Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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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Learner's University Registration Number: 2236109

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count). (https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment_Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:
https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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 ***This is confirmed by submitting through Turnitin***	

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:

Resilience and stress is defined on the Cambridge Dictionary website. It defines resilience as "the ability to be happy, successful, etc. again after something difficult or bad has happened" (Cambridge Dictionary, 2023). Stress is also then defined as "great worry caused by a difficult situation, or something that causes this condition" (Cambridge Dictionary, 2023).

Prior to starting my initial six months of learning and training, I knew that it would be challenging, tiring and stressful. I was able to pre-emptively gauge this by speaking to multiple people before my commencement of training. I was able to speak to police officers who had just completed their training, and who had gone through the most recent training programme. This would have then been most likely to be very similar to the training programme I would go through.

Upon speaking to current serving police officers, family members and friends, they all spoke about similar strategies on how they found best to cope with the problems I would face. I have learnt through past experiences to listen to advice given by people who had been through the similar experiences I would face. This allows me to try things that I have not thought about, and it also helps me in the future so if a method did not work for me then I could explore different avenues of coping mechanisms, allowing me to eventually find the best strategy for myself.

One of the similar strategies that they all mentioned was getting involved in sports. Unfortunately, due to working in hospitality before this career, I was unable to join any sports teams. This was due to the shift work and no long-term working schedule. Because of this, I could not commit to sport teams who meet on certain days. Luckily, I knew that in my initial six months of training I would be working from eight in the morning to four in the afternoon from Monday to Friday – this then allowed me to commit to a sports team and I always knew when I would be available long term.

When I started my training, I was informed that South Wales Police had football teams for their different sectors. Therefore, I got in contact with the sports board who assisted me with joining. I was able to commit to this with the work schedule I had through training. I also thought that it would give me the opportunity to meet people I would potentially work with on completion of training. Due to the nature of the job, it would be stressful enough worrying about starting the role after finishing training as

well as worrying about not knowing the people you would be working with every day. After engaging with the team and having a laugh, it made me feel more comfortable about joining their work teams and brought down the stress of worrying about who I would be working with. By also leaving the house and engaging in football games it helped me take my mind off the stresses of training. In training, you have the worry of the exams and having to revise for them. By being able to have a break from revising it allowed my brain to have a rest and be able to go back to revising with a fresh mindset. I did feel that by participating in the football, my stress levels decreased, and I was able to engage with the training more positively.

After starting to play football, I found my revision performance increase and went on to improve my exam scores after my first exam from 65% to 88%. Due to this, I continued to participate in the football and felt the stress of training decrease.

Before I started my training, one of my hobbies was scuba diving. Unfortunately, due to the time of year I started training, the conditions of the sea around South Wales were not suitable. Every time I scuba dive, I have always felt that all my problems above the surface disappear. This would have been ideal for me during training. I did however attend some pool training sessions with my dive club to help people with their new kit. It was a shame to not be able to engage in this hobby during my training as it provides numerous benefits that would have helped me with the stress and tiredness brought on by the training. (Connell, 2023) supports this in a post she uploaded on the PADI website, a well-known scuba diving organisation. Connell's post talks about multiple ways scuba diving is good for your health. This included how it clams your mind and reduces anxiety. It also discusses how it betters your sleep - this would have helped with the tiredness brought on by training.

Another activity that helped me greatly through my initial training was going to the gym. Upon speaking to the friends I made at the start of training, they gave me loads of advice about going to the gym. I was quite self-conscious about going to the gym as I was unsure what the best exercises were to do and how to execute them properly. After them showing me multiple exercises that were very efficient in building muscle and strength, I immediately saw the progress. This gave me a positive mental attitude and due to this it helped me lower the stress I was facing from training. To also help me push myself in the gym and progress my fitness, I remembered about a book I read in the past. The book was written by Ant Middleton, an ex-paratrooper. There was a particular chapter in the book called "MAKE YOUR ENEMY YOUR ENERGY" (Middleton, 2018, p.43). This chapter spoke about how you use a negative mindset or use negative comments from other people to your advantage. In this chapter, there's a particular sentence that has stuck with me since saying "Your enemy is your fuel" (Middleton, 2018, p.63). With reference to this, enemy could mean people or thoughts you have in your head. By remembering this and engaging in this frame of mind I noticed that I was able to push myself further in the gym. By using the stress from work as my 'enemy' I was able to perform a lot better and increase the weight I was using in the gym. Due to me using this stress rather than just absorbing it from work, I noticed that I approached the stresses from training more positively and used it as a motivator for the remainder of my training period. I have also carried this mindset into the job role, where I approach stress in a more positive light.

Word count: 1096

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:

There is a particular policing incident involving conflict that stands out to me for this. In this incident, I had to deal with both the victim and the offender. The scene of this incident was a shared accommodation house. There was a man and woman couple living in this house as well as another male who lived upstairs. With this male, there was a bit of a language barrier as he speaks in Farsi and only knows little English. He had also been told to leave the address by his landlord, however, there were no legal obligations for him to do so as it had not gone to court. One of the male's friends, who also speaks in Farsi and only knows a little English, let himself into the address via the front door. This door was locked, and he let himself in with a key that the other occupants of the house were unaware of him having. The boyfriend saw this friend coming into the house where he was uninvited and tried to block him. He then started assaulting the boyfriend to gain entry to which the male occupant ran downstairs to help him and started assaulting the boyfriend. This was by punching and kicking him.

When I arrived at this incident with my tutor, I saw two males matching the description of the offenders walking down the street. I exited the vehicle and asked the two males to step aside. After asking for their names, it was confirmed that they

were involved, as one of the names matched the name given to us over the emergency call by the victim. After this is when the language barrier became obvious. To overcome this, I knew that I would have to apply training that I have received over the years and what has helped me in the past.

One example of communication that has helped me in the past with language barriers is by using simple/ well known words only. I would also mix this with supporting hand signals. For example, to ask what language they spoke in, I would point to myself and say “English” and also move my hand like a mouth. From this, they then mirrored me and pointed to themselves to which they replied “Farsi”. I had heard about the language Farsi before, however, I did not know any words. Due to the incident that they had been involved in, I knew that this would be tricky due to not knowing any of their language at all. Sometimes when I have dealt with people in the past, I have been able to understand some key words in their language but on this case, I knew none. An article that I read stated that “frequently it is not the other person's accent but their own way of speaking that creates the greatest barriers to effective communication” (Berardo, 2007). This means that with language barriers, it is not only the language itself that is the barrier but the way in how you speak prevents the effective communication. My way of speaking slowly and clearly and being specific in the words I use is supported by points one and seven of this article. Point one of this article is a major part of effective communication. It says, “don’t rush through your communication. Doing so often takes more time, as miscommunication and misunderstanding can result and you’ll ultimately have to invest additional time in clearing up the confusion” (Berardo, 2007). I believe this is true as if they cannot understand the language being used, then how are you supposed to clear up the confusion of what you have said without confusing them further in a language they do not understand.

Suddenly a shout came from down the street. When I looked where it came from, I could see the victim - he was standing on his doorstep shouting about the two suspected males. The victim shouted that one of the suspects used a small metal pole to hit him. Due to him stating this, I decided it would be appropriate to detain and conduct a search of both the males. I tried to explain to the males as simply and slowly as I could about what I would be doing. As I told the males, I could see a confused expression on their faces as they couldn’t understand. I then thought about using google translate to provide some assistance with the basics of the search. Unfortunately, Google Translate did not provide Farsi so I knew that this would be difficult. This is because during a stop and search, there are certain rules we as police officers need to follow (Police and Criminal Evidence Act 1984 (Section 1)).

Due to not being able to use google translate, I resorted back to my hand signals with key words. I said to the male’s “search” and patted myself down to which they nodded. I then considered the use of handcuffs. Handcuffs are considered a use of force, however, I did think they were necessary as I had not met these male’s before and as they had been involved in an assault with possibly a weapon, I thought it would be best for mine and my tutor’s safety. As I reached for my handcuffs and the males saw them, their attitude changed completely. They started squaring up to me and my tutor and their voices became aggressive. After reading an article after dealing with the incident (College of Policing, 2020) I can see how the males acted the way they did. One section in this article talks about the impacting factors of

conflict. One point in this section which would apply to this scenario is “cannot understand what is happening or what they are being asked or told”. Due to the language barrier and them not understanding properly and seeing the handcuffs, I can only think that they assumed I was arresting them. Reflecting on this, I should have tried to explain to them that I would be using handcuffs. This should have been done before reaching for the handcuffs to prevent the male’s assuming arrest. After all, when the majority of people see handcuffs, they think of arrest, including myself.

Throughout the incident, I also kept reminding myself of the Betari’s Box model (MindTools, 2023). This is a mental tool I was taught whilst in my initial training. It refers to how your attitude and behaviour relates to and affects the attitude and behaviour of the other person you are dealing with. To put this model into context with regards to this incident, if I went into this incident with an aggressive attitude, this would then affect my behaviour to also make it aggressive. As a result of this, the male’s attitude would then become aggressive which again for them, affect their behaviour to also make it aggressive. After their behaviour becoming aggressive it would also then affect my attitude which would most likely be aggressive still. Due to these events, we would be stuck in an aggressive attitude-behaviour cycle. To prevent this, I would try and keep an understanding or friendly attitude to try and disrupt an aggressive cycle.

Throughout this incident I would adhere to the Code of Ethics (College of Policing, 2014). These are the fundamental principles that all police officers and police staff should always abide by. Some of these principles are crucial to this particular incident and without following them could prevent dealing with the incident in an effective and fair way. One of these principles is fairness. Every incident has at least two sides to its story, so by allowing each party to give their version of accounts shows you as a police officer being fair.

Another principle that is crucial for an incident like the one mentioned above is respect. This principle goes a long way especially when it comes to a language barrier. You use respect by giving the individual time to try and understand what you are saying. You also give respect by showing the effort to try and help them in understanding. By respecting others, it makes it easier for those others to respect you. However, if you do not give respect to others then how can you expect others to respect you. I have always tried to respect people by treating them the way I would like to be treated. This is supported by an article I read online (Cognifit, 2019) as it states that people “tend to be reciprocal” (Cognifit, 2019). By treating others the way I would like to be treated, I would hope that they would reciprocate that and treat me with respect also.

After reflecting on this incident and reviewing how I could have dealt with this incident differently, I can see how I can improve on dealing with a language barrier especially with the use of handcuffs. Next time I will try and explain what I would be doing next instead of acting on it first in a way which the individuals would understand. This would then help prevent the individuals from becoming aggressive and then getting stuck in that attitude-behaviour cycle (MindTools, 2023).

Word count: 1499

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:

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:

The National Decision Model (NDM) (College of Policing, 2014) is the fundamental framework used by police forces in England and Wales. At the centre of the model, is the Code of Ethics (College of Policing, 2014) which are the core principles every serving police officer should follow and which "sets and defines the exemplary standards of behaviour for everyone who works in policing" (College of Policing, 2014). The College of Policing also states that the Code of Ethics is "intended to encourage personal responsibility and the exercise of professional judgement; empowering everyone in policing to ensure they always do the right thing" (College of Policing, 2014).

Whilst the Code of Ethics is at the centre of the National Decision Model, police officers are also encouraged to use their discretion where they deem it to be appropriate. The National Decision Model (College of Policing, 2014) works in the following order: Code of Ethics (at the centre), gather information and intelligence, assess threats and risks, consider powers and policies, consider options and contingencies, take action and review. This model is a constant reoccurring process whilst police officers are dealing with any situation. By following this model, police officers are able to optimise their work performance whilst following and considering all possible avenues to deal with a situation in the best way possible.

Moving onto the Code of Ethics itself, it is made up of nine policing principles. These are listed in the foreword of the Code of Ethics (College of Policing, 2014, p.4) by the Chair of College of Policing Dame Shirley Pearce. The nine principles listed are Fairness, Accountability, Integrity, Respect, Honesty, Selflessness, Openness, Leadership and Objectivity. Dame Shirley Pearce also goes on to state that "These principles underpin and strengthen the existing procedures and regulations for ensuring standards of professional behaviour for both police officers and police staff" (College of Policing, 2014, p.4).

Every time police officers receive a call on their radio, the National Decision Model (College of Policing, 2014) process starts immediately. The Code of Ethics you abide by constantly whilst on shift and the radio call you receive is the ignition of the decision-making process. I will use a recent incident I was involved in to help reflect on how I used the National Decision Model in a real-life scenario, and to also show how I considered the use of discretion in my decision-making process.

On my second shift as a response officer, we received a radio call informing us that a Civil Enforcement Officer in the City Centre had called for assistance. He stated that he had been assaulted by a male not known to him after issuing a parking ticket. At this stage, the National Decision Model process starts immediately. This is where we can gather all the relevant information and intelligence to ascertain what has happened before attending the call. When we asked for more information, we were given the location of the incident, the vehicle that was issued the parking ticket and what the assault consisted of. By gathering more information and intelligence, I could move on to the next stage of the decision-making process to the 'Assess threats and risks' stage. By gathering the extra information, I could paint a picture of what had occurred and can assess if there are any threats or risks against us. Due to there being an assault, we gauged that it could be possible that the suspect could assault us too. This then leads us onto the 'Powers and policies' stage. As we assessed the possibility of us being assaulted too, we knew which powers and policies we could utilise to protect ourselves from this. One example of a power relevant to this being the right to self-defence contrary to common law (College of Policing, 2013). As per the Legal Framework in line with College of Policing, "the right of self-defence is recognised in common law" (College of Policing, 2013). It also goes on to state "this includes the right for a person to use reasonable force to protect themselves or another where necessary" (College of Policing, 2013).

After identifying the relevant powers and policies, I could then consider my options and contingencies. At this stage, discretion can also be brought into play. Discretion is defined on the Cambridge Dictionary website as being "the right or ability to decide something" (Cambridge Dictionary, 2023). Due to establishing the offence to be a 'minor' assault, there were many options I could explore with dealing with the suspect. After conducting vehicle checks prior to attendance and establishing who the owner of the ticketed vehicle was, we could see that he had not committed any recent offences. Due to this, I used my discretion to opt for a restorative justice (CPS, 2023) approach rather than arrest the suspect and add to his criminal record. In my training I learnt that this approach would be a suitable option for an offence similar to this, so I believed by using my discretion it would provide the victim and the suspect with a satisfactory result in dealing with the

offence and also aid in the victim and suspect building confidence in the Criminal Justice System.

After considering your options and contingencies and all the stages previous, you then take action and review. This is the final stage of the National Decision Model (College of Policing, 2014). When we attended the call, we followed what we had planned by following the National Decision Model and decided to take action with it. Whilst attending to the call, you then start the National Decision Model all over again in your head as when you arrive you gather more information. Between the time of the call to when you get to the location, the situation could have changed so the information and intelligence you received prior could be irrelevant. Because of this, the decision-making process starts all over again.

When we arrived, the suspect had driven away already so we only had the victim to speak to. Luckily, as there were no escalated threats or risks, we still found that the approach of restorative justice would still be justifiable (CPS, 2023). We informed the victim of what restorative justice is as they had never heard of it before, and they agreed to settle the incident with this process. Also, by opting for the restorative justice approach, it allows us to investigate the offence further and gather sufficient evidence before contacting the suspect about this approach, to ensure we have everything we need for court in case the suspect does not want to co-operate.

Whilst conducting investigations into an offence, we have a code of practice to follow (Criminal Procedure and Investigations Act 1996 (Section 23(1))). In accordance with Section 23(1) of the Criminal Procedure and Investigations Act 1996, we have rules and responsibilities that must be abided by. Such rules and responsibilities include:

- General responsibilities
- Recording information
- Retention of material
- Preparation of material for prosecutor

With regards to general responsibilities (Criminal Procedure and Investigations Act 1996 (Section 23(1))), if the investigation is undertaken by more than one-person, “close consultation between them is essential to the effective performance of the duties imposed by this code” (Criminal Procedure and Investigations Act 1996 (Section 23(1))). It also informs investigating officers that all reasonable lines of enquiry should be carried out, this also links with the effective performance.

When recording information for an investigation, all relevant information should be recorded and must be done so in a retrievable form. This also includes any negative information as it can sometimes be relevant to the investigation (CPS, 2018). This code also involves the retention of the material. Material involved in an investigation should only be retained if the investigating officers deem it relevant and necessary in the effective performance of the investigation (CPS, 2018). If however, the officer has discarded any material they deemed no longer relevant to the investigation, the officer must take any reasonably practicable steps to retrieve this material if through the development of the investigation that material becomes relevant.

Throughout all the processes and steps I have spoken about above, all officers must have followed the Code of Ethics (College of Policing, 2014). Two of the key principles of the code of ethics (College of Policing, 2014), in my opinion, involved with investigations is honesty and integrity. I believe this due to investigations being all about the truth of what happened. For the honesty of an investigation to be upheld, officers must have integrity to show that the investigation has been conducted accordingly and any mistakes have been identified and taken ownership by the relevant officers. To ensure that the officers have no bias in the investigations, the code of ethics (College of Policing, 2014) also has a key principle of fairness. By abiding to this principle, officers go into investigations with an open mind and no preconceived perceptions. With officers following the key principles in the code of ethics (College of Policing, 2014) it helps officer follow the code of practice set out by the Criminal Procedure and Investigations Act 1996 (section 23(1)) therefore allowing an effective performance into investigation and decision-making procedures.

Word count: 1431

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
Improve/ maintain my physical strength and cardiovascular endurance.	I will aim to attend the gym at least 4 times a week to conduct strength training. I will also aim to go for a long distance run at least once a week to monitor my cardiovascular endurance.	Gym staff/trainers who can give advice and point me in the right directions on how to improve. Friends/family who have experience in this area.	By the end of my tutorship period so I am fully ready to be independent.
Confidence in taking the lead at police incidents.	I will actively try and push myself to take the lead in situations whilst in my tutorship. This will enable me to test myself but also have any mistakes pointed out to me by my tutor/ team members. This will enable me to correct them for next time.	• Tutor • Sergeant / supervisor • Team members	Upon completion of my tutorship phase so I am ready to attend incidents independently.
Build confidence in making an arrest.	I will actively try and take the lead in making arrests/ identifying when an arrest is necessary rather than my tutor informing me when	• Tutor • Sergeant • Team members	By the completion of my tutorship so I am confident to make an arrest whilst out on independent patrol.

	an arrest should be made.		
Improve my confidence and skills in suspect interviewing.	Due to suspect interviewing being a key part of an investigation, I will try to lead or watch more interviews. This will enable me to practice and find out which interviewing method suits me best.	• Tutor • Sergeant • Team members • Detectives	Currently, I have only interviewed one suspect so I believe within two months will allow me enough time to join in on more interviews to build my confidence/ find the strategy that suits me.

Bibliography

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

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

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

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

Signed: **J Carter** (Learner - Electronic signature or type name)

Date: 30/08/2023