

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.*

Contents:

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 section I will be talking about my initial 6 months of classroom learning since being attested as a Police Constable, and how I used exercise and played golf as a coping strategy to minimise stress, and created a support network with my colleagues to develop resilience. I will discuss stress and wellbeing in more depth and what my research found regarding these subjects. To structure my answer, I will be using (Gibbs model of reflection, 1998) which is a six stage cycle which is used to reflect upon an experience.

Throughout the 6 months of training, I experienced the stress which comes from starting any new job, and then following on from that, the stress of having to learn all the different legislations and put into practise all the different police techniques for upcoming exams and practical assessments. (NHS, 2022) states that stress occurs when a person is under pressure or is feeling threatened, it's the body's reaction to those situations, work is one of the possible causes of stress and the symptoms can include feeling overwhelmed, a lack of self-confidence, being irritable, and constantly feeling worried, anxious, or scared. (Cherry, K. 2021) describes resilience as being able to take challenges on instead of feeling sorry for yourself, its

about having the mental strength to cope in stressful situations and understanding that everyone has challenges in their life at some point, it's just reacting in the right way and finding coping strategies to get through them. (Ackerman,E,C, 2017) references that coping is a method which people use to reduce distress when encountering a stressful or troubled situation, there are healthy and unhealthy styles found that people use as coping mechanisms.

Describing my experience over the 6 months training, it involved theory-based learning with some practical elements thrown in. This was all supported by 2 separate trainers who would alternate between each other in delivering the lessons to the class. During this time, I experienced the pressures of starting a new job, plus the pressure of preparing for two examinations and the practical assessments, knowing that I had to pass to continue to the next phase of training.

As I initially started training, I remember feeling really overwhelmed and stressed, which is what I've experienced previously when starting a new job, but because I was a lot older than the majority of people starting and I was the oldest person in the class, my feelings were heightened, and I began to doubt myself, thinking I was too old to be joining the police.

The first coping strategy I will reflect on is creating a support network within the class, (Cherry, K. 2021) states that having strong social connections like co-workers is a characteristic of resilient people. Following this research, I made efforts to get to know my classmates, and discuss my concerns and the challenges ahead with them, which

allowed me to express my emotions, gain perspective, and discuss solutions with them going forward. This was difficult to do as it very early on in training, however everyone in the class benefited from expressing their concerns and you could see the positive impact immediately. This gave the class confidence going forward to be vocal when they were feeling overwhelmed and stressed, and allowed us to setup a study group within the class which I certainly benefited from. This gave us the opportunity to share revision ideas and express any concerns or struggles regarding certain subjects, and encourage each other creating an open environment and a team atmosphere.

The second coping strategy I used was going to the gym regularly and playing golf. (NHS, 2018) says that even a small amount of exercise can clear your mind and help you relax. Following that research, I found my mind was a lot clearer after going to the gym and I was a lot more relaxed after a gym session, which allowed me to study with a clearer mind and a calmer state. What (NHS, 2018) also states that by talking things through with a friend, it helps us find solutions to our problems, what it also does it helps us relax. Following this research, I played golf with friends as it is something I enjoy doing, plus it allowed me to talk about my distresses at work whilst also getting some exercise, which helped me relax, this again helped with my studying as due to the volume of the information I was trying to retain, it was very easy to get overwhelmed.

Evaluating and analysing the experience, I found it very difficult at the beginning, with not being in such a learning environment since I left college over 20 years previous. This made me feel overwhelmed and lacking in confidence, however by utilising the coping strategy of the support network within the class, also my friends, and family, it allowed me to be comfortable in the classroom and be open and express

my feelings, which resulted in me being able to develop resilience. Also, my physical and mental wellbeing has improved from going to the gym regularly, giving me more clarity in thought and reducing my stress levels. During the 6 months training I did a learning style quiz (Learning Style Quiz, 2017), this type of quiz allows you to find what learning style is suited to an individual person therefore giving you the best chance of retaining information. What I also learnt throughout the training was the importance of taking regular breaks whilst studying, (Bautista,J, 2020), says that shorter and more regular sessions of studying increase your concentration levels which helps retain new information.

In conclusion, I was able to successfully pass my theory-based examinations and practical assessments. I learnt that you can't remove the stress and pressure, but you can reduce them by adopting coping strategies and being in control of the situation. If I was to go through the process again, I would have done some research into what my best learning style is at the start of training, as I utilised different methods of revising prior to the first examination, and although I passed the first exam, there was a different method studying which was more suited to me.

Also, what I would have done differently is taken more breaks whilst studying, I only did this for the last couple of months, as prior to the first the first examination I was spending long periods of time in front of the laptop and reading flash cards, which was giving me headaches and making me tired. These are all on my action plan for future studying.

Word Count - 1097

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:

For this section I will be reflecting upon an incident where I encountered my first instance of conflict, this was during a call I attended where there had been a report of domestic assault. I will be discussing what actions I took to manage the conflict, the style of communication I used, my responsibilities during this time and reflecting on the outcome of the incident. To structure my answer, I will be using (Gibbs model of reflection,1998) which is a six stage cycle which is used to reflect upon an experience.

The incident I am going to describe is an abandoned 999 call where a male could be

heard saying “My partner has assaulted me and she’s broke my phone” The call was abandoned before the names of the people involved could be taken, so there was limited information that could be obtained prior to arrival at the address. What the information did show was that the female at the address had a previous incident on her record where she assaulted police, so the threat and risk assessment before arriving at the address was high.

(Metropolitan Police, 2022) states that when attending specific incidents, police officers will utilise the body worn camera that they are provided with, the role of the camera is to be used as evidence when offences are being disclosed, or offences that are potentially happening when at a location, they also show that an officer has performed their job lawfully, and footage from the camera can be replayed to assist an officer when writing up a report of an incident.

Due to the abandoned 999 call we didn’t know what situation we were going to be walking into which was nerve racking, and we knew we had to be vigilant. With our body worn cameras activated we knocked the door, and was greeted by a male who let us into the property, the male immediately pointed out the alleged offender who was sat in the living room, there was no-one else inside the address. As my tutor was more experienced than me, he said he will speak with the alleged offender in the living room and for me to take the male to the kitchen to get an initial account from him. (College of Policing, 2020) states that getting an initial account from a victim or witness is vital for police when an allegation or incident has happened. It must not be like an interview, but just some effective Questioning to get a brief account from a victim or witness, to establish if an offence has been committed, to identify offenders and secure and preserve evidence, and for the purpose of protecting life and property and

assessing the risk of the victim, or any other person.

(College of Policing, 2020) states that asking an open-ended question allows the victim or witness to provide an answer which will contain good quality information which is what police are looking for to establish if an offence has been committed and what offence has been committed. There is less chance of the victim or witness being influenced when giving an answer from an open question as they are controlling the flow of information, moderate evidence suggests that the accuracy of information from an open question is higher than from a more direct question.

The male had disclosed he had been assaulted by his partner and that she had tried to prevent him contacting the police. Following the male's initial account, I could now identify from a legislative perspective what offence had allegedly been committed. Section 47 Offences against a person act 1861 is with intent or being reckless to apply unlawful force on another person causing injury (The National Archives, 2004). It's important to get an accurate initial account as it could lead to an arrest which is taking away someone's liberty. Article 5 of the human's right act protects every body's right to liberty and security, it focuses on protecting an individual's freedom, which means a person cannot be detained without good reason, and the person must be told in a language that they understand why they have been arrested and any charges you potentially face (Equality and Human Rights Commission, 2021)

Whilst disclosing to my tutor the allegations we could hear the female shouting in the living room calling the male a liar and telling him to leave, also telling us to leave with

him as she didn't want police in the house. This is when the conflict started, the female was intoxicated, and we had been given information that she had previously assaulted police. My adrenalin was high and I felt fearful of getting attacked by the female. I needed her to understand what we needed her to do and why she was going to be arrested, but to do that I needed her to calm down so we could communicate effectively. (College of Policing, 2020) says that effective communication is a major part of conflict management skills, this includes verbal communication, which is the words you are using, the tone of voice, and other expressions used to try and calm a situation down, it also means that they are less likely to use force against you.

One of the models used in policing is the betari box model, the model shows how the impact of a person's behaviour and attitude can affect the behaviour and attitude of another person (MindTools, 2017). Using this model in this incident was unsuccessful, as we were calm and not raising our voices, but the female was still shouting and being aggressive towards us.

The female was still not showing signs of calming down so I now moved onto a different approach. (Johns, T, 2020) describes the 5 step appeal approach, this is a process where you start with a simple request, then if that doesn't work there is a reasoned appeal to a request, failing that there are two more steps for a person to comply with your instructions before the final step is to use force. For this incident we had to use force.

(College of Policing, 2014) states that force will only be used as part of the policing role and responsibilities, and only when it is necessary, proportionate, and reasonable in that instance, this is one of the standard behaviours of policing within the code of ethics. With the assistance of my tutor, I applied handcuffs with her hands facing in front as it would have required more force to manoeuvre the female's arms to place the handcuffs behind her. I then got her to sit down on the sofa so I could go through the circumstances of the arrest and fulfil my legal requirements. (Home Office, 2012) states the legislation for an arrest, it is covered by Section 24 of PACE 1984, there are 2 elements which have to be satisfied for a lawful arrest, a person's involvement or suspected involvement in the commission of an offence, and there has to be reasonable grounds for believing that the arrest is necessary, you must also tell the person that they are under arrest, why they are under arrest, you must also caution the person and give the necessity for the arrest.

Evaluating and analysing the experience, what didn't go well was that it took so long to get the female to calm down, and that we had to resort to force to get the female under control. When the female was under control I found building rapport through active listening defused the situation. (College of policing, 2020) states active listening is repeating back what a person has said to show understanding, looking directly at the person, making sure your body language is positioned towards the person, and asking open questions to encourage conversation, it allows the person to be heard and keeps the conversation. This worked well in this incident, however it did take a while so that I could go through the arrest process. Once the arrest process was complete, I was then able to convey away from the property and down to custody, and there were no further issues.

On conclusion, there are many different conflict management techniques, and each person will respond differently to them. It's about working your way through the different methods and observing what is working and what is not working, and using force is the last resort if the situation isn't being defused. I think because I am inexperienced in this situation, I wasn't assertive enough which could be why the situation took so long to resolve, so my action plan is to be more assertive in my communication in the next conflict incident.

Word Count - 1443

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:

For this section I will be reflecting upon an incident where I supported a victim of a domestic related assault, I will be discussing the style of communication which I used, also my responsibilities in supporting the victim, and the actions I took during this incident. To structure my answer, I will be using (Gibbs model of reflection, 1998) which is a six stage cycle which is used to reflect upon an experience.

The incident I will be discussing is a call I attended where a female had alleged that she had been grabbed by the throat, dragged from the rear garden into the house by her hair, and then been punched in the head following a verbal argument with her male partner. Due to the fact the victim had disclosed the alleged assault on the 999 call, there were 4 officers including myself who initially attended the address. The male had

left the address by the time we arrived, so a colleague and I stayed with the victim, and the other 2 officers conducted an area search for the offender. The victim was visibly upset and shaking with fear following the alleged incident.

With the information that I had so far, from a legislative perspective I had the offence of Section 47 Offences Against a Person Act 1861, is with intent or being reckless to apply unlawful force on another person causing injury (The National Archives, 2004). The domestic abuse act 2021 says that because the male and female are partners, and the behaviour is violent or threatening, it would constitute domestic abuse, even though it is a single occurrence (The National Archives, 2021)

Given the visual impact that the assault had on the victim I felt a huge amount of pressure to do my job correctly and ensure that the victim is safeguarded from the offender. The victim was visibly scared and upset, saying that she now feared for her life following the attack. The victim stated that she had no confidence in the police following a previous abusive relationship, which added to the pressure.

Due to the visible injuries to the victim from being punched in the head and dragged across the floor, my priority was to assess the injuries to see if the victim required hospital treatment. Given up how upset the victim was, I felt my communication method had to be adapted to allow the victim to feel comfortable, so she could then provide a detailed statement of exactly what happened during the incident.

(College of Policing, 2021) states that Building rapport and actively listening with the victim, are some of the key skills that police require when gathering information from a vulnerable victim or witness, there is good evidence that suggests how effective communication can build trust quickly with victims, and allow for a full disclosure to give a full picture of an incident.

Once I got the full disclosure of the alleged incident, I could then advise my colleagues via my police radio, who were carrying out an area search looking for the offender, to arrest the male for a specific offence. There is a code of practise that police officers must follow when dealing with victims of crime, also known as the victims code. (Home Office, 2020) states the 12 rights that a victim has when reporting a crime, these cover having referrals made for the victim for support which is tailored to their needs, the rights also cover being told about the criminal justice process and what happens throughout the investigation, including the court process where the victim can provide a victim personal statement, this is something that is read out in court and indicates how the crime has affected the victim.

After obtaining the statement and taking pictures of the injuries sustained for evidential purposes, my thoughts moved onto safeguarding the victim and carrying out a risk assessment. (Norfolk.gov.uk, 2022) states that a series of questions are asked, and are scored based on the answers given by the victim to determine if they are Victims who are assessed as high risk, these cases are referred to a multi-agency risk assessment conference also known as MARAC. (Safe Lives, 2014) says MARAC is a meeting where information is shared between multiple agencies such as police, housing, health, child protection, independent domestic abuse advisors, and many others, the representatives from the different agencies discuss increasing the safety of the victim and come up with plan of safeguarding the victim.

After completing the risk assessment, it showed the victim was at a high risk of a repeat incident, which could end being more serious, aswell as a referral which is one of the victims' rights, I suggested the victim speak to women's aid. (Welsh

Women's Aid, 2022) is a national charity which provides domestic abuse support against women. My thoughts turned to finding a safe place to stay in case the offender returned to the address, so I asked if there were any friends or family the victim could stay with. The victim wanted to go to her mother's address which was 15 miles away, so we told the victim to grab some belongings and that we would take her. On the way to conveying the victim to her mother's address, I received communication via my police radio from my colleagues that the offender had been arrested. One of the police responsibilities and one of the victims' rights are to update the victim throughout the investigation, so I informed the victim that the male who attacked her had been arrested.

Reflecting on the evaluation and analysis of the incident, I feel that it had been dealt with well, however initially there was a very upset and distressed female with visible injuries, who had a previous bad experience with the police. One of the policing values and standards of behaviour that the police must adhere to, is to treat all people fairly and be impartial at all times, also to treat all people with respect, and to safeguard vulnerable people who may require extra support (College of Policing, 2014). What went well was the victim was able to give a detailed account of what had happened to enable us what had happened and provide us with information which allowed officers to track down the offender and subsequently arrest him. What didn't go so well was It took some time to calm the victim down and gain the trust from her, to then be able to get the full picture of what happened during the incident. Once we were able to get the full picture of what happened, that allowed us to proceed with arrest enquiries for the correct alleged offence and go through the necessary safeguarding measures with the victim. The offender

ended up getting charged immediately following an interview in custody, and the victim was contacted by domestic abuse support agencies following the referral that was put in by myself, the investigation is ongoing. What didn't go so well was that there were officers coming in and out of the address whilst trying to obtain the statement, also officers trying to make contact with me via my police radio, this stopped the flow of the victim providing a detailed account of what had happened and risked missing some key detail to be able to put into the victim statement.

In conclusion I have learnt that when someone is very stressed and upset, you need to be patient and realise this is a very traumatic time for them, so calm the person down before being able to get an accurate initial account from them. What I would do differently in the future is speak to the victim with maybe only one other officer present as I could see the victim felt embarrassed by what had happened and was reluctant to open up to officers. I would also tell colleagues not to call me on my radio when I'm taking a statement, as it did interrupt the flow of what the victim was disclosing, so that will be on my action plan for similar calls like this in the future.

Word Count- 1354

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:

For this section I will be reflecting upon an incident where I carried out a search of a male of black ethnicity and found him in possession of suspected illegal drugs. I will reflect upon why I searched the male, and how I applied the national decision model to assist in resolving this incident. I will also be reflecting upon the role of discretion used in this incident and explain my responsibilities with regards to the provision of the CPIA when conducting this investigation. Finally, I'll illustrate how policing values were engaged, and I'll discuss the potential impact of bias on the decision-making process. To structure my answer, I will be using (Gibbs model of reflection, 1998) which is a six stage cycle which is used to reflect upon an experience.

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The incident I will be reflecting on was a response to a call where a black male wearing

a white hooded jacket and a black baseball cap, had allegedly been trying to sell illegal drugs to people in a local park. The call was made by a local resident whose son had been offered the drugs as he walked past the male in question. On our way to the local park in the police van, I happened to see a black male matching the description, as he was wearing a white hoody and a black cap, and he was walking down a street close to where the local park was. We decided to stop the van and go and speak with him. As stated by (Gov.co.uk, 2022) the police have a power to stop and search anyone, if they have reasonable grounds to suspect that someone may have in possession of a weapon, illegal drugs, something which could be used in conjunction with committing a burglary, or any stolen items, there is a process that police need to follow when conducting the search, the person being searched needs to be told what specific item they are being searched for, that they are entitled to a copy of the search record, told the officers name and what station the officer is from carrying out the search, and the legal power used to conduct the search.

Prior to making any decision there is a national decision model that should be used by everyone in policing. (College of Policing, 2013) states it's a way of being able to rationalise what decisions are made during an incident and why. The National decision model has 6 elements to it, the code of ethics for policing sits at the heart of the decision making process, the next element is to gather information and intelligence about the incident, then assess the threat and develop a working strategy, you must then consider what powers and policies you have, followed by identify options and contingencies, and finally take action and review what happened.

In this incident I knew that a male matching this description, was allegedly trying to sell illegal drugs in the area, so we had the grounds to stop and search him.

Assessing the risk, I didn't know if he had any weapons or not and didn't know the male's name to check if he had a criminal history. The legal power that I had for carrying out a search was Section 23 of the Misuse of Drugs Act 1971 which is there are reasonable grounds to suspect that a person is in possession of a controlled drug, then that person can be searched (The National Archives, 2011). Following the national decision model the next step to consider was the immediacy of any threat, and what to do if the search didn't go according to plan, and then take action and go ahead with the search.

I felt nervous approaching the male as he had both hands in his pockets, and it was unknown what he had in his possession and what he was going to do. The male was British and spoke fluent English, had this not been the case and there were language barriers preventing, the police have an option called Language line. (Language Line, 2022) provides police with a phone number to call, in which they can speak with a person who speaks the same fluent language as the person you are dealing with, this allows for clear understanding of what the police want to communicate.

To protect myself and my colleague, I placed handcuffs on the male while I conducted the search, I explained that this was just for our safety. As a result of the search a small bag containing a green leaf substance was found, the male told me that he didn't know where that bag came from. When I took his name and checked police records the male had previous instances of possession of illegal drugs, and discretion had been used in previous instances, so this wasn't an option on this occasion. (Kirby, M, 2012) states that discretion gives police a range of options in dealing with a crime, using discretion provides an alternative option of resolving an incident, rather than an arrest, providing the crime is a minor one.

The male was subsequently arrested for the offence of section 5(2) of the misuse of drugs act 1971, which is possession of a controlled substance (The National Archives, 2011). Whilst conveying the male to custody in the police van, he kept complaining that I had searched him because of his skin colour and that blacks are persistently targeted by police. I assured him that the search was because we had intelligence to suggest, that someone matching his description was in a nearby park selling drugs, and that the search was lawful. After conducting some research, I have found the potential impact of bias within policing. (British Broadcasting Corporation ,2020) states a lot of companies have introduced bias training in response to racist incidents that have occurred within their ranks. Implicit bias can affect our decisions and actions towards another person, it's formed from our experiences growing up, and exposure to society, and watching television and the news, it's something that is instilled in our minds, and the first step is recognising that it's there and that it can affect our decision-making process. I acted within the values stated within the code of ethics and did not discriminate, and acted with fairness and impartiality, and treated the male with respect and courtesy (College of Policing, 2014).

When an offender is being investigated for a crime that has been committed, under the criminal procedure and investigation act 1996 it is the Officer in charge responsibilities to ensure that all lines of enquiry of completed whether these point towards or away from the offender, where information which may be relevant is obtained, it must be recorded at the time it is obtained or as soon as practicable after that time, and that information and material must be retained until a decision is taken go ahead with proceedings against a person for an offence.

Evaluating and analysing the experience, what went well was I was transparent and clear in my communications with the offender, and regularly checked for understanding, I also explained that because he had offended previously that's why discretion could not be used on this occasion. What didn't go so well was that we didn't go to the scene where the male was allegedly selling drugs, there could have been a situation where there was a male with a similar description wearing similar clothes in the area, and the male who was originally reported may have got away. As the male was very close to that location we worked on the basis that it was him.

On conclusion I have learned that being aware of bias is very important and its something that is instilled inside us all, but if you have grounds to carry out an action there can be no comebacks in terms of being biased. My action plan is to continue to clearly communicate my actions and the reasons for them, checking for understanding regularly. I also need to make sure I document in detail my rationale for my decision making to make sure it's clear why I've made a decision.

Word Count - 1363

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
Statement Writing, ensuring I cover all the points to prove for the offence, and the defenses	Through doing more and getting more experience, also reviewing the offence legislation before I obtain a statement.	Tutor, supervisor, and colleagues	By end of tutorship
Preparing Case files	Through doing more and getting more experience. My tutor has shown me previous case files for me to look over to familiarise myself.	Tutor, supervisor, and colleagues	6 months
Interviewing Questions so that I cover all points to prove	Through doing more and getting more experience. My tutor has sent me templates of questions I can use for different types of offences.	Tutor and colleagues, and potentially speaking with the hub who are very experienced in interviewing.	ongoing

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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: Neil Morris (Learner - Electronic signature or type name)

Date: 5th September 2022