

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 1 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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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:

Within this task I am going to explain my own experiences of managing time, wellbeing and work goals throughout the past 6 months of training I will explain what coping strategies I have used to promote wellbeing and resilience around these challenges by researching Gibbs reflection model and comparing my usage of SMART planning.

Stress - "If you feel under stress, you feel worried and tense because of difficulties in your life". (Collins Dictionary).

Resilience – "The ability to be happy, successful, etc. again after something difficult or bad has happened" (Cambridge Dictionary).

Referring to quotes I can relate, as I experience stress as a feeling of overwhelming pressures which can occur within the working environment. I also relate to how resilience is depicted, I view resilience as a manner in which I display behaviours and actions which counteract the overwhelming pressure(s) experienced with stress to build resilience.

Using the Gibbs reflection model I am able to determine that in the past 6 months of training I juggled a range of tasks including physical demand, exam preparation, learning new topics and developing new found skills whilst implementing them into academic and practical elements of the job, also maintaining healthy relationships with family all whilst under the grips of Covid-19.

This caused me feelings of stress, isolation and lack of self-esteem due to working from home factors and trying to balance a home/working life balance and still achieve my training requirements.

Setting restrictions and manageable workloads that act as a working boundary I found very helpful in my initial 6 months of training. SMART targets, I have used to manage my workload and its challenges under a new environment and factored in

with COVID-19. Using SMART targets has helped me to plan and achieve my objectives under Gwent Police standards, allowing me to keep a well maintained balance of wellbeing between workload and family commitments. At times I found myself with conflicting views to SMART due to the isolation element of home working and not being able to clarify queries in real time within the classroom environment. Mind tools outlines that SMART is a tool that can be incorporated into achieving more accurate achievement of workloads and goals. The SMART model depicts SMART objectives to be;

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time bound**



(QuestionPro.com – 2018)

SMART planning has helped me to build resilience and effectively plan and achieve the initial first 6 months training. This approach has provided me with a robust structure and minimised stress within the workplace and away from the working environment.

In conclusion I feel that if I could experience the past 6 months again I would consider talking to colleagues to discuss their thoughts and feelings on tasking to gather more of a general consensus of their feelings of the home working situation. Gauging how they have been implementing coping mechanisms and whether I could take advice of others experiencing the same stresses to help develop new areas for my own progression to aid personal resilience.

Within this task I have explained how I have managed stress and promoted resilience in the initial 6 months of training through implementing SMART planning. **(528 words)**

Task 2

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

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

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

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

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

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

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

ANSWER:

Within this task I will refer to and explain a policing incident in which I attended in response to an emergency 999 call received within the grips of a Covid-19 local lockdown affected area in which I ultimately became the arresting officer.

I will review the tactical communication method that I used to assist with arrest. I will explore Betari's box to compare my rationale for the force that was used in that conflict situation to effectively detain the offender and how the use of force contributed to the outcome of the incident. I will consider the social factors of how Covid-19 played a part in the incident and how processes are followed under the Covid-19 guidelines.

I will explore how I implemented the National Decision Model to effect arrest and explore reflections from the incident and its events referring to the conflict management model and use of force model.

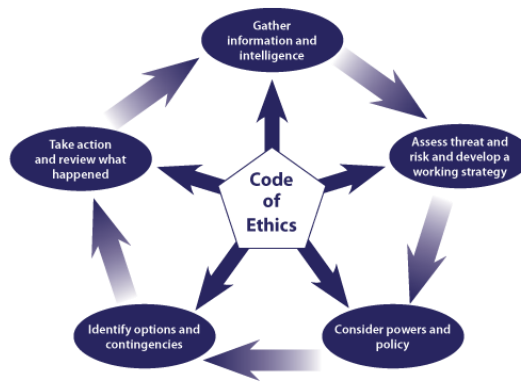
An emergency call came in at 23:45 hours, reporting an ongoing disturbance at an address in the local area. I and additional units attended in response to this call. I completed a perimeter search of the property, it was apparent that damage had occurred to the back door of the property. Colleagues were communicating with the occupant of the address who disclosed that an argument had taken place resulting in her partner, who was under the influence of alcohol smashing the window of the back door of the property. Police National Legal Database guidance states that an offence had been committed under Section 1 Criminal Damage Act 1971 – Criminal Damage. At this point, after reviewing the offence I was satisfied that all elements were met and the offence was complete.

I located the offender, named by the witness, on the top of the stairs of the property, I knew that he needed to be arrested, I went up the stairs to effect arrest. The male presented aggressive verbal resistance, he was failing to comply with tactical communication I was delivering and he stepped back into a bedroom trying to slam the door. With the assistance of other units we forcefully pushed the door open and gained entry into the bedroom.

Upon entry, the male was stood in the corner of the bedroom, he was shouting and swearing and not complying with verbal commands, he began to progress forward towards officers and was successful in grabbing the arm of the officer next to me. At this point, a colleague drew her PAVA spray and administered a single dose to the male, this was effective. I drew my handcuffs and with the assistance of further units successfully detained the male. The male was arrested by myself and conveyed to custody.

On route to the address equipped with information gathered in relation to the incident I referred to the National Decision Model to aid my thought process, assisting in considering what action to take. Referring to the NDM is fundamental, as a serving PC as it sets out the framework of how to approach planned or unplanned situations and get results. (College of Policing 2020).

In the grips of Covid-19, I was aware that this factor would contribute to the incident as communication would need to take place. I examined the best way I could communicate in this emergency situation, I was aware that the male at the address was intoxicated. I referred to the NDM to reflect on how I could best approach the incident as the mandatory requirement of PPE and mask may prove difficult to effectively communicate.



(College of Policing 2020)

At this point I felt confident and prepared to turn up to the incident to decipher what had happened, what needed to happen next and how my actions could affect the outcome.

Upon arrival at the incident, I felt anxious, the situation became volatile, the male became more resistant to communication attempts and was displaying aggressive behaviour, I felt threatened by his demeanour. It was apparent that the situation was escalating into conflict.

“Conflict is serious disagreement and argument about something important. If two people or groups are in conflict, they have had serious disagreement or argument and have not yet reached agreement” – (Collins dictionary).

Tactical communication is defined as the use of communication skills with the purpose of achieving control. In policing, the goal is to achieve control of the situation. Tactical communication skills are important whilst serving as a PC and are essential within the role. (College of Policing 2020).

To effect arrest at this incident I used a tactical communication model to help control the situation and de-escalate conflict. The Five Step communication model was the approach that I used at the incident.

The model is set up of 5 individual steps of appeal and can be used in cases of resistance where individuals are given every opportunity to give compliance to officers' requests before action is taken.

Step 1: Simple appeal – Ask the subject to comply with requests being given by officer.

Step 2: Reasoned appeal – Explain why the requests are being delivered and why

Step 3: Personal appeal – Remind the subject what could be at stake

Step 4: Final appeal – Officer to give a final request for compliance

Step 5: Action – Officer to take action

(College of Policing 2020)

I believe that my approach gave a positive contribution to the situation, it allowed me to present numerous opportunities to the offender to comply with requests. I used open and closed questioning following the 5 step appeal model and attempted to build rapport, exhausted my options through the NDM before taking action through force.

I think that this approach in the current climate may have had negative connotations attached. Covid-19 regulations state that PPE must be worn to safeguard and prevent the spread of the virus, as a result masks must be worn whilst attending calls. Through personal experience of adhering to PPE requirements, I've found communication more difficult whilst wearing a mask, causing difficulty in being able to fluently communicate which could have been a barrier within this incident. (GOV.uk).

Officers can get stuck in a routine of behaviour which, if not reviewed can escalate out of their control. Powers available to me as a PC may foresee me as an authoritative figure within society and I have a responsibility to break any negative attitude or behaviour that may exist. I believe I displayed this outlook in this incident by showcasing behaviours as outlined in Betari's box theory. (Mindtools.com)



(Mindtools.com 2020)

Betari's box model outlines that you can only control your own attitude and behaviour. Attitude – "A feeling or opinion about something or someone, or a way of behaving that is caused by this" (Cambridge English dictionary)

Behaviour – "The way someone behaves" (Cambridge English dictionary)

Applying this model at the incident as a PC I was able to control how I delivered my communication, making use of the Five Step appeal, identifying my options and contingencies through the use of the NDM, though the situation was volatile and escalated in force being used through administering of PAVA, ultimately the situation was de-escalated, no injuries were sought and the male was successfully

apprehended, I felt that use of force was justified and proportionate given the incident circumstances to safely diffuse the situation and maintain that the males' human rights were not breached. I controlled my attitude and behaviour, breaking the unconscious loop by noticing how the behaviour of others made me feel and refusing to let it affect my attitude by considering the Betari's box model.

At the point of the male taking hold of my colleagues arm in an aggressive state, due to the impact factors present I felt myself coming away from the Betari's box modelled behaviours and slipping into a negative attitude towards this male because he had lashed out physically. This action caused a delay in my thinking process, delaying my behaviour of being able to accurately deal with the threat in front of me. For a moment I could not make sense of the situation, at this point my colleague had deployed PAVA. I was satisfied to apprehend the male under circumstances outlined in section 3(1) of the Criminal Law Act 1967, I was confident that force being used on the male was proportionate and necessary to detain him and that his apprehension was lawful.

Upon reflection of this incident, I am satisfied that I displayed professional behaviour, even at high pressure conflict moments that arose. College of Policing outline behaviours expected by the police in line with policing code of ethics, these behaviours state that officers must;

Be accountable, fair, honest, integral and to treat people with respect. I analysed my options and decisions before a last resort of force was used and acted in line with Article 3, 7 and 14 of the Human Rights Act 1998.

In conclusion, I have learnt from this incident that situations can escalate and become unpredictable. I don't feel I could have done anything more in the situation at the time. I think that I need to review my conflict management skills and have since read through the Blackstone's manual and notes I made in the initial 6 months of classroom training to refresh my knowledge and help me handle future similar situations.

If I had to do anything differently I would have used force earlier in the incident to prevent escalation of conflict which would assist in safeguarding myself, colleagues and the offender.

I have explained within this task how I have used conflict management, communication and use of force models de-escalate an incident I attended as arresting officer, explored my actions and thought processes throughout the incident and reflected on how I managed the situation to de-escalate, apprehend the offender and effect arrest. I have explored how social contexts have affected the situation and how my actions contributed to ensuring that the offender's human rights were not breached. **(1648 words)**

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

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

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

Explain and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

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

ANSWER:

Within this task I will refer to the Gibbs model of reflection 1988 to explain a domestic incident that I attended and played a significant role as an assisting officer on a handover task following the evening that the incident had occurred and how I assisted in providing victim services, victim communication and followed procedures in line with the Victims Code of practice.

I will explain what my responsibilities were, the PEACE model and the National Decision Model to support the victim of this incident. I will also explore how I communicated with the victim, explained next steps through the criminal justice system, all whilst in the grips of Covid-19 and how this has been a contributing factor when dealing with the victim.

I will explain how I engaged policing values whilst completing lines of enquiries in regards to the investigation and how I endorsed sensitive practice when dealing with the victim. I will explore the Victims Code and how I implemented and adhered to this approach whilst dealing with the investigation.

I was tasked a handover in relation to an incident that occurred the previous evening. An emergency call was received where reports of an ongoing domestic were made,

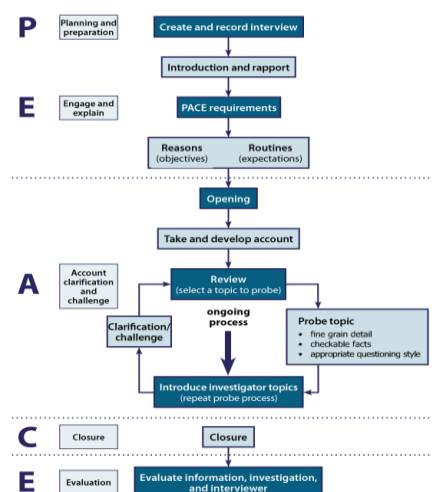
officers arrived and arrested a male on scene, the male was in police custody. Reports also stated that the victim was unable to provide a statement due to intoxication, this was an outstanding line of enquiry that needed to be actioned on handover to the morning shift.

I corroborated information relevant to the case, under my responsibilities I used this to plan and prepare. I attended the victims address in the company of two other colleagues to complete a victim interview and obtain a statement. A female was at the address and identified herself as the victim to the incident, nobody else was present at the address. I communicated with the victim, focussing on how I was relaying information and ensuring that I did not interrupt the victim when she was speaking. This maintained a sensitive approach to achieve best evidence where possible.

The victim consented to giving a statement. I explained to her that by consenting to providing a statement that she may be required to attend court, she accepted. I then took the victim statement. The victim disclosed her account which I recorded on my laptop, I provided her the opportunity to read back what had been recorded, she did and digitally signed the document. I explained to her what a Victim Personal Statement was, what it incurred, its impact and offered the service to her, she declined the VPS.

The offender was interviewed and the victim statement was of evidential value. The offender was bailed with police conditions awaiting CPS guidance. I provided the victim with an update following Gwent Police procedure in light of the updates on the case and documented on police systems this ensured a standardised view was clear for other involved officers.

The PEACE model, is used within policing to assist in planning and preparing for interviewing suspects, victims and witnesses. PEACE is a national model used throughout policing organisations, used not to focus on gaining confessions from suspects, instead allowing for a standardised approach when dealing with investigative interviewing. The PEACE model is structured in 5 separate topics;



(College of Policing 2013)

Policing values state that as officers “we are emotionally aware” – College of Policing

Upon reflection of the incident, I feel that I demonstrated emotional awareness. I spent time with the victim and listened to her account and documented in her words, allowed her to manage conversation as she was visibly upset and vomited, explaining it to be “stress from the incident”. I offered her victim services in the form of completing a VPS which I thought both at the time and at present was an applicable action to take given the circumstances of the incident. I also explained the process of seeking victim support through victim support organisations.

Evaluating the incident, I think I dealt with the situation appropriately and considered my powers and policing policies before, during and post incident, referring to the NDM and policing values to aid my approach to the victim. As a result of my actions, obtaining a full account from the victim, the aggressor was released under police bail with conditions, hence, safeguarding the victim from any further potential incidents.

I feel the situation was dealt with well, however, I do feel there are areas I could have dealt with better. In the grips of covid-19 I wore a mask throughout the interview in the victim’s home address. On reflection, I could have asked the victim to step outside into the private garden to discuss the incident, therefore removing my mask to engage further with the victim. Removal of the mask may have also made the situation potentially less intimidating.

The Victims code is a statutory document that originated in 2006 which outlines minimum levels of service that victims can expect from services. The Victims code was revised in 2013 and as a result services for repeat victims have been reviewed and enhanced. Referring to the Victims code I am able to understand that the victim that I was dealing with was a repeat victim and therefore may need additional enhanced support.

Reviewing the situation in relation to the Victims code, I believe I exhausted each area necessary when collecting the victim’s account of the incident. I modelled the NDM and approached the situation delicately by allowing the victim to express her emotion without judgement and adhered to victim update regulations when updates on the case arose.

Policing values as per the College of Policing state that as police officers “we deliver, support and inspire”. I believe that in this incident I did all I could to support the victim through the incident that she had experienced and felt satisfied that when I left her address I had delivered a professional service and signposted her to sufficient victim support networks in line with the Victims code regulations. I think I gathered her account well and was able to use this to present as evidence with her consent to support her case.

Victim support work as an independent charity to help people affected by crime to seek the support they need. In this incident, I signposted the victim to this charity as she was a repeat victim I felt she would benefit from the support offered by the charity. I

used my initiative well and adhered to the Victims code by signposting additional support to the victim, under the Victims code 2016, it states that repeat victims may need enhanced support, my actions provided the victim with this.

In conclusion, I feel that this situation was a positive situation and the victim was informed, aware and equipped with the resources needed for the next steps of the criminal justice proceedings and in relation to support available to her. I left my contact details with the victims so she has a point of contact. The victim also disclosed that she felt content with the service she had received from myself.

I learnt from this situation that victims of crime behave in different ways. I have learnt that all victims need to be treated as individuals and that my actions can influence the disclosure given by victims.

If I had to approach this situation again, I would consider sensitivity and how I initially approach the situation. I completed house to house enquiries before speaking to the victim. When speaking to the victim she disclosed that she was embarrassed by the situation and shuddered at the thought of her neighbours being aware.

I have explained within this task my responsibilities and procedures in line with the relevant Codes of Practice to support victims through the Criminal Justice system and my thought process using the NDM. I have explained my use of the PEACE model to structure the interview and communication I used. I have explained how I satisfied victim services referring to the Victims Code and how I could improve in future. **(1640 words)**

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:

Within this task I will refer to the Gibbs Model of reflection 1988 to explain an incident whereby I used my professional discretion in a situation. I stopped a male who was carrying a rear seat passenger who wasn't wearing his seatbelt whilst in operation of a vehicle, how I referred to the National Decision Model to rationale my decision in to not issue a Traffic Offence Report and how the incident was resolved through using my professional practice and decisions I made under the reviewed Covid-19 regulations.

I will explain how I considered my responsibilities under the CPIA when conducting the investigation and how I managed the suspect during the incident also how I adhered to CPIA when recording, retaining and revealing significant information.

I will explain how I demonstrated policing values in incident and what impact unconscious bias can have on the decision making process.

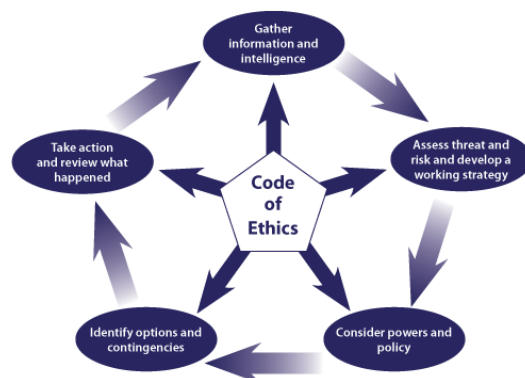
I was tasked to conduct observations of motorists driving for any offences that were being committed and to issue a Traffic Offence Report if any offences had been committed whilst working a day shift. It was 10am and I positioned up roadside with 2 colleagues in a marked police car. I noticed a male who was driving a Ford Fiesta carrying a rear passenger who was not wearing a seatbelt.

Police National Legal Database guidance states that an offence had been committed under Section 14 Road Traffic Act 1988 – Failure to wear a seatbelt.

After reviewing, I was satisfied that all elements were met and the offence was complete. I followed the vehicle and instructed it to pull over in a nearby car park. I used my radio to complete PNC checks on the vehicle and its occupants and engaged in conversations with the occupants.

I decided, in light of the information I had to make a decision. Initially I wanted to issue a TOR, however I dealt with incident by using my professional discretion, I decided to not issue a TOR, in my view this was not a suitable route to deal with the incident in the midst of Covid-19 and due to a language barrier present.

Before the vehicle had come to a stop, I was feeling anxious about the situation that was unfolding. At that point I began to use the National Decision Model to assist with decision making. I was thinking of my options available if the car was going to fail to stop and what threat that could pose on members of the public, motorists and the occupants of the vehicle. I considered the possibility that the occupants were unable to see or hear my instructions to stop and whether their feelings at this time could impact the outcome of the incident, again referring to the NDM as the situation progressed.



(College of Policing.uk 2020)

At the point of the vehicle stopping and the occupants exiting the vehicle, I felt less anxious and held more of a curious mind set, looking for more detail about the situation.

Once I had spoken to both occupants and become equipped with information gathered from PNC checks on scene I was able to develop a working strategy of how I was going to approach the occupants and deal with the incident.

I established that there was a language barrier between myself and the rear seat passenger, he revealed that he was hard of hearing and with the use of masks under Covid-19 regulations he found it difficult to hear and understand what was being said

in conversations. I used the NDM to identify what options were available to me and was able to explain to the driver of the vehicle what was happening next who then used sign language to the passenger to explain what was being said.

Gov.uk states that exceptions to wearing a seatbelt include being medically exempt, a 'Certificate of Exemption from Compulsory Seat Belt Wearing' issued by a GP must be kept in the vehicle and produced to police where applicable. (GOV.UK).

The driver of the vehicle explained that the passenger had a certificate of exemption from his GP but could not find it in the car, the passenger attempted to load an electronic copy on his mobile however, there was low connectivity, I was able to view the certificate partially. At this point, I referred back to the NDM and used my professional discretion as I felt satisfied that the male was medically exempt.

"The Criminal Procedure and Investigations Act 1996 makes provision for the publication of a Code of Practice which sets out how police officers are to record, retain and reveal to the prosecutor material obtained in a criminal investigation." (GOV.UK)

The CPIA codes of practice state that information revealed must be for a policing purpose and under GDPR. I ensured that I acted in accordance with my responsibilities under the CPIA by remaining covert with information being passed, I secured my earpiece to the radio headset so that the information could not be heard by any other persons on scene, allowing me to lawfully reveal any information that may be held in relation to the vehicle and its occupants, allowing me to act on relevant additional information for example, if the occupants were wanted. Body worn video was switched on in line with CPIA regulations of recording the information, managing the occupants of the vehicle at the scene and managing the information gathered from the scene for upload to policing systems when returning back to the station. I returned back to the station, I accessed system and recorded an ailment marker to the male who was passenger in the vehicle stating that he was partially deaf. I did this as it is my responsibility in accordance with CPIA codes of practice.

College of Policing outline behaviours expected by the police in line with public service, one of those behaviours state that;

"I am motivated by serving the public, ensuring that I provide the best service possible at all times" (College of Policing 2020)

By recording this significant statement I acted in line with policing values as the information could make any further experiences with the police less stressful for the male.

Unconscious bias can happen when people favour other people who have similarities to them which could include similar in looks or maybe share the same views or values. An example could include; a person may be drawn to another from the same area as them. There is also another strand of unconscious bias to consider which is known as the "halo effect". This can occur when a positive trait is transferred onto a person without anything being known about that person. An example; those who dress in

smart clothing could be viewed as more informed in an office set up, based solely on what that person is wearing. (ACAS.org.uk).

The two male occupants were dressed in hooded tracksuits, both wearing facemasks. One of the males was hostile towards myself, speaking loudly and not answering my questions, I began to form a first impression image of the males subconsciously.

In conclusion, within this task, I have explained how I demonstrated responsibilities and procedures in line with the relevant Codes of Practice in the situation I dealt with as outlined above referring to the NDM, I have also illustrated how I implemented policing values to assist in resolution of the incident and how unconscious bias, language barriers and social factors can influence the decision making process.

In this incident, I used my professional discretion to resolve the situation, however, as stated I did begin to slide into a state of unconscious bias based on the way the males were presenting, I do believe that the incident could have escalated into a heated matter if I had failed to engage in conversation and understand the language barrier that was present which formed part of my unconscious bias as initially, I suspected that the male was being hostile until I determined that wasn't the case and in fact the males' behaviour was due to a hearing impairment.

Upon reflection of the incident, things went well because I used communication and adapted the communication methods referring to the NDM to meet the males' needs. I contributed further by updating the police system with information to assist in any future meetings between police and the male. I handled the situation well by resorting to professional discretion as opposed to a TOR, I updated systems under CPIA regulations and both males left the scene satisfied.

Observing the driver communicating via sign was a positive learning experience for myself as an officer, I was able to witness the impact a language barrier can have in an investigation and how incidents can potentially be resolved with the required skills.

I think the incident could have been more positive if I had considered how I approached the situation. I will try to go into an incident with a clear mind as opposed to preconceived bias and potential decisions made before considering information that I may not be aware of, as reflected in the conception that I had to definitely issue a TOR.

I don't think I could have done anything else then and there on scene than what I did however, post incident I have considered enrolling onto a sign course. "Learn BSL from home in your own time" (British-sign.co.uk 2020).

Within this task I have considered my responsibilities under the CPIA when conducting investigations including and how to manage suspects at incidents. I have explained the recording and retaining of significant information procedures I followed and how I used the NDM to assist my thought process and rationale. I have explored unconscious bias and the impact it can have on incidents. Finally, I have discussed how I implemented my policing values and how they contributed in this incident. **(1636 words)**

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
Learning sign language to assist in effective communication whilst executing duties	Learning at home in my own time via an online course through the British Sign Language website	Support through online course and relevant handouts with visual aid.	6 months to achieve online course. Aim to complete in April 2021.
Complete person searches under S23 and S1 (Misuse of drugs and offensive weapon)	On shift, when working a set of shifts add myself into logs where person searches are required with the approval of my tutor. Also checking police systems for calls that will require person searches	My tutor when attending calls and approving the search to go ahead. Keeping observant on calls and checking logs for information to determine whether person searches are required.	I aim to achieve this before leaving the Professional Development Unit in December 2020.
Work on building confident around policing systems	I have taken a proactive approach and am assisting	My tutor can provide support and is monitoring	I aim to achieve this before leaving the Professional

navigation and usage.	on updating relevant information onto policing systems to help with confidence with using the system which is being monitored and reviewed by my tutor. I am also asking for assistance from my tutor to help me understand other areas of the systems and continue to build confidence.	my progress on the policing systems. I am also referring to training Power points providing in the first 6 months of initial training within the police PCDA course to help understand processes of building case files and uploading onto police systems.	Development Unit in December 2020.
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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

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

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

Signed: __ _ C L WOODRUFF __ _ (Learner - Electronic signature or type name)

Date: __ _ 08/11/2020 __ _