

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/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.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

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

ANSWER:

Starting any new job would come with a host of stresses, but this seemed especially more prominent when that new job came with as much responsibility as you are given as a Police Constable. "Stress is a state of mental or emotional strain caused by adverse circumstances" (Link, R. (2018)). I did not have any policing experience when I joined which meant that I had a deadline of 6 months to try to learn everything from law definitions to the day-to-day role of a constable. Having to absorb all this new information, along with preparing for exams, meeting a host of new colleagues and preparing myself for shift work builds up a big amount of stress. To manage the stress I had to find a technique or activity, which would help me to develop resilience, and I found that football coaching was the best way for me to do this.

Using Borton's Model of Reflection, (Borton, T. (1970) Reach, Touch and Teach), I will go through the coping strategies I developed to handle my stress effectively and increase my resilience. This model structure goes through three main points: what, so what, and now what. I will use this to examine what I did, and how it helped me to minimise stress and build resilience. "Resilience is not just your ability to bounce back, but also your capacity to adapt in the face of challenging circumstances, whilst maintaining a stable mental wellbeing." (Mind. (2017)).

Using the "What?" portion of Borton's Model of Reflection, I can now go through coping method's I developed to minimise stress. I started coaching my daughter's football team after my first exam, which was the point in my initial 6 months where I was most stressed. I was worrying about the results of my exam, as well as preparing for my second exam. I needed to try an activity to distract myself from the stress of work and coaching football is something that I had always wanted to try. I had hoped that being able to put my mind to a task outside of work, as well as the physical activity that came with football would improve my mental health dramatically. I attended the coaching sessions once a week, after work on a Monday evening and found that helping children to develop their football skills is one of the most rewarding things I have ever done and definitely had the effect of building my resilience. It showed me how I could work through problems whenever one of the players came to me with issues; they were looking to me for answers. Coaching gave me the opportunity to forget about the stresses of work and have at least one hour a week to focus on something else entirely, with the goal being to implement this coping mechanism into my life.

Once I started the sessions, I found that I stopped worrying about exams, and I spent less time thinking about how I would cope on shift. These benefits had many other effects on my life. I started sleeping better, which as a result, seemed to build up my concentration levels when I was studying for my second exam; this is a good example of the "so what? Portion of Borton's Model of Reflection. According to a survey by the National Sleep Foundation, "76-83% of respondents who engage in light, moderate, or vigorous exercise reported very good or fairly good sleep quality."

I started to use football in other elements of my life. I started playing with a football whilst studying and kicking a ball around in the back garden if other elements of my life were starting to feel stressful. I believe this is part of the reason I performed better on my second exam than my first, raising my

percentage from 74% to 84%. This has taught me that it is very important to have extra-curricular activities, and to let your mind focus on things other than work. Mental wellbeing is such an important aspect of your life, as a positive mental attitude will improve all elements of your life. The training sessions also allowed me to exercise more, which improved my health and wellbeing. Knowing how much of an impact football had on me building resilience, I have started to do even more research into the benefits of football on mental health, and ways that I could help other people, especially my team.

Following completion of my initial training I can reflect on my progress using the 'now what element'. I can look at how building my resilience will help me now that I am out of my 6 months of training. Mind (2017) states that resilience is about adapting in the face of challenging circumstances, so building my resilience will prove to be very important now I am working as a Police Constable. As a Constable, I will come up against a huge amount of stress and having the opportunity to be able to unwind and coach football will help me reduce my stress massively. I will also be able to use everything I have learned to deal with challenging circumstances. Now I am on shift, I have to adapt to an irregular shift pattern and I will need to deal with traumatic events that most of the public will never have to witness.

Football has taught me how to talk about my issues and the importance of being in a team. If I face traumatic events on shift, I will feel confident enough to speak to members of my policing team about how I am feeling.

The main thing that I would change would be starting something like this sooner. I spent a lot of my free time from March to June very stressed, not knowing if I would be able to perform well as a Police Constable. If I had started coaching football back in April/May, I am sure I would have performed better in my first exam and I would have built up a good level of resilience sooner. I am going to continue coaching and playing football. I have experienced many benefits since starting coaching, and the increase of resilience will have a considerable impact on my performance as a Police Constable.

Word Count: 1041

Task 2

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

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

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

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

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

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

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

ANSWER:

I will be focussing on an incident that occurred whilst I was working in my second set of shifts. I was still in the process of getting to know my team and adjusting to life on shift, as well as starting out my career as a Police Constable on the streets of Pontypridd. This incident took up an entire shift and has a lot of learning points for myself to focus on, and I feel that it shows a very good level of communication skills. I will be using Gibbs' Reflective Cycle, (Gibbs, G. (1988)), as a structure to evaluate my performance throughout this particular incident: Description, Feeling, Evaluation, Analysis, Conclusion, and Action Plan.

Using Step 1 of Gibbs' Reflective Cycle, I will describe the incident. I attended a G1 emergency call with my tutor, to reports of a fifteen-year-old missing person, sighted by a member of the public and sitting in their car. The car was four minutes away from the station, so we were able to attend quickly, and minimise the risk of the subject running away. After speaking with the missing person, we found out that she was from Merseyside, and had come to Pontypridd with her friend, for her friend to visit her boyfriend. The subject and her friend had been in an argument, causing the subject to run away and subsequently be found by the member of the public. We brought the subject to the Police Station and offered her food and drink whilst we tried to find her friend, who was also a missing person, so we could liaise with Merseyside Police and take them back home. Other officers found the subject's friend and brought her to the Police Station, but when the friend arrived, the subject became very irate and escalated to a point where she was trying to self-harm by using her shoelaces to tie ligatures around her neck in addition punching the wall. She also tried lashing out at myself and other officers.

At this point, we had no choice but to arrest her for Breach of the Peace and take her to custody, to protect herself and others. Once at custody, we submitted a Public Protection Order to liaise with Merseyside Social Services, to give the subject as much help as possible; the subject was then taken back home the following morning.

I had many feelings about this incident, as this incident was continuously changing and escalating, and there could have been many different outcomes. Initially, this appeared to be a simple missing person's case, where we could turn up and take the subject home. However, as the incident progressed, there were feelings of confusion and apprehension; the subject's emotions were in flux and we did not understand why. I was also worried that I had missed signs that could have prevented me from having to put hands on the subject. This is an example of Step 2 of Gibbs' Reflective Cycle. When the subject escalated, I did not have much time to sit down and think about my next action as the main priority was to protect the subject, however I used the National Decision-Making Model, and knew that my actions were in line with JPLANE; Justified, Proportionate, Legal, Accountable, Necessary and Ethical. I knew that if I did not put hands on, the subject would have caused serious injury to herself or others, which made it necessary, and this was my main justification. The main role of a Constable is to protect life, by putting hands on the subject, I achieved this, but I made sure that the force used was proportionate to the situation. Force used was legal under Section 117 (Police and Criminal Evidence Act, 1984), and I knew I could be accountable for my actions. I used many different communication skills before physically intervening, but unfortunately, they were not effective. I used many open questions to try to get the subject engaged in conversation, such as asking about her home life and trying to get her to talk about any hobbies and interests.

I could clearly see the subject was in distress, and she was repeating, "I want to die," so I think my empathy was a big reason in this delay of use of force and using open questions instead. This was a negative situation, but I felt I dealt with it in a good way, and even though I had to put hands on ultimately, I prevented the subject from causing further harm to herself, which was the main goal. The subject's age would also have been a massive impact factor when trying to come to a decision about the correct course of action. The subject was only 15 years old, so the language I used had to adjust accordingly to ensure she had complete understanding of the situation. This is an example of step 3 of Gibbs' Reflective Cycle.

I can now analyse the situation and the outcome. As mentioned previously, this incident started out as a missing person's case, where we thought we could convey the subject home however, it turned into an arrest for Breach of the Peace (Public Order Act 1986). My open questions and communication skills were not effective in this particular situation, and this is partly due to a lack of understanding about the subject. When we found the subject, we did not perform a system check as we thought it to be unnecessary due to the subject's age, and the fact that our job at that time was just to convey her back to Merseyside. If we had performed a check on the subject, we could have known that she had been involved in similar incidents previously; I would have been able to plan the situation better using the NDM over a longer period, before the subject had escalated. If I had used step 1, "Gather Information and Intelligence", then this would have led directly into step two, "assess threat and risk and develop a working strategy," such as moving the subject away from her friend before she could escalate. If I had completed the correct checks and studied her background, I could have removed her from the situation and reduced the risk of the eventual arrest. There is no guarantee that events would have changed, but having that prior knowledge would have been vital information after arrest. This is a big focus point for me, and something I will not repeat in the future, ensuring I have done all possible checks on every interaction where necessary. This analysis is in line with step 4 of Gibbs' Reflective Cycle.

As per step five of Gibbs' Reflective Cycle, I have gained much experience from this single incident, and learned a lot about myself and conflict management. The outcome of this incident was that the subject had to be placed under arrest and ultimately, her human rights were taken away from her as a result. This is something that every Police Constable must keep in mind when on active duty, using JPLANE, if I am removing someone's liberty; I must ensure that it is necessary and ethical. In this incident, I had no other choice, as the force was necessary as such to prevent the subject from causing further physical harm to herself or others. The communication I used was very good, I asked many open questions in order to engage with the subject, and used communication to delay having to use force for as long as possible; unfortunately, it was not enough in this situation.

As per step six of Gibbs' Reflective Cycle, the main learning point for this event would be that going forward; I completed PNC checks as early as possible. The main flaw to my handling of this situation was the fact that I did not do any checks on the subject, and if I had done checks, the outcome may have been different. You cannot judge people based on their past interactions with the Police, but in this situation, prior knowledge of mental health issues would have allowed me to use the NDM to change my tactical communications.

This incident was very important for my career and myself. This was the first time I have had to deal with any conflict as a Police Constable and I believe that even though there are things to improve on, I used effective communication throughout. I made sure my actions were justifiable and I ensured that the subject and everyone else in the vicinity stayed safe and well. I will take my learning points forward for the rest of my career. Reflecting on my conflict management will only help me in other similar situations I may face going forward. I used active listening skills to listen to her while she discussed the argument, ii used relaxed body language to indicate it was informal and to show she should not be concerned or stressed. I also built a good rapport by having a joke with her at one point, and trying to discuss things that we may have had in common such as music and television shows.

Word Count: 1520

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:

Victim support is a major part of my role as a Police Constable; we must ensure that PPN's are completed, and victim contact upheld to a high standard; this all leads to full safeguarding. I will be focussing on an incident that involved a case of bullying towards a 15-year-old girl, by three other females via social media. There is no legal definition for bullying, however according to, (GOV.UK), bullying can be defined as behaviour that is intended to hurt someone, either emotionally or physically. I attended her address after the initial call, and spent a long time communicating with her, using many open questions to try to gather as much information as possible. I had to keep in mind the mental state of the victim after being subject to the verbal abuse, consider the long-term support she would be entitled to through the Victim Referral Form and PPN, and make steps to ensure it did not happen again. The messages that the victim was receiving were nasty, derogatory, and causing her a lot of distress; the victim had ongoing mental health issues that these messages were heightening. One message in particular stating that the victim resembled a "rat" was particularly upsetting to her.

After speaking to the victim, she was not sure what course of action she wanted to take at that time. I spent time talking her through the different options available to her and explained what the outcome of each option could potentially be, to try to give her as much understanding as possible. South Wales Police is a victim-focused service, all actions we take are to support the victim however they want to deal with this situation; this was at the forefront of my mind during the entire interaction. We work with organisations such as South Wales Victim Focus who provide support to any victim of a crime, "South Wales Victim Focus is a local service run by the national and independent charity, Victim Support. We provide help and support to anyone in South Wales affected by crime." (South Wales Victim Focus 2021).

For this entire case, I had to use the National Decision Model to ensure the path I was taking was the best for everyone involved; primarily that the victim was happy with the decisions I was making. I had

gathered all the information and intelligence in the form of screenshots of the messages, assessed there was a high level of risk to the victim's mental health and considered my powers and policy. With the evidence provided, I could have arrested the three girls under the Malicious Communications Act 1988 and prosecuted, however, I considered the girls young age and I personally felt as though they deserved a chance to apologise and change their behaviour before giving them a criminal record. This provided the baseline for my options and contingencies, which I then put into action. The victim agreed that this was the best outcome for everyone involved and was happy for me to proceed.

It was very important that I interacted with the three subjects with a professional and impartial attitude, at the same time as delivering suitable words of advice to ensure this never happened again. After speaking to these three girls, I came across other difficulties such as their general attitude towards what they had done, as they did not see that they had done anything wrong. I used my knowledge of the victim's feelings of intimidation and vulnerability, and I used my knowledge of the law to ensure that by the end of the conversation, the subjects understood exactly how they made the victim feel. According to, (Segen, J.C, 2012), a vulnerable person is defined as an individual who is at risk of abuse or harm due to life circumstances, e.g. underage. I used suitable words of advice, and since then we have not had any further reports, which shows this action was effective. I was justified in the actions I took, and I feel that giving verbal warning instead of arresting them was the proportionate disposal to the incident; on this occasion, my powers of discretion were effective.

Part of my role as a Police Constable is to use "victim codes," which ensured that we are in regular contact with the victims and giving them a satisfactory number of updates. I made sure that after I spoke with each subject, I was updating the victim, so she had a full understanding of the case, and it gave her peace of mind that the situation was being handled effectively.

As part of victim welfare for this particular case, I submitted two forms to give long term support and ensure that help didn't stop once we left her address. I submitted a Victim Referral Form, and a Public Protection Notification Report. Both forms are intended to help provide long-term support via our partner agencies, who would be able to offer long-term help. This help can come in many different forms, in whatever way the victim needs; in this case, the PPN sent to partner agencies that deal with mental health in children. I ensure that I submit PPN's and VRF's at every single call where there is a victim. I made sure that I was updating the victim when the relevant forms were passed on our partner agencies, so she would be aware that the agencies would soon be contacting her; this gave her the optimum preparation time to think about topics she wanted to discuss or produce a list of questions.

As well as support from other agencies, we have a duty as Police Constables to offer continuous support ourselves, which is why I made sure to keep in contact with the victim and her mother, to make sure the issues in school had stopped. I also wanted to make sure that the ongoing support from the partner agencies of use and continued. I gave them my work mobile number so they would have a direct line to me, therefore receiving any support within a good timeframe. As a former victim of bullying, I understand better than most how important it is to have good support. This gave her the chance to send text messages as well as making phone calls, so if she was too busy or uncomfortable to talk on the phone then she could still get updates; this meant that she was not sitting waiting for a phone call and could go about her day as normal.

According to a study from (Office for National Statistics), in England and Wales, 52% of children aged 10-15 have experienced at least one form of online bullying in the period between march 2019 and march 2020; 48% of those same children have experienced two or more forms of online bullying within the same time period. This is a very significant statistic. This made it even more important that we offered the victim all the support she would need, to put an end to the bullying.

Further research from (Ditch the Label, 2020), shows more statistics on the impact of bullying on a person and the potential repercussions if the victim has little support. After people have experienced bullying, 44% of victims start suffering with some form of anxiety that can lead onto other serious mental health issues. The research shows that 36% of victims felt depressed, 33% showed suicidal thoughts, 27% self-harmed, 11% attempted suicide and 8% abused alcohol or drugs as a coping mechanism. This indicates how important victim care needs to be within South Wales Police.

Victims have a certain number of rights that must be adhered to, in this instance I made sure to follow the codes of practice relating to Right 6, Ministry of Justice (2020): To be provided with information about the investigation and prosecution. I ensured that we had a timescale for when I would provide updates to the victim and explained all possible outcomes and what they would mean to the case. The victim was very happy with these updates and was very grateful for the work that the Police had done to safeguard her.

Unfortunately, school age bullying can be unreported and sometimes not taken very seriously when it is, so for this case I ensured I treated the victim with same level of professionalism as I would in any other case I dealt with. I used my powers of discretion and the NDM to make effective decisions that had a positive impact on everyone involved. Most importantly, I used South Wales Police's policy of victim-focus to ensure the victim was regularly updated and happy with the outcome. The statistics of self-harm and suicide amongst bullying victims are incredibly high, but the way that I dealt with this case has hopefully helped to prevent the victim from further suffering and from becoming a part of these statistics.

Word Count: 1475

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:

I will be focusing on an incident where I played a significant role with an offender during a positive stop search. The CCTV team informed me that they had seen a male sitting in his car rolling a cigarette and suspected he was adding cannabis to it. I arrived at the scene and detained the male under Section 23 of the Misuse of Drugs Act 1971, to search and obtain evidence. Whilst performing my search, I adhered to GOWISELY and gave him all the information he was legally entitled to: Grounds, Objective, Warrant, Identity, Station, Entitlement, Legal, You. The grounds were there due to him being seen on CCTV, the object I was searching for was drugs, I showed him my warrant card and identified myself, as well as informing him what station I worked from. I informed him that he was entitled to a copy of the search and that he had been detained for the purpose of the search. Whilst I performed my search, I found a very small rolled up cigarette, around 5cm in length and it had not been consumed. The male admitted to a small amount of cannabis being inside the cigarette but insisted that he was waiting until he got home to smoke it and no other drug paraphernalia was found on his person. With this information, I used my discretion and National Decision Model, NDM, to give him a verbal warning.

When making decisions as a Police Constable, I use the NDM with all decisions. The NDM is a model that you can use to help make effective decisions. This allows me to justify all decisions I make and it ensures these decisions result in the best possible outcomes. With this case, there were many elements of law that I had to uphold, such as making sure the search I was conducting was legal, and to make sure the disposal method used was in the public interest.

The first part of the NDM, Code of Ethics, is something that must be adhered, no matter what the circumstances. With this male, I had to make sure I was fair, open, and respectful. Being searched in public can be massively embarrassing and a breach of human rights, so whilst I had the legal power to do so, I had to make sure that the subject kept his dignity. As I had the opportunity to do so, I took the

subject into a doorway to ensure that he was out of public view, which made him more comfortable during the search.

I had received most of the information so the gathering element of the NDM was fulfilled. I had information from the CCTV control room about the suspected cannabis use that in turn, gave me my grounds for a legal search. However, I attempted to gather more information by asking the subject if he had anything on his person that I need to know about; he was completely honest and admitted to the cannabis instantly.

Prior to conducting the search, I considered the possible outcomes and the risk of him not being compliant. I assessed the threat and risk, the third element of the NDM, by performing a PNC check on him, to see if he had been searched before or if he had had any dealings with the Police before. I would never judge someone based on previous interactions with the Police, however if he had previous negative interactions with the Police, then I could consider other ways I could handle the situation. The male in question had never had any dealings with the Police before. I would have adapted by using a different disposal method. If he had already received a warning, then the consequences would be more severe.

I decided that I would be searching under Section 23 of the Misuse of Drugs Act 1971, which was the fourth requirement of the NDM, powers and policy. After he admitted to possession cannabis, I could have also considered an arrest under Section 24 PACE 1984 for an offence under Section 5(2) of the Misuse of Drugs Act 1971 - Possession of Drugs. I also had the options of Restorative Justice and a Cannabis Street Warning. In this case, as the male had no previous interactions with the police, and had admitted to possessing a small amount to a minimal amount of cannabis, I decided a search was the best option for now.

Figuring out my powers beforehand also gave me more options and contingencies, as per part five of the NDM. I knew that I had many different options in this incident but given the good attitude of the subject and the honesty he was portraying, I decided the best course of action was to keep things simple and start with the search. I am aware that you can not make decisions based on the person's attitude, but the simple fact that he was compliant made a search the best option; then I would escalate the situation, if necessary, based on what I found, if anything.

The fact that I gave him a verbal warning instead of an outcome that would have given him a criminal record worked very well. After I took this action, I reviewed what I had done as per part six of the NDM. He was very thankful to me as he had just started a new career that he was very passionate about and taking a different course of action may have threatened his job. He was very polite and honest to me from the start, so I believed that he deserved that chance to continue with his life, knowing that if he was caught with cannabis again, he would have more severe repercussions. Everything I did was documented on our computer systems and his Stop Search record, and was authorised by my superior, which further indicated that I had done the right thing.

I am aware that everyone has unconscious bias, but it is very important that we do not act on this or show any sort of prejudice. According to (Ro, Christine. 2021), "Unconscious bias refers to the deep-seated prejudices we all absorb due to living in deeply unequal societies. Unconscious or implicit bias can lead to instinctive assumptions that a nurse must be a woman or an engineer must be a man."

In this case, the attitude of the offender may have played a part in the outcome. If the offender had started being resistant from the start and refusing to allow me to search him then it would have been easy to skip the search and escalate the situation to an arrest or a different type of disposal but this may have not been justifiable. Therefore, it is especially important to use the NDM to make these types of decisions; if you use the NDM correctly then you will always be able to justify your decisions. I did not allow unconscious bias to affect this decision, as even though the male was being very cooperative and polite, I stayed impartial and professional and made the decision based on the facts and evidence that I gathered. Just because the male was, being very polite does not mean that I should treat him differently to someone who is being rude to me, since you never really know the reasoning behind people's actions.

I had a duty under Section 23 Criminal Procedure and Investigations Act 1996, to retain material relating to an investigation; this was after I seized the cannabis under Section 23A Misuse of Drugs Act 1971. I gave suitable words of advice in this case, but I still had a duty to hold the cannabis in property whilst supervisors reviewed the case. Owing to subsection 5.2 (CPIA 1996), "All material which may be relevant to the investigation must be retained until a decision is taken whether to institute proceedings against a person for an offence." I had to adhere to this whilst a decision was being made as to whether we would be taking this case further. My decision to give a warning had to be reviewed and finalised; if I had made a clear error in judgement, or if the male was detained with more cannabis on his person in the near future, the evidence I seized could potentially assist in an investigation

This case shows that a Police Constable's power of discretion is a very useful tool and will allow you to make decisions that best suit everyone. The amount of cannabis found on the subject so minimal that it was not in the public interest to convict, and instead I gave a verbal warning. The stop search gave us an internal record of the seizure, for any possible future involvement, but did not affect his life in such a way that he could potentially lose his job. The subject has not had any interactions with us since and he was extremely grateful for the way I handled the situation. In regards to unconscious bias, typically you'd assume cannabis users might not have a job/be from a poor area or might be dressed in tracksuits/have poor hygiene but this wasn't the case, this could have potentially biased you into thinking he wasn't an avid user. Because of the principle of fairness I ensured to treat him as I would any person who was found in possession of cannabis as to not impact my decision making process and treated him with respect. I used the NDM to come to this resolution, so I know that my actions fell into JPLANE: Justified, Proportionate, Legal, Accountable, Necessary, Ethical.

Word Count: 1601

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
Booking subjects into custody. I was very nervous the first time I had to book someone in custody, so I want to improve on this until I can do it without worry. I also struggled with explaining the circumstances, because I feel under pressure to make sure the information I pass on is accurate	The next few times one of my team arrests someone, I will put myself forward to convey them into custody, to get as much practice as possible. I will also start making EPNB entries with all of the information I may need, this means I will be more confident in knowing what to say.	My team will provide me with this support, and many of them have already given me tips on how to make this a smoother process. My tutor has also given me feedback on this first incident, which I will implement during my next custody visit.	I aim to do this as soon as possible. I cannot control when the next time I will go to custody will be so it may not be for a week or more but the next time the next time I have to book someone into custody, I'll make notes and see if this helps. Ultimately, I aim to have the issue resolved within the next 3 months.
I need to improve my PNC checks. Sometimes I have occasionally forgotten to check them on PNC. This could mean that I miss information which could be vital in my own protection as well as dealing with the incident at hand. This was shown in my MISPER example of Task 3.	The next time I interact with someone, I'll take their details and do a basic check before anything else. This means I'm up to date on all information. The only way I can resolve this is by doing the checks, especially when I can do those checks on the radio, without needing to look at my phone.	I feel that it is important to support myself with this goal by conducting the checks independently however if I'm working with my tutor or someone else, I will make sure I am the one doing the checks instead of them. This will help to make the checks as an automatic process for me	I am giving myself a three-month timescale for this. After three months of doing PNC checks, I hope that it will be a natural thing for me to do, and I won't run into any issues such as my task 3 example.
I need to work on the speed of my decision making Sometimes I hesitate, wondering If I'm doing the right thing or not. I need to try and trust myself more than I do now and make a decision that benefits everyone in a good time frame. When I am	I will start trying to think a few steps ahead of myself when I am at calls, by using the NDM to think of contingencies and powers, allowing me to formulate a plan in my head. I will also start making sure that after tutorship I work	My team and Sergeant will help me with this. I will ask my Sergeant to pair me with other people after my tutorship. My team will explain to me what they did at different calls. At every call when I see someone making a decision that	I will give myself until the end of my first year as a Police Constable on shift, which is a total of 10 months. I believe that after a year I will have gained enough experience, and seen enough people working, to be making

out of tutorship, I may not have anyone to fall back on to help me with those decisions.	with as many different people as possible, this will allow me to see how other people work which I could then implement into my decision-making process.	I may not have made or I do not understand, after the call I will ask them why they came to that decision, so I can learn off everyone.	these decisions with less hesitation.
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Word Count: 500

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: David Moore (Learner - Electronic signature or type name)

Date: 29/11/2021