

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based Workbook 1
(DHEP)**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

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 Graduate Diploma 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)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

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/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

Focussing on your initial 6 months of learning and since being attested as a Police Constable, **discuss and compare** the coping strategies you have applied to develop resilience and minimise stress.

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

ANSWER:

During my initial six months training as a Police Constable, I knew it was inevitable that returning to a classroom environment and retaining new information would result increased stress levels. I knew I would have to utilise coping mechanisms I used throughout my previous academic studies and in my previous role as Community Support Officer to help me remain resilient and cope with the new demanding role, such as social support and exercise.

To me, the terms 'resilience' and 'stress' are interlinked with one another and I believe learning how to relieve stress will in turn develop resilience. In this essay I will focus on how strong social support has helped me with coping with stress and unexpected obstacles and how these protective factors coincide with those who have strong resilience (Herman *et al* 2011, page 260).

Resilience is about being able to bounce back when an event occurs and developing the right mindset to enable yourself to overcome difficulties in and outside of work, as well as maintaining good mental health whilst encountering setbacks (Herman *et al* 2011, p. 260). It isn't about being emotionally unaware or turning cold hearted, but being self-aware, understanding how we are feeling and being able to process certain events and alter the way we work depending on the situation in hand (Macmillan, 2021)

Within the six months training it became apparent that returning to studies was going to have quite an impact on me. Working from home for part of the training period and returning to a classroom environment was unexpectedly demanding and I admit did struggle with working from home and not being able to interact with trainers and colleagues. I came to realise that

I enjoyed face-to-face contact and thrived on engaging with the community. I feel comfortable when being able to verbally communicate with people and being able to quickly clear up any my own queries, but this was difficult on some occasions when working from home and especially living alone. I also had a slight doubt in my head on whether I had the skills to complete the academic side of the Police Constable training.

During my initial training I also contracted Coronavirus and had significant affects from the illness. This subsequently had an impact on my initial training, as I missed days of classroom teaching, as well as my Officer Safety Training. This obstacle, which was something out my control, resulted in me becoming stressed and anxious about my performance level. I was concerned that I was missing out on significant topics, as well as missing my safety training, which I believed would impact me being fully operational when I left training school.

As well as this, I had concerns about my health and the effects coronavirus had had on my health and fitness, which as a result added to my stress levels. The virus resulted in me constantly feeling tired and fatigued, as well as causing me to have difficulty breathing when doing exercise. I was conscious that one of the Police Code of ethics was fitness for work, therefore knew that I had to remain resilient and take action to ensure that I kept myself fit for duty (College of Policing, 2014a)

I decided to combat these stresses by utilising social strategies which I had previously used, as well as utilising new strategies to combat unexpected obstacles. I have a good social support network with my grandmother, so decided to communicate with her and share my problems.

I discussed my issues of struggling with returning to academic studies, missing my previous role, and working from home with my grandmother, which now seem trivial to me but to me were big issues. I went through verbally what was causing me stress and how it was making me feel which provided me with some relief. Somehow, my grandmother has always had a talent for making me feel at ease and can make the biggest of issues seem easily rectifiable.

She reiterated that I had all the skills needed to complete the course and showed her understanding that it was stressful time for me. She reminded me that I had successfully completed my A-levels, University and had gone straight into a full-time job as a Community

Support Officer which provided me with the reassurance I needed. She explained that I just needed to commit myself for a short time to achieve my next goal and reminded me that becoming a Police Constable was what I had always wanted. This reassurance and simple method of communication instantly relieved some of the stress I was holding inside.

We discussed what I could do further combat the issues faced. I concluded that I should contact friends who had completed the initial Police training for advice and support, as well as to utilise forms of electronic communication methods to keep in contact with my class when working from home, by contacting them on Microsoft Teams, so it felt as though I was in a classroom and not home alone.

I was lucky enough to have multiple friends and associates who had previously completed the Police training course, therefore I contacted them for advice and support, as well as discussing my feelings in relation to working from home. This simple method, helped me with resolving issues with regards to organisation and revision, reassured me that I was not the only one with certain thoughts and feelings, and in turn reduced my stress levels and helped me develop resilience, by being able to utilise this method in the future.

The tool and process I used to relieve stress can be explained academically using Cutronas Optimal Matching Model of Social Support. The model is split up into five types of social support, which are as follows; Emotional Support, being able to go to another for comfort during a time of stress resulting in the person feeling they are supported by others. Network Support, being able to feel part of a group who have the same problems and concerns. Esteem Support, having someone to reiterate a person's sense of competence and self-esteem. Tangible Aid, physical assistance such as providing money and Informational Support, such as having someone to provide potential solutions to problems (Daena, 2004, page 81).

By utilising my social support network, I have subconsciously followed the above model. My grandmother being the provider of emotional support, Esteem Support and Informational Support by providing comfort and reassurance, reiterating that I had what it took to achieve my next goal and providing guidance as to how I could help relieve my stress levels. Additionally, my friends and associates have been the provider of network support, by

contacting those who have been in the same situation, I have felt less alone and in turn relieved stress.

With regards to contracting Coronavirus and missing my Officer Safety Training, I was concerned with regards to my health and fitness for work. I decided to research NHS advice, which provided advice not to refrain from doing things which made me feel breathless (National Health Service, 2022). I also made enquiries with my workplace after I was released from isolation, and I was ensured that there was another safety training course taking place towards the end of my training, which I could be placed on. This ensured that I would be fully operational when leaving Police training.

To improve my fitness, I decided to undertake breathing exercises and exercise with my dog to build back my strength and relieve stress. I would run every Sunday and sometimes to the beach, which really helped with my mental health and stress levels. As a result, I quickly built back my strength and resilience and felt much better in myself. This in turn made me prepared physically and mentally prepared to undertake my rescheduled Officer Safety Training.

The exercise not only helped with relieving my concerns with regards to my fitness for work, but relieved stress in general. It is proven that exercise reduces stress levels and maintains good mental health (National Health Service, 2022). Exercise is a coping mechanism I will continue to use throughout my career to remain fit for duty.

The process of managing the stress I endured and subsequently decided to overcome can be explained, using Lazarus' Mediation Theory. The theory, split into five parts, in relation to my situation would be explained as follows. The primary appraisal being the stressors; missing my previous role, working from home, remaining motivated and contracting coronavirus. The secondary appraisal being, me realising that I could not deal with the situation which resulted in the third stage of stress. The fourth stage occurred when I decided to do something to change the situation by taking action and the fifth being when the stress was lifted, and I have as result learnt that I can use the strategies in the future to deal with future situations (Richard, Lazarus and Folkman, 1984, p.31-38).

To conclude, both coping strategies discussed such as utilising social networks and exercising, have proved invaluable during my initial six months training. Both strategies, were beneficial to each specific stressor, however during reflection (the fifth stage of Lazarus' Theory) I felt as if the social support was and is a much more effective tool, not only in terms of relieving stress levels but as a way of maintaining a work life balance and a good state of mental health. It is in my opinion good to talk and discuss problems with family and friends and it is and will be an ongoing strategy in maintaining my wellbeing and resilience during my service as a Police Constable.

WORD COUNT - 1603

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.

Critically assess the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Reflect on your application of 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 a **critical evaluation** of 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.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The Oxford Dictionary defines conflict as, 'a situation which people, groups or countries disagree strongly or are involved in a serious argument (Oxford Dictionary, 2022). The College of Policing state in their 'Conflict Management Guidelines' that conflict should be dealt with using de-escalation skills, good communication and negotiation, with the minimal amount of force possible (College of Policing, 2022a).

I will discuss my role and how I utilised arrest powers to protect the public and their property. Whilst also ensuring I protected the rights and wellbeing of the youth offender by working within relevant legislation and policy.

I will reflect and discuss the communication methods used and the difficulties that arose, due to factors such as mental health, vulnerability and being at a position of disadvantage. As well as this, use of force will be discussed, focusing on the legislation, reasoning, decision

making and justification for why such a level of force was used and how theories such as 'Betari's Box' can affect a subject's attitude and behaviour.

In this incident, I was dispatched into an emergency call to a school whereby a male, aged 14, had climbed into the attic space of the building. The male was causing damage and throwing debris at Staff members and posing a significant risk to himself and members of the public.

Upon arrival, I was told that the male had climbed through the attic hatch and was causing significant damage to the electric switch board using a large piece of wood. The male was also throwing items from inside the attic towards anyone who approached the attic space. This made it extremely difficult to communicate with the male, which is one of the first tools I use at any policing situation. My main concern was that the male's behaviour posed to himself and members of the public and that we were at a position of disadvantage, due to him being above us.

My duty is to 'prevent all offences against people and property' (Blackburn *et al* 2021, Page 73), as well as bring the offender to justice and to safeguard the vulnerable person in question, which I had an obligation to do under Gwent Police's priorities (Gwent Police, 2022) and Section 28 of the Children Act 2004.

The Act states that; '...the local policing body and chief officer for a police area in Wales...must make arrangements for ensuring that their functions are discharged having regard to the need to safeguard and promote the welfare of children...' (The National Archives, no date).

My main aim was to keep everyone safe. I wanted to de-escalate the situation, prevent him from causing further damage, and then deal with any offences or safeguarding issues using the National Decision Model and my Officer Safety Training.

Firstly, I started to gather information and intelligence, as I could better deal with the situation with knowledge about the subject and adjust my policing response accordingly. Teachers stated that the male was having issues at home and stated that he had made threats of

violence towards them. I still wanted to find out more information about the male before engaging with him, therefore decided to utilise the Police National Computer. I conducted a search on the male, which uncovered that he had a warning marker for mental health, stating that he was suicidal and suffered from ADHD and mild Autism. He also had a warning marker for violence, stating he bites and spits at officers, had previously been fast strapped and was known to Social Services. I had a power to search for this information due to it being necessary and for a policing purpose.

Finding out that the male had disabilities did not cause me to feel any negativity towards him, but instead, as with any protected characteristic, ensured that I strengthened and adjusted my policing response, to ensure I was providing the best possible service (whether that be service to a victim or offender) and conducting myself within the Equality Act 2010. By working within the Code of Ethics, which includes the importance of Equality and Diversity I ensured that I remained impartial and treated the male with fairness and respect (College of Policing, 2014).

As a Police Officer and a human being, it is my moral and legal duty to eliminate unlawful discrimination and provide an adjusted response to meet the needs of those who have a protected characteristic, and I would never allow such information to affect my policing response in a negative way (Gwent Police, 2020).

I then decided to utilise my communication skills, by talking to the male through the hatch, this was difficult due to pieces of debris being thrown, and the risk of me being injured. This turned out to be a game of trial and error.

I was aware of the 'Betari Box Model of Behaviour' and that my attitude would affect my behaviour and as a result would affect the male's attitude and behaviour. Therefore, remained positive, using a calm but loud voice to effectively communicate with the male, who although was emotional, was still committing criminal offences. The male had previously had a negative encounter with Police, due to him being violent, therefore I was keen to try to try and build a rapport, to alter his perception on Police Officers.

From utilising the Police National Computer, I understood that he had mental health issues and was a subject of Adverse Childhood Experiences. The National Health Service states

that children who experience ACE's may find it difficult to manage their behaviour in school settings and may suffer from mental health problems (NHS, 2022c).

Therefore, I remained compassionate and tried to reassure him. However, this method of communication did not work, and the male continued to cause damage and ignore police requests.

I was conscious that the male was a child, and that the mental health conditions he was suffering from, and social impact factors were likely contributing to his behaviour and I was adamant that our policing response needed reflected this. The National Health Service states that symptoms of Autism and ADHD include; not responding to their name..., finding it hard to say how they feel..., getting very upset when asked to do something..., acting without thinking and having little or no sense of danger...'. (NHS, 2022d; NHS, 2022e).

I decided to utilise another communication method, called the 'Five Step Appeal' which is a tool that was taught to me during Officer Safety Training. It involves five actions: the simple appeal, the reasoned appeal, the personal appeal, the final appeal and action. I followed the steps by firstly asking the male to stop damaging the building and to come down from the attic. This did not work, and I did not receive a response, therefore I moved onto asking the male to come and down and making it clear that we were not there to cause him any harm, but we needed to talk to him and ensure he was safe before leaving. I then moved onto the personal appeal; I asked the male what his grandmother's opinion would be of his behaviour (as I had found out from his teacher that he was close to his Nan). This personal appeal worked, and the male stopped damaging the electrics, however still refused to come down from the attic space and became silent.

On reflection, I realised that subconsciously my behaviour and thoughts were reflecting the College of Policing Competencies. One of which being, 'We are emotionally aware', which states;

'We make the effort to understand ourselves, our colleagues and those we serve. We genuinely engage with and listen to others, making efforts to understand needs. Perspectives and concerns. We use these thoughts to inform our actions and decisions.'

(College of Policing, 2022b)

I had no view of the inside of the attic, and I could not access it. My colleagues and I now had concerns that the male would self-harm whilst in the attic due to his warning markers and not being able to hear or see him. I had a duty to protect life under the Human Rights Act 1998 and the Core Policing Principles, therefore discussed with my Sergeant whether we could request a negotiator, who are better trained to deal with these types of situations.

The negotiator arrived and after two hours of negotiations, the male finally climbed down from the attic. Once he climbed down, he was still distressed and displayed warning signs for physical violence such as; irritation, facial expressions and body tension. I was taught to look out for these signs during my Officer Safety Training (College of Policing, 2022c).

My Sergeant and I made the decision to arrest the male and apply handcuffs, however he instantly became violent and started to fight us. I made the decision to use reasonable force to restrain the male and move him to the floor where he could be safely managed. I did this by using a 'take-down' technique, which is College of Policing approved and taught during Officer Safety Training. I had a power to do this under Section 3 of Criminal Law Act 1968 (to prevent crime), Common Law (to prevent injury to myself or another) and Section 117 of the Police and Criminal Evidence Act 1968 (power to use reasonable force to exercise a power under PACE).

I then arrested the male, which I had a power to do under Section 24 of the Police and Criminal Evidence Act 1968, for Criminal Damage, Affray and Resist Arrest contrary to Section 1 of the Criminal Damage Act 1971, Section 3 of the Public Order Act 1986 and Section 89(2) of the Police Act 1996. I cautioned the male and provided him with the following necessities; prompt and effective investigation, prevent loss or damage to property, prevent physical injury to a person and to protect a child. I have a requirement under the Police and Criminal Evidence Act to inform a detainee of this information. This is best practice and made the arrest lawful, as per code G of the Police Codes of Practice (Home Office, 2020).

Upon reflection, I believe arrest was the only option in the circumstances. I did consider safeguarding the male, allowing him to go home with his grandmother and investigating the offences through a voluntary interview, however due to the likelihood of him committing

further offences, I am confident that effecting arrest was the best decision to protect him and those around him.

Whilst escorting the male to the police van, he began to try and bite and spit at me. I decided to use tactical communication skills to prevent him from assaulting me. Due to his level of aggression and using the National Decision Model, I decided to progress my use of force to a Primary Control Skill and restrained the males head inside the van. I did this due to him banging his head against the metal cage and attempting to bite me. I believe this was the right decision and I will explain this, by illustrating how the NDM works below;

'Information and Intelligence' gathered was that the male was headbutting the cage and attempting to bite officers. 'Assess threat and risk', was that the male was intending on causing injury to himself and posed a threat to Officers due to attempting to bite them which could have caused significant injury. 'Powers and Policies' were that I had powers under the Criminal Law Act 1967, Common Law, the Human Rights Act 1998 and a duty to protect a child. 'Options and Contingencies' were that if I had decided not use force, this would've had resulted in injury to himself and others, and that it was impossible for me to withdraw and create a safe distance due to being inside a small space and in a moving vehicle. 'Action and Review', was that I had no other options and decided to use reasonable force on the male by restraining his head. This was proportionate and necessary in the circumstances, and I used the least amount of force possible, deciding to cease the use of force once he had calmed down. I made the length of time I restrained the male proportionate, to comply with Article 3 of the Human Rights Act 1998 which states that a person has the right to be free from torture and inhumane or degrading treatment (Equality and Human Rights Commission, 2018).

At Custody, the male became violent once his fast straps were removed. I made the decision to take hold of the male and move him to the floor, where he was then carried straight to a custody cell. He continued to try and bite me. My colleagues and I then conducted a cell extraction, which is a College of Policing approved technique to safely remove handcuffs and withdraw from a cell. When the restraints were removed, the male became aggressive and lunged at me and out of the cell door, striking me to the chest and hitting the CDO to the face. I decided to discharge my PAVA spray, to prevent him from assaulting us, which I

had a power to do under the Criminal Law Act and Common Law. As a result, the male withdrew, and the cell door was shut, and no one was injured.

Reflecting on my use of PAVA spray, I would have preferred to have used a lesser control measure such as a 'push away' and then progress to a secondary control measure if required, however due to it being a dynamic situation, my level of exhaustion and aggression shown by the subject I had no alternative but to use my spray and upon reflection I am happy with my decision making.

In the year ending March 2021, 11,235 assaults on Police Constable's resulting in injury were recorded, 111 of them being within Gwent Police (Home Office, 2021). On this this occasion, I was not injured, however without using reasonable force, it could have been a possibility.

I ensured all use of force was justified, proportionate, legal, accountable, necessary, ethical and in line with other legislation and policy such as the Code of Ethics, the Children Act 2004, the Human Rights Act 1998. I also ensured my Body Worn Video was activated as evidence and for the accountability of myself and other officers present. I was conscious during the use of force, that although violent and aggressive, the subject was still a child suffering from mental health problems and was classed as vulnerable. Therefore, I ensured that the National Decision-Making Model was central to my escalation of force.

Reflecting on my use of force, in my opinion I did not enjoy using the level of force on the male, as although he was of the same size and build as me and extremely aggressive, he was a child and there were mitigating circumstances which could explain his behaviour.

However, in my professional opinion, I am satisfied that that my use of force and conduct during the incident was in line with the Code of Ethics and necessary in the circumstances to manage a violent individual who's mental and emotional state was causing him to become a danger to himself and others. As a Police Constable I have a duty to in some circumstances to effect arrest and whilst doing so use reasonable force ensure the safety of myself, my detainee and those around me. I believe in this situation I did this effectively.

After the male had had a rest period, I interviewed the male as part of the investigation ensuring that I complied with code C, E and F of the Police Codes of Practice, by arranging an appropriate adult, as well as a solicitor. I also followed the Interviewing Aide Memoir to ensure I was conducting best practice. As a result, the male admitted the offences and was referred to the Youth Offending Service. I ensured my use of force was recorded by completing a use of force form in line with Gwent Police Policy and fulfilled my duty to safeguard the child, by submitting a Public Protection Notice to Social Services and make them aware of the incident.

I have since encountered the male, whilst at an unrelated call, and it appears, despite the circumstances in which we met, we have established a rapport. I had a positive conversation with him, and he appears to be in good spirits and explained that he is getting the help he needs from the Children's and Adolescent Mental Health Services.

WORD COUNT - 2750

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

Critically assess a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Consider 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.

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Domestic abuse is a serious and complex topic. All reports received by Police of this nature should be progressed appropriately, investigated thoroughly and safeguarding measures put in place to prevent incidents progressing into serious violence or loss of life.

Female victims are more likely to be killed by their partner or ex-partner, with almost half of female deaths being domestic homicides in the year ending March 2021. Although, there are male victims of domestic homicides, this is far less likely with less than 10% of male deaths being domestic related (Office for National Statistics, 2022). These statistics have been provided to evidence the seriousness of domestic incidents and display how females are disproportionately affected by domestic violence.

The COVID-19 pandemic has had a profound effect on victims of domestic abuse, due to many victims being unable to leave their homes for help or to access coping mechanisms, such as family or friends. The number of domestic abuse crimes in the year ending March

2021 rose by 6% in England and Wales, from 798,607 in 2020 to 845, 734 in 2021 (Office for National Statistics, 2021).

This essay will discuss an incident of domestic violence involving harassment and stalking, whereby in my role as a Police Constable I provided a service to the victim and took positive action to deal with the offender. I will also discuss and evidence the procedures and policies I adhered to, to effectively safeguard the vulnerable victim.

Domestic abuse is a term used to describe a variety of different offences. As a Police Officer, investigations into this type of crime can be difficult due to the non-cooperation of victims. This is often through no fault of the victims, but due to the fear of repercussions and as a result of coercion. Therefore, as Police Officers it is vital that upon attendance to these incidents, that we are patient, empathetic and gather as much evidence as possible. It is also important that 'positive action' is taken, not only to safeguard the victim but to work in line with the Gwent Police and Crime Plan to 'Support victims and protect the vulnerable' (Gwent Police and Crime Commissioner, 2021).

The Home Office defines Domestic Abuse as; 'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional abuse' (Home Office, 2013).

On a night shift in March, I was dispatched to an emergency call from a female, stating that she had found her ex-boyfriend in her garden. When the victim has attempted to go inside to safety, the male had pulled the door handle down, preventing her from locking it. She was extremely frightened and requested Police via. 999.

The female was an on-going victim of domestic abuse, including assault and harassment from her ex-partner and there were also children present at the address. Therefore, it was paramount for me to attend the scene on an emergency response to prevent the situation from escalating and to protect all persons present. I carried out this as per my affirmation oath, 'to prevent offences against all persons and property' (Blackburn *et al* 2021, Page 73)

and within the policing value of 'public service', which states 'we act in the interests of the public, first and foremost' (College of Policing, 2022).

Upon attendance the suspect had left the area. I immediately took control of the situation using verbal communication skills to talk with the victim and ascertain a first account as well as a description of the male in question. She was extremely shaken and upset, so I was ensured I conducted myself within the policing values by showing empathy and taking the time to listen to her account. This fell in line with the policing value 'we are emotionally aware', part of which states, 'We genuinely engage with and listen to others, making efforts to understand needs, perspectives and concerns. We use these insights to inform our actions and decisions' (College of Policing, 2022).

From listening to the information passed to me by the victim, it became apparent that she was a victim of harassment and stalking, as this was the not the first time her ex-partner had turned up uninvited and she explained that she had received multiple unwanted phone calls and messages throughout the past two days. I identified that the ex-partner was suspected of committing offences under the Protection from Harassment Act 1997. She also explained that the male had been on the roof of the property engaging with his children through the window, which he is prohibited from doing by Social Services.

Mullen *et al* (1999) defines stalking as 'a constellation of behaviours involving repeated and persistent attempts to impose on another person unwanted communication and/or contact'.

My concerns were growing in relation to the risk and danger the victim and her children were under. I made the decision to firstly gather as much evidence as possible by obtaining an evidential statement from the victim and completing a Domestic Abuse, Stalking and Harassment form so I could fully assess the level of risk the victim was under. This form is a risk assessment consisting of twenty-seven questions, which we as a service use to risk assess victims of Domestic Violence and of which I am required to completed under force policy (Blackburn *et al* 2021, page 303). I also explained the process of providing a Victim Personal Statement, however the victim did not wish to provide this at the time.

A Victim Personal Statement has no evidential value but has weighting when it comes to sentencing. It is an additional statement, which allows victims to have a voice and share

how the crime has affected them personally, whether that be physically, psychologically, financially, emotionally or in another way (Crown Prosecution Service, 2017).

I asked my colleague to welfare check the children who were asleep. Whilst I gathered the children's details for me to complete a Public Protection Notice and with the consent of the victim, share the information with Social Services. I did consider my powers under Section 46 of the Children's Act 1989, however the house was well-kept, and from speaking to my colleague the children were all in order and were not at risk from the victim, so this was not applicable.

A multi-agency approach is extremely important in relation to domestic abuse, as with lacking resources we as a single agency cannot run effectively. Failure to work collaboratively has led to the death of many victims of crime, such as Fiona Pilkington, Hollie Marie Wells and Jessica Chapman. Failure to share information between Police Forces and Social Services, led to investigations such as 'The Bichard Enquiry' (into the Soham murders of schoolgirls, Wells and Chapman) which subsequently changed the way we handle information. 'The Bichard Enquiry' recommended changes, such as the introduction of the Police National Database, which is a central intelligence system that all Police Forces can access (Blackburn *et al* 2021, Page 92).

The College of Policing (2022d) also emphasise the importance of partnership working by incorporating this into the Competencies and Values Framework. 'We are collaborative' states, 'We aim to work effectively with colleagues and external partners, mutually sharing our skills, knowledge and insights with each other to achieve the best possible results for all and to reduce silo working'.

Whilst at the incident I was aware that 'positive action' and a proactive investigative approach needed to be taken with regards to the offender, therefore using the National Decision Model I have decided that due the level of risk, I would locate the offender and effect arrest. In other circumstances, such as; minor criminal damage or public order, I would have considered, if proportionate, other methods of disposal such as; Community Resolutions or Voluntary Interviews, however this was not appropriate in this case and discretion was not an option.

To safeguard the victim, I organised a friend to stay with her and also provided the victim with safety advice. I advised her to keep all doors and windows locked, to keep her phone charged and with her at all times, to call 999 if the male returns and block the offender on all social media platforms to prevent further contact.

I then decided to conduct an area search to locate the offender. Colleagues and I initially attempted to locate the male at his home address, however he was not present. Colleagues suggested that we ended the search and attempted again the next morning, however I was concerned that the suspects behaviour would escalate and cause further harm if he was not brought into custody that night. Therefore, I suggested the idea that my colleagues leave the area, to make it appear that Police had left, and I would remain in a hidden location on foot. This was an innovative idea, suggested by myself and falls in line with the Police value of 'We are innovative and open-minded' which states, 'I share suggestions with colleagues, speaking up to help improve existing working methods and practices...I adapt to change and am flexible as the need arise while encouraging others to do the same' (College of Policing, 2022e).

A few minutes later a male emerged from behind several parked cars, the male matched the exact description provided by the victim. The male started to walk away from me and would not provide his name, therefore I have taken 'positive action' and informed him that he was under arrest on suspicion of Stalking and Harassment. I conducted the arrest, under 24 of the Police and Criminal Evidence Act as I had reasonable grounds for suspecting that he had committed an offence. I then applied handcuffs to the male, which was necessary due to his warning markers, me being alone and to prevent his escape, I had a power to do this under Section 117 of the Police and Criminal Evidence Act and I ensured I followed my Officer Safety Training by double locking the cuffs and checking for tightness, which is also force policy. I then requested that my colleagues returned to me, over my police radio.

I also cautioned the male and provided him with the necessity for his arrest which I am required to do under Code G of the PACE Codes of Practice and to make the arrest lawful. Part 1.1 of Code G also states the arrest power must be used fairly, without unlawful discrimination with regards to religious belief, sexual orientation, race, political opinion, gender or disability (Home Office, 2012). I considered this whilst conducting this arrest, and whilst many of the factors did not apply, I still ensured at the time (and always ensure) that

my conduct falls within this code. The Police Code of Ethics is also relevant in this aspect, by ensuring I always act fairly and impartially. This is second nature to me, and I would never act in a manner which would breach Equality and Diversity (College of Policing, 2014).

Section 32 of the Police and Criminal Evidence Act states that a Police Constable may search an arrested person, in a place other than a Police Station, if he or she has reasonable grounds for believing that they might pose a danger to others or has in their possession evidence relating the offence or anything that can aid their escape. I believed the male posed a danger to others due to his behaviour at the time of arrest and his warning markers, I also believed the male would be in possession of evidence such as his mobile phone, therefore I decided to conduct the search (Blackburn *et al* 2021, Page 211)

Whilst doing so, I followed stay-safe procedures such as ensuring my Body Worn Video was activated and that I wore gloves and remained out of the fighting arc. During the search, I located a kitchen knife in the male's jacket pocket. Therefore, due to this new information, I have further arrested the male for Possession of a Bladed Article in a Public Place and reminded him he was under caution. This offence is contrary to Section 139 of the Criminal Justice Act 1988.

In the year ending March 2021, there were 224 deaths recorded involving a knife or other bladed article (UK Parliament, 2021) and this does not include the dark figure of crime (unreported and unrecorded crime). Therefore, reflecting on the incident I am glad that the knife was found, not only to protect the victim of this incident but the offender.

The male was subsequently transported into custody and his detention authorised, where he would be later interviewed. The male was released on bail and a case file was submitted to the Crown Prosecution Service, for pre-charge advice.

The Victims Code sets out a minimum level of service which should be provided to victims (Blackburn *et al* 2021, Page 305) I informed the victim, that the male had been arrested, as well as informing her of his release from custody, the bail conditions in place on him and the Criminal Justice process, with regards to awaiting Crown Prosecution Service advice and attending court. The victim was classified as a vulnerable, due to being a victim of domestic

abuse, therefore she was entitled to an enhanced level of service under the Code of Practice for Victims of Crime, and all updates had to be provided to her within one working day.

I also offered the option to apply for a Restraining Order which she accepted, and it has been subsequently approved by the Courts. Restraining Orders are a safeguarding measure put in place by the courts under the Domestic Violence, Crime and Victims Act 2004 (which amended the Protection from Harassment Act 1997) and includes prohibitions such as, preventing contact to a victim directly or indirectly or for example, entering the victim's street (Blackburn *et al* 2021, Page 305).

I am satisfied with the level of service I provided. I followed force policy by taking positive action by arresting the offender and safeguarding the victim, by providing safety advice and completing due diligence and information sharing such as, a Public Protection Notice and Domestic Violence, Stalking and Harassment Form. The Victim's Code was also adhered to by providing victim updates within one working day.

Reflecting on the victim care I provided, there are a few practices I mistakenly did not complete. For example, I did not signpost and provide the victim with access to support services such as Womens Aid. I also mistakenly did not activate my Body Worn Video when arriving at the initial call. This is force policy and is important during domestic incidents, as the Crown Prosecution Service can sometimes prosecute despite a non-supportive victim using Body Cam evidence, as it records the initial disclosure and injuries on some victims. Body Worn Video can increase charges in domestic violence incidents and provides context of the incident to the Courts. It also helps investigators gather evidence (Blackburn *et al* 2021, 303).

One of the Gwent Police Values is to 'Keep Learning'. By understanding and accepting the above mistakes I can ensure that I do so and provide the necessary support to all future victims, as well as gather as much evidence to provide the best chance of the Courts convicting offenders. This skill will assist me in my professional development and help me to become a more experienced, competent and efficient Police Officer.

WORD COUNT - 2592

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.

Critically assess 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. **Evaluate** the role of discretion in the decision-making process.

Determine 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 assessment** of the potential impact of bias on the decision-making process.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Five percent of deaths on UK roads are caused by drug drivers, with CrimeStoppers recording a 110% increase in reports relating to drug drivers between 2018 and 2021 (Crimestoppers, no date)

This essay will discuss and reflect on a routine traffic stop I conducted under Section 163 of the Road Traffic Act 1988 and how I played a significant role with the offender. I will reflect on how I used the National Decision Model to make informative and intelligence led decisions, which led to the arrest of a person who posed a significant risk to himself and others. I will also discuss how I complied with the duties I have under the Criminal Procedure and Investigations Act and how I considered discretion in my decision making.

Whilst on routine patrol with a colleague, I have sighted a vehicle drive past us at speed which had its number plate completely obscured with dirt, meaning I could not read the registration of the vehicle. It meant that if the vehicle was involved in an offence or scanned by an Automatic Number Plate Recognition camera, that it would be difficult for the vehicle

to be identified. The driver was committing an offence under the Road Vehicles (Display of Registration Marks) Regulations 2001, due to me being unable to read the registration plate.

Therefore, I decided to stop the vehicle under Section 163 of the Road Traffic Act 1988, gather more information and possibly report the driver for the offence if it was necessary and proportionate to do so. Section 163 states that a Police Constable in full uniform may stop a mechanically propelled vehicle, with no suspicion or authorisation (Blackburn *et al* 2021, Page 459)

As a result of us activating the blue lights, the vehicle stopped. I activated my Body Worn Video to capture any evidence and utilised my communication skills to speak to the driver. Whilst stood next to the driver's side window, I could instantly smell cannabis coming from the car, which alerted my suspicions that the driver could possibly be driving under the influence of drugs. Despite this, I was polite, professional, and made the driver aware of why I had stopped him, so he understood why we were there.

I also ensured his documents were in order, by requesting his driver's license which I had a power to do under Section 164 of the Road Traffic Act and also checked his insurance documents under Section 165. It soon became apparent that the male was not insured on the vehicle.

Whilst communicating with the male, I observed that his eyes were blood-shot and glazed which increased my suspicion that he was under the influence of drugs. Therefore, using the National Decision Model, I have requested the male to provide me with a road-side specimen of saliva under Section 6C of the Road Traffic Act, as I suspected that he had been driving over the prescribed limit for drugs (due to the smell and his eyes) and he had also committed a moving traffic offence (by his number plate being unreadable).

The roadside test subsequently returned a positive result for cocaine and cannabis. Section 5a of the Road Traffic Act states that it is an offence to drive, attempt to drive or be in charge of motor vehicle on a road or other public place, when the level of drugs in the persons blood or urine exceeds the specified limit (Blackburn *et al*, page 489). Therefore, I informed the male that he was under arrest on suspicion of driving whilst over the prescribed limit for drugs. The arrest was necessary for 'prompt and effective investigation' as I needed to

obtain evidential blood samples from him in the custody unit by a medical professional. I informed the male of this and cautioned him, to conform with CODE G of the Police Codes of Practice.

The National Decision Model was introduced in 2012, as a result of the Association of Chief Police Officers, recommending in their Statement of Mission and Values 2011, that it would be beneficial in assisting Police Officers in their decisions making skills. It is a national model which is included in policy and underpins all decision making within policing, whether the Officer decides to act, or not. It also ensures all decision making is ethical and that Officers can fully justify their decisions.

I will explain my use of the National Decision Model with regards to the arrest I made in this incident, listing each part of the model in bold.

Code of Ethics: I ensured all decisions made were ethical, being honest, impartial, and conducting myself in a professional manner. Acting without discrimination, using minimal force and treating the individual in a manner in which I would expect to be treated.

Gather Information and Intelligence: the driver had driven past at speed; the number plate was obscured, and he has subsequently provided a positive drugs test.

Assess, threat and risk and develop a working strategy: due to the driver being under the influence of drugs he posed a risk to himself and other members of the public, therefore the offence needed to be dealt with proactively. The male was complaint and held no warning markers, so posed a limited risk. I also knew I needed to obtain evidential samples to confirm whether the drugs in his system were over the limit, therefore would need to effect his arrest.

Consider powers and policies: I was aware that the male had suspected to have committed an offence under the Section 5a of the Road Traffic Act and that I had a power of arrest under Section 24 of the Police and Criminal Evidence Act. I did not consider a voluntary interview or any other method of disposal as I needed to obtain blood samples. Discretion in relation to this offence was also not applicable, due to the serious nature of the offence and the duty I had as a Police Officer. I had a power under Section 117 of PACE to

use reasonable force to effect arrest and also a power under Section 32 of PACE to search the male post arrest for evidence in relation to the offence, for example a controlled drug.

Identify options and contingencies: *the only option I could consider was to arrest the male, in order to protect the public and to promptly investigate the offence.*

Take action and review what happened: *I took action by arresting the male, and applying handcuffs to the front stack position, to effect his arrest and prevent his escape. I also searched the male after his arrest as I had a belief that I would find evidence relating to the offence. Reflecting on this action, it was the only viable option, and I am happy with my decision making.*

After arresting the male, I informed him that his vehicle was also seized under Section 165 of the Road Traffic Act, due to driving with no insurance. I requested recovery using my police radio and requested a Roads Policing Support Officer to complete the necessary paperwork, as I am not trained on that area of Roads Policing. I understand that sometimes I need to ask for help in certain situations, and that by working together as a service and with partner agencies, I can achieve the best outcomes.

The male was transported to Police Custody and his detention was authorised. Whilst there, I completed the blood sample paperwork (MGDD forms) and I reported the male for the offence of driving without insurance, on a Traffic Offence Report. I decided to carefully use my discretion with regards to the number plate offence and did not include it on the report as I genuinely believed that he did not realise he was committing an offence and I did not see it necessary nor proportionate to do so.

Discretion is tool used by Police in certain situations but can be dangerous if not used correctly and within the Code of Ethics. It is a tool which allows, 'freedom of the individual officer to act accordingly to his or her own judgement in particular situations' (Blackburn *et al* 2021, page 78). I could not have been ordered to arrest or report anyone for an offence, that decision lied with myself, the individual Officer. On reflection, my perception of the situation in hand, was that I had protected the public and dealt with the male for serious offence by means of arrest and I did not believe it would have been in the public interest to report the male for the lesser offence.

If used unfairly and unethically, the use of discretion can be seen as discriminative, and the confidence and integrity of the Police Service can be questioned by the public. In some cases, discretion has been used to fulfil targets and an Officer's prejudices, resulting in an inconsistent police response (Crotty, 2016). It is therefore important that all decisions of discretion are made using the National Decision Model with the Code of Ethics in mind, and that the decisions are made in the best interests of the public and are fully justified by the Officer in question.

Reflecting on this use of discretion, I believe this was the best option in this situation and I would use it again if applicable. The male was already upset, and I felt that a small use of discretion might have helped with the subject's perception of the Police, in turn improving the relationship between the public and the police. Throughout our encounter, I was polite and respectful, despite my negative bias towards drink and drug drivers and the risk they pose to law abiding members of the public. My behaviour throughout was professional and in line with the Code of ethics and the Police value of 'Public Service', which states;

'I take into consideration how others want to be treated when interacting with them...I treat people respectfully regardless of the circumstances.' (College of Policing, 2022f) 'I will act with self-control and tolerance, treating members of the public and colleagues with respect and courtesy.' (College of Policing, 2014).

Upon reflection, I can see how my unconscious bias could have affected my professionalism in this situation. As a Police Officer I think it is important to recognise this, in order to develop and learn from mistakes. Personally, I have a dislike for drink and drug drivers, which is due to past experiences and the reckless endangerment they cause to the public. However, I did not allow this to affect my conduct or policing response. I continued to act fairly, as I would to any other member of the public and did not allow my preconceptions to influence my decision making.

With regards to the completion of the blood sample forms, this did not go so well. It was the first time I had completed this legal requirement and I was unsure as to what the process was, due to minimal training in the subject area. Thankfully, I managed to find a colleague who was working in the Custody unit to help me. On this occasion it was difficult for me to

ask for help, as he had his own prisoner to deal with, the custody unit was extremely busy, I had no radio signal to ask other colleagues for help and I felt somewhat of a burden. However, I overcame this and understood that it was okay to ask for assistance, due to my inexperience. I was aware that if the legal procedure was not completed correctly then the case may have been inadmissible at court, therefore I was adamant to obtain the help and experience needed to complete this complicated part of the investigative process.

Furthermore, I have arranged a one-to-one session with a colleague from the Roads Policing Unit who I knew from my previous role as a Community Support Officer. This has helped me to understand the blood sample process in further detail, better myself as a Police Officer, and ensure I am competent in conducting the process in the future. I can also pass this knowledge onto other colleagues who are also less knowledgeable in the subject area.

As part of the investigative process, I had certain responsibilities under the Criminal Procedure and Investigations Act. I ensured that I complied with the Code of Practice which states that Officers must follow all reasonable lines of enquiry whether or not they may assist the prosecution or the defence, as well as record and retain investigative material which may need to be disclosed as evidence (Crown Prosecution Service, 2021).

Lines of enquiry were quite limited due to the offence being Police witnessed. I completed an evidential statement and obtained one from a colleague to further strengthen the evidence I had provided. I ensured my Pocket Notebook entry was saved. I also retained my Body Worn Video and exhibited it as evidence, which showed the male in charge of the vehicle. I did consider conducting CCTV enquiries to show the vehicle being driven, however I did not deem this necessary due to my having Body Worn Video of the offence. The blood samples taken by the Custody Nurse, were also exhibited, and booked into the force property system for Forensic Analysis and to be safely retained as evidence.

There was no evidence in this case, that was contradictory or would assist the defence, so obtaining and recording this was not applicable.

With regards to the investigation, I am currently awaiting to the results of the blood analysis and if positive, I will ensure a case file is completed ready for court. I am not the most confident with case file building, therefore I will be sure to seek help from colleagues and

am currently looking to book myself onto the next available 'Case File' training day, to uplift my skill set in that administrative area of Policing.

This incident is one I had never dealt with before, however a positive result was achieved because of quick decision making. I played a significant role with the offender in the incident and my proactive decision to stop a vehicle, and the subsequent arrest has quite possibly saved lives. Throughout the incident, I worked in line with the relevant Codes of Practice and policies such as the National Decision Model and the CPIA. I also considered and utilised discretion and conducted myself in line with the Policing Values and the Code of Ethics. I have also considered the potential impact of my unconscious bias and how it could have affected my decision making.

On reflection, I admit I did struggle with parts of the process that I had not experienced before, and this is a learning curve for me. I must learn to be comfortable with asking for help and understand that often my colleagues are thinking the same as me.

As a result of this experience, I am now better equipped with the knowledge to deal with the next incident more efficiently. I am quickly realising that as a Police Officer, policing incidents do not always go to the plan, and they aren't always streamline. However, if decisions are made in line with relevant policy and with the best interests of the public at heart, you cannot go far wrong.

WORD COUNT - 2542

Task 5

Personal Development Plan (PDP)

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 towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
I aim to Increase my confidence and ability to build case files.	I will achieve this development area, by asking for help when I need it. Case files are an important part of the police investigations. I find when building a case file for Court, I complete it in time, and to the standard expected, but do understand why I have done it. I need a better understanding of the different forms and legal documents, I will also book myself onto the Case File training course with the Learning and Development Department in order to broaden my understanding of this area of policing.	My tutor, my Sargeant, my team from my initial training course, the Case file team and the learning and development department.	I would like to be competent in my case file building skills by the end of my first year service, however I understand that this may not happen due to demand or simply not having a sufficient amount of case files to complete. If this is the case, this will be an ongoing development area.
I aim to become more comfortable with asking for help, in relation to policing	I will achieve this by building the confidence within myself to ask for help.	I do not believe anyone can help me with this area of development.	Within my first year of service. it

situations I have not dealt with before.	Although, I do request help from colleagues. I often feel awkward or a burden on the team due to their heavy workloads. This a personal development area and it needs to be achieved by changing my own mind set.	This is an area in which I need to combat alone and adjust my own way of thinking and how I perceive myself.	
Increase my policing knowledge with regards to legislation and increase my additional training skillset.	I aim to do this by using spare time to study policing practices and legislation, by utilising the internet and my Blackstone's book. I will also gain as much experience as possible from colleagues by helping them when they need it and being confident in attending an array of different calls to broaden my knowledge and learn from my mistakes. I also aim complete my Taser, XRY, Method of Entry and blue-light training as soon possible.	The learning and development department can assist with this, as well as my colleagues and friends who work within the Police Service. My Sergeant can also assist in placing me onto the relevant training courses, if he believes I am capable.	This is an ongoing area of development and I aim to do this within the spare time. With regards to the training courses, this depends on capacity, my time in service, and other factors such as cancellations and whether my experiences allows it, therefore this will also be an ongoing development area. However, I would like to be blue light trained and taser trained at or before 2 my two year probation ends. This might not be possible, but is something I would like to achieve.

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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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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

By signing the section below you are acknowledging your continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it 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: KRISTIAN AVIET (Learner, Electronic signature or type name)

Date: 03/04/2022