

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

Learner name: Alice Johnson

Learner's University Registration Number: 1921008

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

This workbook covers the two components from your module descriptor 4001D, Policing in the Workplace 1.

There are two identified learning outcomes:

1. First learning outcome relates to component 1; is 3600 words, contributing 60% to the overall mark – ‘developing your policing practice and reflecting on your learning experience’.

It is a portfolio focusing on the first 5 elements listed below, covered by Task 1, Task 2 and Task 3.

The nature of your police work will no doubt have exposed you to elements 6 to 10 so don't be afraid to touch on these in component 1.

2. Second learning outcome relates to component 2; is 2400 words, contributing 40% of the overall mark – ‘demonstrate knowledge and understanding of a particular subject related to your professional practice and assess the actual and/or potential impact of applying what you have learned’.

This assignment covers Task 4; whilst this focusses predominantly on elements 6 to 10, again the nature of your police work will undoubtedly see some overlap and there may well be some duplication of the first 5 elements.

Areas of Professional Practice covered by both components (also known as elements) :

1. Wellbeing and Resilience
2. Vulnerability and risk
3. Understanding the police constable role
4. Communication skills
5. Conducting investigations (Interviewing suspects)
6. Decision making and discretion
7. Public protection
8. Problem solving
9. Evidence-based policing
10. Policing communities

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;*

Contents

Workbook	Area of Professional Practice	Word count
Component 1 60%		
Task 1	Wellbeing and Resilience	600
Task 2	Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.	1500
Task 3	Conducting investigations (Interviewing suspects), communication skills, decision making and discretion.	1500
Component 2 40%		
Task 4	Problem solving, evidence-based policing, understanding the police constable role, policing communities and decision making and discretion.	2400
	Confirmation of the completion of your Occupational Competency Portfolio (OCP)	
	Bibliography	
	Confirmation of Confidentiality and Plagiarism	

Task 1 (Component 1)

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Focusing on your tutorship, reflect on the coping strategies you have applied to develop resilience and minimise stress when adapting to your role as a constable within the workplace (e.g. nature of the work, organisational culture, shift pattern, pressures of work and joining a new team).

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

ANSWER:

In this task I will focus on my 11 weeks of tutorship and being out with a tutor constable. I will outline the coping strategies that I have used to continue to develop resilience and minimise stress whilst adapting to my new role within the workplace. I will discuss what coping strategies I have continued to implement within the last 11 weeks, the problems that I have faced and things that are in place to help me overcome stress and build resilience / help with overcoming the pressures of work and becoming part of a team.

Verywellmind (2020) states that people with a higher degree of emotional resilience can handle the stresses that come with life more effectively and calmly, they are able to manage crises more easily and emotional resilience is a trait that can be developed.

I agree with this statement, I believe that I have a high developed level of emotional resilience due to my previous job and childhood trauma. I believe I have brought forward this emotional resilience into the policing community and implement strategies constantly that allow me to overcome stresses when they arise.

Verywellmind (2020) also states that emotional resilience refers to someone's ability to adapt to stressful situations or crises. People with a higher resilient level are able to adapt to adversity without lasting difficulties. Again, I believe this to be true. I am able to adapt to high levels of crisis and maintain stability in my emotions whilst doing so. I do not become 'overwhelmed' easily and I believe this is to do with my lifestyle and allowing my coping strategies to improve my wellbeing and limit stress.

The coping strategies I implement are the same as when I was in my first 6 months of training. Psychology Today (2020) explains that healthy habits, such as eating well, sleeping well and exercising can reduce stress and boost resilience. Also nurturing close relationships can help find support.

Knowing when to speak to people and allow help from others has always been a strength of mine, I do not allow my mind to become over run with problems or fears... this allows me to offload and rely on my support network for help and advice. For example, I recently noticed that attending Domestic Calls was affecting my emotions, and after speaking to my Sargent I was referred to the counselling service. Better Help (2020) explains that you have a physical and emotional response to a trigger when attending certain incidents. However, talk therapy has proven to help people overcome the distress, pain and dysfunction that comes from having lived through threatening experiences. Having someone to speak to regarding my past, being able to open up and have someone listen to me and not judge has made me stronger. It has allowed me to understand that I showed a normal reaction, but by speaking about it can ensure that I am now more resilient and understanding regarding incidents and can take this forward with me for the foreseeable future. Also knowing I am able to self-refer in the future for any further contact has been beneficial to my well-being, and I felt the sessions were essential.

Healthy Food (2020) suggests that eating three meals per day ensures a steady supply of nutrition – this enables higher concentration levels and therefore can counteract mood swings and energy levels also. I have seen an increase in my wellbeing since continuing to eat a healthier diet, which in turn has improved my work levels and motivation. I have also continued to exercise to relieve stress

alongside the healthy eating. As Healthline (2016) states that physical activity can increase endorphin productivity in the brain which promotes a 'better mood'. By eating and exercising better, I have a more fluid sleep routine also which, together, has bettered my well-being.

Word Count: 638

Task 2 (Component 1)

Relevant areas of the National Policing Curriculum:

Vulnerability and risk, understanding the police constable role, communication skills, decision making and discretion, public protection.

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

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

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

Explain your considerations in relation to vulnerability and your responsibilities for safeguarding individuals involved. Outline the police role in managing these factors to reduce risk. (Consider the personal vulnerabilities of the individuals involved, including situational/environmental factors that can result in risk or harm).

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

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

ANSWER:

This task will demonstrate my involvement with a vulnerable missing person case where the male in question has additional needs and requires support 24/7. I will explain how I followed Gwent Police and College of Policing Missing Persons procedures to locate the male, the steps I took to determine the risks involved and how I was going to safeguard the male once located. I will also outline my role as a police constable and how I built a rapport with the male using effective communication. I will refer to the National Decision Model throughout this reflection, either directly or indirectly. The National Decision Model (2018) is used by Police Forces to help them ensure that they make the most appropriate decision at all times.

During a late shift, myself and my tutor constable joined local officers in searching local areas for a missing person. Although we didn't take the initial call, time appeared to be progressing and the male hadn't yet been located. As we were in the area of his home address, we decided to join in the search and made some enquiries as to where he frequently visits or his favourite places to go.

A missing person is defined by the College of Policing (2020) as “anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed”.

This individual in question lives in a supported living complex, he receives care support 24/7 and very rarely goes out of the house on his own unless he is supervised or his carers know his whereabouts due to him having additional learning and medical disabilities and medical problems. The male appeared particularly vulnerable due to his misjudgement with safety and he had been upset and ‘acting irrational and out of character’ that day due to a meeting regarding his care which had not gone the way that the individual had hoped for.

The male was deemed as a ‘Medium Risk’ which the College of Policing (2020) defines as “the risk of harm to the subject or the public is assessed as likely but not serious”.

After gathering intelligence about the male (following the National Decision Model), we attended a few of his favourite places that he liked to visit often, to which all of the search results were negative. As an officer, I ensured that we kept updating the Force Control Room when an area had been searched, and ensured they were keeping us up to date with any further updates or sightings of the male.

We then received a call from a local shop, around 3 miles from his home address, that they had a male within the property who was upset, vulnerable and saying that he “didn’t want to live anymore” – my tutor constable and I then had to develop a working strategy to speak to the male and provide him with the appropriate care.

Upon attendance, we noted that this male had the same clothing on that the missing person did. I confirmed his name, and sat with him and began to build a rapport.

Cambridge Dictionary (2020) explains that a rapport is a good understanding of someone and an ability to communicate well with them. It was fundamental at this stage, after locating the male, that I used effective communication to develop an understanding and some trust between us, I had to use altered communication techniques after my initial contact with the male due to his additional needs such as using simpler terms and words, and ensuring I was speaking slowly and clearly – due to the current pandemic (and mask wearing policy) I asked colleagues to go back into another room so that I could remove my mask whilst remaining 2 metres from the male to allow him to understand me better, which enabled us to communicate, I believe this was the best decision as it helped me to gain a better understanding of the reasons behind the male leaving and he opened up to me more, continuing to wear the mask possibly could have ended in confusion or mistranslation of words and ultimately lead to further distress. I showed him that I was actively listening to what he was saying and attempted to negotiate with him to allow us to return him to his home address. Due to his vulnerable state (and force policy) we couldn’t allow him to stay out all night, and we explained to him that people were concerned for him and his friends at the assisted living home were missing him and wanted to see him. This made the male want to return, but he was also worried about what his care workers may say about him leaving. I stated that initially we would speak with the care staff if this made him less anxious about returning, and that he agreed with.

It is my responsibility as a Police Constable, when involved with an incident, to recognise if a person is at risk and how to safeguard those persons. During this incident I spoke with the male on his own and his reasons for leaving the address

was to do with wanting more of an independent lifestyle, but due to his additional needs his wishes weren't granted – speaking with an individual away from family members can achieve the best information as they can explain themselves more without fear of upsetting anyone or fear of being in trouble. As the male presented with some thoughts of self-harm whilst at the shop, an ambulance was phoned to attend the address of the male to do an assessment on him to check his health and mental health. I had to consider the welfare and safety of the individual in relation to his vulnerability and there are other agencies that we can refer to, to ensure that we are managing the individuals safeguarding; for example a Public Protection Notice is one of our procedures to go through when an individual goes missing; this form allows us to explain the circumstances of the individual going missing and how we can support them from this moment onwards. This form is then sent to the Local Authority (Social Services) and they can investigate further if necessary. This just ensures that we are covering every avenue with regards to the individual and their care.

In conclusion, to reflect on this incident as whole; I believe I participated well during the entirety of this incident. Knowing when to adapt communication skills to ensure that Gwent Police are being portrayed to be understanding regarding equality and diversity. Following the code of ethics, I ensured that I was treating the male fairly, being open and honest with him at all times but also allowed the individual to speak (following Human Rights Act) and ensured that none of his basic human rights were breached at any time.

Word Count: 1367

Task 3 (Component 1)

Relevant areas of the National Policing Curriculum:

Conducting investigations (Interviewing suspects), communication skills, decision making and discretion,

You must choose **a suspect interview** that you have **been involved** and reflect on what happened.

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

Outline your considerations when planning and preparing an interview (e.g. gathering evidence, suspect vulnerability and legislation). Explain and reflect on your responsibilities when conducting the interview in accordance with the PEACE interview process. Evaluate your performance in the interview and its effectiveness in the investigative process.

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

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

ANSWER:

In this task I will discuss my attendance at an assault interview in custody, which was the result of an incident where the victim was identified and spoken to by another officer. This then led to the subsequent arrest of the subject, and finally, the interviewing process of the offender and the possibility of any charges or releasing the individual following a thorough interview stage.

It was reported that a female had been assaulted and there were multiple persons outside of her address, due to suspicion that an offence had been committed contrary to Criminal Justice Act 1988 – Common Assault and to prompt an effective investigation the subject was brought into custody. I will outline to you the actions that I took with regards to the offender whilst they were my responsibility in custody and possibility of any charges or releasing the individual following the interviewing process.

We attended a call that stated a female had been assaulted in her own home and that there were multiple persons outside the address still attempting to get in to the property whilst threatening and swearing at the female. On attendance to the home, there were no persons outside so I approached the front door and knocked. I was greeted by a middle-aged female who, on first glance, had a cut to her right eye lid and that she knew who had done this to her.

As there was no immediate threat to the person, we decided to take statements whilst the incident was fresh in their minds (as there was also a witness present) and then attend the subjects' house to carry out arrest enquiries.

The subject was located at her address close by, and was arrested by myself on suspicion of Assault, and was conveyed to the local Custody Centre.

The subject was then asked by the Custody Sargent if she wanted a Solicitor present for the interview, and she declined – giving no reason as to why she declined.

We decided that due to the nature of the offence, we would see through the investigation and interview the female after planning. I began planning and preparing for the interview, considering the Aid Memoire approach which ensures that each step of the PACE model is followed when the interview begins (welfare checks, solicitor / appropriate adult checks, also noting the correct information regarding the individual and date/time of interview). Other considerations when planning an interview is legislation, as it was an assault arrest I had to ensure that the questions I was asking were covering the 'points to prove' for the offence committed, for example "Did you have permission to put your hands on the victim at any point?" and that the subject was in the location at the time when the offence took place. I also asked relevant questions to do with their friendship because this can be necessary to help understand the circumstances of what has happened. For example, the victim states that the subject walked into her house and assaulted her, but the subject claims that they have been friends for over 3 months and that she would regularly 'walk into her house' and 'put the kettle on' and the victim has never disallowed this before. Gathering all information and evidence and analysing it before interview is also a necessity, we took a victim and witness statement from the persons inside the address and conducted house to house enquiries, but no CCTV and persons only heard arguing. When cross referencing statements for inconsistencies, it became apparent that the witness wasn't an independent witness and did not see the incident from start to finish as he was in the back garden through some of it.

I then took the lead of conducting the interview with another officer. We completed the interview in accordance with PACE (Police and Criminal Evidence Act 1984) and the PEACE model of interviewing. PACE codes C, E and F are relevant to the detention and interviewing of the individual and it is the duty of the officer and custody Sargent to ensure that these are followed at all times. Code C of pace related to the detention, treatment and questioning of suspects whilst in police custody and their rights whilst being detained. Code E and F relate to Audio and Visual recordings of suspects. Gov.UK (2020).

The PEACE model has 5 phases to its framework, and allows an interview to flow accurately and accordingly, ensuring that it covers all topics and stages, allowing a closure and evaluation stage to end the interview. Planning and preparation, Engage and explain, Account clarification and challenge, Closure and Evaluation are its 5 phases. College of Policing (2020).

This interview began differently to any other that I have conducted as the female declined a solicitor, it was then my responsibility to disclose to the female what we already knew so far. She was presented with a disclosure form (which would normally be given to the solicitor prior to interview), this form stated what we would be covering within the interview and what we already knew. This went well, it was my first type of interview regarding this situation and I personally feel as though the female was fully briefed about what the interview was going to be based around and

we offered her plenty of time to read through the form before starting the interviewing process. I wanted to make sure that she had fully read through, so asked her to read it twice before confirming that she was able to start the interview as she declined to have a solicitor present. I think without the disclosure form, she would have been blind sighted to what we already knew of the altercation and it would have not been a fair interview to conduct; so my option to go for the form worked really well. It was also my responsibility to ensure that the interview flowed chronologically, this allowed for little mistakes or backtracking and made summarising the key points throughout the interview easier. To follow the PEACE model we begin with allowing her to give her version of events regarding the alleged incident, this allows her to have an 'agenda' and questions / topics in which we may not know about, and can create new questions or new points of interests to explore. We then go on to the questioning which allows us to explore all of our points of interests, including those that the suspect may have brought to our attention previously. A challenge phase is also included, not for this interview as there wasn't anything to challenge, but this can be included if necessary. Final points and closure, final points allows the suspect to have one final say regarding any of the things mentioned throughout the interview before the recording is stopped and the interview concluded and finalised. As this was one of my first independent interviews, I feel as though it was thoroughly effective regarding the investigative process for the alleged assault. The female gave her version of events which provided a counter allegation of assault and also allowed us to confirm the males statement not placing him in full view of the assault at all times as it progressed through the house, thus meaning that he could not stand as an independent witness for this incident. We provided all of these details to the custody Sargent and therefore the case was No Further Actioned (NFA) and the female was released from custody. I don't think the interview could have gone any better than it could have to conclude the investigation. It was a thorough process with questions asked regarding their friendship and any previous history of arguments / altercations between the victim and suspect. The suspect engaged well within the interview and provided a thorough account and it was reported back that I engaged well with the suspect throughout and took the interview at a good pace.

Word Count: 1380

Task 4 (Component 2)

Relevant areas of the National Policing Curriculum:

Problem solving, evidence-based policing, understanding the police constable role, policing communities and decision making and discretion.

You must choose **an incident** that you been involved in with an offender/service user/victim and reflect on what happened.

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

Consider how the anti-social behaviour impacted the local community and what constitutes effective and appropriate police action.

Outline your responsibilities when responding to anti-social behaviour (including enforcement, prevention activity and partnership activity).

Illustrate how policing values were engaged particularly through an **analysis** of the potential impact of bias on the decision-making process.

Considering your experience to date, reflect on any aspect of problem solving, evidence based policing, decision making and discretion which may impact upon wider police community relations.

2400 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

As I have not been involved in any anti-social behaviour calls during my 12 week tutorship as such so instead in this task I will discuss my attendance at a COVID breach house party, and reflect on my time dealing with COVID breaches (as these were being classed as anti-social behaviour on NICHE when creating an occurrence). I will describe each situation relating it to how it impacted on the local communities and what constitutes effective and appropriate police action. I will outline what my responsibilities are when responding to COVID breach calls, and will touch on what I believe my responsibilities are when attending anti-social behaviour calls in general.

Firstly, we attended a call regarding loud music and what sounded like numerous persons in a first floor flat. This was when Wales went out of 'County' lockdown and into a local lockdown again. We attended the call and a male answered the door. He appeared intoxicated but complaint and invited us into his flat. I went in first where I located another male on the sofa. My first responsibility is determining who the address belongs to, who is living in the address and who should be at the address currently. I asked the first male whose flat it was and who lived here on the tenancy, he declared that it was his mother's flat and he lived here with her and his

sister. So I turned my attention to the second male, he was his brother who was staying for a few weeks whilst his mother and sister were staying at their partners houses instead for the local lockdown. As there was going to be no mixing of households over the two weeks, we were going to use our discretion and ask that they keep the noise down at night to respect the neighbours below them as we didn't want to have to come out again, but not be issuing any tickets for COVID breaching. As we were about to leave the flat, I noticed that one male kept looking into the kitchen. So I approached the kitchen doorway and looked in where I located a female also. She had not been disclosed to us when asked who was in the flat. I asked her where she was from where she stated Nantyglo and she lived there with the second male and they were due to go home tomorrow.

We then determined that the male and female actually came into the local area during the county lockdown period, so have now essentially breached COVID twice in the last 4 days and would then breach it again by going home the following day. We began educating these 3 individuals regarding the effects of COVID, and how it effects the local communities, as we have a policy to follow in Gwent Police to Educate, Encourage, Explain and then Enforce.

After 25+ minutes at the address, one male became too irate to be educated any further nor would he take explaining of COVID breaches and health effects. So we decided that educating these people was no longer going to be the cause of action and that we would have to be issuing Fixed Penalty Notices to all 3 persons for breaching COVID; it also transpired that the female was also an NHS nurse.

COVID has already had a massive impact on local communities, with job losses and mental health on the rise, let alone the numerous lives it has already taken. The community gets hit like a domino effect essentially, people become ill, strain then gets put onto the NHS and then people cannot be seen for other illnesses and become ill / even worse.

Effective and appropriate action in this case was ultimately a Fixed Penalty Notice, but it isn't all about issuing tickets. Showing a police presence when someone is ultimately breaching government guidance and Coronavirus Regulations 2019 helps people to have trust in the Police Service, it allows people to see that we aren't letting people flaunt the rules and get away with it – even if our first course of action is to document an interaction with individuals stating when and where they have been spoken to, this helps us see the people who are repeatedly offending and then going down the fixed penalty notice route is our next step as apparent past education clearly isn't working.

With regards to being biased, dealing with COVID breaches is all about how the individual is being. If they are aware of being educated and are sincerely apologetic regarding the situation then recording an interaction and taking their details is all we'll need to do to achieve the result we're looking for. But as above, some people cannot take education, explaining or encouraging to follow the guidelines in place so that they aren't putting their own communities or families at risk of possible serious health problems, enforcing is the only option. I feel that educate, explain and encourage should never have been a strategy to use. Individuals have been educated on COVID since it was released regarding the first initial lockdown period in March until May/June, repeatedly being updated on the radio / news / television. To have to repeatedly attend houses and 'educate' people on an issue they apparently know more than us about anyway is exhausting, and educating most people doesn't work as they assume they know more about COVID regulations than the police do anyway.

Anti-social behaviour approach to incidents is near enough the same. It is finding out the reasons behind the call. Who is there, and what has happened. But there is normally always a victim involved (could be an individual, but it can also be Regina). It is being able to determine the facts behind the incident and understand if any offences are being committed and how to deal with these appropriately.

For youths – we have YOS. If the individual admits fault to the incident then they can be dealt with by the youth offending service. We can give warnings to individuals too, whether this be a Section 59 – car offences in car parks, as this is classed as anti-social behaviour or street warnings. This can then lead to dispersal warnings if it's a reoccurring place or persons at different places. This would involve us dealing with the local council to gather CCTV or implement CCTV to enable us to catch future offenders. We can also liaise with them for other things too, such as housing persons or people who are being victimised by youths etc....

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.

CONFIDENTIALITY and PLAGIARISM – to be completed by the learner

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

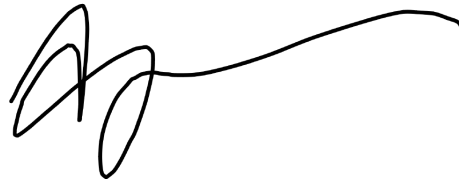
Signed: A. Johnson (Learner)

Date: 10/12/2020

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

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

Signed:



(Learner)

Date: 10/12/2020

Signed:



(Tutor Constable)

PC 1427 S Rumsey

Date: 10/12/2020

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