

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;*

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	
	Development Plan	This plan is equivalent to 1000 words
	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	
	Confirmation of Confidentiality and Plagiarism	

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:

To complete this task I am going to use Driscoll's structured reflective model.

While being on my initial Police Constable training there were many first's that I had to experience. Lots of them were exciting however there were lots that brought stress and had to learn to cope with. Although there is no medical definition of stress, Mind describes stress as "Situations or events that put pressure on us" and "our reaction to being placed under pressure" Mind (2020). With this in mind I had to learn to manage my own stress levels in a way that ensured I learnt everything but also didn't get overwhelmed to the point that it would have had a counterproductive effect on my learning.

Throughout training I had the difficult task of learning an array of definitions, policies and procedures. While looking at the content that I had to learn I remember feeling so overwhelmed and that I would never be able to learn and retain that level of information. After trying study groups with colleagues, the only way I was able to learn what was required was by writing things down on flash cards. Then I would look at the flash cards for a few seconds then put them down to see what I was able to retain then pick them up again to check. I would then build on this every time and this was the only method I was able to develop to truly achieve what I needed to in terms of absorbing the content. This method took me around six weeks to develop and was a huge help in terms of reducing stress. Prior to this I felt overloaded with information. Self-doubt was very prevalent for me making me question myself on whether I was able to retain the level of information I was expected to, to be able to thrive in what I believe to be my dream career.

Upon reflection I discovered that part of my issue in the first place was that I was being far too hard on myself and my own self-expectations were far too high. I was listening to others in the same position as me quoting things from textbooks and internally I was comparing myself to them questioning why I wasn't at their level. What I needed to do was focus on myself and not compare to other people who potentially had already been aware of their learning style where as I hadn't been in formal education for 16 years.

Having learnt this about myself now it has allowed me to concentrate on what I know about myself and the way I learn. An example of this would be prior to the third exam of four, the last two exams would be merged into one. This would form a very large set of topics for one exam that covered traffic legislation and public protection legislation and policies. This left people feeling stressed however I allowed myself to be calm and reflect on the beginning of the course and utilize what I knew suited my learning style. I reviewed these cards little and often so that I didn't feel overwhelmed. The result being I passed the exam and moved onto the PDU with no resits in the entire six months.

Word count 546

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:

For this task I will be using the format of the Gibbs reflective cycle to give my answer.

Description

I attended an incident after a call via my police radio of a person breaching their community protection notice. This incident was late at night and the person was not meant to be out past a curfew of 7pm and this person was also not allowed to be in a certain location which was where he was calling from. We were on our way to make arrest enquiries for another person. Given the reporting persons propensity for violence, specifically towards police, I made a decision to go to this incident first as only one officer was going to go there single crewed and didn't believe this was appropriate. The male was heavily intoxicated with his friends in a house. He was initially complaint and even allowed me to apply the handcuffs but only to the front. When we got outside the male was offended by being searched and kept saying that we were treating him like a drug user. I continued engaging with him, in an attempt to bring his aggression down. After a few minutes I managed to get him in the Police van. I formally arrested him for his breach of community protection notice. It was at this time the male began getting irate. On the profiled subject behaviour scale the male had now gone from being in compliance into active resistance. Then while engaging with the male I utilised the five step appeal in a further attempt to gain compliance with him. As I was progressing through the steps of simple, reasoned, personal & final appeal's that the male was not listening to me. The male just kept saying Taser Me to anything I said. I then asked "Is there anything that I can reasonably say or do to get you to comply with what I'm asking and move your foot inside the cage to allow the door to shut safely?" It was at that time that I instructed my colleague to wait until I had grabbed and lifted his leg inside to

then shut the door as soon as I removed my hand. The male did not react well to me grabbing his leg and moved into aggressive resistance however by moving swiftly and getting his leg inside the cage and we were able to shut the door safely. The male then began aggressively kicking the cage and screaming at the top of his lungs. We conveyed the male to custody where he falsely stated he had COVID-19 in a bid to be difficult.

(Personal Safety Manual, Page 41, National Policing Improvement Agency 2012)

Feelings

Something that caused me to be curious was that this call was made by the person committing the breach. Prior to the experience I was already on my way to make arrest enquiries for an earlier incident that I had been dealing with therefore my adrenaline was already higher. Upon entry to the property where the male was situated, I saw potential for the situation to escalate due to there being multiple other occupants to the property and they were under the influence of alcohol. During the experience I was nervous but felt confident to deal with what was going on. When the conflict happened I was so focused on dealing with what was in front of me, I didn't fear for my safety at all and felt safer with my colleagues also. After the experience I felt really good about how I had handled it. I reviewed my body worn footage to further observe and reflect about how I had handled the situation and I definitely feel that my communication was paramount in the situation not being any more volatile.

Evaluation

My use of baton's box was the correct communication models to apply with the male and the other parties present at the incident. For a large portion of this incident both prior and post the conflict the male was engaging and co-operative. If I could select something that I would have liked to improve in the way that I dealt with the incident – it would have been the speed that I took control of the male in handcuffs to getting him in the police van. I feel that had I been more assertive in moving the male from the address to the van then it could have easily prevented the male having time to think about being difficult and resisting. When I think about things that did not work during this incident, the main thing that stands out for me is my use of the five step-appeal when the male was in the back of the van. This could have been due to the fact that the male was heavily intoxicated or that he felt he was losing control of the situation. The male did not give a tailored response to any of the questions or appeals that were posed to him. I was pleased with most of my use of force in this incident which fell under Section 117 of the Police and Criminal Evidence Act 1984. I kept the use of force to an absolute minimum only lifting the male's feet to allow the door to shut and prevent any injury to him. The aspect of the use of force that I should have done better was in relation to the handcuffing. I handcuffed the male to the front as that was where the male presented his hands and I wanted the male to remain compliant however I should have been more assertive and instructed him to put his hands to the rear or change the handcuffing position when the male was out of the property.

Analysis

I believe that the majority of the experience was a positive one. I take this standpoint because although there were some elements that I would like to do better, overall there were no glaring issues that arose from this incident or the way it was handled. The training I received at officer safety training as well as previously working as a Police Community Support Officer prior to this role allowed me to communicate well with this male in an attempt to diffuse the situation which worked in the main. I contributed to the success of this incident not getting any worse by taking the lead in the communication with the male and trying to develop a rapport with him. I observed the way my colleagues were behaving to take guidance and learning from them. I further made a point that I wasn't satisfied with the way that I handcuffed the male to the front, I think this was due to being nervous and being scared to try and assert any authority in case it was the reason that the male began being aggressive. I know that there is a reason that these procedures are in place (including safety of officers and detained persons) and I need to ensure that am confident and assertive in what I am doing. So long as I utilise the National Decision Making Model and JPLANE (Justified, Proportionate, Lawful, Accountable, Necessary & Ethical) then I can stand up to scrutiny if the person had have changed his demeanour. When making decisions I always utilise the National Decision Making Model. Ensuring everything I do is centred on the code of ethics I look at what information is present to me at the time such as who the offender is and what is being alleged if anything. I then

consider all the information on who this person is and what we have been told on the initial call and assess whether there is any danger to persons present or ourselves. Working on the basis of “Prima Facie” on the initial call we take everything at face value as that is the only information we are likely to have at the time. Therefore if someone has warnings markers for violence towards Police then we are extra vigilant to that persons potential predispositions. Using this information we look at what powers and policies are available to us for example given a person’s propensity of violence towards the police – what use of force powers would we be utilising should it be required. Further to our initial considerations, what contingencies have we got in place should this not be what we think it is or if it develops in a way that is not obvious. We then take the appropriate action that we deem necessary and review to see if it was useful or not. Depending on the result of that then we could be potentially restarting the process again given what new information we have available to us. While observing my colleagues in this situation, they were all adapting a similar communication method to me which was requesting things of the person rather than demanding or forcing something that could escalate the situation.

(Robin B and Sarah B 2019) Blackstones handbook for policing students 2020

Conclusion

Following on from all my reflection and learning, I believe that I have learnt a great deal. I have learnt about myself in terms of being my confident and assertive in my abilities and when I next encounter a situation such as this, I will have these learnings at the forefront of my mind. I know that I need to develop my assertiveness and self-confidence. Next time I would definitely instruct the male to put his hands in the small of his back so I could handcuff him to the rear.

Action Plan

Prior to my next tour of duty I will be reviewing my officer safety training manual for ways I am able to communicate my assertiveness in a way that isn’t detrimental to a person’s demeanour. I will also be seeking feedback from officers at the scene of this incident to see how and what they felt went well and what didn’t so I can hear observations from more experienced officers to learn from.

Word Count 1648

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:

I will be using the Gibbs reflective model to complete this task.

Description

I attended an incident whereby the police had received a call of a disturbance in the middle of a street. This call occurred whereby the rules for lockdown post Covid-19 were starting to be relaxed. Pubs had to begin to start opening to customers outside and information from the caller stated that they believed alcohol to be a factor. The caller chose to remain anonymous which of course then is difficult in terms of evidence as that means that it could just be one word against the other. Further information from the same caller stated that the persons had left the street and gone into an address and they provided us with the address. Before I arrived at the incident I requested the control room complete checks on the address and on all listed occupants of that address. The results came back of people that were listed but there were no concerning warnings or markers. Upon attendance I then attended the address that the caller had mentioned. The door was answered and I asked if I could come in and have a chat. All objects seemed to be in place as opposed to anything smashed or broken. After speaking to parties they advised me that they were the people involved in the ruckus out in the street. Upon further observations in the address I observed several alcohol containers. I then proceeded to have discussions with individual parties present at this incident. There were no language, ethnicity or cultural issues that I encountered however it was clear that the young lady had consumed an amount of alcohol from her slurred speech. Each party provided the same account of the incident. This was that they were going home and a verbal argument only. They then returned to the home address and the brother and his partner went out for a walk. Given that I had spoken to each party present and that all accounts aligned, I was happy that this was the truth. I asked each party if they would like to make a report of a crime or incident that had occurred and this was declined by all. There were no visible injuries or ailments to any party which

helped me confirm my decision that no further police action was required at this time. I submitted a Public Protection Notification due to the nature of the report in case there were underlying issues present that I wasn't aware of for safeguarding.

Feelings

Prior to being dispatched to this incident I hadn't long started my shift that evening so I was feeling really positive. When the initial incident came through I felt anxiety come through my body because of the prospect of conflict which I hadn't dealt with in my new role before and I was worried that I had bitten off more than I can chew. When information came through to say that they had left the street and gone into a property that anxiety changed to determination. After the experience I felt a mixture of feelings. I felt good in that I had dealt with the incident to the best of my abilities however I also felt like it was a bit of an anti-climax. Whenever I hear domestic incident, I always assume that it's going to lead to someone being arrested however that didn't happen here and that left me with some doubt whether I had done enough. This feeling was brought on given how prevalent it is in force policy that if you go to domestic incidents that you must always take positive action and where something has occurred. We have an obligation to ensure everyone is safe from harm in their own homes especially during the Covid-19 outbreak and this left me feeling initially uneasy because no one was arrested or removed.

I felt like my demeanour and approach to this incident represented the Police and public servants in a positive light given media attention surrounding social issues such as Police Brutality which is ever present in the media currently. I walked away feeling like I had fulfilled a public service to the community.

Evaluation

As a positive I ensured that everyone that was present at this incident was safe. It seemed to me that this had been blown out of proportion and nobody had come to any harm. I felt my approach and communication style was paramount to this being the case. I used the betari's box model to ensure that any conflict verbal or otherwise that had or could have occurred was defused in a sensible and effective way. On the way to the call I used the initial information provided to me which was very vague to form questions around further information that I wanted to know. Questions such as "have there been any other calls to this location recently?" and "who lives in the house that they have gone into?" were things that I was considering in case there had been a history that I wasn't aware of. This then allowed me to go through the National Decision Making Model. Things I considered were ethically – what can I and should I do? What information and intelligence was conveyed to me while I was on my way to the incident? What risks were likely to be presented? How am I to approach these risks? What powers and force policies are available to me? Are they appropriate? If this incident isn't what I have been told it is, what contingencies do I have in place? I arrive and take action, how well did it go? What was right and wrong? Do I need to restart the model due to new information being available to me or is this the conclusion of the event? I feel like this element went really well and I need to translate this level of inquisition verbally when I arrive and am dealing with what's in front of me. I would have liked to have got further information on the background of the argument so that I could have given more guided advice and provided further support had it been required. This has highlighted to me that I need to ask more open and then probing questions.

Analysis

Upon analysing this incident I take a lot from it and predominantly would say that this was a positive learning experience. The result of the incident I also view as being positive that no harm came to anyone. I also thing a positive to take from it was that my approach to the situation stopped it from being a typical police incident whereby people go steaming into an address. I knew that there was potential for offences having occurred and that was always at the forefront of my mind however I prioritised the welfare of everyone involved and utilised my communication skills on information gathering before rushing to make a decision that could have been right or wrong just because I'd felt under pressure to make a decision.

I attribute my ability to communicate well with people from my previous experiences as a Police Community Support Officer. I also felt it was hugely beneficial to talk about the call that had come in with a colleague. This helped me ensure that I had picked up on everything that was communicated

and that my thought process – utilizing the National Decision Making Model was correct. Doing this I could ensure my look at every element was correct and also factored in force policies on domestics. On attendance to the incident a further colleague was with me while I led the incident from start to finish. While debriefing the incident immediately after it had concluded, the colleague who has far more service in the Police than I said that she agreed with how I handled the incident and that she would have dealt with it in the same way. This gave me reassurance that I went about things in the correct way.

An aspect that I would have liked to have done better would have been speaking to the reporting person of the incident, this obviously wasn't possible due to the person wishing to remain anonymous however had this not been the case, depending on the information they provided then we could have been putting person or persons through the criminal justice system for public order or domestic related offences. This could have been a penalty notice for disorder, voluntary attendance or even arrest depending on circumstance.

(Robin B and Sarah B 2019) Blackstones handbook for policing students 2020

Conclusion

I have learned that every potential domestic incident that I attend won't always fit the force policy definition or guidelines. What will be paramount to me will be the safeguarding of anyone involved in one of these incidents. If I were to do anything differently it would be to feel more confident in dealing with the incident and to know that I will act correctly (in line with code of ethics, obligations to safeguard the vulnerable and to act in the right way in line with my own moral code which aligns with the police code of ethics).

Action Plan

The next time that I attend an incident like this, if after doing all the research that I need to and I still have questions then I need to ask someone for help. This could be my shift Sergeant, the control room or an experienced colleague but this is far better than not knowing what you are doing and attending a potentially serious situation. I definitely need to read all of the Gwent Police force policy on domestics so that I can feel surer of myself going into an incident such as this. I would like to shadow other colleagues to see the different ways of dealing with situations to find the way that best suits myself.

Word count 1642

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:

To complete this task I will be using the Gibbs reflective cycle model.

Description

While conducting patrols late in the evening, a car in front of me came to my attention due to it appearing to be slightly speeding. I had no way of measuring its speed other than comparing it to the speed I was travelling at and the distance it was from me and if that got bigger or smaller. I conducted checks on it to ensure that it was legal to be on the road and there was nothing that as a Police Service I needed to be aware of in terms of intelligence for the purpose of crime prevention and detection. The car came to a natural stop on a high street near a row of shops. I spoke to the driver of the vehicle who was a takeaway delivery driver. I discussed his speed with him and also asked him to produce his insurance policy as he wasn't allowed to use the vehicle for commuting or business purposes. The driver did not have the correct cover. As the car was stationary, I inspected the car and its overall state of repair – it was good. The car had insurance and MOT while the driver held a substantive driving licence. The only decision that needed to be made was how I dealt with the driver as under Section 165 of the Road Traffic Act 1988 the driver did not have valid insurance for the purposes in which he was driving it. This meant that I would have the power to seize the car. My issue with that was it was clear that the driver had done everything else correctly to ensure his vehicle was suitable for road use and from speaking to the driver this was a genuine oversight. I advised the male that if he ceased working and went home until he could rectify this, then we would take no further action in relation to this matter and gave him suitable advice regarding monitoring his speed. The male was extremely grateful of this option and took me up on this offer. While making further enquiries later on in the evening, I drove past the house of the driver where this car was parked.

Feelings

Prior to this experience, I was feeling positive. This incident brought to life the fact that I'm not just enforcing legislation but I am in a very fortunate position where I can influence people's lives and I feel I have done this for the better by the way I dealt with this incident. When I encountered this vehicle and then the driver, I felt conflicted as I knew what the letter of the law stated however I could see this was a young man trying to work. After the experience I felt a sense of pride, I used my discretion where I was able and I made a positive difference to that man's life. I had the ability to put further financial pressure on that man by following the legislation however I considered that this could be a second job for the man trying to support a young family.

Evaluation

I utilised the National Decision Making Model well as well as JPLANE (Justified, Proportionate, Legal, Accountable, Necessary and Ethical) and I allowed common sense to prevail. The one thing that could have gone awry was that if the man had not followed my instructions to cease using the car for business purposes and go home and then subsequently had an accident, then I could have inadvertently been a factor in that happening. I had a duty to ensure that I had all relevant information available to me in relation to this matter so that while I was investigating the offence, I could take into account all the factors of the offence. This would include things such as if the car had valid tax, MOT and other than the matter in question – a valid insurance certificate. I also had to ensure the male had a substantive driving license and that there were no issues with him driving this vehicle. This was fulfilled by making Police National Computer Checks on the vehicle and the person which both returned satisfactory results. All of this information was recorded in my pocket notebook so that at the conclusion of the incident I could review it all knowing I had all the information in front of me.

I used the National Decision Making Model. Firstly I considered if it fell in line with the code of ethics to seize the car or not and in which case both options with ethical in my view. I gathered all information and intelligence in respect of the man and the vehicle. There was no intelligence I needed to consider and I had all the information regarding the insurance policy, the roadworthiness of the car and the man's driving license. There were no perceived threats or risks to myself or my colleagues however I did consider that if I let this man drive off and he were to have an accident after not heeding my warning then potentially I could indirectly be at fault for letting him drive away. I was aware of the options and contingencies that were available to me, I could seize the vehicle or suitably advise the male to rectify the issue and be on his way. Finally I had decided that I was going to use my discretion and advise the male to go home for the night and call his insurance company when they were open to add these options to his policy if he wanted to continue this line of work.

On reflection there could have been unconscious biases at play from my perspective in that the male was a similar age to me, working hard to provide for his family with young children as I have. This is something that I am constantly more aware of to ensure that I treat everyone fairly and correctly. I still believe that the decision I made was correct and had this been a different person that had the same factors, then I would have made the same decision.

Analysis

I believe that the experience was a good one because of the learnings that I have gained from it. There have been times in this role and my previous role as a Police Community Support Officer where I have dealt with people and something that I learnt quite early on was that there are times that there is room for being able to use compassion and discretion. So when an opportunity such as this presents itself whereby no one has been hurt or in danger of being hurt, it is nice to be able to exercise discretion to allow the person some slack. Undoubtedly this person will have also told his friends and family about his interaction with the Police and I would like to think that in this instance we really have come across as the conventional "good guys". Although bias could have helped me reach the decision I made at the conclusion of this incident, the potential impact of bias is not lost on me. Had this been a negative bias of mine or anyone else's for that matter, the outcome could have been vastly different. When coming to the decision making process, the bias could have not allowed me to consider the option in the National Decision Making Model of discretion – in this incident allowing the male to keep his car. Contrastingly I could have discovered that his cover was not appropriate for the purpose in which he was using the car and issued him with a Traffic Offence Report leaving him with no car to transport his family anywhere and remove his method for earning money whilst financially penalising him. This is one of the elements that demonstrates why being aware of potential biases is critical when we are dealing with so many people and events.

During this incident I had two colleagues with me. One colleague took the same viewpoint as me and thought it was the right thing to do by being fair. The other colleague wasn't as convinced with my method. They were concerned that the person would ignore our words and carry on delivering for the

evening. The latter colleague would have taken the car from the male in this incident. I had a discussion with that colleague and I completely understood where they were coming from and that is the beauty of discretion, speaking to other people and understanding different factors and viewpoints. These kind of conversations allow for constant learning and development and make us better at our jobs.

(Robin B and Sarah B 2019) Blackstones handbook for policing students 2020

Conclusion

I have learnt from this incident to be aware of my own unconscious biases. I have also learnt the importance of discussing and considering the viewpoints of my colleagues to allow me to make a decision with all information available to me. I have definitely perfected by communication and decision making skills from this incident and it has further made me more confident in my own knowledge and abilities. I wouldn't do anything differently in this scenario, I felt the decision I made was the best one for all parties.

Action Plan

I have now undertaken a force training day on unconscious biases and I feel even more prepared to recognise these in the future and being aware of when they could come into play. I don't feel this incident was impacted by them at all however I want to remain inclusive to everyone that I deal with. Since the force training day. I have been made aware of Helen Isles of www.heleniles-training.co.uk who is an authority on unconscious bias and will read her website content to develop my own knowledge and skillset.

Word Count 1635

Development Plan; (equivalent to 1000 words).

As part of your reflective process, please use this table to aid you in identifying the next steps for development. (To be completed at the end of workbook completion)

Identified area for development	How it will be achieved	Who can provide support?	Timeline
To be more aware of unconscious biases to ensure they don't play a role in any decision making that I have to do while performing the role of Police Constable.	Attending force training days on this topic, complete any online learning relevant to this topic or similar such as diversity etc.	Gwent Police with online learning (Ncalt) packages and providing further access to Helen Iles if possible.	12 Months
Develop my assertiveness and self-confidence when dealing with conflict incidents to be able to manage them in the best way possible	By completing mandatory officer safety training when required, observing colleagues when they deal with incidents that I am present at and attending incidents myself to gain further experience at dealing with them to be able to reflect and improve my own skills.	Gwent Police officer safety training staff, my colleagues while being observed and my personal safety manual that was issued when I joined the force.	12 Months
Continue to develop mechanisms to help dealing with stress,	By researching ways of coping with stress, trying	Gwent Police Occupational Health department	12 Months

whether that is stress of the role of Police Constable or of Studying.	different methods on myself to see which work and don't.	if I need to liaise with a therapist for support, my colleagues who have been in the role longer than myself and my supervisor.	
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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.

Mind “How to manage stress”(2020), available [Online] at

<https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/what-is-stress/>

Personal Safety Manual, Page 41, National Policing Improvement Agency (2012)

Robin Bryant, Sarah Bryant (2019) Blackstones “Handbook for policing students 2020” ed 14

CONFIDENTIALITY and PLAGIARISM – to be completed by the learner

All information provided in this workbook complies with the guidance on confidentiality. I confirm that all work is my original work and has not been copied. Plagiarism is taken very seriously by the University and the programme.

Signed:  Warren James Griffiths 1916169 (Learner)

Date: ____06th September 2020 ____

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

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

Signed: _____ (Learner)

Date: _____

Signed: _____ (Tutor Constable)

Date: _____

(Please print this page, sign it, and scan it and add it back into the document)