6 months have given me extremely valuable experiences which I will be utilising everyday going forward.

Word count: 989

'All references used, can be found in more detail on the bibliography title page'

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:

I will be talking about an incident that I dealt with which involved conflict. During this answer I will explain; what happened, what I done, social and legislative contexts, any issues that I had to deal with such as, language and any communication barriers such as mental ill health due to drugs.

During my answer, I will be using GIBBS tool of reflection to structure my answer. GIBBS is a reflection cycle that guides you through 6 key areas. There areas are description, feeling, evaluation, analysis, conclusion and action plan.

I was called to attend what was reported to be 'two men fighting'. Upon arriving at the scene, only one male was there. He had swelling and bruising to his face but nobody else was around. Moments before I engaged in conversation with him, control room had informed me that this male sustained injury the day before and has discharged himself from hospital. Upon speaking with him, he said that he had 'speakers in his teeth' making him say things and 'implants in his lips', making him smile. He also explained that his injuries were caused by big snakes. It was suspected to be drug use and/or Acute Behavioural Disorder. I explained to him he needs to come with us, back to hospital. He started walking towards the van then stopped and went from passive

resistance to aggressive resistance. The male was taken to the ground and handcuffed. Every time I went to help get him up, he would tense up and scream “they snakes are on me again”. I eventually got him to his feet and into the van. He refused to sit down or go in the cage for transport. By this point multiple police resources, 2 ambulances and the paramedic manager were on scene. I attempted to persuade him to get into the ambulance, he refused. His stepfather then offered to take him in his van, the male agreed to his. The on-scene sergeant authorised this with conditions of a police and ambulance escort.

I faced various challenges and concerns dealing with this male, first one being the language barrier. Even though the male spoke English as his first language, the drugs in his body meant that communication was poor. I would ask a question, but the male would talk about something else. This is an ever-growing problem as cultures are changing, as drug use in the UK and deaths from “misuse of drugs have increased by 80% since 2012” (Carol Black, GOV.UK, July 2021).

Drugs also “interfere with the way neurons send, receive, and process signals via neurotransmitters” (author unknown, drugabuse.gov. July 2020) which cause additional barriers to effective communication.

I believe that I used effective communication, as I used verbal to talk to the male, ask him questions in the form of open questions such as tell, explain and describe, hoping that the male would engage more with me. If he went off topic, I would use a closed question with aims of stopping him talking about irrelevant things. I ensured to keep talking to him as I could see that rapport was slowly being built, this point is supported by the fact that on scene there was over 20 emergency workers, but only myself and 2 other officers were engaging with the male and he would only speak with us. I also made it obvious to him that I was actively listening to what he said but nodding my head and small verbal cues such as “ah right okay”. The last point to note for communication is the negotiation skills. This male did not want to go to hospital, I tried many different ways to communicate to him that he needs to go back. I tried the police van as a method of transport. The male refused so I tried the ambulance, the male stated there was a “big anaconda” in the back so did not want to go in. However, when the male’s stepfather mentioned about going down with him, I could see from the male he responded in a different way. Initially he said no, but I was able to convince him to go by negotiating the handcuff situation. With the authority of the senior officers on scene, I was able to explain to the male, that if he got in the van, we would remove the handcuffs for his comfort. Due to this negotiation the male got in the van and was conveyed to hospital.

The legislative context

During the incident, use of force was used when the male began to resist. The use of force is always proportionate to what is happening (threat, harm, risk) as the male got more aggressive the need to restrain him was the best option such as applying handcuffs. This option must be considered with other options as handcuffing impacts on their human rights as I would be removing their liberty. Furthermore, I need to ensure that the handcuffs are not used to manipulate the male as this could be seen as torture, again infringing on their human rights. As the male was not under arrest the use of force given under section 117 of PACE was not met. Therefore, the use of force can be justified either with Section 3 Criminal Law Act 1967 or Common Law. Section 3 would be suitable if I believed the male was going to commit a crime, due to his

demeanour I believe he would have started fighting with the local people. And/or the common law power to defend yourself, as this is a given law and as the male was aggressive, he could have hit me or any of my colleagues if given the opportunity, so use of force used to keep us safe. I also completed the 5-step appeal during the process, there are: ethical, reasoned, personal, practical and then action.

Causes for conflict can be shown when looking at Betari's box. Betari's box is "a simple model that can help us to understand the impact that our attitudes and behaviours have on the attitudes and behaviours of the people around us" (Author unknown, Mindtools.com, (2021)). It shows us how our own attitude and behaviour can affect another attitude and behaviour and vice-versa. On this occasion, I do not believe that my attitude or behaviour affected this male. This male was on drugs and not of a rational mind, even though his attitude or behaviour was questionable at times, I do not allow it to affect me and remained professional at all times.

Feelings

During the incident, I did feel overwhelmed at times due to the sheer number of people that were there. Many emergency workers and large crowds of the public watching and filming. I had not been exposed to this previously and was a steep learning curve. However, I embraced it and put 100% effort in to ensure I done the best job. Upon reflecting now, I can see that my feelings were not misplaced but did steer me to ensure a good professional standard was maintained, with praise also coming from high ranking officers.

Evaluation

The experience was welcomed. It allowed me to have exposure to a situation I had not been in before. The situation was resolved which is the best outcome. What didn't go so well could be the time taken to get that resolution as it was many hours of being outside shops which causes disruption to businesses, roads and the public. Looking back now, the time taken was not an issue as it was necessary to protect not on the male in question but also the public.

Analysis

I can look back now and see that the situation was caused by drug use which led to mental ill health issues. The male had previous for drugs and violence. I believed the situation went well as my strengths of talking to people was utilised to negotiate. Also, my physical strength, along with my colleagues were able to overpower the male to restrain him, this in turn allowed me to ensure everyone was safe.

Conclusion

It was a steep learning curve, but I did learn how to handle people who are suspected to be having an ABD episode which I believe is extremely valuable in this current cultural environment. I did learn that the additional officers were there not to only support me but also the male, as some officers were medically trained and could take the males vitals to pass to ambulance. Skills I would like to develop to make incidents like that better in the future would be; to continue to improve my communication skills, conflict management, stress management, negotiation and to always remain impartial.

Action plan

What this incident has taught me is that my communication levels are a strong positive, therefore in future incidents I would let my colleagues know this information. In addition I know now that the sporadic behaviour a person can show when under the influence or having an ABD episode means that I would require the assistance of more officers and health care professionals quickly to ensure the wellbeing of all involved. My development of the before mentioned skills will come with more exposure to incidents of this nature and the general role of a being a police officer. I will also ensure that all relevant police checks are completed such as PNC to know a person's previous history as this can help steer my actions. Lastly, I don't feel that any changes would be necessary for this type of incident as it was all handled very well and recognised by senior officers.

Word count: 1600 (including references)

'All references used, can be found in more detail on the bibliography title page'

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 answer, I will be talking about an incident I attended which involved a domestic assault. I will be explaining what I done whilst with the victim and the help that I offered. I will explain and reflect on my responsibilities and the relevant codes of practice to help support a victim. I will also illustrate how policing values were engaged.

I will be using the 'Burtons reflective tool' to aid me structuring my answer. 'Burtons reflective tool' is a straightforward development framework which allows me to easily reflect.

What.

I responded to an emergency call which reported that a female has been assaulted by the father of their children and now ex-partner. Upon arriving at the home, I spoke with the victim who explained that her ex is becoming more and more obsessive and he is ringing her constantly. On this particular day the ex-partner has phoned, and the victim explained that the children were out with their nan at the beach. The male has then turned up at the victim's home asking for the childrens quad bike and helmets. The victim believes that he only come to the home to check on her, and to check she was alone like she said. Whilst the victim was looking for the helmets, they began to argue and the male has thrown a bunch of keys at the victim that have struck her to the face,

near the eye, causing swelling and reddening of the skin. The male has then left the property.

Looking at domestic incidents in a social context reports can show you that: “Looking specifically at the period affected by the coronavirus pandemic, police recorded 259,324 offences flagged as domestic abuse related in the period March to June 2020. This is a 7% increase from the same time in 2019 and a 18% for 2018” (ONS, 2020). As you can see, ‘Domestic’ incidents are on the increase and are a massive part of policing now. For the year ending March 2020, “a total of 1,288,018 domestic abuse related incidents and crimes were reported in England and Wales” (ONS, 2020).

So what.

As this call was a domestic incident, I completed a PPN. A PPN (Public Protection Notice) is report that officers complete which summaries any concerns or vulnerabilities. The PPN also gathers information about the children, including what school they go to. This PPN is then shared with the local social services for their input and risk assessment, it allows for other agencies to be made aware of the situation and allow them the opportunity to provide further assistance and develop any safeguarding plans required at an early stage. The PPN ensures that police can safeguard the victims and allow them to offer the best course of action. Within the PPN is a DASH (Domestic Abuse Stalking and Harassment). A DASH is risk assessment which allows me as an officer to grade the severity of the incident and previous incidents together. A DASH asks questions such as “have they hurt you before” along with many others. Once the DASH is completed the risk is assessed and then graded standard, medium or high risk. All DASH’s will be counter evaluated by a sergeant to ensure the victim is getting the up most level of protection and help.

It is massively important to do everything you can when a victim reports a domestic incident. According to Safelives.org.uk, (year unknown), they have reported that “on average high-risk victims live with domestic abuse for 2.3 years and medium risk victims for 3 years before getting help”. These time frames mean that once a victim has decided to phone the police, everything must be done in that first instance to help safeguard the victim. They have made a massive decision and put a lot of faith in the police to help them, this obviously means that I would never want to let anyone down and I would want them to feel supported and safe.

Due to the time it can take some people to come forward when being faced with domestic violence, it is vital to obtain the best information from them. Communication is key. During my time speaking with the victim, I always ensured that I kept communication to a high standard by asking open question such as tell, explain or describe to me. These questions allow the person to really open up and tell you a detailed story and events. Further-more I always showed the victim that I was actively listening to what she was saying by given verbal and non-verbal ques. Research from CreditDonkey (17 September 2015) reports that “People spend between 70 and 80% of their day engaged in some form of communication and about 55% of their time devoted to listening”. The same website goes on to say that “Your words only convey about 7% of what you’re trying to say. 93% is communicated though facial expressions and the tone of your voice”. These two facts shows the importance of effective communication and the responsibility requirements of being a police officer and being able to communicate.

At this particular incident I did not have any cultural or language barriers, however, I am very aware of the importance of knowing what to do if there were such barriers in the way. This is when the culturally sensitive practice of all officers is important. Having the knowledge of a person background and lifestyle and/or beliefs means that as an officer you can tailor the support they give to a person. This in turn means the care and overall service they get from the police is much greater. I believe this is important because if the first time they contact the police turns out to result in poor service or lack of support, the person may not be inclined to phone the police again.

Now what.

It is always important to ensure that any person who is a victim of a crime is safeguarded. Not only did I complete the relevant PPN and DASH, but I gave the victim immediate safeguarding advice which included locking the doors, potentially looking to stop contact with the offender for her own safety. I also told her that if the offender were to turn up at her home again, to phone 999 immediately. The victim was not keen to do any of them as she wanted to keep contact for the children. I explained that is understandable and if that is the case, to only meet him in person in the presence of another person, such as a friend or family member, but I did urge her to phone the police if unsolicited contact, which she agreed to.

I have responsibilities that must be adhered to. The obvious responsibility is to uphold law and order. In this incident and in a legislative context, an offence of domestic assault has been committed. This means the offence of common assault by battery is completed and means that I have the power to arrest the suspect, I also would have had the power of use of force under section 117 PACE which allows use of force to handcuff and/or detain the suspect. On this occasion I have attended the suspects home address, but he was not there. He was given the opportunity to attend the local police station for an interview but did not attend meaning he is now wanted.

The Care Act means that police officers have a responsibility to ensure the safety and protection of adults at risk being subjected to harm or risk. The Act also goes on to explain that the police should be empowering communities to notice any signs of abuse or suspected criminal offences. In addition, the Act also states that police must identify and deal with suspects.

More requirements come from the Victims Codes of Practice 2013 which gives witnesses and victims (survivors) certain rights. There are 12 rights which I will explain briefly with the context of police responsibility. 1) Right to be understood – police requirement to give information in easy to understand methods or provide help to be understood. 2) details of crime recorded – police can provide the details and offer additional support for witnesses. 3) Provided with information – Police can give written confirmation of the reported crime. 4) Referred to services – Police can refer to services to help support victims for tailored help. 5) Provided with information about compensation. 6) Information on the investigation and prosecution – police to provide regular updates. 7) Make a victim personal statement – taken by an officer to show the court how the crime has made them feel. 8) Information on trial – if it goes to court, the police can provide the date, time and location and the outcome. 9) Information about outcome and appeals. 10) Paid expenses and property return. 11) Information about the offender following conviction – automatically referred to victim contact scheme. 12) Complaints – if they believe their rights are not met.

Word count: 1491

'All references used, can be found in more detail on the bibliography title page'

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 answer I will talking about an incident I dealt with involving a young person and a serious allegation, which meant I had to use the NDM and use my discretion. I will also talk about the relevant social and legislative contexts in addition to any issues I faced. I will explain what the CPIA is and my responsibilities. Lastly, I will talk about the impacts of bias on decision making.

As before, I will be using 'Burtons Reflective Tool' to structure my answer. This is a straightforward development framework which allows you to easily reflect.

What.

I was called to home following an allegation of sexual assault by touching of a minor. I went to the family home and spoke with the victim who was 12 years old. Due to the sensitive nature of the incident, I completed a Witness Information Booklet (WIB) to obtain the key details of what happened, without crossing the line of an interview. She explained that she was shopping in a local supermarket and a member of staff 'grabbed her bum'. She was able to tell me the time, location, who she was with and a vague description of the suspect.

This is a serious allegation so the NDM was very important to utilise correctly to choose the best actions to take with rationale. The NDM (National Decision Model) allows a

decision maker to “structure a rationale of what they did during an incident and why.” (College of policing 2014).

The NDM is split into six key elements. Firstly, is the core which is Code of Ethics. The code can relate to ‘public’ with areas including: Accountability, Fairness, Honestly, Integrity, Leadership, Objectivity, Openness, Respect, Selflessness.

It can also refer to the policing professional behaviour, these include: Honestly and Integrity, Authority and Respect, Equality and Diversity, Use of Force, Orders and Instructions, Duties and Responsibilities, Confidentiality, Fitness for work, Conduct and lastly Challenging and Reporting improper behaviour.

The next elements are:

- Information - At this stage I would gather any information and intelligence that is available.
- Assessment - This is when you consider the information you have, and use it to assess the threat, harm and risks which then in turn allow you to develop a working strategy.
- Policy and Powers. This is when you consider what you have available to you, such as a policy of ‘Sexual Offences Act 2003’ and the powers could include ‘Arrest and use of force.’
- Options – This is when you consider what you will do such as arrest. Also develop contingencies in case option 1 is not the best action.
- Action and Review – act and review what happened.

So what.

I had to use the NDM following the allegation to work out quickly the best course of action. I looked at the information and intelligence I had. It showed me that a victim is reporting a crime at a specific location with a specific person identified. I used this to assess the threat, risk and harm. I immediately deemed it a high risk due to the vulnerability of the victim, so immediate action would be needed. I knew the policy would be ‘Sexual Offences Act 2003’ and at this time I was considering my powers to arrest. I then moved onto my options and contingencies, this is when I considered if the accused was even guilty and that I needed proof. This led me to action, I went to the supermarket, and spoke with head of security. I was able to view the CCTV and was able to see that victim and follow her around the store. The victim is tracked around the store and her movements are noted. At the alleged time of the incident, an employee does walk past her, however he leans away from her as she cuts him up but walking in front of him. This same employee then challenges the girl for non-payment of items when trying to leave the store.

Now what.

It quickly became clear that this allegation was fake meaning my original plan was not going to work, so I used my contingency. I went back to the victim’s home and challenged the young person. I gave her opportunity before the challenge for her to tell me what really happened. She stuck to her story, so I explained that I have seen the CCTV and it is clear what it shows me. I then gave another opportunity for the young person, she continued to stick to her story. I explained that the CCTV clearly shows the accused man leaning away from her after cutting him up. Her attitude then changed and became more louder and shouting. I gave stern words of advice and how serious the allegation was and how it could have affected an innocent person’s life. I used my discretion and believed that my words of advice were enough to show the

young person the error of their ways meaning that no further police action was necessary. I also brought up the challenge of non-payment of goods. The young person was able to show me her bank account which showed payments being made, therefore, this too was put as no further action.

In a social context, (The Open University) reports stated that "A study of 42000 women found that 21% had experiences sexual harassment." Which shows it's a big concern for not only women but men too. This is why this situation was so severe and being a minor made it a huge priority to get it resolved quickly.

In a legislative context, the accused could be arrested and wrongfully detained if the CCTV was not available. The young person could have given a formal warning for wasting police time, but I feel the conversation we had was enough.

With regards to issues I faced, the only point I can raise is the young person's age. They were well spoken and communicated well, however the maturity levels did not match. I explained my points in simple language to ensure the young person knew what I was talking about.

Next I am going to talk about Criminal Procedure and Investigation Act 1996 (CPIA). CPIA is important as it "sets standards and procedures for investigators that, regulate the investigation process and regulate the recording and retention of material that is found or is generated in the course of an investigation" (Health and safety Executive).

The CPIA is also important as it ensures full disclosure is given. Meaning that any material that is gathered, if it is used or not, must be disclosed to the relevant parties. Unused material is a result of the 'Disclosure Test' which may not be necessary to a case any longer but still must be disclosed. The test is also known as COP, to having bearing on the Case, Offence, Person.

CPIA also regulates the preparation of material for the prosecutor. This is in the form of guilt anticipated plea (GAP) or not guilty anticipated plea (NGAP) case files.

CPIA also regulates the handling times for material, all material must be kept until the offender is acquitted, charged or the court decide not to process. Even after this time, the material must be kept for another 6 months.

Alongside ensuring compliance to the CPIA. Police also must adhere to the Data Protection Act. This too has principles which include: all information must be processed lawfully and fairly, only for a specified purpose, must be relevant information, must be kept up to date and accurate, not kept longer than required, ensuring a person has access to held information, all information to be kept secure and lastly data should not be sent outside of EEA unless authorised.

In a

Finally, the last impacts of bias on decision making. There are 3 types of bias, cognitive bias – when you may not even know you're doing it. Affinity bias – drawn to people who are the same as you and confirmation bias – processing information consistent with your own beliefs.

The problem with bias is that you may not even notice it, but your past experiences or influences can cause the decision-making process to be affected. This is why it is important as a police officer to always remain impartial and deal with each incident as a new occasion and do not let the past cloud your decisions in the future.

According to (Healthline, 2020) they say that Cognitive bias can affect your decision-making skills, limit your problem-solving abilities, hamper your career success, damage the reliability of your memories, challenge your ability to respond in crisis situations, increase anxiety and depression and impair your relationships.

Most of the points made from Healthline above show the importance of being impartial as being a police officer, a quick response is needed but also the correct response is needed.

Word count: 1467

'All references used, can be found in more detail on the bibliography title page'

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
Continue to improve communication	It will be done by doing the job day in and out. It will be measurable by the easy in which conversation can always flow. It will be very attainable and carries a lot of relevance.	My tutor will be the main source of support and they will be the one with in the situations. But I am aware that my sergeant always available if needed.	I feel my current level is already very good. This development is to make me even better. I would say that this will be over my career, but I will definitely see an improvement within the next 3 months.
Increase exposure to conflict and how to manage it	Same as above, by doing the job. This is not an area that can be done outside of work. Dealing with conflict will be a daily occurrence I should imagen. I do feel I am capable of handling most situation's, but it is more to develop further awareness this will be attainable for me and as above has a lot of relevance to the job role.	Again, my tutor will be the main person for now. And after leaving PDU, I will ask for assistance from my sergeant and my new team.	I want to get an even better base line before leaving PDU in September 2021 and this will then be an ongoing improvement process that will span my whole career.
	As I mentioned in previous tasks. My methods of handling stress	I could speak with my colleagues about any concerns I may get	I will look to get this done within 4 weeks as it will only help me

Stress management	include running and winding down in front the TV. As time goes on, these current methods may not be as effective. I would like to find alternative coping and management tools to help me long term.	in the future and ask them for their coping methods. I could also speak to my close friends as an option to vent my emotions. In the meantime, I could research online to find new techniques.	further as my time in the police grows.
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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Recognition and Confirmation of the progress on the Occupational Competency Portfolio (OCP).

By signing the section below, you are acknowledging your progress on O.C.P. This is recognised by the university as work that is fully supporting this module and is equivalent to 500 words towards the overall wordcount.

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

Signed: ___ Jamie King_____ (Learner - Electronic signature or type name)

Date: __27/08/2021 _____