

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.*

Contents:

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	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:

I'm going to explain the coping strategies I used to develop resilience and minimise stress through my initial 6 months training. 'Stress is your body's way of responding to any kind of demand or threat' (Helpguide, 1999). '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).

There were a number of different stress related symptoms I felt, including muscle tightness and sleep problems. In order to manage stress and develop resilience I adapted my behaviour using different strategies, one of which was exercise. Not only does exercise improve your physical health but helps to manage stress through building self-esteem and, due to the release in endorphins improves mood. Due to the Corona Virus I had to change from my normal exercise routine so I utilised the training equipment I had at home and completed circuit training in my garden.

Dr Jim White created a stress control course with the aim to give people the tools to manage any stressful situation they face and therefore build resilience. Through the 6months I used some of the 20 ways to cope (White, 2007) in order to adapt my behaviour and develop resilience. I built deep relaxation into my daily routine as research has shown that relaxation can be vital in managing stress. 'It helps us to have a calmer and clearer mind which aids positive thinking, concentration, memory and decision making' (Wellbeingpeople, 2019). The benefits for me included an improved quality of sleep which meant I started the day in a positive frame of mind.

Another strategy is to divide the problem into bite size pieces. 'Robert Epstein completed a survey which found the best technique for managing stress was planning. "Fighting stress before it even starts, planning things rather than letting them happen," says Epstein' (Watson Peláez, 2011). I did this by creating a revision timetable which incorporated the exam topics and rest days. It made the large amount of revision feel like it was manageable so I wasn't overwhelmed and felt in control.

The other strategy I used was peer support, which involves people in the same environment providing support to each other. The mental health charity Mind documents that there are a number of benefits to peer support. 'Reassure you that you're not alone in how you are feeling, help you to connect with others and give you a sense of belonging' (Mind, 2019). Corona Virus made utilising this support challenging as I didn't see much of my peers in person. To build relationships however I attended team online quizzes and also played an active part in the team WhatsApp group. Being part of the group meant I could share my concerns and support others.

All of these techniques have ensured that over the 6months I have developed my resilience in order to minimise the stress I faced. I used exercise and relaxation to manage the effects of stress and support my personal well-being. To minimise stress I planned and prepared my learning as well as built relationships with my peers to provide a support network, which I can continue to utilise throughout my training.

535

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:

In this essay I am going to discuss an incident of criminal damage which I attended in which the victim was identified and after discussing the incident with them it subsequently led to the arrest of an offender. From talking to the victim and observing the damage it was apparent an offence had been committed contrary to Section 1 of the Criminal Damage Act 1971 (CPS, 2019). I will outline the actions I took with regards to the victim and person subsequently arrested for the offence disclosed and explain the powers and policies I used. I used the National Decision Model (NDM) as a guide to manage the whole incident. Throughout the essay I will use the Gibbs reflective cycle to analyse the role I played, what I have learnt and how I will change in future incidents involving conflict (Gibbs, 1988).

An emergency call was received from the victim explaining a downstairs window in his flat had been smashed by a female neighbour who was also calling him a rapist and threatening that she was going to get her family around to sort him out. The operator on the 999 call heard threats made to the victim as well as glass breaking. This happened at 22:30 and was fuelled by alcohol as the female was on her way back from the pub after consuming a bottle of wine. I arrived at the address and spoke to the victim he was visibly shaking and distressed so using a calm tone of voice and direct eye contact I reassured him that we would deal with the situation and he was safe. He pointed out the window which was smashed and showed me the address in which the female had entered and provided her name. As the points to prove for the offence of criminal damage had been met I subsequently went to the address and

arrested the female with the necessity to prevent further damage to property. The female resisted arrest and therefore proportionate force was used in order to escort her to custody. I decided that due to the proximity to the victim, the damage caused and threats made an arrest was the most appropriate disposal method.

I had a variety of different feelings throughout the incident. On my way to the call I had a clear plan in my head that a male had been left distressed by a female who was angry and loud so I was confident that the profiled subject behaviour would mean the female would show at least active resistance, therefore force may be needed to take control of the situation if she wasn't compliant. When I first approached the female she was middle aged which put me off my stride as she reminded me of my mum who I feel would be vulnerable and it invoked an emotion of concern for her safety. This was my first arrest and due to my inexperience I was doubting my decision making and whether there were sufficient grounds for arrest. When I asked her to step outside she refused and started moving into her house, I felt apprehensive about using force due to the impact factors of gender, age and build. This is my first time applying handcuffs out of a safe training environment so I was anxious on applying them correctly. Since reviewing the incident, without the time pressure and a clear mind I now feel confident with the decision I made. She was non-compliant and also confirmed she'd like to hurt him as he was a rapist and she repeated this on several occasions. She was also under the influence of alcohol which reduces her inhibitions and this could have potentially lead to further conflict that night. I'm happy with the level of force I used as I feel it was proportionate to take control of the situation and prevent anyone becoming hurt.

Evaluating the incident the main positive output was that the victim felt safe as I removed the suspect from the situation and he was no longer scared in his own home, on top of this there would be no further damage to his property. Another positive was that I worked well with my fellow officers and we all played an integral part in the incident. When applying handcuffs another officer helped with holding the female and putting her arms in position which made the application quick and simple therefore preventing injury. The restraint used was necessary to execute the arrest as female hadn't followed verbal commands which showed passive resistance. The negative aspect of my performance was being indecisive on when to arrest which came across in the body language as I didn't portray authority. Albert Mehrabian's 7-35-55 rule of communication highlights the important of body language. 'The non-verbal elements are particularly important for communicating feelings and attitude, especially when they are incongruent: if words and body language disagree, one tends to believe the body language', (Belludi, 2008). I feel that my unconfident body language meant the female did not act on my instructions resulting in the need to restrain the female.

On my way to the call I used the NDM to guide me on how to manage the situation. Firstly I gathered information and intelligence on the victim to check for warning markers and offence history at the addresses. Due to some ailments being flagged I ensured I kitted up in full PPE. I considered the powers I had, which included Section 24 PACE 1984 to arrest any suspects and Section 117 if I needed to use force with the arrest. The victim had confirmed that a window had been broken and so I knew there was potentially an offence of criminal damage, but I needed to collate further information from the victim. There was also possibly a section 4a public order offence due to the female calling the victim a rapist in a public place which could have caused the victim harassment, alarm or distress. When I arrived I used questioning techniques from my interviewing training and started with an open question to the victim to understand exactly what had happened. I used the 5WH's to probe for more information and I then clarified facts with some closed questions. These included the name of the female and where she had gone after the altercation. When speaking to the suspect I used Betari's box to calm her down and subsequently reducing the volume of her voice. 'The Betari Box is a simple model that can help us to understand the impact that our attitudes and behaviours have on the attitudes and behaviours of the people around us', Mind Tools (2020). The aim was that through my attitude and behaviour I would positively influence her attitude and behaviour.

I wanted to show her I was giving her time to provide her side of the story so I kept a calm tone of voice and used my body language to show active listening, this including nodding to confirm understanding. I felt this working well, as she started talking to me instead of shouting and she stopped pointing and looking towards his property and focused her attention on me. I used the 5 step appeal we learnt in training to request the suspect step out of her house, starting with a simple request and building up the final verbal request but as all these requests failed I took action in order to escort her to custody.

Looking back at the aspects I did well they included speaking to the victim with a reassuring tone and easing his fears by confirming I was there to defuse the situation. I also completed a lawful arrest on the suspect, executing my powers under PACE. The suspect knew why she was being arrested and the necessity of the arrest. I used proportionate force which I could justify as I followed the 5 steps appeal before taking any action. I do feel I could have taken a small amount of time to relay my thoughts to a colleague to remove the doubt with making an arrest, this could have influenced my confidence when providing instructions. I need to gain more experience and attend incidents when managing all types of subject behaviour as I feel this will increase my confidence. I also have to develop my communication skills to ensure I am commanding in a situation.

I am happy with the calm approach I took when initially speaking to the suspect, to bring down the volume of her voice. I saw another officer being authoritative with their body language and tone of voice which I thought was good. They gained compliance quickly and it is a good lesson for me to take forward next time.

Throughout this essay I have analysed my role in an incident of criminal damage which involved conflict by using Gibbs reflection cycle. I have described the incident and how I felt before, during and after. I have looked into the positive actions I took, the results these achieved and the impact of them. The aim when attending the call was to make the victim feel safe and prevent further damage which was achieved. I have discussed the methods and policies I used and powers which I executed when managing the situation. I have reviewed the areas which didn't go so well and the areas I need to develop when attending further incidents involving conflict. These have been updated into my action plan to ensure I continue to develop during my time in the PDU.

1590

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:

In this essay I am going to discuss an incident of domestic violence involving a female victim and her male partner who was arrested for assault and criminal damage. The incident had taken place and on the previous evening and my role was to take a victim statement and subsequently interview the suspect who was in custody. I will explain and reflect on my responsibilities in line with the victim codes of conduct and criminal justice system. Throughout the essay I will use the Gibbs reflective cycle to evaluate the role I played, how it made me feel and what I have learnt in order to continue to develop as a Police Officer (Gibbs, 1988).

An emergency call was received from the victim explaining that she wanted her partner removed from her property then the line was disconnected. A further call was received requesting the initial call was cancelled but she confirmed she still wasn't safe. Officers attended the property and were greeted by a female who was very distressed, but said she didn't want her partner charged. They witnessed the male being aggressive and subsequently arrested him. As both parties had drank in excess and it was 10pm a handover was created to collect a statement from the victim and interview the suspect the following day. I was assigned to complete this with my colleague and tutor. When speaking to the female she explained her partner had grabbed her by her hair and dragged her to the floor, he'd pushed her over and broken both the landline and her mobile phone which hit all the points to prove for criminal damage and Section 39 common assault. I took photos of the bruising and broken phones and exhibited these as evidence. The documented short term impacts of domestic abuse were clear to see, she was anxious, in fear and in denial, (Healthline, 2020). Later that day we interviewed the suspect with a solicitor present and I took the role of second. Due to the nature of the incident and the new Covid 19 process the charging decision was sent to the

CPS (Crown Prosecution Service) while the suspect was bailed with conditions preventing him from making contact with the victim and entering the town which she lives. As the suspect had bail conditions preventing contact the incident didn't require us to apply for a Domestic Violence Prevention Notice. On the way back to the station and in line with my responsibilities under the Victims Code, I contacted the victim to advise her partner had been released on bail pending a CPS decision and explained the bail conditions. I also arranged for another officer to collect some of his belongings from her house.

I had a range of different emotions and feelings throughout the contact with both victim and suspect. On my way to take the statement I was worried as it was my first victim statement and I wanted to make sure I captured all the information needed. Knowing the victim didn't want the suspect to be in any kind of trouble meant it was always going to be a balancing act between gathering all the information and ensuring the victim didn't just refuse to provide her account. While interviewing the suspect I felt very frustrated as he was admitting to gripping her hair and pushing her but said it was in self-defence and he didn't appear remorseful. However I ensured I followed the policing principle of fairness, by making sure I was fair and impartial throughout the process with the suspect (College of Policing, 2019). My colleague led the interview and also remained calm even though she probably felt frustrated like I did. During both the statement gathering and suspect interview I was thinking that unless the best evidence is gathered we may not significantly safeguard the victim and this made me feel under pressure. It wasn't the first time there'd been violence in the relationship and she'd disclosed she feared of what he'll be like if she finished the relationship, therefore reviewing the incident now I still feel concerned that this isn't the end and violence will occur again.

Evaluating the incident I feel it was good experience to complete my first PPN (Public protection notice) for the youngest son who was 17 years old. During the conversation the victim had advised she had three children who weren't present on the night and my responsibilities are to complete a PPN for anyone under 18 to advise social services of any risk. I had positive feedback from my tutor on the level of detail I included which was a confidence boost. Another positive was the way I communicated with the victim. I built up a good rapport by communicating clearly and treating her as an individual. Throughout the conversation I used the LEAPS model ensuring I listened, empathised, asked, paraphrased and summarised to confirm understanding (College of Policing, 2019). A negative aspect of the experience is that the victim was too embarrassed to speak to friends and family about what was happening and as she didn't want any help from Connect Gwent this left her on her own to deal with the situation. Although it is the victim's choice not to have support I felt like I didn't explain the benefits enough. I did however provide safeguarding about keeping her mobile phone on her and fully charged as well as keeping her doors and windows locked. When attending the incident the plan was for both my colleague and I to write a statement to gain experience but I was unable to write in detail as the victim spoke and found myself writing bullet points instead. Based on our actions a positive output was that the victim had two months where she wasn't in fear of violence from the suspect due to the bail conditions. Throughout the incident I ensured I followed my responsibilities around the victim's code which included explaining and offering a VPS (Victim Personal Statement). She didn't want to provide one at that time however I let her know she could change her mind and do this at any time. The victim's code is in place to put the victim at the centre of the criminal justice system and I felt I did this with my actions (Ministry Of Justice, 2015).

The statement gathering was successful as I worked well with my colleague and this ensured we allowed the victim to provide her account, probed topic areas and wrote a statement which included the points to prove for the offences. We're keen to develop together so wanted to both write a statement for experience, however once the conversation started I was unable to write in detail as the victim spoke. I wanted to ensure I took notes of the complete first account and therefore began to bullet point the information and pick topic areas, whereas my colleague wrote the detail. It meant we naturally filled the first and second interview roles, which was a

positive for the incident however an area I need to personally develop. We're really keen to work together as we know we can achieve more and provide a better service. This is a common opinion as explained by Toggl: "Each person has a limited set of skills and a finite knowledge base. We need others' help (and unique perspectives) to solve difficult problems and see beyond our blind spots." (Toggl, 2017). Being the first time I completed a victim interview I felt that even though I captured all the details needed my head was focused on this aspect and I didn't provide an in depth explanation of the victim services available. The reason for this was possibly that the DASH risk assessment had already been completed and it didn't feel I had the opening to talk through all the support available.

I learnt how the process works when someone is bailed following an interview and it was a great experience to see how the custody sergeant completed the process. I feel that it would have been more positive to become the officer in case to continue the relationship I'd built throughout the incident, however it wasn't practicable due to not knowing my future area after the PDU. I feel that I need to develop my skills regarding statement writing and be able to do this during the conversation.

Domestic abuse is very common, therefore before the next time I attend an incident of this type I will ensure I learn more around Connect Gwent and the support available for future incidents. This will make it easier for me to talk about and therefore instil confidence in the victim. I will do this by reviewing the training material on the victim services intranet page and contact the team directly to ask for support. I will also speak to my tutor and request I can complete more handovers to practice statement taking, I feel that the more experience I gain the easier this will become.

Throughout this essay I have analysed my role in an incident of domestic abuse which involved criminal damage and assault by using the Gibbs reflection cycle. I have described the incident and my feelings throughout the process. I have evaluated what was good and bad about the experience, as well as looking at why these things went well and not so well. I've discussed what I learnt from the incident and what I'd do differently next time. The aim when attending the property was to gather evidence through a victim statement, and make the victim feel safe and supported which I feel we achieved. I have explained and reflected on my responsibilities in line with the victim codes of conduct and criminal justice system.

1623

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 essay I am going to discuss an incident of a black male using a mobile phone while driving. I went through the steps of the NDM (National decision model) to assess the situation and make my decision on whether to complete a TOR (Traffic Offence Report). I observed the male using the mobile phone while approaching traffic lights therefore an offence had been committed contrary to Regulation 110 of the Road Vehicles (Construction and Use) Regulations 1986, but I used discretion to not report the offence. I will outline the actions I took with regards to the investigation and explain the powers and policies I used. I will also analyse the potential impact of bias on decision making and the impacts it can have in a situation. Throughout the essay I will use the Driscoll's reflective model to analyse the role I played, what I have learnt and what I'd do differently next time. (Driscoll, 2000).

What? The reason for reviewing this incident is the current social relevance around Black Lives Matter (BLM) and the public perception of the police. While on mobile patrol we were stationary at traffic lights when I saw a black African male driver approach the lights with his mobile phone in his right hand. This hit all the points to prove for the offence. At this point I started to go through the NDM (Blackstone's, 2019, pg79) and began to gather information by asking for a PNC check which confirmed the vehicle was insured and there was no previous history. I discussed the risks with my colleagues, one of which was stopping the car on the main road as this wouldn't be safe for us, him and other motorists. I considered the powers and policies and this included using Section 163 Road traffic Act 1988 to stop a vehicle (legislation.gov.uk, 2020) and the method of completing a TOR using the force reporting policy called POC-LA-ROC. I followed the driver in the marked car and gestured for him to pull over when it was safe to do so. To minimise risk and to follow the current Covid 19 protocol I

remained 2meters away from him as we spoke while wearing the correct PPE (Personal protective equipment).

I began the conversation by pointing out the offence to the driver. I could see he was very deflated and explained he was removing the phone from his pocket to place into the phone cradle he had in this car. He explained that he normally did this before he started driving but forgot and wanted to place it into the dock as he had felt it vibrate in his pocket. My reaction to this was to move to the next step of the NDM and to start to think of the options I had available. The options were simple, to continue to issue a TOR or to use discretion and provide words of advice. I asked for his driving licence and took his details, my colleague completed a person PNC check which again came back with no history. This allowed me to keep my focus on the driver again minimising risk, as we still didn't have a history on the male. While she was doing this I had a quick look in the car and the phone was now in the phone holder on the dashboard. I felt the key aspects of the incident were to ensure the driver was aware an offence had been committed and the serious implications of using a mobile phone while driving. However I also felt that it was vital to demonstrate that the police take every situation on a case by case basis. The action I chose in this instance was to provide words of warning and explain the consequences of using a phone while driving in future.

Another one of my actions was to complete a comprehensive pocket notebook (PNB) entry. I am fully aware of my responsibilities around recording information on an incident in line with CPIA. This was explained to us within training with the consequences of not completing this highlighted by some famous examples of failure to record information correctly. I also revised this when reading handbook for policing students. 'Keep a record of significant information collected during an incident in order to comply with the Criminal Procedure and Investigations Act 1996' (Blackstone's, 2019, pg182). I used the NDM steps as a template when updating the details, explaining why PNC checks had been completed and the rationale regarding my decision.

So what? I felt the male was genuine in his explanation and although he committed an offence the reason for regulation 110 was to ensure the safety of road users and I didn't feel he presented a high risk to others on this occasion. During the interaction I felt apprehensive about how the male was feeling while being stopped by police. There has been a lot of media attention on the police stopping vehicles which included Labour MP Dawn Butler stating when she was stopped by police it was racially motivated, (BBC news, 2020) and through my actions I wanted to reassure the male that this wasn't the case in this instance.

Looking back at the incident I do have mixed feelings. I feel his actions led to a level of risk for other road users and only because there was no history on the male it doesn't mean previous officers haven't also used discretion with him. I do however feel my actions would have positively affected the male's perception of the police. The male appeared genuinely remorseful and he was very grateful that I hadn't issued a fine which due to the current financial climate he said he would struggle to afford.

I feel there were a number of good things that emerged from the situation one of which was that I could make a difference to how police are perceived even if this was just one interaction all these singular interactions can make a difference. Another good part was my use of discretion. Discretion can be described as having: 'The power or right to make official decisions using reason and judgment to choose from among acceptable alternatives'. (The Free Dictionary, 2003). The NDM was brought in to empower staff to make decisions and I feel my use of the model to make a decision allowed me to justify my use of discretion. I feel I demonstrated the standards of professional behaviour regarding equality and diversity. An example of meeting this standard of behaviour is: 'Act and make decisions on merit, without prejudice and using the best available information', (College of policing, 2014).

What troubles me about the situation is that I feel without issuing the TOR the driver may not feel his behaviour was wrong as he may feel he escaped punishment for his actions. Without understanding his behaviour was wrong it could escalate in future and he may change from quickly holding it once, to making a call or texting a person which would be of much higher risk.

Part of the NDM is to review the actions taken and so in the car after the incident I discussed the whole situation with my colleagues. They had similar feelings to mine regarding the use of discretion in this instance. One colleague did mention that I was potentially more lenient than normal due to the negative image of the police in the press therefore I was biased towards the male due to his skin colour. Bias is something that affects how we perceive a situation, it is not always something we can control and it doesn't make us bad people. 'It simply means we are human beings, influenced by our life experiences and those around us.' (Mendez, 2017). Reviewing the incident I do feel I could have been influenced by the media about the negative way in which black people are treated in society and by the police.

Now what?

The implication for me is that I still need to complete my first TOR as this is the only incident I've attended where a TOR was relevant. I've not put into action the full reporting process and completing the reporting of someone for an offence. Another consequence is that following the incident I've been second guessing whether in my fear of living up to the media stereotype of a racist police officer I was in fact biased the other way. I don't know if I would have been as lenient on a white male driver. I will use this experience to remember bias can work both ways and I need to remember to judge the situation in front of me. In future I'd still be open to using discretion however I'd also not be afraid to issue a TOR if that is the action I felt was correct after following the NDM.

Throughout this essay I have analysed my role in an incident of a male driving whilst using a mobile phone. I used Driscoll's reflection model to review the incident, including the actions I took, the reasons why and my feelings throughout and since. I've reflected on the 3 stages: what, so what and now what to ensure I learn from the role I played. I have documented and explained how I used the NDM within my decision making, a model which empowered me to feel confident in making a decision. I have discussed the potential impact of bias on decision making and compared this to the policing values of equality and diversity. I also explained my responsibilities regarding the CPIA when conducting investigations. 1599

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
Decision making in a high pressured situation.	- Attend more high pressured calls and take the lead on decision making. - Attend a variety of calls to develop in different types of incidents. - Review these incidents with my tutor to highlight positives and areas for improvement. - Discuss with my peers their learning in high pressure situations.	- My PDU tutor - My colleague who attends the calls who's also in the PDU - My peers from my 6months learning. - L&D for any extra training.	3months. End of PDU
Searching suspects	- Complete more searches on suspects. - Attend a different area in Gwent where more search opportunities are available. - Review the guidance on a quadrant search.	- My PDU tutor - My peers from my 6months learning. - OST trainers for extra training	1-2months
Witness Statements	- Take the lead with writing a statement as I find myself bulleting the points. - Create a check list document to ensure I gather all information i.e. to set the scene, ADVOKATE and the 10 and 6 point descriptions. - Complete practice statements with my peers and have my tutor review them.	- My PDU tutor - My peers from my 6months learning	3months. End of the PDU

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: Naomi Wilson

Date: 07/11/2020