



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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.

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.

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
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:

Following my attestation as a Police Constable in June 2020, I was finally able to achieve a life-long dream of joining the Police Force. Having previously worked in several different industries, but with the majority falling within the classification of an office job working weekdays on a nine to five basis, this presented several unique challenges to the way I conducted both my working life and my free time. Although I had previously been a mature university student around 10 years prior, joining the Police Force presented a new way of learning, with not only classroom based work, but also a heavy focus on online learning and physical challenges in practical components related to the requirements of being a Police Officer.

The Police Federation conducted a survey between October 2017 and April 2019, entitled "Police Federation of England and Wales' Leavers' Survey" (*Rocketing demand and stress pushing officers towards resignation, 2020*). 40% of the respondents stated that stress was one of their reasons for leaving the police force with whom they were employed. The study also found that 30% of the respondents would reconsider their decision to leave should there be a better work-life balance. This study emphasizes the need for police officers to develop effective strategies for coping with stress and developing resilience.

In order to deal with stress, it is important to firstly understand what stress is. It is a reaction to pressure and this can manifest emotionally, physically or mentally, affecting the body in several ways. Physical symptoms include headaches, chest pain, dizziness, and stomach related issues. Mental symptoms include constant worrying and can affect concentration levels concentrating (*Get help with stress, n.d.*).

To review the coping strategies I applied in order to minimise stress and develop resilience, I have chosen to utilise a model of reflection known as Gibbs' Reflective Cycle (*Gibbs, G 1988*). This is a cyclical method of self-evaluation covering a description of the experience, my feelings throughout, an evaluation and analysis, and a conclusion and action plan.

Starting any new role is challenging, and the first six months of my Policing career have been no exception. There has been a wealth of legislation to learn and understand, along with also learning the practical side. In addition to this, with the current pandemic forcing the majority of learning online, the support available from the tutors was not always readily available due to technological constraints. Several of the the online lectures throughout the course were pre-recorded lectures, which although covering the main points of each subject, did not offer the immediate interaction with a knowledgeable tutor to provide further insight and clarity. As the majority of lectures relied on technology including laptop computers and an internet connection, I.T. related issues hampered the

learning on several occasions, with frequent delays to lectures because of remote users struggling to connect to the online meeting.

These difficulties led to feelings of being overwhelmed at times, with such a significant level of knowledge to be learned throughout the training period in order to successfully pass the examinations and progress past the initial learning stage. As a Police Officer, it is imperative that we learn the legislation so that we can effectively highlight any points to prove when dealing with a crime in order to ensure processes are being carried out fairly and correctly.

In addition to these feelings of being overwhelmed, there was also a feeling of apprehension as being a Police Officer is not only a physically and mentally challenging career, there is an expectation that one must strive to not make mistakes, as this could, in extreme circumstances, be the difference between life and death.

Wanting to succeed by not only passing the examinations, but by also having a high level of confidence in my ability to become an effective member of the Police Force induced high levels of stress throughout the training period. During the initial six months, I had put a lot of pressure on myself to reach my goals, whilst still managing to cope with the added pressure of the restrictions and concern of the global pandemic, a drop in wages from my previous role, and developing a new way of working due to the high level of remote learning. This led to long working days, utilising my free time to carry out additional studies and consolidation of material previously covered. Another occasional side effect of putting this pressure on myself was a struggle to be able to find time to relax and not think about work, occasionally leading to problems sleeping. This would then cause more stress as the following day would seem even more difficult due to this lack of sleep. However, there was also a sense of immense pride in being part of the Police Force and knowing that once the training was complete a career in Policing would allow me to help the local communities feel safer and provide a rewarding career.

In order to overcome these difficulties and adapt to the challenges of starting a new career along with developing a knowledge and a skillset that was completely unlike anything I had faced previously, there were several coping strategies that were put in place to aid my development.

To help with making the most of my free study time, I put in place a series of targeted revision plans to consolidate my learning. This involved setting time aside to review areas that had been previously studied, and to carry out my own additional reading to ensure that the concepts taught were fully understood. Another strategy involved creating "flash cards" to help with learning the required legislation and committing the relevant points to memory.

Due to the limited time available in an actual classroom environment, I always ensured that I carried out any pre-reads of the material that was to be studied prior to the lectures so that any points that were not completely understood could be raised with the tutors in the classroom whilst the topic was being discussed. I always ensured that I was an active member of the class, asking relevant questions and putting myself forward for any tasks in order to expand upon any knowledge already gained.

Another strategy was to be a part of a dedicated WhatsApp group with my fellow students so that any points raised could be discussed amongst ourselves, utilising each other's strengths and previous experience to build on knowledge previously gained. We also developed and took part in online quiz sessions via online meeting software such as Skype and Zoom to test each other's knowledge and highlight any gaps in our studies. Prior to our final exam, I researched and created a mock exam which was then distributed to our entire cohort for revision purposes. This helped solidify my own knowledge and allowed me to focus on areas where further study was required, in addition to providing a study aid for my colleagues.

In order to allow myself time to relax and reflect in an attempt to minimise levels of stress from a busy workload, and to ensure I kept myself in a good physical condition which is required for the

role of a Police Officer, I took part in regular exercise, visiting the gym when permitted. When the gym was closed due to the global pandemic, I kept myself active with regular running and cycling. This helped both keep my body fit and active and helped clear my mind after a busy day to allow me to be able to get sufficient sleep.

Exercise naturally reduces the levels of adrenaline and cortisol and stimulates the production of endorphins, and can mimic the “fight or flight” response which the body produces when under stress. This helps the body to practice working through these effects to help manage the effects of stress (*Exercise and stress: Get moving to manage stress, 2021*).

After utilising Gibbs’ Reflective Cycle to review the success of the coping strategies used to develop resilience and minimise stress during my initial six months of training, I believe that these coping strategies developed were ultimately successful. They allowed me to develop a new way of working and enabled me to prioritise my studies and balance both work and relaxation time without feeling too overwhelmed and to minimise stress. Regular exercise helped to keep my mind and body healthy which was also fundamental in helping to manage stress levels. Developing a good relationship with my colleagues and forming a support group where we could help each other to progress was also instrumental in a successful training period.

Although I was happy to pass both exams, I do feel that had I devoted more time to the additional reading provided by the university, along with the structured lessons taught by the Police tutors, this could have enabled me to achieve a higher overall mark. If I were to go through the same process again, I would look to develop a further system, which would involve splitting my revision time to incorporate targeted learning of the additional topics covered within the additional reading, and then adding these topics to my overall revision schedule. I believe that this approach would then develop my learning further and would allow me to obtain a higher mark on my examinations. Going forward, I will continue to utilise these strategies and develop them further in order to progress in my continued learning throughout my career.

(1567 words)

Task 2

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

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

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:

In this section, I will aim to critically assess a policing incident in which I played a significant role with an offender where communication skills, managing conflict, valuing difference and inclusion were considered and will reflect and assess what happened during the incident in question. The incident I have chosen involved managing conflict during the execution of a warrant permitting a property search under Section 8 of the Police and Criminal Evidence Act 1984. The reason I have selected this incident to review is because I was able to use communication skills to de-escalate a potentially volatile situation. I will outline what happened during the incident, and will then review the actions taken and evaluate what went well, and what could be done differently should a similar scenario present itself in the future.

Conflict arises in different forms, both verbal and physical, and occurs when two or more people have a serious disagreement or argument. I will discuss the methods I used to manage conflict during the incident outlined. Conflict management techniques I will discuss are the Betari's box model and the 5 step appeal which is a method of dealing with resistance from offenders and members of the public and gives them a chance to comply with the requests of officers (*Conflict management skills* | College of Policing, 2021).

In order to review this incident, I have again chosen to utilise a model of reflection known as Gibbs' Reflective Cycle (Gibbs, G 1988).

The Serious Organised Crime team requested uniformed assistance in relation to executing a Section 8 Warrant to search a property believed to be being used as a “stash house” in contravention of the Misuse of Drugs Act 1971. Upon attending the property, it appeared to be unoccupied at the time. Several members of the Serious Organised Crime team entered the property via the rear door which had been left unlocked, confirmed the property was unoccupied and opened the front door for the rest of the team. A full property search was then conducted, and I searched the master bedroom, seizing property which was believed to be controlled drugs and drug paraphernalia. Once the search was completed, the rest of the team and I were preparing to leave the property when the front door opened, and an unknown male entered.

Betari's box is a conflict management model that explains how behaviour is dictated by the attitude of yourself and others. For example, if reacting to a situation with a negative attitude, then there will be negative behaviour from oneself which will lead others in the situation to exhibit a negative attitude and therefore negative *behaviour* (*Betari Box: Linking Attitude and Behavior, 2021*), this is shown in figure 1. The Betari box model is a method of reframing conflict and I feel that this model is relevant in this situation as I was able to remain calm throughout and acted in a positive way so that the incident did not escalate. If I had acted in a negative way, the male could have mirrored my behaviour which could have led to conflict.

In addition to utilising the Betari Box model, I utilised knowledge of the National Decision Model, which helps officers to quickly review a changing situation and develop a plan of action going forward. This is a cyclical model comprised of six key elements: adhere to the Police Code of Ethics, gather information and intelligence, assess the threat and risk and develop a working strategy, consider Police powers and policies, identify options and contingencies, and take action and review what happened. (*National Decision Model | College of Policing, 2021*)

The first step was asking questions of the male to ascertain his identity. It became apparent that this was the suspect; this was the gathering of information. I then needed to assess the threat and risk. I was unaware at this time of any warning markers or previous history of aggression or violence, but as the suspect was much taller than myself, I decided that the best course of action would be to apply handcuffs in a rear position so that the suspect was unable to attempt to tamper with or destroy any evidence, unable to injure himself or anyone else, and to prevent escape. I positioned myself between the front door and the suspect so as to prevent him fleeing before explaining why we were in the property. As the suspect was surprised to return home to find police in his house, I was conscious that the situation may escalate and wanted to ensure that any conflict was kept to a minimum. I communicated with the suspect in a professional but firm manner, ensuring he was aware that I was taking charge of the situation. I then promptly arrested him for possession of a controlled substance with intent to supply in contravention of the Misuse of Drugs Act 1971. I cautioned him using the correct Police Caution and provided the necessity for the arrest. I was then able to apply the handcuffs as planned. Throughout this whole process I was conscious of considering the Police Code of Ethics. I needed to be accountable for my actions, treat the suspect fairly, act in an honest and truthful manner and show integrity. Despite being relatively new to the Police Force when compared with the other officers at the scene, I led by example and made choices based on the evidence presented and did not allow my judgement to be clouded by unconscious bias or preconceived expectations. I was open and transparent and treated the suspect with respect, whilst being conscious of acting in the public interest at all times.

I then carried out a search of the suspect using powers granted by Section 32 of the Police and Criminal Evidence Act 1984. I was able to search the suspect's outer garments but did not find any further evidence. As the suspect was a male, I had no issues carrying out a search of the person. However, if the suspect had been female, it would have been more suitable for a female officer to carry out the search on my behalf. The suspect also confirmed that English was his first language. As there is the possibility that a person may struggle with English as a first language, I am aware that there are contingencies available whereby an interpreter may be used if necessary. Fortunately, this was not required in this instance.

At this stage, myself and a colleague escorted the suspect to the marked police car for conveyance to the Custody Suite. Walking from the house to the car, I ensured that I had control of the suspect by keeping a grip on the handcuffs and giving firm directions that were simple to understand and free from any jargon. The suspect was placed into the rear of the marked police car and I joined him in the back, making sure the seatbelt was fitted for his safety, and fitted a facemask. My colleague then drove the three of us to the Custody Suite.

During the drive to the Custody Suite, I engaged in conversation with the suspect, avoiding the topic of the arrest and anything relating to the investigation. I discussed day to day matters such as his employment. The aim of this was to try to gain further compliance with the suspect and to build a rapport so that the investigation could continue to run in a smooth and efficient manner.

Upon arrival at the Custody Suite, due to considerations regarding the Coronavirus pandemic, it was necessary for the suspect to wash his hands. Due to the ongoing potential for conflict, I ensured that I placed myself in the doorway of the wash room to prevent an attempted escape, and took the handcuffs off in a safe and efficient manner, allowing space between myself and the suspect so that I could react if necessary and giving me the field of vision to keep an eye on his actions. Once the handcuffs were off the suspect was able to wash his hands. I then administered the handcuffs and sat the suspect down in the waiting area for the Custody Sergeant to call us through for the booking in process to begin.

Once we were at the Custody Sergeant's desk, I was able to provide full circumstances and the necessity for the arrest. At this point, the Custody Sergeant asked me to conduct a further search of the suspect using a metal detecting wand. Again, this was done in a safe and efficient manner at arm's length so that I could again react if necessary.

After the Sergeant had confirmed that he was happy to authorise the detention, and a Custody Officer was on hand to escort the suspect to the cell, I safely removed the handcuffs for a final time.

Upon arrival back at the Police Station, I was then able to complete a Use of Force form detailing the rationale behind the use of the handcuffs along with an exhibiting officer's statement with regards the items seized during the initial search.

I believe that I performed well during this incident. This was the first property search that I had been asked to assist with, but carried this out in an efficient and methodical way. All evidence was seized and bagged in the correct manner, and an exhibit statement was subsequently submitted.

When the suspect arrived unexpectedly at the property, I was able to rely on my knowledge of the National Decision Making Model to re-evaluate the situation and to develop a new working strategy. I was able to use the skills taught in the Officer Safety Training sessions in order to keep myself, other officers and the suspect safe whilst maintaining control of the suspect. This also enabled me to explain my rationale with regards to the use of force demonstrated. Although the suspect was compliant, I was fully aware that there was a constant potential for escalation. The disparity of size between myself and the suspect meant that utilising handcuffs and maintaining physical contact with the suspect was necessary to ensure that he was under control the whole time. If the suspect had attempted to become aggressive or violent, I was fully trained and in a position to administer control measures which were taught in Officer Safety Training. I had also ensured there was plenty of room available to be able to back away from the suspect to provide a suitable distance for any other potential modes of physical compliance, including the use of an incapacitant spray or baton. When communicating with the suspect, I demonstrated my ability to ask both open and closed questions to ascertain his identity and his knowledge of the offence for which he was arrested. Following the Police Caution, I checked understanding by rephrasing the caution in a simpler manner to ensure the suspect was aware of his rights.

Non-verbal communication skills were utilised throughout the incident. I made sure I was in an open stance and refrained from slouching to make myself look larger. This communicated to the suspect that I was open, non-threatening and willing to listen. The suspect was much taller than me so I needed to ensure I was in control. This involved moving the suspect so that he was facing away from any of the other officers, and not looking directly at myself whilst I applied the handcuffs and carried out the person search. This not only had the desired effect of demonstrating that I was in control, but also aided in keeping all involved safe as I was able to ensure the suspect carried out my verbal requests. As I was carrying out the search of the suspect, I gave a running commentary of what I was doing, in an effort to put the suspect at ease during what could be perceived as

unwelcome and uncomfortable physical contact. The suspect responded well to this by doing as instructed and answering all questions asked throughout the search. I also ensured that other officers were stood away from the search, whilst making sure they were on hand should assistance be required. This helped to make the suspect feel less threatened by Police presence.

Once I had completed the arrest and the search, I began to build a rapport with the subject to ensure that his compliance continued. I showed empathy and understanding whilst listening to him speak, and made it clear that I was listening by acknowledging what was said and asking relevant questions.

Engaging in conversation with the suspect whilst conveying him to the Custody Suite both helped to develop further compliance, and also helped him to open up and converse more freely. When the suspect first entered the property, it would have been a huge shock to find a team of Police Officers in his home and the potential for conflict was great. By firstly asserting dominance and then developing a rapport with the suspect I believe I was successful in diffusing the tension and minimising the risk of any conflict. By the time the suspect was interviewed by the Officer in Case, he had opened up and was responsive in the interview, answering all the questions put to him and admitting the offence leading to a successful charge.

If presented with a similar scenario in the future, I would attempt to gather more information about any potential suspects prior to commencing the operation if possible. In this instance, my support was requested very late in the process, and being relatively new in the Police Force, I did not think to ascertain any details of the suspect. Going forward, if possible, any warning markers or previous history, including any intelligence gathered, should be studied and reviewed so that a risk assessment can be carried out prior to attending the scene. This will help speed up the process and make me a more efficient Police Officer. As I have gained more experience throughout my development, I have learned the most efficient ways to search for the require information prior to responding to a call, whether this is via organised briefings, or use of Police systems via computer or personal mobile devices. Information can also be sought via our Force Control operators via radio.

In conclusion, I found the whole incident to be a significant learning experience, developing my communication, compliance, and investigatory skills whilst building upon previous experiences. I demonstrated a good knowledge of the Force policies and procedures and was able to manage the situation with efficiency and respect. I was able to highlight the areas where I succeeded and also the areas where I can improve going forward in my career. Working alongside the Serious Organised Crime team allowed me to learn from their considerable experience and also showed me an insight into the more complex areas of Policing. I felt my communication skills, developed from both Police training and my previous roles prior joining the force, helped to minimise any conflict with the suspect and stopped the situation from escalating into a potentially aggressive incident.
(2510 words)

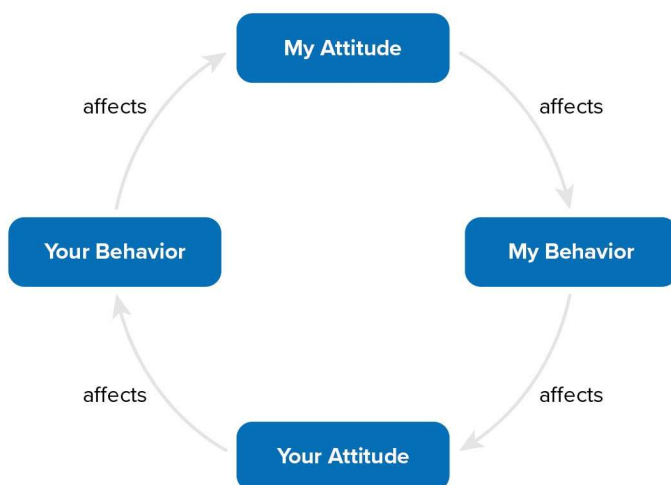


Figure 1 (Betari Box: Linking Attitude and Behavior, 2021)

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:

In this section, I will aim to critically assess a policing incident in which I played a significant role with a victim whereby criminal justice, valuing difference and inclusion were taken into consideration and will reflect and assess what happened during the incident in question. The incident I have chosen happened relatively early in my policing career and was my first domestic violence incident. The reason I have selected this incident to review is because I was faced with a person whose first language was not English and this was a significant learning experience which built up my confidence as a police officer and enabled me to enhance and develop skills I had previously learned and used. I will outline what happened during the incident and will then review the actions taken and evaluate what went well, and what could be changed should a similar scenario present itself in the future. I will again utilise the Gibbs' Reflective Cycle in order to reflect on the incident (*Gibbs, G 1988*).

During each and every incident that is attended, Police officers must consider the differences of others, including ethnic, cultural, and language differences and the importance of accommodating these in order to help gain the trust of the communities at large. Police Officers must uphold the policing principles detailed within the Code of Ethics which have been published by the College of Policing. These principles underpin every element of policing and must be utilised as a basis for how to act as a police officer (Code of Ethics, 2014). The principles include accountability, integrity, respect and selflessness and these are essential whether dealing with a victim, witness, offender or any other service user.

A call was received by the Force Control Room (FCR) from a female who appeared to be scared and upset with regards a domestic incident that was currently ongoing between herself and her estranged husband. There were very few details disclosed to the FCR, and a search of the caller and her

address on the Police National Computer (PNC) did not show any history of abuse reported. A risk assessment was developed leading to myself and a colleague to make our way as a matter of urgency in a marked police car with blue lights and sirens on.

Upon arrival at the property the female advised that her husband had been banging on her front door and threatening to smash it down if she didn't answer. He appeared irate and wanted to be let inside to discuss their marriage. She had her young daughter in the flat with her and did not want her to be a witness to his aggressive behaviour. He had then quickly left the scene once he heard the police sirens approaching. I was aware that the victim had a strong accent, and it quickly became apparent that English was not her first language. Despite this, by keeping my communication jargon free, I was able to confirm that her English was proficient enough to proceed without the aid of an interpreter. As the offender had left the scene, the initial risk assessment carried out based on the information provided by the Force Control Room had now changed.

As the threat had now gone, I used the National Decision Model (NDM) to carry out a further risk assessment and to decide the best course of action. Based on the information to hand, the husband no longer posed an immediate threat to the victim. Therefore, I was able to take my time in calming the victim down, ensuring neither she nor her daughter were harmed in any way, and getting the relevant information from her. By applying the Betari's Box model, I was able to take control of the situation, albeit in a calm and reassuring manner. This in turn allowed the victim to open up to me in a positive way (*Betari Box: Linking Attitude and Behavior, 2021*).

Once the victim had managed to calm down, she stated that she was in the process of breaking up with her husband following a deterioration of their marriage. She advised that she had been subjected to emotional abuse over a long period of time and the situation had culminated in him become physically aggressive with her when she attempted to leave him. The victim stated that the husband had pushed her over whilst she was holding her young daughter, causing a slight injury to them both. This led her to move out of the family home into a flat with her daughter in order to escape the abuse. The female stated that following this separation, the verbal aggression had increased, with the husband trying to stop her from visiting friends and following her to and from work. Her husband's parents had also got involved, sending threatening messages. Unfortunately, I was unable to read the messages myself as they were not in English. The female and her husband were originally from Eastern Europe, having moved to Wales approximately ten years ago, and his parents spoke no English at all. They were currently in the country to support their son through the break up, but the victim stated that they were also actively targeting her. I was able to utilise a service called Language Line, which is used by Gwent Police, which employs translators and can be used by Police to help with communication. This allowed me to fully understand the nature of the text messages and this confirmed what was stated by the victim. Initially, the victim stated she was fearful of retaliation following police involvement, and did not believe that the police force could do anything to stop her husband and his parents from threatening her or taking her child away from her. This led her to state that she did not want to support any further action. After providing reassurance, and explaining what powers were available to the police force, I was able to convince the victim that there were various routes we could explore. Whilst discussing the incident with the victim, I was aware that there may be a distrust of police officers, and I ensured that I was not showing any bias either towards or against the victim, by actively listening to the victim, and striving to understand her concerns.

A study which was conducted in the USA posited that language barriers between police officers and Hispanic, non-English speaking members of the public caused serious tensions between the two groups (Herbst and Walker, 2001). The study found that a language barrier did not cause significant tensions between police and the Hispanic community in the mid-west city that was studied, with police in the communities studied able to use "command Spanish" which was learned through experience and formal training. However the study posited that larger metropolitan cities were at greater risk of these tensions. This study shows that police cannot provide an effective

service if there is no way to overcome language barrier and communicate with different groups that reside in the neighbourhood.

There has been a history of tensions between the police and the communities in which they serve, with members of black and ethnic minority (BAME) communities particularly distrustful of the police force. Following an enquiry into the Brixton Riots of April 1981, the Police and Criminal Evidence Act (PACE) 1984 was created. The riots began following perceived racial discrimination by police officers towards a young black male. Newburn surmised that “irrespective of whether or not police stop and search powers are used... in a discriminatory fashion, it seems undeniable that this is how they are experienced by minority ethnic communities” (Newburn, 2007). When interacting with the public, police officers must be aware of the negative perception of how officers deal with BAME communities and ensure that all policing principles set out in PACE are followed.

I explained to the victim that following our conversation, I would look to pursue arrest enquiries due to the physical and emotional violence, but she was worried that police intervention would cause the situation to escalate. I reassured her by going through safeguarding measures to help give her a feeling of control. These measures included blocking her husband and his family’s phone numbers, restricting social media accounts, and keeping her mobile phone charged and with her at all times so that she could call for help if needed. I also advised that due to the nature of the complaint, I would be putting in a referral to multi-agencies including social services and victim support. She was happy to accept additional support, and I advised that Victim Support are able to provide additional safeguarding measures such as alarms for doors and windows in order to provide an additional level of security (*Partnership working and multi-agency responses, 2021*)

The Code of Practice for Victims of Crime in England and Wales (Victims Code) aims to make the criminal justice system more responsive and easier to follow for victims and dictates the services that victims must be provided with (*Ministry of Justice, 2015*). This is something that all police forces in England and Wales must follow. The Victims Code states that victims of crime must be made aware of what support services are available to them in writing following a crime and what to expect from the criminal justice system. They must also be made aware of where they can get further advice and support. Whilst discussing the incident with the victim and assisting her with writing her statement, I provided this information, and advised that she would be kept updated with regards the ongoing investigation. As the victim’s young daughter was a witness to the crime, I made the victim aware of special measures available to her should the case go to court. Police officers can apply to the Crown Prosecution Service (CPS) on behalf of the victim or witnesses for special measures to assist them when giving evidence. These measure include giving evidence via video link or behind a screen to aid with anonymity. Where the victims or witnesses are classed as vulnerable, barristers can also be asked to remove their wigs in order to appear more informal in order to put victims and witnesses at ease. Following the introduction of the Domestic Abuse Bill 2020, all domestic abuse victims are able to apply for special measures. (*Special measures in the criminal courts factsheet, 2021*).

Having discussed the special measures with the victim, despite initial reluctance of supporting police action, she advised that she would feel more comfortable going to court if these measures were put in place as she stated that she was frightened of her husband and his family. I advised that I would make the application to the Crown Prosecution Service on her behalf and completed the required forms once back at the station. I requested the removal of the barristers’ wigs should the child be required as a witness. I was also aware that a translator may be required in addition to make allowances for her husband’s parents.

In addition to arrest enquiries, I explained that we were able to offer an additional service, should the offender be given a caution or in the event the Custody Sergeant decides there is to be no further action (NFA). This are additional service is known as a Domestic Violence Protection Notice (DVPN) and Domestic Violence Protection Order (DVPO). These are designed to give the victim

some respite, and can order the offender to not enter a premises, or to keep a certain distance away from the premises for a period of time.. The process involves two stages. Firstly, an officer must obtain authorisation from an officer of the rank of at least Superintendent, and submit a DVPN to the offender along with notice of a hearing, no more than 48 hours before the hearing time. The offender is then bound by these rules until the hearing. The court will then decide whether or not to grant a DVPO. Should the conditions of the DVPO be breached, the offender would be arrested and brought before a magistrate within 24 hours (*Domestic violence protection notices and domestic violence protection orders, 2021*). Having discussed this with the victim, she consented to me applying for this on her behalf in order to allow her to get some breathing space from her husband.

In conclusion, I found the incident to be a huge learning experience which helped to develop my confidence as a Police Officer. I was able to put into practice skills which I had learned during the initial training period, along with pre-existing communication and management skills which had been developed in my previous career prior to joining the Police Force. I was able to demonstrate the importance of the correct victim support procedures, showing that there were several options available to the victim in order to attempt to resolve the issues with her husband and his family. Although the victim appeared distrustful of police action, I was able to rely on my communication skills and my police training with regards additional services available in order to gain her trust. I ensured that I paid particular attention to the ethnicity and language issues involved, whilst highlighting further learning and research required in order to develop as a Police Officer. I aim to research different races and religions, particularly those prevalent in the communities I serve as an officer, so that I can be more culturally aware in an effort to make myself more approachable, with a view to gaining the trust and respect of the people I hope to help.

(2259 words)

Task 4

Relevant areas of the National Policing Curriculum:

Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

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

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:

In this section, I will aim to critically assess a policing incident in which I played a significant role with an offender where decision making and discretion were applied, communication skills were utilised, and valuing difference and inclusion were considered. I will then reflect and assess how I performed and what happened during the incident in question. The incident I have chosen involved the arrest of a female offender who had failed to attend at a specified time at Magistrates Court in relation to a charge of theft in contravention of Section 3 of the Theft Act 1978. The reason I have selected this incident to review is because I was able to use discretion and communication skills manage the offender and to ensure control of the situation was not hampered. I will outline what happened during the incident, and will then review the actions taken and evaluate what went well, and what could be done differently should a similar scenario present itself in the future.

Discretion and decision making are important aspects in the role of the police force. Police officers are able to use their professional judgement to take action in the most appropriate way, considering all alternatives available to them. There are times when it may not be appropriate to take legal action, and there are times where a use of force is not appropriate. In these instances, discretion is used by officers. However, when using discretion, officers must always make use of the National Decision Model (*National Decision Model | College of Policing, 2021*).

The National Decision Mode (NDM) is a framework utilised by the police force to aid police officers in their decision making and allows officers take into account the code of ethics, any information and intelligence available risk assessment prior to considering all available options and taking action. It is down to the individual officer to make the final decision on what action is taken; whether an offender is arrested, whether the offence is dealt with in another way, and what actions the officer must take to carry their duties.

Under the Criminal Procedure and Investigations Act (CPIA) 1996, there are codes of practice for how police officers should conduct investigations and an investigation should be conducted with an idea to ascertain whether a person should be charged with an offence, or whether they are even guilty of it (Investigation, 2021). In order to build and maintain public confidence, police officers must ensure that investigations are carried out professionally and ethically, to an agreed standard

In order to review this incident, I have again chosen to utilise a model of reflection known as Gibbs' Reflective Cycle (Gibbs, G 1988).

Whilst on uniformed duty, I became aware of a no-bail warrant being issued in relation to a female offender who had failed to attend Magistrate's Court when scheduled to appear the previous day. The offender had been charged with making off without in contravention of the Theft Act 1971. If an offender fails to attend court, the court will then issue a warrant for the arrest of the offender and send details to the Police so that the subject can be apprehended and taken to court to answer the charges.

I made use of dedicated Police systems to ascertain the offender's details and was able to find her current residential address which was in close proximity to the Station I was currently working from. The offender had a history of similar offences, and had warning markers pointing to several mental health issues included anxiety and depression. There was no evidence of any violence carried out previously, either towards arresting officers or herself. I also took a note of the offender's vehicle details. This was the gathering of information stage of the NDM.

My colleague and I then made our way to the offender's address. When we arrived, we knocked on the offender's front door but there was no answer. The curtains were drawn and there were no lights on, indicating that there was no one home. We conducted house to house enquiries to see if any of the occupants of the neighbouring properties were aware of the offender's location. This proved to be unsuccessful and I noted that the vehicle we had on file for the offender was nowhere to be seen in the surrounding area.

I decided to attempt to call the offender using the last known mobile telephone number, and she answered. The offender appeared upset and anxious when I spoke to her, and she was concerned that if she was kept in a cell for a long period of time, then she may have a panic attack. During the conversation, I showed empathy, understanding and compassion, and explained that if she were to allow us to pick her up, we could attempt to get her before the court the same day so that any incarceration would be kept to a minimum. Due to the low level of the crime that was being dealt with, it was likely that a decision would be made the same day and the offender would realistically not be imprisoned. I explained that her cooperation would look favourable to the court and she agreed to us collecting her.

She provided the address where she had been staying, which was a relative's house a short distance away.

We then drove to the relative's address and knocked on the door. The offender did not open the door straight away, but instead came to the front window and advised that she was getting dressed. As the offender appeared compliant at this time, I determined that there was no need to demand her to answer the door straight away and allowed her to get herself dressed. I decided this was the best course of action as I wanted the offender to remain compliant and I was conscious of her rights in relation to the Human Rights Act 1998. Once dressed, she opened the door and I arrested her for failure to attend the Magistrate's Court to answer charges in relation to theft. I then followed the National Decision Model to decide how to proceed. I noted that the offender was physically smaller than myself, and presented no signs of any aggression, meaning that any physical conflict would be unlikely. I knew that she had warning markers for anxiety and depression, and I did not want to exacerbate the situation. As there appeared to be no threat, I used my discretionary powers and

decided not to apply handcuffs to restrain her. As the offender was female, I requested that my female colleague carried out a search of the person under Section 32 of the Police and Criminal Evidence Act 1984. Again, the offender showed no signs of non-compliance which justified my decision to refrain from using handcuffs to restrain her.

The offender mentioned once more that she was worried about being placed in a cell for a long period of time, but I was able to empathise and provide reassurance that we would do all that we could to ensure that this would not happen. The offender was then escorted to the marked Police car and placed into the rear of the vehicle. I joined her in the rear of the vehicle whilst my colleague drove. During the journey to the Custody Suite, I engaged in conversation with the offender to try to keep her calm and provide a reassuring presence. The offender advised that she had been in a troubled relationship which involved drugs misuse and had led to her children being removed from her care. This had negatively affected her relationship with her family, and her ex-partner had been arrested and imprisoned for drugs related offences. She advised that she was receiving assistance from social services and healthcare workers to recover from an addiction to drugs, and to assist in her attempt to regain control of her children. The healthcare workers were also aware of her mental health issues and were providing counselling.

Upon arrival at the Custody Suite, we were advised that there would be a short wait before the offender could be processed due to COVID restrictions meaning there was a limit to the number of people who could be in the Custody Suite at any one time. At this point, the offender began to panic and become agitated. As she had been cooperative throughout the incident to this point, I again used discretion and allowed her to wait outside the Police car with myself so that she did not feel trapped. She advised that she was grateful for this and I was able to assist in her calming down. Once we were allowed to enter the building, I escorted the offender to the Custody Sergeant's desk where she was booked in. I advised the Sergeant of the concerns that the offender had. The Sergeant carried out a Risk Assessment and it was at this point that the offender became upset again. I engaged in conversation with the offender and discussed the positive steps she had been taking in order to regain custody of her children and to give up her addiction to controlled substances.

The Custody Sergeant advised the offender that she would be taken to the Magistrate's Court once he was able to arrange transportation. The offender asked if I could take her instead as she now trusted me and my colleague and said she would feel more comfortable with us. This was granted by the Custody Sergeant. The offender was then conveyed to the Magistrate's Court, and was in a jovial mood by the time we arrived. In line with CPIA guidelines, I had made a record of the whole incident in my pocket notebook, including all relevant information for the Custody Sergeant to be able to deal with the offender in the correct manner.

I believe that my use of discretion in this scenario was instrumental in gaining cooperation from the offender. She had mentioned several times that she was concerned about being incarcerated, and I believed that handcuffing her would make the situation even more stressful for the offender than it needed to be. As she was showing compliance, I used the discretion powers offered to me which allowed her to be searched and conveyed to custody without restraint. This enabled me to show her that I was empathetic and understanding, and my communication skills, both verbal and non-verbal, helped to reaffirm this to her. I was able to gain the offender's trust throughout the experience, and was able to provide reassurance and compassion when required to ensure that her cooperation and compliance was maintained. There were no barriers to communication, and no cultural or ethnic considerations in this case. However, I am fully aware of the processes required should there be a language barrier, and interpreters are available if necessary. As I had a female colleague with me, I felt it the most appropriate course of action to ask her to carry out the person search so that this intrusion of personal space was less embarrassing for her. This I believe further showed the offender that we were empathetic with her concerns, and provided a level of trust which we could continue to build upon.

As the offender was known to the Police following previous similar offences, and there was a concern due to her failing to attend court, there could have been a preconceived bias that the offender would cause trouble for the officer or fail to cooperate. Bias is to show favouritism to one party over another and this can be due to many conscious reasons, for example, knowing the history of a person, but it can also be due to unconscious reasons which have been formed through personal opinions or life experiences. There are three common types of bias which can occur in policing; these are affinity bias, confirmation bias and source bias. Affinity bias is when a person has a preference towards people who we share characteristics with, including gender or age. Confirmation bias occurs when a person sees and hears what they are expecting to hear, and they then ignore evidence which may contradict that view. Source bias occurs when one places a higher value on information or intelligence which is received from a known or trusted source but has not been thoroughly tested.

Bias can affect how officers comply with policing values, which state that officers should be emotionally aware of the needs of others. Following the initial telephone discussion with the offender, I realised that the main consideration was not whether or not the offender would cooperate, but the impact her mental health issues could have when faced with officers. This was also reiterated by the offender when we arrived at the relative's address where the offender was located, and I was able to identify signs of distress and anxiety displayed at that time. In order to overcome this, I believe that the action I took was the correct course and enabled me to carry out my necessary duties without conflict. If I had decided to handcuff the offender, I believe this would have led to her becoming distraught and may even cause the situation to escalate into physical violence either directed toward the offender herself or myself and my colleague. I believe my use of the National Decision Making model, reflecting on the information I had in front of me and considering the potential threat, the policies and procedures I had available to me, and the options I could take helped to diffuse a potentially volatile situation. The action that I took was justified, and show that when necessary, discretion can be a powerful tool in a Police Officer's arsenal. Policing principles can be affected when there is bias present. If there is bias, whether conscious or unconscious, the officers will not be able to demonstrate fairness, integrity and respect (College of Policing, 2014).

Following the initial telephone discussion with the offender, I realised that the main consideration was not whether or not the offender would cooperate, but the impact her mental health issues could have when faced with officers. This was also reiterated by the offender when we arrived at the relative's address where the offender was located and I was able to identify signs of distress and anxiety displayed at that time. In order to overcome this, I believe that the action I took was the correct course and enabled me to carry out my necessary duties without conflict. If I had decided to handcuff the offender, I believe this would have led to her becoming distraught and may even cause the situation to escalate into physical violence either directed toward the offender herself or myself and my colleague. I believe my use of the National Decision Making model, reflecting on the information I had in front of me and considering the potential threat, the policies and procedures I had available to me, and the options I could take helped to diffuse a potentially volatile situation. The action that I took was justified, and show that when necessary, discretion can be a powerful tool in a Police Officer's arsenal.

Although I believe that I handled the situation well, if faced with a similar scenario going forward, I would attempt to contact the Custody Sergeant whilst travelling to the Custody Suite so that they could be better prepared to deal with the offender's concerns and mental health issues. That way, a nurse could be on hand to assist if required, and this could speed up the Custody Sergeant's processes.

In conclusion, I believe that my knowledge of the National Decision Model, my use of discretion, my offender management skills, and my communication skills all combined to enable what could have been a difficult situation to turn out to be an efficient and conflict-free incident. I believe I acted appropriately by following the relevant guidance in relation to investigating, recording and retaining

information in accordance with the CPIA guidelines. I was able to build on communication and conflict management skills learned and developed through previous roles to empathise with offender, without allowing any pre-conceived bias or judgements interfere with obtaining the correct outcome.

(2699 words)

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
Build confidence ready for when leaving the PDU and being single-crewed.	Through continuing to attend all manner of calls, familiarising myself with policies and procedures and becoming more self-reliant.	My tutor, and my Sergeant.	2 weeks.
Become more adept and efficient using police systems to build case files ready for submission to the Crown Prosecution Service.	Through continued usage of the systems, asking questions when necessary and reviewing previous cases where I can evaluate my strengths and weaknesses.	My tutor, my Sergeant, and other police colleagues.	Within the next 3 months I am to become more proficient with building case files and using police systems.
Build confidence in relation to physical conflict.	Through attending calls which could lead to conflict.	My tutor, my Sergeant and other police colleagues. OST trainers.	I will look to develop my skills in this area over the next 3 months by observing colleagues' actions, and attending calls which could lead to conflict.

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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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: Mark Higgins (Learner, Electronic signature or type name)

Date: 17/04/2021