

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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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:

Throughout this task I will explain and outline the coping strategies that I applied and adapted to my everyday life to help me cope and minimise stress throughout my initial six months of learning since being attested as a Police Constable.

For myself I would ensure I kept to three strict rules. 1) Eat well 2) Exercise 3) Sleep. The main reason for this was for mental wellbeing. I found when I maintained these three rules I would be in a good headspace for the day. Each rule would have a positive knock on effect for the other and if one day one fell short then it would have a negative knock on effect for the other rules.

Firstly I would keep a balanced and nutritious diet, eating healthy foods, balanced meals and consuming nutritious snacks throughout the day. My food on a daily basis would be planned the day before so I knew what my meals would be and I would have my snacks laid out for certain periods between meals throughout the day. Regarding mental wellbeing eating healthy would help to improve my mood, give me more energy and help me think clearer. (Mind charity 2020) This was important throughout the learning phase as I had a lot of information to take in and retain.

Secondly I planned myself a workout routine to coincide with the balanced and nutritious diet. I would start each day with a 4km run. My alarm would sound at 4am and I would get up, drink a glass of water, eat a banana and go for my run for

approximately 30 minutes. I always feel that running in a morning would put me in a good mental headspace to start the day. Running sends nourishing blood to the brain, which can help you think more clearly (Very Well Fit 2020). Upon completion I would have a cold shower and I would feel energised and invigorated for the day ahead. Running helps my productivity throughout the day and helps me perform better at work (Matey Lifestyle 2020).

Thirdly I would make sure I got into a sleep routine that would ensure I had an adequate and a healthy amount of sleep as per guidelines for a man of my age which is 7-9 hours (sleepfoundation.org 2020). I would ensure I got to bed by 8pm which would give me the adequate amount of time to get in the recommended amount. The knock on effect from the exercise would promote a good night's sleep and recovery for myself.

I would always ensure that when I was on my rest days I would not study or look over my work as the down time with family was necessary to rest and rejuvenate ready for the week ahead of training again.

When exams were approaching I dedicated 2 hours in the evening for revision and 4 hours on weekend days. By having this structure helped me to remain focussed and at the same time having a balance of personal life and work life and ensuring I promoted recovery of mind and body as this was necessary to avoiding unnecessary stress.

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.

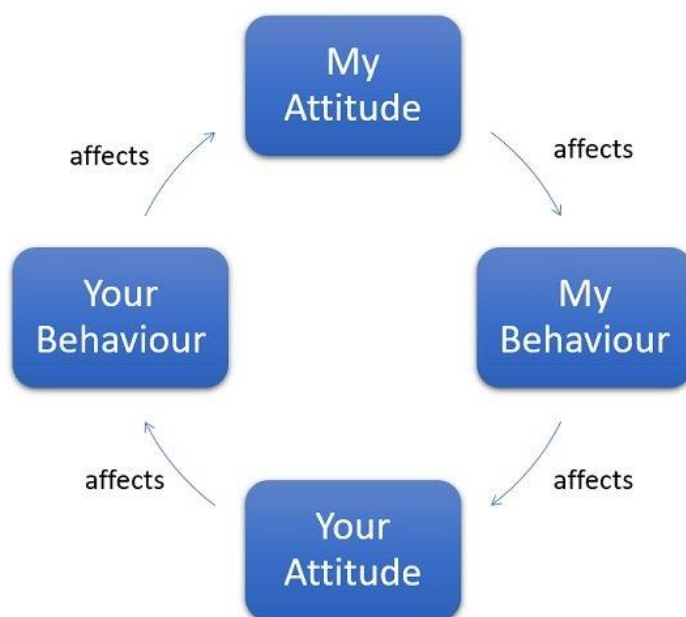
1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Throughout this task I will explain how I played a significant role in a policing incident involving conflict with an offender. I will explain how I used my communication skills effectively to manage the conflict and the necessary actions I took to bring the conflict under my control. For this task I will be using the Gibbs model of reflection to structure and explain the incident with the offender.

This incident was in relation to a male who had been reported for shoplifting from a supermarket two days earlier. The male had been spotted by Police community support officers walking through the city centre and they made a radio transmission for Police officer attendance as they were aware that the male was wanted. The

offender was aware he was being followed so the Police community support officers guided us to the location. I attended this call with five other officers to locate the male. As I arrived at the location the offender was being verbally aggressive towards the Police community support officers so I got a quick account from the officers then I immediately engaged with him in a calm and collective manner. I asked him to stop shouting at everyone around him and to only focus and engage with myself. I gave the offender the opportunity to tell me as to why he was shouting and I displayed active listening skills and tried to build a rapport with him. I then went on to explain the reason why I was arresting him. I used the simple 'Betari box' method as outlined in the below diagram. (Mind Tools 2020)



I believe the effectiveness of this communication as there were a lot of people present I thought it would be best for myself to take the lead and for any communications to go through myself.

Upon receiving the call I was doing a dynamic risk assessment with the information I had and going through the National Decision making model. (College of policing 2014)



While on route I was gathering information and intelligence in relation to the offender which flagged up he had warning markers for drugs and concealing drugs. In my assessment of risk I was concerned he could conceal prior to going into custody and also with the manner in which he was being verbally aggressive towards other officers I immediately handcuffed the offender to gain control of him.

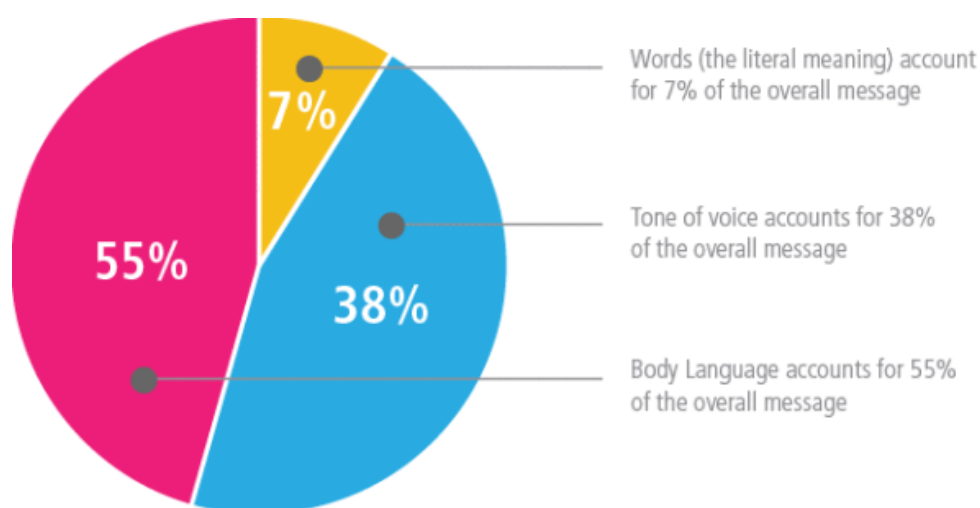
I asked the offender if he had anything on him that could cause myself any harm to which he said no. Upon commencing a search under Section 32 of the Police and criminal evidence act he had multiple needles in his pockets. From this point I knew I had to accelerate my assertiveness with the offender which caused him to get a bit more verbally aggressive towards myself. I again made it very clear to him that I needed to search him and I wanted to do it safely. I continued to use my communication skills in an effective manner.

The way I presented myself during this conflict was by using the model outlined below which is known as 'Mehrabians rule of communication'. (Right attitudes 2008)

This outlines that 55% of effective communication comes from your body language. So during this conflict I was talking with the offender by keeping eye contact with him and with open palm hand gestures throughout.

Tone accounts for 38% of the overall message you are trying to get across, so when I was speaking with the offender I used a calm tone to try and bring the aggressiveness from the offender back down so we could effectively communicate.

Words only account for 7% of the message you are trying to deliver. So with the offender whatever I said he appeared to be quite dismissive of as he was getting arrested hence why I had to use all 3 parts of this model to my advantage to deescalate the situation.



The outcome of the situation was that I needed to get the offender arrested and taken in to custody and I wanted to do this ensuring the safety of myself, the safety of my colleagues and also the safety of the offender. This is where the 'national decision making model' and 'Mehrabians rule of communication' had to coincide together.

During the situation I felt immediately that I had to take control and try to establish a way in which I could deescalate the hostility that appeared to be coming from the offender. I was conscious he had warning markers for drugs and concealing drugs so I wanted to ensure he was under control. After carrying out a search on the offender and finding a needle I was then even more conscious as to what else he had on him. As the officer carrying out the search I was apprehensive for my own safety as he had originally declared to have nothing on him to which then multiple needles were found. Before the situation when I gathered the intelligence on the offender and discovered that he was a concealer I felt immediately that it was necessary that use of force to be applied so I wanted to get him in handcuffs to prevent this but also for my safety. I knew he was going to be coming into custody on suspicion of theft so it was imperative he was in handcuffs as soon as practicable.

After the incident I felt like I had handled the situation well. The fact the offender had needles on him did make me reflect on how important it is to be careful when searching a person and how easy I could have been pricked with one had I been complacent carrying out the search which then would could have led to medical implications for myself.

Overall I believe that by gathering initial information and intelligence prior to attendance gave me a head start on how I was going to approach the situation. I could see soon as I arrived the hostility and conflict that the offender was displaying so my knowledge of the 'Betari box' was a very useful aide and worked well when I put it into action. The number of officers present was a positive and the contribution they gave shown a great team effort.

I recognised after the situation that my positioning while carrying out the search from an officer safety point of view could have been better in order to not put myself at risk of assault but I recognised the issues to take forward in the future.

I think the reason the situation went well was because of constantly dynamic risk assessing the situation and being effective in my communication with the offender.

The conflict had to be managed in a way to reduce it from escalating further in order to carry out the task in hand which was to arrest the offender on suspicion of theft.

After the offender was in custody all persons involved had a debrief and we reviewed what happened and discussed it. I think debriefs are a great addition to every incident as it gives people the opportunity to put ideas forward.

If I was doing this situation again then when searching the offender I would ensure he was looking away from me and I was searching him from behind so at no point am I leaving myself open to be attacked. Even though the offender is in handcuffs there are still ways to leave yourself open to attack and with the offender being a drug user this could impair his mental state to not think or act in the way a normal person would act in these circumstances.

Throughout the whole incident I was following the Policing principals as outlined by the college of policing.

Accountability- I am aware that I am answerable for the decisions and actions I made throughout this situation,

Fairness- Throughout this incident I treated the offender fairly.

Honesty- I was truthful and trustworthy in every action I carried out during this situation.

Integrity- I aimed to do the right thing throughout this situation.

Leadership- While in attendance of this situation I lead by good example in a manner in which the Police force expect me to.

Objectivity- Each choice and decision I made while at this incident was based on evidence and was through my own professional judgement.

Openness- As explained above I was transparent when explaining to the offender the reason he was being detained.

Respect- I treated the offender with respect and managed to build a rapport with him through effective communication whereby I managed to get respect back from him.

Selflessness- I acted in the public interest.

(College of policing 2014)

I have explained within this task about a Policing incident involving conflict and the effective communication skills I used, and shown an understanding of 'Mehrabians rule of communication' and an explanation of what this is.

I explained my reasoning of why I thought use of force was necessary and how I justified using force.

I also explained the policing principals and how I used them in this situation.

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:

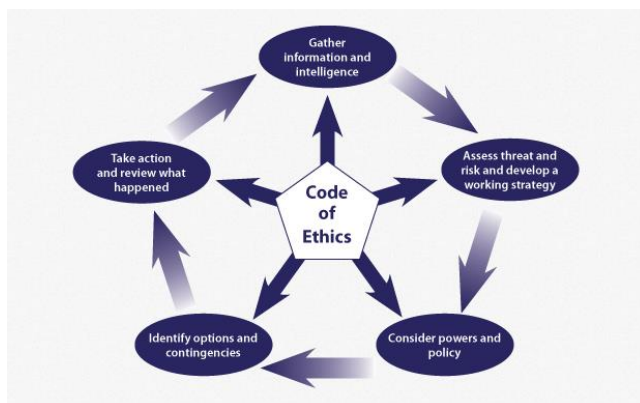
Throughout this task I will explain how I played a significant role in a policing incident involving conflict with an offender. I will explain how I used my communication skills effectively to manage the conflict and the necessary actions I took to bring the conflict under my control. For this task I will be using the Gibbs model of reflection to structure and explain the incident with the offender.

While I was out on mobile patrol in a marked police vehicle a blue Toyota Yaris overtook the police vehicle and then pulled in front of us at the traffic lights on The Queensway in Newport. The vehicle was an older car and I decided to carry out a check while the vehicle was moving through the Police national computer while we were behind it in order to ensure the vehicle was being driven with valid insurance and valid MOT. I was on patrol with two colleagues, one of whom was driving the vehicle.

While my colleague was driving this gave me the opportunity to carry out the checks while we were following the vehicle. The vehicle pulled down a side street which was a dead end before the check was complete. We pulled over at the end of the street while the check completed so we waited to see if he came back out which he didn't. Myself and my colleague got out of the police vehicle and walked down the street to check on the car which was parked up and the driver was not inside.

After the check was complete it came back that the vehicle had no insurance.

So I began by working my way through the National decision making model.



(College of policing)

The national decision making model is a model that recognises the need for all policing decisions and needs to be consistent with the principles and standards of behaviour that are set out in the code of ethics. The code of ethics is central to all policing decisions that I make and sets out the policing principles that as an officer I am expected to meet.

In relation to the incident I started working my way through the National decision model by gathering information and intelligence. The Police national computer gave me the details of the owner of the vehicles name and address so I knew if the driver returned to his vehicle then I know I am speaking with the owner. Also by doing a check I would find out if the person had any warning markers against his name that could oppose as a threat to myself or if the vehicle has been previously used for the purposes of crime.

By doing this I am assessing the threat and risk and developing a working strategy on how I will approach the situation. I then considered the powers and policies available to me which are to report the driver for 'Driving without insurance' under Section 143 Road traffic act. (Legislation.Gov 2011)

143 Users of motor vehicles to be insured F1... .

(1) Subject to the provisions of this Part of this Act—

- (a) a person must not use a motor vehicle on a road [F2 or other public place] unless there is in force in relation to the use of the vehicle by that person such a policy of insurance F3... as complies with the requirements of this Part of this Act, and
- (b) a person must not cause or permit any other person to use a motor vehicle on a road [F4 or other public place] unless there is in force in relation to the use of the vehicle by that other person such a policy of insurance F5... as complies with the requirements of this Part of this Act.

(2) If a person acts in contravention of subsection (1) above he is guilty of an offence.

(legislation.gov 2011)

With the incident I had considered the option of having the vehicle seized for no insurance but when speaking and engaging with the driver he seemed adamant he had insurance and said that he had documentation to show this. I gave the driver the opportunity to show me in case this was an error on the Police systems. The driver shown me an insurance policy document he had on his email. I was apprehensive as to take this document as fact as I have known in the past people to show policy documents but to have had their policies cancelled due to failure to pay so I decided to call the drivers insurer to check as a contingency option. After checking with the driver's insurance provider it was confirmed to me that it was a valid policy and the details matched.

Whilst my colleague was doing a person search on the male through the Police national computer on our hand held devices it returned that a male by that name was wanted on an international arrest warrant. This is where I had to use the National decision model again for an unrelated offence to the one we originally stopped him for. I assessed the threat and risk and detained the male for the purpose of a search under Section 1 Police and Criminal Evidence Act.

1 Power of constable to stop and search persons, vehicles etc.

(1) A constable may exercise any power conferred by this section—

- (a) in any place to which at the time when he proposes to exercise the power the public or any section of the public has access, on payment or otherwise, as of right or by virtue of express or implied permission; or
- (b) in any other place to which people have ready access at the time when he proposes to exercise the power but which is not a dwelling.

(Legislation.gov 2011)

The search was on the grounds of suspicion the male was wanted on an international warrant and while he was being detained I wanted to ensure he did not have anything on him that could hurt myself and also noting illegal within his possession. My concerns were that if he was on an international arrest warrant then I felt he might try to escape again. I did not feel the need to use force and place him in handcuffs at the time as I felt in full control of the driver. Had the driver tried to use some resistance or a change in demeanour then considerations for use of force would have been used.

By liaising with the force control room my colleague discovered after doing further checks that this was not the wanted male but the issue was flagged due to the name search being the same name as a wanted male. I gave the male an explanation about this which I found he was appreciative of the clarity I was giving him. Through the cooperation from the driver and the effective communication from myself explaining to the male the whole stop ran smoothly.

During the incident I was feeling like I was in control of the situation. Despite the different issues that were arising I had the confidence and knowledge to find solutions as to how I was going to deal with them. Before the situation I was thinking there is a possibility of a language barrier between myself and the driver as the driver was from Poland so I started to plan the options I had available to me if there was an issue with language. A language barrier would not have stopped me dealing with the offence

however I would have used a language line service that we have available to us. Fortunately in this instance the drivers level of English was almost fluent so it made communication simple for both myself and the driver. After the incident I felt accomplished that we dealt with the situation leaving with no uncertainties and that we had ensured everything was in accordance with the law.

The reason I think the whole situation went well was because throughout the situation the driver was cooperative throughout. I communicated well with the driver and I explained to him the reason why we stopped him initially and continued to explain to him throughout the whole process the reason behind our actions. Myself and the driver built a good rapport, the driver was respectful towards me and my colleagues and likewise we were respectful back and he appreciated that we were merely doing our job. As a team we executed the situation well to not keep the driver longer than necessary. Communication between myself and my colleagues was good so everyone knew what was happening with the tasks we were carrying out.

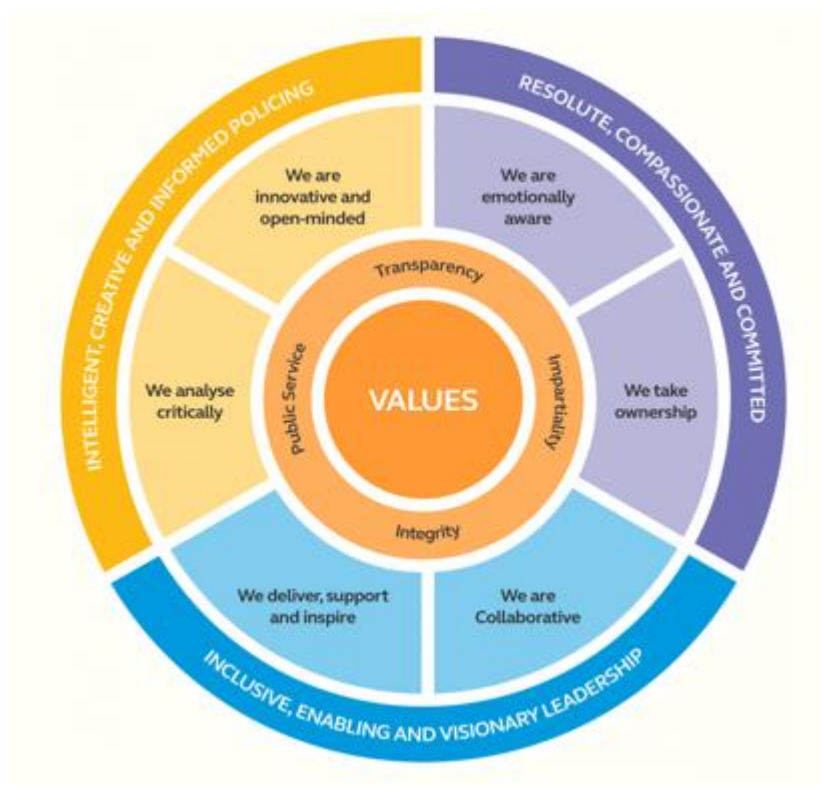
Throughout the incident I followed the College of Policing competency and values framework that sets out behaviours and values to support all policing professionals.

The competency and values consists of six competencies:

- We are emotionally aware
- We take ownership
- We are collaborative
- We deliver, support and inspire
- We analyse critically
- We are innovative and open minded

These competencies all work around the four values that support everything that the police service do. The four values are as follows

- Transparency
- Impartiality
- Integrity
- Public service



(College of policing 2020)

Going forward I am going to take some time to go through road traffic laws to further develop my knowledge on the legislation of the Road traffic act. In order to develop these skills I like to put practical experience to the learning so I will consider seeking to spend some time with traffic to gain some knowledge.

After the situation I always have a debrief with my colleagues who were involved in the incident to discuss what went well and what didn't go well and what could have been done to make it run more effectively next time. We analyse in depth the whole situation and review body worn video of the incident. After this incident my colleagues were in agreement with me when I said I wouldn't have dealt with any part of the incident any differently to the way I did.

I always attend every incident with an open mind knowing that circumstances can change throughout or that the initial reason for attending may escalate into something more which in this instance that is what happened.

Throughout this task I have explained a policing incident where I played a significant role with an offender, covering potential language barriers and legislative contexts used. I have explained the responsibilities and procedures of the codes of practice. I have explained the Policing values and what considerations I used throughout.

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:

Throughout this task I will explain how I played a significant role in a policing incident involving an offender. I will explain how I came to make my decision in relation to the incident and how I used my communication skills effectively to manage the situation and the necessary actions I took to make a decision by reviewing all of the options I had available to me in regards to dealing with the offence in an appropriate manner. For this task I will be using the Gibbs model of reflection to structure and explain the incident that I dealt with.

Whilst on mobile patrol and conducting investigations we were driving down Caerleon Road in Newport and had just gone through a set of traffic lights that were on green when a vehicle pulled out of a junction from Duckpool Road in Newport whereby the traffic lights at the end of that junction were on red. This vehicle had pulled out directly

in front of the marked police vehicle that I was in being driven by a colleague and in accompany with another colleague.

Immediately I could see that an offence had been committed so I had to identify the correct description of the offence and consider the options I had available to me for dealing with the offence.

I identified that Contravening a red traffic light is an endorsable offence under Section 36 of the Road Traffic Act 1988. (Legislation GOV 2011)

36 Drivers to comply with traffic signs.

(1) Where a traffic sign, being a sign—

(a) of the prescribed size, colour and type, or

(b) of another character authorised by the **[F2relevant authority]** under the provisions in that behalf of the **M1** Road Traffic Regulation Act 1984,

has been lawfully placed on or near a road, a person driving or propelling a vehicle who fails to comply with the indication given by the sign is guilty of an offence.

In the marked police vehicle I signalled to the driver to stop and pull over as I wanted to speak to the driver in relation to the offence and see if there was any reason as why he had contravened the red traffic light. As I went to speak to the driver I pointed out the offence to him and then immediately cautioned him. I started to work my way through the National Decision Making Model (College of policing 2014)



I started by gathering information on the driver and the vehicle. I needed to know was the vehicle legal to be on the road by having a valid insurance policy associated with the vehicle and a valid MOT. But also if the driver was the holder of the policy linked to that vehicle and did the driver hold a valid driving license. I obtained this information by doing a Police National Computer check.

Working my way through the national decision making model I then assessed threat and risk and developed a working strategy. With the Police national computer check I was checking is there any warning markers on the person or vehicle that could oppose as a danger for myself or my colleagues. Another risk considered was where the driver stopped his vehicle and was it a safe place to stop and would it oppose any risk to other road users and members of the public.

Powers I had available to me were Section 163 Road traffic Act 1988 'Power of police to stop vehicles' (Legislation.gov 2011)

163 Power of police to stop vehicles.

- (1) A person driving a **[F¹ mechanically propelled vehicle]** on a road must stop the vehicle on being required to do so by a constable in uniform **[F² or a traffic officer]**.
- (2) A person riding a cycle on a road must stop the cycle on being required to do so by a constable in uniform **[F³ or a traffic officer]**.
- (3) If a person fails to comply with this section he is guilty of an offence.

Next I identified options and contingencies. Contravening a red light can be very dangerous and have disastrous consequences. I didn't consider any other option except issuing a fixed penalty notice to the driver due to the nature of the offence that has been committed. The driver could not give me any possible defence to why he contravened the red light so the option of discretion did not even come into play.

I then took action by issuing the driver with the fixed penalty notice. The offence is an endorsable offence and carries a fine and penalty points.

During this situation I felt comfortable with the incident that was presented to me. As I witnessed the offence take place and it gave me the opportunity to deal with the offence and see it through to the end and I also knew my plan of action as to how I was going to proceed with it.

Before the situation we were out on mobile patrol and I was feeling alert. After the situation I felt like the situation was well dealt with appropriately and the decisions made of how to appropriately deal with this were effective.

The driver of the vehicle was clearly annoyed and frustrated to be stopped. He understood the reason why I had stopped him and also why he was being issued with a fixed penalty notice.

During the situation I could see that he had his young daughter in the car who I could see seemed to be alarmed by Police presence so throughout the incident I ensured I explained to her that there was nothing to worry about.

The overall process went good from start to finish. The offence was identified immediately and was dealt with appropriately. I communicated effectively with the driver and ensured he had an understanding of why he was stopped, I explained thoroughly to him the offence that was committed. Throughout completing the fixed penalty notice I ensured it was completed thoroughly. I engaged in conversation with the driver and he explained to me that the reason for contravening the red light was simply lack of concentration and feeling slightly tired. I gave the driver safety advice on this, explaining that it is dangerous to drive tired and that he should be fully concentrated on the road especially while having passengers in the car who are reliant on him to drive them safely.

Research carried out for the AA Charitable Trust's '#drowsydriver' campaign found

- That one in eight which is equivalent to 13% of UK drivers admit to falling asleep at the wheel.
- Nearly two fifths which is equivalent to 37% of drivers say they have been so tired they have been scared they would fall asleep when driving.
- Men (17%) are three times as likely as women (5%) to say they have fallen asleep at the wheel.

(AA 2018)

My colleague who was on patrol with me carried out a driving license check and some checks on the vehicle to ensure it was safe to drive and operate on the road. Tyres were of the legal limit when we checked them. The legal limit for minimum tyre tread is 1.6mm depth (Kwik Fit 2020). The reason we did this was to ensure that before the driver continued with his journey, we were letting him go knowing his car was in a safe state. This is something I do with every vehicle stop to ensure that drivers are operating their vehicles safely on the roads.

Throughout the situation with the driver and as I do with any situation within my role I had to adhere to The Code of Practice to the Criminal Procedure and Investigations Act 1996 (Ministry of justice 2015). This is an investigation conducted by police officers to determine whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it. (GOV UK)

I think the situation went well due to recognising the offence that was committed and knowing immediately how I was going to effectively deal with the offence. By having the driver understand why he had been stopped and having his full cooperation when I was explaining to him of the dangers in relation to the offence really made the situation go well as not only did the offence get dealt with in accordance with law but also gave the driver food for thought going forward into how he will be concentrating more in the future when driving.

From the situation I learnt how using my knowledge to educate people when they have committed an offence could sometimes be the best option when dealing with a minor offence if this prevents them doing it in the future and could also give them a more respectful look on the Police. Due to the nature of the offence the outcome was

necessary and both the fixed penalty notice and the education on the dangers were the most effective.

If I was faced with the same situation again I would not change or adapt my approach. I always use the national decision making model with every aspect of policing I do. This is effective with every day policing.

Being a new Police Constable, dealing with these situations this will help continue to develop the skills and for the situation to continue to flow naturally. Although the situation went well and I covered everything I always like to analyse and reflect afterwards but on this occasion I believe it went well for myself and my colleagues.

Throughout this task I have explained the situation I dealt with and how I applied the national decision model to assist in resolving this incident. I have discussed how I considered discretion but to the nature of the offence it was not a viable option in my opinion. I have explained my responsibilities with regards to adhering to 'The Code of Practice to the Criminal Procedure and Investigations Act 1996' and what this is. I have explained how I managed the offender and how I dealt with the offence through the issue of a fixed penalty notice and also how I engaged with the offender in a way where I made him understand the impact of the offence.

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
I would like to develop my knowledge on the Road traffic act.	I will use Blackstones police handbook and also PNLD to read over and become more familiar with the different acts.	I will seek support from the Traffic department within the station as they will have extensive knowledge and experiences they can share with me	6 to 12 months
I would like to develop my communications when transmitting messages across the air.	When on patrol with another person I will ensure that I transmit all the messages across to the control room as I believe this will come naturally by doing it regularly.	Colleagues will provide support to me as I will ask them to identify any issues they hear from my communications so I can work on it going forward.	3 months
Ensuring I am aware of my personal safety at all times and thinking of the possible dangers	This will be achieved by continuing to go through the national decision	Regular officer safety training refreshers with the training team. Also colleagues to identify and alert	Immediately and ongoing.

before going into situations.	model and assessing risks.	me if they notice complacency.	
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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: Kes Hobson (Learner - Electronic signature or type name)

Date: 09/11/2020