

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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.*

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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:

Stress

We all know what it's like to feel stressed. We often say this is stressful or I'm stressed out. It's hard to pinpoint what causes stress, but It could be related to different situations or events that put pressure on us. What do we even mean I'm stressed? (Healthline 2021)

Resilience

Resilience, the ability to bounce back from difficult situations or negative outcomes. Resilience is the construction of past experiences from difficult situations and gaining that confidence to tackle the next challenge that is in front of you. Being uncomfortable in a situation with negative thoughts and emotions helps you build the confidence and the experience to be able to get through that situation. (Cambridge dictionary 2019)

Starting your day of right.

During my first six months of training in Vantagepoint. I would accumulate stress by being unorganised during my morning routine. I would always snooze my alarm and end up rushing around. What made it difficult was having over an hour commute to work. I was always fighting rush hour traffic to get to Vantagepoint on time. I would have a couple of minutes spare in the carpark and I would be gulping down my coffee because there wasn't time to make breakfast. Something had to change. I started to research how to get myself organised in the mornings. (DeHarts-Kribs n.d.) this helped me plan my morning routine. I timed myself on how long I needed, I would start with not snoozing my alarm and get up straight away and head downstairs for a glass of water. I would keep breakfast simple and put sausages in the oven while I would take a shower. The night before I would set out my clothes ready. The website stated "*Read something positive*" I took a different approach to this. I would stream positive songs to listen to in the car. I found that music can have a profound effect on emotions and can help make you concentrate better. I also found that a slow tempo song can relax your body and quiet your mind. Music can be effective for relaxation and prevent stress. (University of Nevada, Reno, 2006)

Time management was also a factor in this. This was able to give me a working schedule and organize and divide my time. This helped me relive stress from the morning. This also helped me in the evening to find time to study or revise for my exams. (Mind Tools, 2009a)

Exercise to relief stress.

During my time at Vantagepoint there was a lot of classroom learning and power points that were sometimes difficult to understand. Sometimes I would get myself worked up and stressed over learning definitions word for word or trying to revise for an exam. I found that if you completed a thirty minute walk every day this would burn 105 calories and it will start to release endorphins. (Healthline, 2019)

Endorphins are chemicals created in the body to relieve stress and pain, they are a natural recourse and are the equivalent to a drug called opioids. While they act as a pain relief, they can also boost your mood, it can also be referred as “feeling-good” chemicals or “runners high” after a long and intense work out the body is flooded with endorphins. (Berry, 2018)

Communication is key

During my first couple of weeks as a police constable the pressure and stress started to build. While I am new to being a police constable and the stress and pressure of trying to remember everything that I have learnt over the last six months, I was trying to complete a workbook which I had no experience in and also having to complete reflections on my first twelve weeks as a police constable. I found that the root cause of the stress was being produced from the workbook. (Dreher, 2019)

After speaking to an old friend on the phone, who had joined the police a few years ago. He gave me reassurance and direction on where to start and overcome the challenges that I was faced with. I also started a Microsoft teams all with colleagues that were on the same intake. Just by speaking to a couple of friends helped to relieve my stress and I was able to get a better understanding on how to complete a workbook. (VICTORIA, 2012)

Conclusion

From my research on different topics and many ways to deal with stress and build a resilience against it. I researched different areas such as, eating health, alcohol and smoking, meditation, sleeping patterns and yoga. I found that these three topics worked best for me.

I found that if you start your day with a positive mindset you are less likely to get stressed than the person that is rushing to get to work on time. I have learnt that listen to music can help change the brain function the same way as medication can. (University of Nevada, Reno, 2006)

Exercising every day for thirty minutes has a massive impact on your health and lifestyle. I found that if you walk for thirty minutes at the speed of 3mph you would burn 105 calories. After the thirty-minute workout you start the release endorphins that boost your mood. These chemicals are naturally produced by the body during. Endorphins are also produced and a pain relief if you were to hurt yourself.

I personally found that the last topic the most successful. After being under pressure and stressed with trying to start a workbook which I was unsure how to start. I made time and effort to contact friends for help and advice and explain my feelings regarding this. When I spoke to these individuals, I became motivated and had a direction on where to start. I would put this experience in to use with other colleagues that could possibly seek my help and use these strategies going forward.

Word count 980

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:

On Sunday 30th January at 04:30am a call came in from a adjoining neighbour reporting that there was shouting and screaming coming from the house next door to them. After a few minutes the lights in the front room had been turned off and there was silence.

I attended the property with my tutor and two other police colleagues. My tutor asked me if I wanted to take the lead on this log, which I was more than happy to do. When approaching the property, I could see that there were lights on downstairs, I knocked the front door several times and there was no answer. I tried the handle on the front door and the door was unlocked.

I reviewed the NDM (College of Policing, 2013) the information I had on hand was that there had been a domestic violence situation at the property. I deemed the risk to be medium from the information available and deemed the threat as high due to history I received from the control room regarding the male known at that address.

If I had entered the property it would be a breach of article 8, the right to private and family life (Human Rights Act 1998). However, I could enter the property under section 17 of PACE (legislation.gov.uk, 2012) when I do enter the property my preferred option would be to find both parties and separate them to enable me to investigate what had

happened. I would then need to take positive action, which could result in arresting either party or removing someone from the address.

At this point I tried the door handle of the property and the door was unlocked. I opened the door and immediately shouted 'police' to alert anyone of my presence. The house when I entered was in a very cluttered and untidy state with toys all over the floor, the front living room had been ransacked where a light fitting had been torn from the ceiling, three glass photos and a mirror damaged leaving a residue of glass over the floor. I continued my search to the kitchen where I found blood on the worktop and there was also a note. Both my colleagues and I searched the rest of the house and there was no sign that anyone was in the property.

I then moved to complete a house to house check to understand if there were any witnesses who assist me in understanding what had happened. It was 05:00 in the morning and no one from the properties answered the door.

I accessed NICHE to gain known associates contact details for the property's occupiers, I gained both the mother and sisters of the females' details. After attending the mothers address and speaking to her, she contacted the female by phone and advised me that both her and her husband were now back at home.

My colleagues and I then returned to the address. I knocked the door and the female allowed us to enter the property. I then requested that the female accompany myself to the kitchen area in the property to begin my investigation into what had happened.

Using the Five key question types as identified in 'interview tier 1' being open-ended, specific-closed, forced choice, Multiple, leading. (College of policing, 2011) I asked the female,

1. Tell me about your evening, where did you go?
2. Who were you with?
3. Describe his attitude, explain how he hit you?
4. Where did he hit you?
5. How much force did he use?

I ensured I did not ask any leading questions.

The female explained that they had been to a party and had been drinking heavily through most of the day. She then stated that her husband had attempted to hang himself from the light fitting on the ceiling, when the ceiling light has been torn down, he proceeded to attack her

Given this information I decided to approach the male in the damaged front living room and looked to make an arrest for assault. I was also concerned for his wellbeing and his mental health.

Given the information I now had the NDM had changed, the information I had been given regarding his mental state, he was intoxicated and had suicidal thoughts and had already tried to take his own life. The risk was now high due to his mental capacity and the threat remains high from the history that I had for the male.

To arrest the male at this point would be a breach of the human rights article 5 right to liberty and security. (Equality and Human Rights Commission, 2010) however under section 24 of PACE (legislation.gov.uk, 2013) I am able to arrest him for assault due to 'a constable may arrest without warrant anyone who he has reasonable grounds for suspecting to be committing an offence',

Before I had entered the room, I pulled on a skill that I had learnt and read about during my time as a retail manager. E + R = O.

Event - What event had occurred

Reaction – My reaction to that event

Outcome – How my reaction would influence the outcome

The event was that the male was intoxicated in a dark room backed into the corner having caused harm to himself and his wife. My reaction, if I had entered the room and tried to arrest the male immediately, he potentially could have become passive aggressive/aggressive and the potential outcome could have led to injury of either party.

By tailoring my reaction to approach the male calmly and express my concern for him would assist in ensuring a positive outcome and the male to be compliant, (McGee, 2015) I entered the room and used verbal communication, but my presence as a police officer made him uncomfortable.

I attempted to build active rapport with the male, he had a cut to his left hand which I questioned as to this had happened, I actively listened to his responses. (College of policing, 2021) The male began to get agitated and started to clench his fists and scrutinize me, his body language gave off an aggressive stance. (Brown, 2014)

I was using the tactics BUGEЕ.

B be prepared to back off.

U use of effective cover.

G give space and time if possible.

E early negations.

E evaluated immediate area.

(College of Policing, 2020)

I tried to reason with the male, but these tactics were not successful. My tutor at this point came to support me, she told the male that she had concerns for his mental health, that we would help and support him. In addition, that he was going to be arrested and there would be a nurse in custody that would be able to help him. The male stepped back and again clenched his fists and took a deep breath.

At this point I reevaluated my NDM and had decided the correct course of action would be to use force and get hands on with the male. I held the males left arm and tried to place it behind his back. The male was strong and the other two police colleagues joined in and help detain the male. After a couple of minutes, the male was finally in handcuffs and escorted to the van.

On reflection of this incident, I believe that the resulting outcome had been the correct course of actions to take. The male had been intoxicated and later found to have drugs in his system. The male had tried to take his own life and he had assaulted his partner. I believe this was a positive outcome for the victim in addition to the male. The male was able to get help and support from the nurse whilst in custody.

I believe that use of force was necessary due to the circumstances with the male. The male had become passive aggressive and I believe that the amount of force used was reasonable and proportionate to the circumstance at hand. I used PACE 117 as a use of force to detain the male and handcuff him, (GOV.uk, 2017). Once the male had

been handcuffed, I double checked the tightness of his handcuffs and double locked them, so they would not tighten around his wrists as a form of torture. Article 3 *Prohibition of torture* (Human Rights Act 1998, 1998).

After referring to the Betari's Box. I believe that I approached this situation with the right attitude. I calmly introduced myself to the male to try and build rapport with him. I approached him with the correct behaviour to affect his behaviour, consciously not approaching him with a threatening posture such as spreading my feet apart with my hands on my hips in a position to make myself look bigger and try to intimidate him. (Brown, 2014)

Entering the room with a calm and open-handed posture ready to speak and actively listen to him. (College of policing, 2021) I feel that the use of Betari's box was not however effective in this case. Whilst looking back at the situation I believe that the male's attitude or behaviour was not going to adapt to the approach that I went with. (MindTools, 2019)

Using the drama triangle, the male would be the persecutor. When he was being arrested, he was in a position of anger and was seeking power and control. He blamed the female for what had happened and would not take any responsibility for his own actions. I believe the root cause of this behaviour was from a previous relationship where he had no control over seeing his son (Future Talent Learning, 2020). I found that little things would affect him. The male was wearing a silver chain around his neck and when told to remove this item the male became full of emotion; he was angry and upset. I discovered that his son had bought the chain as a gift and he was emotionally attached to the item. (Dozier and Ayers, 2021)

In relation to the codes of practise I believe that I acted with honesty and integrity, I did not abuse my position of power when using force on the male. I believe my use of force was necessary and proportionate. I acted with self-control and treated the male with respect. I did not discriminate the male and acted with fairness and impartiality. I have acted within the law and police regulations. (College of Policing, 2014)

Word count 1732

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:

There was a 999 call from a male reporting his son is being abusive at the address. On attendance, the male was standing outside on the street and he explained that his son had left the address but was trying to leave the address in the males' car while intoxicated through alcohol. The male had taken the car keys from the son and this caused him to become angry. The son has then threatened to cause damage to the car and was being very irate towards the father. The Son then walked down the street before returning to the flat.

When the son got back to the flat, he sat on the sofa in his bedroom and was believed to be under the influence of alcohol. Officers were trying to ask the son to find alternative accommodation for the night but there was a risk of him returning to the address. The son was trying to ring his brother but had no answer. He explained that his brother lived with his mother, and that him and his mother did not get along however he could potentially stay there.

The father then stated that son was not allowed at his mother's due to there being a court injunction in place.

The son was very reluctant to leave, and he was arrested.

Definition of domestic abuse, behaviour of a person A towards another person B is domestic abuse if A & B are each aged 16 and over and are personally connected to each other & the behaviour is abusive. Behaviour is abusive if it consists of any of the following, physical or sexual abuse, violent or threatening behaviour; controlling or coercive behaviour; economic abuse, psychological, emotional or other abuse; and it

does not matter whether the behaviour consists of a single incident or a course of conduct college of policing (2015). *Domestic*

People who have experienced domestic violence are subject to physically and emotionally abuse. These can form multiple traumas. These traumas can affect both the body and mind of the individual. We need to be able to acknowledge the effects and be able to take steps towards restoration and healing.

The term “Stockholm syndrome” was created to describe what happened to victims during a 1973 bank robbery in Stockholm, which lasted a total of six-day period, the bank robbers were trying to negotiating a deal with police that would allow them to leave the bank safely. Whilst time past the hostages of the bank. The bank employees started to become unusually sympathetic towards the robbers. It is stated that “even being set free, the hostages refused to leave their captors and later defended them. They also refused to testify in court against them and even helped raise money for the robbers’ defence.” morin (2020).

A lot of victims return to the abusive relationships because they need the basic necessities of life, due to finances, no other home to go to, children and pets or they even share the same social circle as the abuser. Other factors are manipulation and hope. The abusers can be smart and use tactics to manipulate other people around them. This could then lead to the victim being the one to blame. Hope can play a big part in this as the victim hopes that the relationship can change. Hope that the abuse will stop. The victim also believes the abuser will change. Hendriksen, E. (2018).

Other factors that could lead to the victim returning to the abuser are, it was a one-off situation, public humiliation, what happens when the police leave, fear that its not a police matter.

Fear of leaving the relationship “. 41% (37 of 91) of women killed by a male partner/former partner in England, Wales and Northern Ireland in 2018 had separated or taken steps to separate from them. Eleven of these 37 women were killed within the first month of separation and 24 were killed within the first year” (Femicide Census, 2020).

Alcohol can have a major part in domestic violence. “almost one quarter of a million police callouts to domestic incidents, revealed that alcohol was logged as involved in a majority (68.2%) of these” glitchrist (2017).

I found some statics, that on average victims experience 50 incidents of abuse before seeking help Each year there are over 1 million calls to police in England and Wales about domestic abuse, and on average someone contacts the police every 30 seconds for help with domestic abuse. 78% of high-risk victims report the abuse to the police in the year before they get effective help, Safelives.org.uk. (2020).

Different forms of support that the police can provide to the victims.

A public protection notice can be issued to protect adults and children at risk. A public protection notice is used to update partner agencies and share information they may be aware of, and for them to provide further assistance to the victim and other vulnerable persons. There is a total of 29 questions which are used to identify and assess the risk. The public protection notice is then grade standard, medium or high.

Safety plans to protect the victim. Make sure all doors and windows are locked, Leave the keys in the locks to stop other keys opening from the outside, Make sure the mobile phone is fully charged and to call 999 immediately if there is a risk, Set up a safe word message to a friend so that they know to contact the police if you are in danger, Add markers to the address and silent 999 calls. If it is possible stay at a friend or families address for the night.

The dash model seeks to help front line workers identify the risk of domestic violence and the dangers of the perpetrators.

MARAC is a gathering of agencies who aim to safeguard adult victims and link with agencies in relation to children. Agencies that are involved are police, social services, housing, health, and education. Other voluntary agencies can include women's aid, victim support.

Other routes that can be taken are DVPNs and DVPOs. These can be used if the perpetrator has not been charged due to insufficient evidence. The domestic violence protection orders can prevent the perpetrator from returning to the residence and from having contact with the victim for up to 28 days.

Clare's law is a domestic violence disclosure scheme. This is a scheme that allows you to make enquires about your partner if you were worried that they may have been abusive in the past. This law came for a father called Michael Brown who was concerned for his daughter's relationship with her new boyfriend. Clare, Michael's daughter was unaware she was in a relationship with a violent offender with a history of abuse. The boyfriend later went on to strangle Clare and burnt her body. Michael Brown campaigned for Clare's law and this came into effect in England and Wales in 2014. The Newsroom (2020).

There is also victim support, this has specialist case workers that will speak to you regarding the relationship. Offer support to victims that are at risk of serious harm, act as a primary contact. They can create safety plans for emergencies and safe exits and get support from the criminal justice system. They also have additional services such as women's aid, refuge and men's advice line.

My evaluation. After removing the perpetrator from the property. I was able to sit down and speak with the father. The father explained to me that these situations always arise when the son has been drinking. The positive actions that I had taken were, a statement of complaint had been taken. Safety plan was advised to the father, dash form was completed, and public protection notice was completed. The father lived on his own and was asked if he would go and stay with another family member who could help to support him with the incident that he had been through. In custody the son was asked if he would like to attend an alcohol anomalous course to help support with his drinking, which he declined.

What didn't go well was the son was released with no further action and the father was happy for his son to come back home address despite there being several previous incidents at this property all relating to domestic abuse/ violence due to drinking alcohol.

A DVPN has been considered, to issues against the son to support the father.

My conclusion from research and from witnessing other incidents that have happened, I feel that you can put all the actions in place to protect the victim from the perpetrator but unless there is high support to support the victim, The victim will always return to the perpetrator whether it is because of financial reasons or fear of leaving the relationship.

In this case the son had nowhere else to live. He is not allowed to his mother's address because of pervious domestic situations. I believe that the father is hoping that the son will acknowledge his drinking problem and hope that this will reduce the domestic abuse/ violence in the property.

Total word count 1522

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:

On a night shift out on patrol. My tutor and I were out completing vehicle check and the standard of cars on the road. At 23:45 hours it came to my attention that there was a vehicle passing us on the roundabout where the rear back passenger side light was not lit. We stopped the vehicle, and the vehicle had pulled over on a safe part of the road. I approached the vehicle and spoke with the male. The male had explained that he was driving from PORT TALBOT to EBBW VALE to see his girlfriend. I completed checks on his vehicle and a driver's licence check. The male had insurance for the vehicle under his name and the male held a full driver's licence with no points. The male's vehicle was in a high standard, clean and the tyres were above the legal limit. The male had stated that an error message came up on the dash stating that the lights were not working, and he wasn't far from his girlfriend's he was approximately five minutes away. The male stated that he will take it to the local garage first thing in the morning. I used my discretion and made the decision to advise the male to get it fixed in the morning and that I will not be issuing him a ticket.

When using the NDM to make my decision. I gathered all the information that I needed at the time. Drivers licence check and insurance. The male held a full driver's licence with no points and was insured. The male's car was clean and tidy and was kept to a high standard. I believe that the risk was low due to male stopping at first instance and was polite to myself and my tutor. I believe that the risk was low, due to where the male had to travel to his destination. The passenger rear light was out rather than the driver's side. Where if the rear drivers' lights were out, at a distance it could look like

a push bike. Stated in the highway code www.gov.uk. (n.d.).” ensure all sidelights and rear registration plate lights are lit between sunset and sunrise. The options I had were one, to issue the male with a ticket and report the male to the ticket office, two, to use my discretion and give the male words of advice or three to do nothing. I decided to give the male words of advice. I reviewed my decision and believed it to be within the public’s interest. The male was polite, and I believe that I was acting within my code of ethics, leadership and accountability. If I was to use the third option, to do nothing, this could be seen as favouritism or discrimination. (College Of Policing, 2013)

I have researched discretion in the police force and found that discretion can be used as an option instead of making an arrest or issuing a ticket. I found that discretion links to the police code of ethics (College of Policing, 2014) professional judgement links to accountability, I am answerable for my decisions. Selecting the best course of action, having considered all the alternative’s links to selflessness action within the public’s interest. Authority to decide and choose links to leadership, to lead by a good example. It is about independently and rationally choosing the most appropriate action for every situation that will be encountered. For example, during the covid19 lockdown. The government had locked down the country and everyone had to stay at home. You would find that some members of the public were keyworkers and you would find other members of the public not listening to the guidance that was set by the government. This was an extremely hard time for the police because at the beginning there was no law set in place. Police officers were given guidance on how to approach these encounters. The four-phase approach, engage, explain, encourage and enforce. This helped officers have a better understanding of discretion and how it could be used. Discretion should be used with consistency and fairly (drsgrace, 2020)

Regarding the Criminal Procedure and Investigations Act. I started with a dynamic risk assessment, I exited the passenger side and walked around the rear of the police vehicle, and then approached the driver’s vehicle. I asked the driver to switch off his engine. This was to ensure the safety of my tutor and myself. I then started the initial investigation of crime by obtaining all the core information regarding the driver and the vehicle. I spoke with the male and pointed out the offence that had been committed. I then cautioned the male. The male explained that he was traveling from Port Talbot and was heading to his girlfriends in Ebbw Vale. The male said that an error light message had come up on the dash about his lights. It was important to retain this information to find out if the male was a prolific offender or if he was a first-time offender. The information was passed to the control room where they were able to ascertain his information.

Policing values were met by delivering the highest professional standards. I was accountable with my decision in giving the male words of advice and believe that this was the right decision to make. I treated the male fairly and with respect and let the male explain what had happened. I acted with honesty and with the trust of the public. I made the choice of my decision based on evidence and professional judgement and acted within the law.

The impact of bias on the decision-making process could be unconscious bias. Unconscious bias is also cognitive bias. This is where your mind can take shortcuts

when processing information to save time when making decisions. For example, the halo effect. The halo effect is where you allow your personal perception of some to influence your judgement about them. This could have had an impact on my decision due to people like people who are like themselves. (Hugeson, 2019) furthermore, we process a person's ethnicity, gender, age and disability before we even know we've done it. At the same time, we also link that person to all the supposed 'knowledge' we have of the category with which we have labelled them. (Wikipedia Contributors, 2019)

Attribution bias, where we can be quick to falsely judge and assume things about people when we don't know enough about them. (Reiners, 2019)

Ageism, a discrimination of individuals based on their age. For example, if there's a vehicle traveling at a slow speed in front of you, you'd automatically assume they are an older individual driving. You will find individuals of a similar age will bond better (Howard, 2020)

After reflecting on my research after the situation. I feel that unconscious bias could have had an impact on my decision. The male was polite and respectful towards me, the male was presentable, and his vehicle was to a high standard, this resulted in the male having words of advice. I feel that if this was a different situation where the person had an attitude towards me, this could of lead to a different outcome. Ageism, the male was a couple of years older than me. I don't believe this played a part in my decision but could be a factor in the overall outcome.

I believe that words of advice were a positive outcome to this situation and that a ticket would have had a negative effect. The male understood what offence had been committed and I feel that I used the NDM well when making my decision.

My overall conclusion would be, when using the NDM and thinking about using my discretion, I need to think about unconscious bias and be consistent across the board with my decisions. I found the that the most important step is "to do something and not to do nothing". To do nothing could show favouritism and discrimination. I have learnt about the four-phase approach which I have found useful and this can be adapted to fit other situations to help gain trust with an offender similar to the five step appeal.

Total word count 1365

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
English grammar, reading and writing skills	Taking more statements and leading in interviews To read slower and understand the information.	Tutor and other colleagues	Three months
Dyslexia screening	Completing online Screening test	Wellbeing sarge	1 month
Planning and preparation for workbooks	Setting time scales after having a better understanding on how long it takes to complete each question. Purchasing a calendar and keeping myself organised	Colleagues and myself	Calendar 1 week Planning and preparation 2 weeks

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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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: Liam Hatherall (Learner - Electronic signature or type name)

Date: 06/03/2022