

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

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

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

How is the workbook assessed?

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 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:

During my initial 6 months of learning and since being attested as a Police Constable, I have utilised many coping strategies to develop resilience and minimise stress for myself. In this question I will discuss and compare the coping strategies I have applied throughout this period, using Borton's Reflective Cycle (1970). The coping strategies I have made use of to develop resilience and minimise stress for myself during this time involve exercise, namely long distance running or walking my dog. I have put an importance on allowing myself time to relax and switch off after a stressful day. I have lastly developed my time management skills in an effort to develop my ability to be resilient and to minimise stress.

During my initial 6 months of training I experienced stress building up due to a number of factors. I had the pressure and stress of multiple exams over the 6 month period that it was essential I passed in order to continue on the course. I experienced the added stress of having to become competent in the practical side of training, which was just as important, because although there was not a pass or fail aspect, it was essential to ensure I could perform in my role as a police constable. This amounted to what felt like a large amount of pressure on myself which led to often feeling stressed. "Stress is the feeling of being overwhelmed or unable to cope with mental or emotional pressure" (Mental Health Foundation, 2021).

It was apparent from the beginning that in order to complete the training it was necessary be resilient. I was aware that developing my resilience early would set me up well for my role after becoming attested as a Police Constable. The American Psychological Association (2020) defines resilience as "the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress." The nature of the role of a police constable lends itself to facing situations which involve "adversity, trauma, tragedy and threats" (The American Psychological Association, 2020). An ability to show resilience when dealing with incidents which involve these elements means a police constable is able to maintain calm and level headed when dealing with incidents, without taking on the emotional load which could go with it for someone who hasn't developed resilient strategies. This is supported by Todd (2018) who discussed research by Bonanno (2010). Todd (2018) stated that "it is the person's perception of a situation that determines how some people are more resilient than others." Bonanno (2010) explains that a person can become more resilient by viewing an incident as a learning experience rather than a traumatic experience (Todd, 2018). This is further supported by psychologist Seligman (2002) who argues resilience can be improved through resilience training. Todd (2018) states as a result of Seligman's findings, if police officers are taught to view stressful and traumatic incidents as external events which they can learn and develop from, they will be better equipped to handle incidents involving trauma, tragedy and threats.

The first coping strategy I applied to develop my resilience and minimise stress, and the strategy which I found more beneficial particularly for minimising stress, was exercise, mainly in the form of cardio; including long distance running and dog walks. This is supported by Harvard Medical School (2020), who found that aerobic exercise has benefits such as reducing the level of stress hormones in the body, such as adrenaline and cortisol, as well as stimulating the production of endorphins, which work as mood elevators. Following Borton's Reflective

Model (1970) stages, in relation to 'what' happened, whenever I began to feel stressed and overwhelmed with work when I was revising during my 6 month training period, I would ensure I had a break and left the house to walk the dog or go for a run. I would also go for long distance runs every weekend to maintain my physical health, as well as to relieve any stress I'd been feeling from work and exam revision. In terms of the 'so what' element, the outcome of the long distance runs in particular was that I felt extremely positive afterwards and had a real sense of achievement. This positive attitude naturally then spurred me on and motivated me to get on with revision whilst enjoying the positive mind-set towards it. I also learnt that even on my rest days where I was not running, I benefitted from leaving the house to walk my dog, as this broke the day up and I enjoyed the fresh air. I found it beneficial to be out walking and have some time with my thoughts, also returning home in a more positive frame of mind and all round happier. In relation to the 'what now' element of the reflective model, I have learnt the importance of being active on my physical and mental health and it has a huge impact on my motivation and mind-set towards work. I am making it a priority going forward to partake in outdoor exercise most days, as this minimises my stress levels and gives me time with my thoughts which I find improves my resilience.

In comparison, the second coping strategy I applied to develop my resilience and minimise the stress I experienced was time management. Indeed (2021) supports the time management strategy, as they state that the benefits of good time management include decreased stress, increased productivity, improved focus and improved quality of work, amongst others. I found that the more time I dedicated to revision and preparation for practical's, the more prepared I felt and therefore the less stressed and worried I was about exams and practical days. I found it important to set out time on my weekends and after work to revise and prepare because if I hadn't set out this allocated time I would get distracted by other things. I found that an element of this was due to my developing resilience, for example when I took part in a practical that I felt could have gone better and I received constructive feedback about, I wanted to ensure I put in the time and work to improve for the next time. The consequences of this were that I did improve in the practical elements and my confidence grew. I was also able to pass all the exams during training. Therefore, going forward I believe it's important to continue managing my time. I believe this in particular will be important when using my rest days to complete my university workbooks and to revise for the National Investigator's Exam. Although I found time management beneficial in minimising stress and improving my resilience, in comparison I did not find it as beneficial as long distance running when it came to minimising my stress.

Another coping strategy I implemented to improve my resilience and level of stress was putting importance on having time to myself to reflect on the day and switch off from work or revision. In comparison to the previous strategies I've discussed, I found this one the most useful in improving my resilience. This is supported by Everyday Health (2021), who explain the benefits of practising self-care are better physical, mental and emotional health, including fostering resilience and "becoming better equipped to manage stress". I found that if I worked right up until the time I went to bed, I would end up mentally drained and was struggling to focus; the work I was doing was largely unproductive. In order to ensure the revision I was doing was beneficial I allowed myself time at the end of the day to switch off. I soon learnt that this was better for my mental health and my revision because I concentrated more in the time that I was working or revising and I was not as stressed as I allowed myself a break and time to relax at the end of the day. I have carried this forward into my time since being attested as a police constable and will continue to do so by giving myself time when I come home to mentally process the shift I've just worked, focusing on winding down and letting go of the calls I've been to that day. I also find since starting in my role as an attested police constable that this time to process my day allows me to maintain a positive mind-set towards my role and I believe it is improving my resilience by processing the calls I have been to that day, firstly by having time to evaluate how things went and how I can improve and secondly by setting me up mentally to go out and deal with future incidents.

In summary, during my initial 6 months of training and since being attested as a police constable, I implemented a number of coping strategies in efforts to improve my resilience and minimise stress; namely exercise, time management and self-care. During this time I have learnt that putting in efforts to manage my time has benefitted me in terms of improving how prepared and organised I feel which in turn minimises the stress I feel. However, I felt in relation to minimising stress, no technique compared to aerobic exercise; this is something I will always continue with. Lastly, when it came to improving my resilience, I found that giving myself time to switch off was of the most benefit as since becoming an attested police constable it gives me time to evaluate the calls I've been to and by having the me time to relax, I feel refreshed and motivated for my next shift.

Word Count: 1,606

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:

During my time since becoming an attested police constable, I have been surprised by the number of mental health related incidents we are called to, as well as the length of time officers spend at these calls in comparison to non-mental health related calls. 'It is estimated that approximately 70% to 80% of calls now relate to non-crime issues including vulnerable people and mental health' (Partnership Council for Wales, 2018). Welsh police forces estimate that each mental health related call their officers attend, takes on average three hours to deal with (BBC News, 2018). Below, I have chosen a policing incident involving conflict, in which I played a significant role with the service user. The call I attended which involved conflict was a mental health related call and the female involved was, as a result, detained under Section 136 of the Mental Health Act 1983. According to government statistics, from October to December 2021, 447 people were detained in Wales under Section 136 of the Mental Health Act 1983 (Welsh Government, 2022). There were no relevant cultural, ethnicity or language issues involved in this incident, however there is the element of the female's suffering mental health and the social and legislative contexts surrounding this, which I will detail throughout. To answer this question, I am going to be following Gibbs' Reflective Cycle (1988); which starts with a description of what happened, my feelings on the incident, an evaluation of the incident, followed by analysis of the incident and lastly conclusions and an action plan for future similar incidents.

My tutor and I were crewed together and tasked to attend an immediate response call following reports of a suicidal female stating she was going to jump from a multi-story car park. My tutor and I attended the multi-story and conducted a search of the area. We were able to locate the female on the street; she was stood with security. We ascertained from security that the female had absconded from A&E earlier that day. I persuaded

the female to allow us to escort her back to A&E and sat her in our van. The female explained she had taken an overdose of 32 paracetamol and 2 litres of alcohol. She also stated she experiences flash backs of abuse. I explained to the female that we wanted to get her the help she required and so we would be returning her to A&E.

On arrival at A&E, I have ascertained from staff that they were unaware the female had left, however the results of her blood test meant the female required treatment due to having taken a life threatening amount of paracetamol. Shortly after arrival outside, the female began refusing treatment and attempting to walk away from officers. I verbally persuaded the female of why she needed to stay. On reflection, I was able to do this by applying some fundamental elements of effective communication, such as adjusting my verbal communication and building a rapport. I used verbal communication to speak kindly and calmly to the female, reassuring her that she was in the right place to get help and expressing that we all wanted to help her. I also used non-verbal communication by maintaining eye contact with the female so she was aware she had my full attention. I turned my radio down so I could listen to the female without her feeling as though I was distracted, therefore practising active listening. These are techniques advised to communicate with someone who has mental illness according to Cognitive Healing (2012). When reasoning with the female kept a relaxed body language and gave her space, keeping distance to allow her personal space. These non-verbal communication techniques are said to play an important role in how we convey meaning to others (Very Well Mind, 2021) and I believe this is what enabled me to build enough of a rapport to persuade her to come willingly back to A&E. I am able to draw on and critically analyse Betari's Box model (College of Policing, 2020) in relation to this incident. This model explains that our attitudes and behaviours affect the attitudes and behaviours of the people around us (Mind Tools, n.d.). While speaking with the female I was aware of this model and therefore ensured I was not becoming frustrated, but remaining calm with the female hoping she would also remain calm with me. However, the female then began to self-harm in my presence and I had to use reasonable force under Common Law to stop this by holding her hands away from her head, whereby she was scratching at her forehead to open older wounds, making them bleed. The female started attempting to use her entire asthma pump in one go in an effort to harm herself, therefore myself and my colleague removed the pump from her, along with other items on her persons she could use to self-harm such as her lighters.

Once inside A&E, the female continued attempts to self-harm by rolling off the hospital bed, repeatedly banging her head on the floor and attempting to grab medication. Again, my colleague and I had to use reasonable force under Common Law in attempts to prevent the female from causing further injury to herself. The female became physically aggressive at points, attempting to grab items from my tac vest and kicking out at us whilst she was on the hospital bed. We attempted to verbally calm the situation and appeal to the female's better nature, however this was unsuccessful on this occasion. After discussing with the medical staff and our Bronze Inspector the best option to take, the female has again started hitting her head against the floor with force. As stated in Article 5 of the Human Rights Act (Equality and Human Rights Commission, 2021), every person has a right to liberty and security. I considered this heavily before the detainment of the female. However, following approval from our Inspector, myself and my colleague decided it was appropriate to use police powers under Section 136 of the Mental Health Act to detain the female, in order to prevent her causing anymore injury to herself. Under the amendment from the Police and Crime Act 2017 there is now a requirement for Police to seek health advice before detaining under Section 136 of the Mental Health Act (1983), which was sought from senior nurses in the A&E department who believed it was necessary.

I considered whether it was possible to get the female treatment without detaining her as is advised in line with the Mental Health Act 1983: Codes of Practice (Department of Health, 2015). However, she continued making attempts to leave the hospital and hurt herself. Therefore, we made the decision to detain her in line with Section 36 of the Mental Health Act, as the female was in a place that the public have access, which includes hospitals owned by health trusts. The female appeared to be suffering from a mental disorder and was in need of care and control. We believed this to be in the best interests of the female in order to prevent her harming herself further and to enable her to receive the medical treatment she needed, as she was not willing to have this of her own accord. Prior to detaining the female, I ensured I was aware of the procedure involved under a Section 136, including the detention period not exceeding 36 hours from the time of arrival in the first place of safety (Blackstone's, 2021).

Force by way of restraint was needed to prevent her harming herself because she was repeatedly banging her head and trying to grab things to hurt herself with, therefore the female was handcuffed to the rear while she has been lying on her front on the floor. We used our police powers under Common Law to do this, which give officers the power to 'use force to protect themselves or another' (Humberside Police, n.d.). In this instance we were protecting the female by preventing her causing further harm to herself. This use of force was used in line with the Human Rights Act (1998), which states force must always be proportionate, legal and necessary. My actions and use of powers under Common Law were honest and I maintained integrity throughout, doing what was required to ensure the safety of the female in line with the Standard of Professional Behaviour and Policing Principles, as set out in the Code of Ethics (College of Policing, 2014). Once handcuffed, I have placed the female's coat under her head for comfort and led her on her side so as not to affect her breathing. Once the female was restrained, my colleague and I have sat her back onto the bed for treatment, therefore treating her with dignity and respect in line with the Human Rights Act (1998). We removed the handcuffs from the female when she calmed down and was no longer attempting to hurt herself or us, therefore ensuring we were treating her fairly and with dignity in line with the Human Rights Act (1998).

The female was refusing treatment. After speaking with the female for some time, we were able to negotiate with her to have a cannula inserted into her hand, which a nurse did. The female was repeatedly asking for a cigarette whilst detained and we were able to use this to negotiate with the female. The female wanted a cigarette immediately and we had explained it was vital she had her treatment first, due to it being life-threatening. However, the female kept refusing to have the treatment, one of the reasons being that the treatment would take ages without a cigarette. Therefore, we were able to negotiate with the female, offering that if she had the cannula fitted in her hand, we would then escort her outside the building to have a cigarette before the treatment began, to which she happily agreed. Thus on reflection this was an example of me being able to apply a fundamental element of effective communication. When we came back inside, nurses attached a drip to the cannula. The female's treatment was over the course of 12 hours, therefore my involvement in the incident ended before the treatment had finished. However, after treatment the female was accepted into a mental health unit for her own safety and treatment following a mental health assessment.

On reflection of how I was feeling, my priority was the safety and wellbeing of the female and ensuring my tutor and I made sensible decisions to ensure she was kept safe. When the female was verbally resistant towards us and refusing treatment, although I felt as though I wasn't getting anywhere I maintained my efforts to get through to her and reassured her we wanted her to get the help she needed, explaining why and how. When the female became physically aggressive towards us by grabbing at my tac vest and kicking out, my thoughts moved more towards my own safety and the safety of my colleague. We adjusted where we were stood in relation to the female in consideration of this.

During my six months training as a police constable, I was trained in managing conflict and I attempted using the non-physical aspects to begin with. When I first spoke with the female, I put in efforts to build a rapport with her and gain her trust by asking her about what's happened and reassuring her I wanted to help her. I was aware going into the call that the female had made threats of suicide so was suffering with her mental health and I kept this in mind when arriving at the incident. I worked in with the Equality Act (2010) at this incident, as I was aware that disability which can include mental health problems, is a protected characteristic under this Act. I ensured I made reasonable adjustments for example in the way I communicated with the female. However, I believe due to the mental health crisis she was experiencing at this time, this was not enough to prevent her wanting to hurt herself and resist officer's efforts.

Reflecting on the incident and critically analysing the techniques I implemented includes the five-step appeal. As stated by the College of Policing (2020), this model provides officers with a way of dealing with resistance. It gives the person a number of opportunities to comply with their requests. Although this was applied slightly differently due to the incident being related to mental health, she was aggressive towards officers by kicking out and grabbing, as well as aggressively towards herself in her efforts to self-harm. I began with a simple appeal, by explaining to the female why it was a good idea she re-attended A&E, which worked as we were able to take her back and she consented to this. However, once there she refused treatment, whereby I attempted a reasoned appeal, explaining why she needed the medical assistance and the result if she didn't get it. However,

looking back and critically evaluating the use of it, at the point in dealing with the incident it became clear appealing to the female was not working in this instance, as she was intent on causing herself harm. As a result, we had to take action in using reasonable force as she was imminently causing injury to herself.

I am able to analyse and critically evaluate my use of force. According to the Police and Criminal Evidence Act (1984), all use of force by the police should be reasonable in the circumstances, in that it is absolutely necessary for a purpose permitted by law and the amount of force used is reasonable and proportionate (College of Policing, 2013). The force we used involved holding the females arms in order to stop her grabbing at instruments to self-harm and applying handcuffs in order to prevent her banging her head against the floor. I only used the extent of force that was necessary to prevent the female from hurting herself further, treating her with respect and courtesy while doing so, in line with the Standards of Professional Behaviour and Policing Principles, set out in the Code of Ethics (College of Policing, 2014). One of the lawful reasons for applying handcuffs (ACPO, 2009) is to prevent injury and in this instance by applying handcuffs to the female, we were preventing her causing further injury to herself, to the surrounding hospital staff and to us as officers. We also lawfully applied the handcuffs to prevent escape, as the female had been attempting to leave A&E without life-saving treatment for her overdose. As stated in Blackstone's (2021), "a person experiencing mental ill health may be unpredictable, so you may need to prevent him/her from engaging in harmful behaviour. You may need to use force to do this, but make sure that it is only as a last resort, and that it is absolutely necessary and proportional in the circumstances." I believe the outcome of the use of force in this instance was positive as the female was then able to obtain treatment for her overdose which according to the medical professionals would have otherwise eventually killed her.

In conclusion, I learnt a lot from this incident in terms of how physically and mentally demanding it is when dealing with conflict and individuals who want to hurt themselves or others. It was a good learning experience, as I was able to experience what I had learnt in the classroom theoretically in a real life scenario where my actions and decisions had real meaning. Overall I am happy with the actions I took and the decisions I made as I felt they were necessary to prevent the female from causing further injury to herself and ensure she accessed life-saving treatment. I was able to do this while keeping myself safe. In relation to future incidents, it will be useful to see how the conflict management skills I have been taught, work in a situation which isn't focussed around mental health and to see if they are more effective. Going forward I will continue to use the five step appeal to appeal to people's better nature before resorting to using reasonable force. Hopefully this will be easier to apply in the future. I will also continue to use force if it is necessary to protect myself or others.

Word Count: 2,727

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:

The support received by victims and witnesses is of vital importance in policing, including both the support they receive by officers in line with the Victim's Code (2020) and by support agencies, which officers put them in contact with. This is of particular importance at the moment when it comes to domestic violence, which since Covid-19 has increased (Officer for National Statistics, 2020). According to the Office for National Statistics (2021) of all crimes recorded by the police in the year ending March 2021, 18 per cent were domestic abuse-related; an increase of 3 per cent from the previous year. South Wales Police operates a zero tolerance policy in relation to domestic violence, meaning the first priority of the attending officer is to ensure the safety of the victim and attending officers must take positive action, meaning they 'assess the risks, reduce or remove the threat and prevent any harm' (South Wales Police, 2021). Throughout this answer, I will be using Gibb's (1988) Reflective Model to critically assess and reflect on an incident of domestic violence I attended as a police constable and the steps I took to support the victim during and after the event, as well as illustrating how policing values were engaged in this incident.

I will begin by describing the incident I attended. I was crewed with another member of my team for the shift and we were tasked to attend an immediate response call following reports of an ongoing verbal domestic. The call had been made by a child present at the address, stating that their mum and dad were arguing and they were being really aggressive.

On arrival at the address, my colleague and I knocked the door and three children answered the door. We began recording the incident on our body-worn video cameras (BWV) prior to arrival at the address in, in line with South Wales Police Force Policy on the Use of Body Worn Video (2021). "Body-worn cameras are recording devices worn by officers. They are capable of collecting audio and video data during police encounters with members of the public" (College of Policing, 2021). We activated our cameras to ensure the recording of

evidence, including the demeanour of those at the scene and any disclosures made, as per the policy (South Wales Police, 2021). The policy states a number of instances where deployment of BWV is mandatory, one of which is domestic incidents. South Wales Police's (2021) Policy in response to emergency response domestic calls is that BWV must be turned on in advance of arrival and is not to be turned off until the incident or actions arriving from it are recorded in full. A loud verbal argument could be heard ongoing between a male and a female in the address. Both parties were extremely irate and were shouting at each other, not taking much notice of officers present. I raised my voice in order to gain the attention of both parties. I was then able to calmly explain to both parties that we would be separating the two in order to ascertain what has happened. The male initially did not want to separate from the female, stating she would lie and he wanted to hear what she tells officers. I explained to the male that this could not happen and the reason we want to separate both parties is to calm the situation down and allow both parties to speak privately and honestly with us.

Once separated, the female disclosed to me that a verbal argument had taken place due to jealousy in the relationship. She explained that her partner, the male party, hadn't told her where he was going and this has upset her as they are supposed to be honest with each other. She stated that he took this the wrong way and became really aggressive, stating she's jealous of him speaking to other women. She stated he was aggressively poking her in the temple of her head, telling her she deserves to be betrayed. She stated she grabbed his clothing when he was doing this and he has pushed her off him. Whilst I was speaking with the female, the male was speaking with my colleague. He disclosed to my colleague that they had been arguing because his partner is jealous of him going out with friends, he has become aggressive and has intentionally pushed his partner across the living room with force, causing her to collide into furniture and has dropped to the floor. We witnessed the broken furniture on the floor where the female has collided with it. My colleague and I have stepped away from the separated parties to discuss what each has told us. We have decided due to the volatile argument ongoing as officers arrived on scene, combined with the disclosure of Domestic Violence Common Assault and the high level of threat risk and harm, it was necessary to arrest the male, in line with the forces zero tolerance policy towards domestic violence.

After conveying the male to custody, my colleague and I have re-attended the address to speak with the female party and her children. I will provide a critical assessment of this. The female was happy to speak with us about the incident. I went through the Domestic Abuse, Stalking and Honour Based Violence (DASH) questions with her, which she was happy to answer. DASH consists of a set of 29 questions which must be asked at every domestic incident about the indicators of high-risk domestic abuse. It is used to gain a better understanding of the risk of domestic abuse involved (DASH Risk Model, 2009). I used her answers to these questions to submit a Public Protection Notice (PPN) on her behalf to share with other agencies. I took details of her children who were present and lived at the address with the couple and also added them to the PPN so Education amongst other services would be informed and provide support to the children. I also discussed the Live Fear Free helpline with the female, in line with the Victim's Code (2020) and asked if she would be happy to receive a phone call from them, to which she was. The Live Fear Free helpline is a confidential service which can "provide help and advice to anyone experiencing domestic abuse," as well as advice to professionals or friends of someone who needs help (Welsh Government, n.d.). Despite the positive action taken and the female being willing to accept help from external agencies, she refused to take any further police action in relation to the incident with her partner and as a result completed a negative statement.

We conducted house to house enquiries after the event. The next door neighbour informed me that he had heard the couple next door arguing and their child had come round and knocked on his door, asking if he could use it to phone the police because his parents were arguing and his phone didn't have credit. He let the child use his phone and waited outside to keep an eye on the children until officers arrived. Whilst at the address with the victim, we conducted a welfare check with all children present, speaking to them and confirming they were alright. The house was in a habitable condition and the children appeared well cared for. There were no other concerns for the children aside from them living in the property and witnessing their parents fighting, which a PPN was submitted for.

On reflection of my thoughts and feelings of this incident and my actions, I felt as though I handled it well by taking positive action to arrest the suspect, therefore safeguarding the victim and her children present at that

time. I also felt that on visiting the victim after the arrest to speak with her about the incident, I did all I could at the time to support her and provide her with support going forward. It is difficult on reflection not to feel as though I could have done more which would have led to the victim deciding to provide a statement, as in the instance she refused. I am aware that an account from the victim is of great importance in the Criminal Justice System. As stated by the United Nations (n.d.), 'the cooperation of victims and witnesses is crucial to achieving successful prosecutions ... yet one of the challenges faced by many criminal justice systems in the investigation and prosecution of crime, is obtaining such cooperation.' I encouraged the victim as best I could at the time, however it was not enough to change her mind in relation to the statement. I did however provide further safeguarding by submitting a PPN, putting her in contact with Live Fear Free and Victim Focus. I also explained that should she ever need us in future, she should not hesitate to ring.

Reflecting and evaluating on the time I spent with the victim after the incident, I believe I was considering the procedures in line with the Victim's Code (2020) to support the female through the criminal justice system. I explained the process of the investigation and how things could progress should she want to provide a statement. I stated that if she were to attend court in relation to the incident, we could put special measures in place for her in order for her to feel more comfortable, for example giving evidence in private or by means of a TV link. These special measures are set out in Section 17 of the Youth Justice and Criminal Evidence Act (1999) and are available to vulnerable and intimidated witnesses in order to improve the quality of their evidence. Being a victim of domestic violence, the female in this instance would be entitled to special measures if she felt intimidated by her partner. Whilst speaking with the victim, I also offered her the opportunity to provide a Victim Personal Statement in line with the Victim's Code (2020) and explained this would give her the opportunity to talk not so much of fact about the incident and really speak about the effect the incident has had on her emotionally. I explained that this could be made with me at that time, or if she changed her mind at a later date and realised the incident had more of an effect on her than she first thought, she could provide one. Despite explaining this, the victim decided she didn't want to provide one and did not want to engage with police any further, stating she wanted to forget about the incident.

Considering our responsibilities under the Victims Code (2020), all victims have the right to understand and to be understood. On reflection of this, the victim and her family were of Latin American origin, therefore I asked the victim if she would prefer to speak with us about the incident in a language other than English via an interpreter; thus considering her language preference. However, the victim declined as she stated she could understand English well and was happier to speak to us in English. I further ensured I was supporting the victim through the process by keeping her updated. Later the same day following interview of the suspect, the decision was made that the suspect would be released with a caution. The suspect had no police record prior to this incident. In line with the Victim's Code (2020), it was my responsibility to inform the victim of this outcome, explaining that he was being released from custody and there would be no further police action in relation to this offence. The female took this information well, as police involvement was not what she had wanted.

On analysis of the incident, I can illustrate how policing values were engaged as I acted in the interest of the public and the victim by arresting the male, safeguarding the victim and preventing her from further harm. This also safeguarded the children who were present at the address. I treated everyone at the incident with respect, regardless of the circumstances of the arrest. I was also transparent throughout the incident, being open and honest with the suspect about what was happening, as well as being clear in explaining the process to the victim and updating her when the male was released. It was important in this incident that my colleague and I remained impartial throughout and did not allow our "personal feelings, beliefs or opinions to unfairly influence our actions" (College of Policing, 2016) at the incident. We had to remain level headed and act on the evidence that was presented to us and the accounts of all parties present, which I believe our actions are a true representation of, as we acted with integrity and followed the correct procedure for domestic abuse related incidents.

Analysing the decision to arrest the suspect, I believe my colleague and I made the correct decision in the circumstances. Although the victim had not disclosed what had actually happened to me and had said their altercation was verbal only, the suspect chose to divulge everything to my colleague, stating that he had pushed the victim over. There was also evidence of this by the broken furniture we could see in front of us. Reflecting on it now, I believe the victim did not want her partner to be arrested and this is why she chose not to tell me the full extent of the incident. If I were to find myself in similar circumstances again, I would emphasise the

importance of being completely honest with me so I can help. I would also check with the victim next time whether there is anything they feel they can't tell me or they're too scared or intimidated to tell me.

In relation to dealing with domestic incidents in the future, I will continue to deal with them in a similar manner, treating everyone present with respect and keeping the policing values in mind throughout. At the same time, it is important that positive action is taken at domestic incidents to safeguard the victim there and then, therefore I would not be hesitant to arrest the suspect if necessary. In the future, I hope there is more I am able to do to encourage the victim to make a statement and engage with police in circumstances relating to domestic violence, as this would safeguard them further and prevent the likelihood of them becoming repeat victims. In conclusion, throughout the incident described above, I followed the Victim's Code (2020) throughout and always ensured I was making the victim a priority. The safeguarding of the victim and the children at the address was of utmost importance, therefore I submitted a PPN for the victim and her children. Although the victim refused to provide a positive statement about the events to police, I was able to put her in contact with the Live Fear Free helpline, who she stated she would be happy to speak with moving forward.

Word Count: 2,500

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:

"We don't know exactly how many children in the UK experience child abuse. Child abuse is usually hidden from view" (NSPCC, 2022). Child abuse often goes unreported and we cannot be sure of the real figures, however, in the year ending March 2019, around 227,500 child abuse offences were recorded by police (Office for National Statistics, 2020). Children are some of the most vulnerable in society and therefore it is essential that police officers do their jobs to the best of their abilities in order to protect the children in our society. South Wales Police officers adhere to the forces 'Child Protection and Safeguarding Children and Young People' Policy (South Wales Police, 2021), which outlines the use of the National Decision Model (College of Policing, 2014). I will reflect on how I applied each step of the National Decision Model to assist in resolving the incident throughout my answer. To answer this question I will be following Gibbs' Reflective Model (1988). There were no cultural, ethnicity or language issues relevant to the incident I am going to discuss.

I was tasked with an outstanding call. The call had been made to police by the NSPCC, stating they had received a call from concerned neighbours who have witnessed the mother of a four year old girl pick her up by the throat and smack her across the face several times. Given the sensitive nature and seriousness of this call, it was essential it was handled correctly. To ensure this, I followed the National Decision Model (College of Policing, 2014) throughout my involvement in the incident. I used to mnemonic 'CIAPOAR' (College of Policing, 2014) to assist me in remembering the six key elements of the NDM, these being; Code of Ethics, Information, Assessment, Powers and Policy, Options, Action and Review.

I began to gather information and intelligence relating to this report before we took any steps further. I familiarised myself with the NSPCC report to gain a better understanding of the incident. In this report, it was disclosed that numerous child assaults had taken place on a four year old girl by her mother over previous months and there were serious concerns for the child. The report was from one of the neighbours who reported

that another neighbour and herself had witnessed many of these assaults. The report stated that the neighbours wanted to remain anonymous. As there were a number of different assaults, I familiarised myself with the circumstances of each. To gain further information, I rang the neighbours who had made the report, allowing me to gain clarity on what had happened, when, and who had witnessed what. On speaking with the neighbours, I was able to gain a full picture of what offences may have been committed. I also conducted a search on our system, NICHE, for the mother and child to obtain any further intelligence relating to them such as warning markers and previous incidents.

Once I gathered all information and intelligence we had access to, I moved onto the next step of the National Decision Model (College of Policing, 2014); assessing threat and risk and developing a working strategy. On reflection, this involved liaising with our sergeant and Bronze Inspector, to put together a strategy. We made contact with the Public Protection Department for advice on how to handle the incident, as well as making contact with Social Services. Due to us picking up this call on a Sunday evening, there was only the Emergency Duty Team available and it took a longer time to speak with them. We wanted to speak with Social Services before turning up at the address, because we would have to put plans in place to safeguard the four year old daughter. We wanted to confirm with Social Services if they were happy for the girl to be placed in the care of her father if necessary, considering some warning markers he had. The girl spent a lot of time at her neighbour's addresses, however considering they were the reporting persons we did not believe it would be appropriate to place the girl in their care in this instance. We considered the time of night and that the four year old girl may be in bed if we waited until we heard from social services to attend the address. Therefore, the decision was made in agreement with our Sergeant and Bronze Inspector, to attend the address straight away and officers would wait with the child until we had liaised with Social Services.

Following this, we considered what powers we had and what policies were in place which we needed to follow; which is in line with the next step of the National Decision Model, (College of Policing, 2014). We had a power of arrest under Section 24 of the Police and Criminal Evidence Act (1984); due to the reports that had been made by the neighbours via NSPCC we had reasonable grounds to suspect the mother was involved in a crime; namely 5X assault on a child and 1X child neglect. We were satisfied an arrest necessity was present to protect a child. I was also aware of the force policy in place for 'Child Protection and Safeguarding Children and Young People' and ensured this was adhered to. This policy includes definitions of child abuse, the role of first responding officers, police powers of protection and steps taken afterwards such as the submission of PPNs. We considered the Police Powers of Protection under Section 46 of the Children Act 1989 and our necessity to use it, because as previously mentioned we were struggling to make contact with the Emergency Duty Team, therefore may have had to remove the child into our protection while we waited to speak with them, to confirm whether the child would be safe in the care of her father.

In line with the National Decision Model (College of Policing, 2014), the next step was identifying options and contingencies. We were aware that due to the reports made, we would need to arrest the mother of the child and bring her in to custody. Therefore, we had to identify the options available for the care of the child. Due to the father having warning markers on NICHE, we were not happy to allow the child to stay in his care without speaking to social services, however it took a long time to get in contact with the Emergency Duty Team for guidance. We considered the child staying with her neighbours who she regularly is left in the care of, however due to them being the reporting persons did not feel that this was appropriate. We therefore identified the contingency of using Police Powers of Protection under Section 46 of the Children Act (1989) to take the child into police protection until we could identify a suitable carer for the child. We also identified the option of waiting until after speaking with the Emergency Duty Team to arrest the mother, however it was decided that due to the nature of the reports and the concerns for the child, it was more important to ensure she was safeguarded as soon as possible.

On reflection, the next step we took, in line with the National Decision Model (College of Policing, 2014) was action. Four officers, including myself, attended the address of the mother and child. I arrested the mother on suspicion of 5 counts of assault on a child and 1 count of neglect. I cautioned her and explained the arrest necessity. I escorted the mother outside to our van with my colleague, where I performed a search of the mother under Section 32 of Police and Criminal Evidence Act (1984). No items were found and we conveyed the female

to custody, where her stay in custody was authorised by the custody Sergeant. Fortunately, 2 officers were able to stay at the address with her child to ensure her safety. While the officers were still at the address, the Emergency Duty Team made contact and agreed that the child was safe in the care of her father. Therefore, her father attended and took the child into his care. Further actions we took following arrest, included statements from the reporting persons, house to house enquiries which were negative, the submission of a high risk Public Protection Notice and a marker added to the address for the information of officers if future incidents take place there. At this point, we handed the investigation over to the Public Protection Unit.

Throughout the incident, I kept the Code of Ethics (College of Policing, 2014) at the forefront and ensured I acted in line with them as they encompass all steps of the National Decision Model, as is stated by the College of Policing (2014). The Code of Ethics are "at the heart of all decision making" in policing (College of Policing, 2014). I acted in line with the Policing Principles which the Code of Ethics (College of Policing, 2014) outlines, ensuring I treated everyone including the mother of the child fairly and with respect. I acted with honesty and integrity, as well as using objectivity, as I made the choice to arrest the mother on the evidence I had available to me using my best professional judgement. Similarly, by acting in this way I was ensuring I complied with the Policing Standards of Professional Behaviour (The Police (Conduct) Regulations, 2012). These standards reflect what is expected of police officers by both the College of Policing and members of the public.

I believe there are a number of points throughout this incident, where I can look back and evaluate the role of discretion on the decision making process. On evaluation, it was important that we spoke to the reporting person before taking action, to ascertain the details and gain a clearer picture. I had to use discretion, as with something so serious we would usually attend in person to obtain a first account from the reporting person first. However, in this instance I had to make the decision using my discretion, to call them and have this conversation over the phone. Although it was harder to build a rapport, we didn't want to put the reporting person in a difficult position, as they were the neighbours. If we attended the address, we risked raising the suspicions of the mother, as well as potentially identifying to her who had made the report.

On evaluation, discretion was also used in the decision making process of who the child was going to stay with and us as officers attending the address before confirming this with social services. We used our discretion and professional judgement to attend the address and arrest the mother, without having confirmed who the child would be placed in the care of, as we decided the safeguarding of the child from the mother was of the highest importance. We could have waited to hear from social services whether the child could be placed in the care of her father, however used our discretion to decide we would use of Police Powers of Protection (Section 46 Children Act, 1989) in the meantime if necessary.

There are responsibilities I have as an investigating officer with regards to the provision of the Criminal Procedure and Investigations Act (1996) (CPIA) when dealing with this incident and conducting parts of the initial investigation, which I was able to determine. As an investigator involved in this incident, I have a responsibility in relation to recording and retaining records of information (Health and Safety Executive, n.d.). It is my duty to help investigate all lines of enquiry (Criminal Procedure and Investigations Act 1996 (Section 23(1)) Code of Practice, 2015) and look at all the information, whether that points towards or away from the suspect. In this incident for example, I ensured I was not biased in the information I recorded and retained. I informed those on my team of a previous report which came to light, which had been made maliciously by the mother's ex-partner and had been found by social services to be as such. Although this places doubt on the reports made against the mother in this incident, it was my duty to record and retain this information as well. I also conducted wider house to house enquiries, because although the reporting persons in this incident were the neighbours, it was my duty to speak with other neighbours and find out whether they had or had not ever heard or witnessed any incidents between the mother and child. In line with CPIA (1996), I recorded the outcome of the house to house enquiries promptly, adding it to the investigation log as soon as I had the information. In relation to my responsibilities with regards to the provision of CPIA (1996) when managing the offender, in this incident the mother, I ensured the recording of relevant information by recording the arrest and any significant statements made, on my body-worn video camera. I also completed an arresting officer statement.

It is evident on analysing this incident and the decision-making process involved, how policing values were engaged; particularly through an assessment of the potential impact of bias on the decision-making process. Without even being consciously aware of it, it is possible for officers to allow bias to influence decisions. Unconscious bias “happens automatically and is triggered by our brain making quick judgements and assessments of people and situations, influenced by our background, cultural, environment and personal experiences” (A New Normal, 2019). In relation to this incident, I could have experienced affinity bias, which is preferring people who are similar to us, as the mother involved was a female in her twenty’s, as am I. However, it is important to be aware of the potential for biases in order to ensure they do not take precedence. It is possible that the decisions I made could have been influenced by this and the decision could have been made not to arrest the mother and give her the benefit of the doubt, as the reports were third party and the victim had not made any disclosures at this point. However, I engaged police values by acting impartially in line with the Competency and Values Framework for Policing (College of Policing, 2016) ensuring I did not act in a biased way, but in a fair and objective way. I made my decisions with integrity in line with the Competency and Values Framework for Policing, College of Policing, 2016) and did what I believe to be the right thing, based on the evidence that was available.

In this incident, we were made aware in the NSPCC report and by the mother that there had been allegations of child abuse made previously by the ex-partner, which had been looked in to and negated by social services as being malicious. It is possible that this information could have caused a potential bias in how I dealt with the incident, causing me to decide not to treat the incident as seriously and professionally if I believed this report was of a similar nature to the previous. However, in this instance I was aware that I needed to deal with this incident without being influenced by previous incidents and take the matter seriously, engaging policing values and remaining impartial. I was open and honest in line with policing values (College of Policing, 2016) throughout, both with my colleagues, my Sergeant, the suspect and the reporting persons. I was able to remain impartial and not allow my actions to be influenced by the knowledge of the previous report. This report had been made by a different person and should be taken at face value, which is what I did.

In conclusion, if I was to deal with a similar incident in the future I would continue to keep the National Decision Model at the forefront of my mind and the investigation, ensuring I follow it throughout. I will continue to use my professional judgement and discretion to make what I believe to be the best decisions with the information and evidence available to me, as well as always keeping in mind my responsibilities in relation to the CPIA (1996). Analysing the impact of bias has taught me the impacts it can have on my decisions and the influence that can have on an incident or investigation. However, of utmost importance is the safeguarding of victims, especially in incidents relating to child abuse, therefore I will always make decisions with this as priority.

Word Count: 2,748

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
Specific: Improve my interviewing technique, specifically improving the questions I ask.	Achievable: I can improve the questions I ask at interview and the way interview by: -Taking time before the interview to adequately plan and prepare the questions. -Sitting in on more experienced officers interviewing, so I can learn from their techniques. -Doing more interviews, which I'll have the opportunity to do during my Hub attachment. -I plan to make templates of possible relevant questions covering a variety of areas, so I can draw on them more easily when preparing for a suspect interview. -I will ensure the points to prove for the offence the suspect is being	Realistic: This area for development is realistic because my mentor at the Hub will be able to provide support, as I will be interviewing on a regular basis and they will work with me to ensure I'm preparing relevant questions that include the points to prove. My sergeant can also provide support in this area by tasking me to conduct more suspect interviews when they are required. My attachment at the Hub will allow me more interview experience interviewing suspects, therefore by doing the process more often I this will allow me to become more	Timely: I hope to have improved in this area by the time I leave the Hub in October 2022, as this will give me 12 weeks of planning, preparing and conducting suspect interviews on a regular basis in order to improve my skills.

	interviewed for are covered. Measurable: This target will be measurable by the improvement of the questions I ask during interview and their relevance, as well as the amount of time it takes me to prepare and how smoothly I am able to lead an interview.	proficient at it and improve my interviewing technique and the relevance of the questions.	
Specific: Develop and improve the level of support I provide to victims.	Achievable: I will achieve this by ensuring that no matter how busy I am, I prioritise the victims of crime by doing the following: -Always remembering to update the victim within the agreed timeframe. -Setting out set time to update the victims. -Improving my knowledge so I always know when is appropriate to submit a PPN, without having to check with a tutor or sergeant. -Submitting more Victim Focus referrals after contact with the victim. -Remember to offer and submit other relevant referrals at the time of contact	Realistic: Support to improve this can be provided by my tutor and sergeant while I am still on response, ensuring I make it a priority and helping me decide when is appropriate to submit PPN's or other referrals. Once out of my tutor stage, I can still improve on this by seeing how other members of my team work and witnessing the referrals they make. I can support myself in this area of development by setting reminders in my outlook calendar to update victims on a weekly basis, for example.	Timeline: I will set myself until the end of September 2022 to improve in this area, as I believe it is something I can improve on quickly as long as I am focussed on it.

	with victim, such as Live Fear Free. Measurable: This can be measured by the satisfaction of victims, by not receiving requests to contact victims for updates because I have already updated them, and the number of victim referrals I submit.		
Specific: Develop my confidence in my own ability to take the lead when dealing with incidents.	Achievable: I can develop my confidence in my ability to take the lead when dealing with incidents, by expressing this to my tutor and putting myself forward to take the lead more often in calls we attend. This way, I can receive feedback on the things I do well and the things I can improve on. The more often I take the lead in dealing with incidents, the more confident I will become in my ability to handle them. I can become the Officer in Case for more incidents and therefore be required to take the lead with each step taken. Measurable:	Realistic: My tutor can support me in developing my confidence in my ability to take the lead, by allowing me to take the lead more often when dealing with incidents, only stepping in if I need assistance and providing me with feedback on how I handled the situation, informing me of the positives and what I can improve on. My mentor in the Hub can also help me develop my confidence in my ability to deal with the investigative side of incidents by allowing me to take the, providing constructive criticism and	Timely: I will set myself the timeframe of by October 2022 to develop in this area, as this gives me a number of months to grow my confidence in my ability. I hope to have more confidence in my ability to take the lead by the time I begin on my DC posting in October 2022.

	This can be measured by me feeling more confident in my ability and taking the lead more often. This can be portrayed in me becoming the Officer in Case for incidents and working on the necessary steps myself.	informing me of things I do well.	
Specific: Develop my competence using the radio.	Achievable: I can achieve this by pushing myself to use the radio more and for all the purposes it can be used for. I can ensure I communicate with WL over the radio instead of my tutor, updating calls and assigning us to calls. I can use it more often to point to point others. I can practise being concise when speaking over the radio so as not to clog up the air. I can also perform more vehicle and person checks over the air. I can work with my tutor and other members of my team on this by gaining knowledge from them of any other uses.	Realistic: My tutor can provide further support to me with this by instructing me to use the radio more often and providing me with guidance on radio speak. I can also support myself with this development, by pushing myself to use the radio more frequently for a number of reasons, gaining experience in using it in different ways.	Timely: I will set myself a timeline of 6 months for improvement in this area, as I believe my competence with the radio is something which can be ongoing and constantly be improved.

	The more often I use the radio, the more competent I will become. Measurable: My competence in using the radio is ongoing and can be measured by my ongoing improvement and increased use of it for a number of different purposes.		
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

By signing the section below you are acknowledging your continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it is equivalent to 500 words towards the overall wordcount.

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

Signed: Eleanor Jenkins (Learner, Electronic signature or type name)

Date: 09/07/2022