

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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	Bibliography	
Task 5	Development Plan	This plan and the signed O.C.P. is equivalent to 1000 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	
	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.

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

ANSWER:

Looking back over the last six months of my training, I will reflect upon my methods that I use to reduce stress and develop resilience. This has been a challenging time for me not only going through training but also during a global pandemic. The techniques in which I used to help manage these factors are exercising regularly and playing video games. Within this essay I will use Burton's Reflective Model to assist in my reflection, Burton's Reflective Model was created in 1970 and uses three key questions (Borton, 1969) .

Firstly, it is important to understand and define resilience. It is the ability to overcome obstacles which can be upsetting or difficult (Cambridge Dictionary, 2021). As a police constable developing resilience will be important for the role as it involves the ability to deal with challenging or unpleasant situations. Secondly I will also talk about stress, Stress can be defined as "pressure or worry in somebody's life" (Oxford Learner's Dictionaries, 2021). In finding ways to minimise stress this will also help me throughout my career as I may find myself in stressful situations. A survey conducted by Police Federation found from 17,000 officers they surveyed more than a quarter who took sick leave attributed it to stress, depression or anxiety (Police Federation, 2016).

A technique in which I have found useful over the last six months is exercise. The last six months have been stressful for me as I have embarked on a new career, as I progressed through training the pressure of exams weighed on me. This occurred at the same time as a national lockdown which has taken away support networks of friends and family. I have found that while running or lifting weights it helps to relive pressure I place on myself and allows me to clear my head (Mind, 2019).

Another technique which is beneficial to me is playing video games, not only does this provide me with a form of escapism but allows me to socialise with friends which during the current climate is difficult. I have formed bonds with my new colleagues through this means, but also has allowed me to stay in touch with friends. According to a study of the benefits of video games they found gaming to be beneficial in building social relationships and providing support (Granic, Lobel, and Engels, 2014, p.66). Thinking about the exam and the legislation I would have to learn caused me stress but through speaking to my colleagues whilst gaming I was able to discuss any issues which arose. We would also then repeat definitions to one another which was very beneficial to me. However sometimes this can be counter intuitive for me as I find myself engrossed in the game and then spend too much time playing rather than revising which in turn causes stress.

Overall the role of being a police constable can be very stressful at times but also rewarding. Within this essay I have detailed techniques in which help me to reduce my stress levels, I will make time for the activities that enjoy to assist in dealing with something traumatic within my role. Moving forward I will continue to use these techniques. But when it comes to playing video games I will limit my time playing to avoid added stress.

Word count: 550

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:

Within this essay I will detail an incident where I have faced conflict and played a significant role. For my reflection I will be using Borton's reflective tool and Driscoll's adaptation to enable me to analyse what happened and identify any areas for improvement. It is important to firstly understand the term conflict, my understanding of conflict is a situation in which people have opposing views or goals and because of this disagree with one another (Oxford Learner's Dictionaries, 2021).

The incident in which I encountered conflict happened whilst conducting an interview for threats to kill (Offences against the Person Act, 1861). The interview began and the suspect was quiet. As the aide memoir was being read aloud, the suspect became agitated and angry. He stated that "THEY DON'T KNOW WHAT THEY'RE DOING". This escalated within seconds of the interview beginning. It was then explained to the suspect that this was the process we had to undertake and that it was necessary. He did not react well to this becoming increasingly aggressive shouting and pointing. The suspect then stood up threatening to leave. So I and my fellow officer stood up in hopes to calm the man down and continue with the interview. Our attempts did not work and the situation worsened as the suspect continued shouting and sounded the alarm himself, running towards the door. We then regained control of the male as he exited the interview room, taking control of his upper body and walking him back towards his cell. As the alarm had been sounded the custody staff also assisted in extracting the male back to his cell.

Before the interview, we were met by the male in custody ready for interview. I greeted the male and asked him how he was, in attempts to build a rapport. From his response I gauged that he was quite quiet and polite. As it has been suggested that building a rapport with a suspect or victim can

potentially improve the outcomes of interviews, by improving accuracy of accounts and obtaining evidence (Vallano et al.2015, p369).

However as soon as the interview began the male become visibly angry, I could see his fist was clenched and then he jumped up out of his seat pointing and shouting. His whole demeanour changed rapidly, from the person who we had met at the custody desk just a few moments earlier. He complained about the pace of the interview as my colleague was going through the aide memoir. He continued to shout and move closer past the Perspex screen. He was becoming more aggressive. There was one chair in the room which was not bolted to the floor, I was afraid of the male picking this up so I made sure to move this out of his grasp so that he could not use it to arm himself. He then sounded the alarm on the wall and forced his way out of the interview room. My colleague and I took control of the male and custody staff assisted in taking the male back to his cell (College of Policing, 2013).

In applying the drama triangle to this interview I can see that it was a flawed interaction (The Hope Street Centre, 2018). The male in this instance had the characteristics of a persecutor. He argued with me when asked why he was acting the way he was, and then rationalised it as necessary as he believed that our aim was for him to admit something which he had not done. I explained to him that this was not the case and this was his opportunity to give his version of events as so far we only had one account. In attempt to calm the male down to resume the interview. Unfortunately my attempts did not work, the male was very stubborn in his stance and did not listen to what I was saying. The male also criticised my colleague in a way to shift the blame.

My role within the situation was initially to assist in a suspect interview. As we progressed through the process the situation changed for the worse, I had to take control of the suspect as he attempted to exit the interview room. In this instance I believe that the force used was necessary as I had made attempts to de-escalate the situation by talking to the male. The male was not listening and at this point was out of control so I had to take a hold of him in order to regain control. The custody staff responded to the alarm and then transported the male back to his cell. We were then able to eventually calm the male down and resume the interview.

At the time I was thinking that possibly the suspects' actions could cause injury to himself or others. He was aggressive and quite erratic. Fortunately we were able to apprehend the male before any harm was caused, I felt that it was important to engage at the time in which we did as the suspect was out of control at this point.

Whilst dealing with the situation I was thinking about what could happen if I act and what my options were, using the National Decision Making Model (NDM) (College of Policing, 2013). I thought initially that if I rose to the same level as the male then this could cause him to become more violent thus increasing the chances of someone getting hurt. So I tried to reason with the suspect and communicate with him in an attempt to relax him and hopefully continue with the interview. After a few failed attempts of trying to communicate with him it was clear that this would not be possible. As the male just kept shouting above what I was saying and was not listening to anything I was saying. I felt that if I failed to act when I did then the situation could get out of hand. I then stood up and used my hands to show that I wasn't a threat, my palms were outstretched facing the male, signalling for the male to sit back down. This also did not help to defuse the situation. As the male started heading towards the exit I became hands on, taking control of the male and exiting the room as he had sounded the alarm. At this time I believed that it was absolutely necessary to use force in this instance and the force I used was reasonable (College of Policing, 2021). I did try to use my communication skills to talk to the male and calm him, but upon reassessment I could see that this was not working and the situation was only worsening. So inevitably I had to help restrain the male in order to regain control of the now escalating situation.

At the time I felt slightly startled, as this was my first time dealing with conflict and given the interview setting I was perhaps slightly naïve. This was an error on my behalf in allowing my guard to drop. Now looking back I am feeling much more confident in dealing with conflict as this was something I have been nervous for all through training seeing how I will react. I now feel more equipped to deal with conflict should it arise. Also from the interview side of the experience I feel much better prepared as I now know the process and on this occasion dealt with a particularly difficult subject. I believe that now I would be able to see the signs that a situation may escalate and react better next time, taking

control of the situation sooner. I do not think I performed poorly in this instance as when I reacted the actions I took did have a positive outcome as no one was injured and we were able to resume the interview eventually.

This event has had a profound effect on me and how I will respond to conflict in the future. I can definitely take positives from this experience as I have now dealt with conflict, removing any nerves that I had previously. I have also analysed my own performance within this essay and have identified areas in which I can improve. I now know that I need to be more assertive and to take control sooner as it can prevent situations like this one escalating. Obviously on this occasion my attempts to communicate with the suspect in an attempt to defuse the situation were unsuccessful this time. I do wonder whether if I had been able to communicate in a different way that maybe this situation could have been prevented. This is something that I will think about now moving forward. However I do believe that in this instance that the male could not be reasoned with and that whatever was said wouldn't stop the male from acting in this way. I will not let this affect me moving forward, I will always try to reason with the person in an attempt to prevent conflict. This has taught me to not let my guard drop when dealing with members of the public no matter what their demeanour is. I now more than ever realise the importance of being able to communicate effectively with members of the public to defuse any situation and prevent conflict. These are all key points I will take on board as I progress through my career.

Word count: 1572

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:

Within this essay I will reflect upon an arrest enquiry which I carried out for a colleague, to assist in my reflection I will go through Gibbs' Model of Reflection covering the 6 stages. (The University of Edinburgh, 2020). The first stage being the description stage, this instance the subject was suspected of committing fraud by false representation (Fraud Act 2006). The incident was initially dealt with by Police Scotland, due to the location of the suspected offender this was then passed to Gwent Police. The complainant had purchased an electrical good through a website, after completing the purchase they received a call stating that the payment had not gone through and gave details over the phone for the payment to be completed. Through investigating it was found that the recipient of the payment was located in our local force area, hence we were asked to carry out arrest enquiries. I and my tutor were accompanied to an address to conduct these enquiries. Upon arriving at the address we observed the area to ensure that all exits to the building were secured. I knocked the door and was met by the offender, I asked if we could enter to which he complied. After we had entered the property we went into the living room where I arrested the offender for fraud by false representation, I cautioned the suspect and explained the necessity for their arrest. There was a language barrier and the suspect told me that he did not understand the accusation. I then explained it in a way that he understood. A section 32 search was carried out under the Police and Criminal Evidence Act 1984 of the address (Police and Criminal Evidence Act 1984), in order to secure and preserve evidence.

I will now go through the feelings stage of Gibbs model. Initially I was feeling apprehensive about the situation, as I was yet to arrest an offender. I was worried about potentially saying something incorrect or miswording something, I was also thinking that perhaps the situation may not be as straight forward as it seems and that it could escalate. When the suspect said he did not understand the accusation for which he was being arrested for I was thrown as I was not expecting this. I was able to then explain this in a way he understood and got back into the swing of things. I then relaxed and began

going through the process in my head, planning out what I had to do. I became much more at ease and started to methodically go through my approach. Now thinking about the situation I think that it was handled well and I feel much more relaxed in having to deal with something like this again.

The next stage of Gibbs model is to evaluate the experience. As I am still new to role I find that through my tutorship I am able to pick up things from any situation in which I deal with. But especially in this instance, I was able to gain confidence and experience from completing a search of the premises and seizing an item from the address. By completing my first arrest and going through the custody process I feel much more confident in doing this in the future. I think that the search of the house went well and I was thorough in my approach, this was my second time searching a house so I built upon my previous experience. However on reflection, I think that potentially I could have explained the offence in a way in which the offender would understand first time. After exchanging just a few words with the offender it was clear that English was not the offender's first language, however they did speak English to a high level. I understand that there are interpreters available, on this occasion I did not think this service was necessary but I will always consider this in the future when encountering language barriers. So upon placing the offender under arrest, he did not understand the wording of the offence "FRAUD BY FALSE REPRESENTATION". After I initially explained this, the offender admitted that he did not quite understand the terms used. Once the offender had been cautioned I knew that it was important to explain the allegation in a way he in which he would understand. I think the wording of the offence was something that I didn't want to get wrong and was a bit thrown off when asked to explain this. But I addressed this and was able to explain the offence in a way the male understood. This was my first time going through the custody procedure, although I gained experience there were some hiccups and I know that I could have done better. My tutor was present throughout this and was able to help me throughout this process.

I will now analyse why things went well and why things did not go so well. I think the search of the property was thorough and well executed, a few items were seized and exhibited. I found the process of seizing an item relatively simple and documenting it in my pocket note book. I now feel much more confident for when I will have to seize an item in the future. I had already searched one house before this so I was able to build upon this experience. I was also walked through the process on how to seize an item as there were many officers in the house searching. So I was able to take my time and go through the process slowly.

As mentioned I did not explain the offence that well first time around, I think this was because I was too regimented in my approach and was not prepared to answer any questions. In my head I knew what I was going to say before I entered the house, I did not plan for any deviation on my original plan. I was able to rectify this however. The offender was originally from the Nigeria, although his English speaking ability was good, I did however identify that this may pose as a communication barrier. Especially in the context of using legal terminology and use of abbreviated jargon. (Jureddi, D.N. and Brahmaiah, N, 2016 pp.114-115). I then changed my approach to use the information I had involving the offence and explained it in a way the offender would understand. Using more simple terms and explaining what fraud was (Smith, R. 2018). Once I did this the offender was better informed and understood the offence, he was then more relaxed about the situation now. The custody process was something I was nervous for before beginning my tutorship as this was something I had very little knowledge on before starting. In some respects I think my nerves got the better of me in this situation, but luckily my tutor was on hand to help me with the process. I wasn't sure of the questions that I would be asked and how to answer these. Having a better understanding of the custody process will help me moving forward.

Overall though I think that it was a good first arrest and I have taken many positives from the experience. To conclude I will explain what I have learnt from this process and how I can better my performance moving forward. One thing that I think I need to bear in mind is that not every offender will be violent towards police. This may be due to our training but I am still aware to keep my guard up and to stay out of the fighting arch of subjects. However I do think that sometimes I am a little too tense and would perform slightly better if I was more relaxed. I think that if I take this on board in the future I will perform better as I place less pressure on myself. I had a lot of information in my head before entering the house on what I was going to say and do, I think that this lead to me overthinking and then rushing the process slightly. By expanding my own knowledge on different offences I will be able to develop my skills so that I can explain things in a different way so the service users understands it. I have also learnt that I need to recognise the language needs of people earlier, to

avoid any confusion and to address how I can meet their needs. I can do this in the future by taking my time and really listening to how the service user responds to what I am saying and identify any language needs.

If I was faced with a similar situation in the future I would take my time and when engaging with the service user listen to what they are saying to identify any potential language barriers. If English is not a person's first language monitor what I say and use vocabulary that they will understand and avoid using jargon. I think that this is something that I will develop with time as I will pick up on cues and develop techniques on how to communicate effectively. Another area in which I would perform differently moving forward is the custody process. As I now know what is expected of a constable as they pass through the custody suite I can better prepare myself for the next time I go through this process. I will discuss any questions I have about the process with my tutor beforehand to ensure that I am satisfied with what I have to say.

Word count: 1604

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 task I will be using an instance whereby I conducted a stop and search under section one of the Police and Criminal Evidence Act 1984 (Police and Criminal Evidence Act 1984). To assist in my reflection I will use Borton's reflective model (Borton, 1969). I will be centring my answer on the National Decision Making Model (College of Policing, 2013).

The initial call I received was a report of anti-social behaviour, the caller stated that there was a large groups of youths hanging around the train station. This could be due to lockdown restrictions put in place due to Coronavirus, as a BBC report found that anti-social behaviour has risen during the pandemic (BBC, 2020). We made our way to the location, whilst on route we received a further update via our radios to say that the situation had escalated as neighbours in the street had confronted the youths. The youths had now started throwing bricks from a bridge. As a result of this a window had been smashed. A more detailed description of the youths was passed over the air. Before our attendance other officers had arrived at the dispatch location and the youths began to throw projectiles towards these officers. They were then able to build upon the initial description and I was able to locate this one specific member of the group who had been throwing projectiles. However when we arrived our presence caused many members of the group to run. I had formed a suspicion and was satisfied that I met the requirements necessary to carry out a search under section one of PACE. I went through the GO WISELY process and conducted the search of the male. There was no article found on his person. Then we spoke to group and allowed them to leave the area and go home.

I was able to gather more information from the control room of a more precise location and the movements of the group. As the youths now began throwing projectiles at officers attending. The risk involved increased dramatically as the original call was for anti-social behaviour. Now the consequences for myself and other officers were quite serious as we were now in danger of being hit.

At this stage I was trying to gather descriptions of the people involved as there was a large group. My own assessment of threat and risk was that the risk to officers and members of the public was quite high and a window had already been damaged earlier on so the risk to damaging property was also high. The youths were being reckless to the consequences of their actions.

I saw a large group of youths in the exact location passed to me over the air and one particular youth matching the exact description passed to me by another officer. Firstly my colleagues and I engaged with the youths to find out what they had been doing. At this point I was considering powers and policies (Jones, S. 2018). The power that I believed would achieve the best outcome in this instance was section one of PACE and also knew that this was governed by code G (Home Office, 2012). I did consider other powers such as requesting a section 35 dispersal order on the location (Anti-social Behaviour, Crime and Policing Act 2014), but seeing as the situation was now much more than anti-social behaviour I believed that conducting a stop search would be my course of action. As it would allow me to allay or confirm my suspicion about the subject (College of Policing, 2016). This would provide me with power to detain the person in order to then search and to locate any prohibited articles or an article used to commit criminal damage. There is a lot of controversy surrounding the use of stop search powers, as one article by the Guardian found black people were nine times more likely to be stopped and searched than a white person (Guardian, 2020). I took my time in making the decision to conduct a stop and search, I did not let any potential unconscious bias aid my decision making as I had formed a genuine suspicion. I did consider any cultural, ethnicity or language issues in this instance however I did not identify any when dealing with this particular subject.

I then decided to take action and conduct a stop search. As I acted I was slightly apprehensive as I had practiced completing a stop search in training school but this would be my first time conducting a search on a member of the public. I was unsure how the subject would act to the procedure as this was early on in my tutorship. I think this scenario has prepared me for future searches and stop search procedures as it has removed some nerves, as I have now completed a search on a member of the public and understand the process much better. This experience taught me not to be nervous and to believe in my own ability as I do possess the knowledge necessary to conduct a stop search, as I was anxious that I would forget to say something to the subject as part of the GO WISELY process. But when conducting this process I explained all the criteria necessary within the GO WISELY process.

After conducting the stop and search and completing the form to go with the search it was important to engage with CPIA guidelines (Criminal Procedure and Investigations Act 1996). In the recording and retention of information needed in order to complete the form. I told the subject of his entitlement of a record of the search to which he declined. I then filled in his details on the form and submitted this to the police systems.

If there was no police involvement and I did not act the youths could have gone on to cause potential harm to innocent passers-by and damage more property. So I believed it was necessary to intervene when I did. At the time I was thinking that if I act the group could become aggressive towards police and the situation could escalate. The subject could have become violent when completing a search potentially putting people at risk. On this occasion this did not happen and the male was compliant although a little reluctant at first, but after explaining the process he obliged and I conducted the search with no issues.

In this instance we opted to warn the youths of the dangers of their actions as no evidence was found to link them to throwing the projectiles or committing criminal damage, I also warned them not to return to the area and to go home which they did as a dispersal order had been put in place. We had the details of members of group should any investigation arise we would be able to contact and locate members of the group if necessary. A section thirty five dispersal order was put on the area after we had updated the control room, to avoid any youths congregating and any further issues developing later in the night.

Upon reviewing the action in which I took I think that the decision I made to conduct a stop search was the right one as although nothing was found I had reasonable grounds to form my suspicion and to conduct a search. I was able to search the subject, they had no items on their person so therefore they were able to go on their way after completing the stop search form.

On reflection I think that overall this was a good experience for me. If faced with a similar situation again I would feel much more confident now as I have gone through the process before. Moving forward I know that the stop and search power is effective, if even on this occasion no article was found. It showed me the practical use of the power. I think one positive I can take from this experience was that I conducted a thorough search, using the legislation to my advantage in getting the subject to take off his jacket (Swp52919. 2010). However I have picked up on the fact that when completing the form for a stop and search I need to include more detail. For my first time I think that I did well but now as I progress I will take these points that I have identified on board. I will especially take my time in filling out the form and include more detail on sections such as the grounds as I now know the importance of this. As I mentioned previously this interaction has allowed me to feel more confident in conducting a stop and search in the future. I know that I possess the knowledge necessary and know all the criteria that needs to be hit in the GO WISELY process. I was impressed with myself on this occasion for hitting all the necessary criteria.

Word count: 1497

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
In some aspects I think that I need to be more assertive and take control of situations sooner.	Gaining in confidence is definitely one way in which I think that I can achieve this. I from previous experience that my confidence improves the more I do something and when I do something well it helps me, I gain satisfaction from this. In doing right it greatly improves my confidence and I feel I can complete tasks unassisted.	I can get support from my tutor in showing me how to act in certain situations and assisting me in dealing with crimes and other issues which may arise while on shift. The more work I do the more comfortable I will feel in dealing with a range of situations on my own, then leading to me being more assertive in my role and taking control.	I'm am optimistic that at the end of my tutorship I will feel much more confident in my duties and therefore be more assertive. So in order to achieve this I will give myself five weeks as I am currently half way through my tutorship.
I think that I need to improve my standard of writing. I need to improve how I structure my writing and minimise grammatical errors.	I think that certainly in a time sense I need to improve by completing more statements whether these be witness or victim statements. Also with statement writing, I need to have a better understanding of what needs to be included and also	One way that I can get support to do this is to receive examples, I have gotten these from my initial training and also my tutor. I find it very beneficial to have a good example to look at and try to model my own statements on the examples. Also by	Similarly, I hope to complete statements to a better standard and to do this faster than I am currently doing them. I would aim to do this within the next four weeks.

	completing them in a more efficient manner, minimising grammatical errors. Also by refreshing my memory and spending a little time going over my notes from training school can help me to remember all the necessary elements for an accurate statement, such as ADVOKATE and ten point description.	having my tutor with me when writing some of these statements, he can identify areas in which I am missing and raise these with me for learning points for next time. By seeing my fellow colleagues completing statements this also helps me as I can hear the questions they are asking and see how they not only lay out the statement but also what they include. I know I said that I need to be more efficient but I think by taking my time this can help to minimise grammatical and spelling errors. Also I have found by loading the statement into Microsoft Word I can check for spelling and grammatical errors before loading it onto the system.	
Another area in which I have identified for improvement is to navigate police systems and forms.	By using the practice area I can improve my own knowledge of how to find forms. I am getting to grips with NICHE now. Also in using the systems more and	Other colleagues who have completed forms on NICHE can help me to locate items and also point me in the right direction on what	With each shift I am improving on NICHE, but I would like to get a bit better and feel more relaxed. I would like to complete this

	more this form of repetition can help me to get better at using police systems.	needs to be included. As mentioned the practice area can help me to get to grips with the overall functionality of the system. Another way I can be supported is by using the hints that are provided on the system of what needs to be included and suggested answers. My tutor is already helping me to get better at this but I know if I get stuck they will be able to help me.	within the next five weeks.
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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: JOSEFF PROBERT (Learner - Electronic signature or type name)

Date: 15/03/2021