

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: Alexandra Nethell

**Learner's University Registration Number:
1922442**

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.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

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

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

ANSWER:

“It is really wonderful how much resilience there is in human nature. Let any obstructing cause, no matter what, be removed in any way, even by death, and we fly back to first principles of hope and enjoyment.”

(Stoker, 1897, p. 342)

As the quote from Bram Stoker above implies, people face many hardships in life. Yet, it is human nature to bounce back from these as we have some level of resilience built in us, and then obstacles in life continue to develop it. However, what is resilience? It is summarises that “Psychologists define resilience as the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress”, (American Psychological Association, 2020).

During my initial six months of training as a Police Constable, there were significant sources of stress, such as the amount of law enforcement knowledge I had to learn, along with exams and then preparing to leave and apply my knowledge for my tutorship period. Looking after ones mental wellbeing and minimising stress was a significant factor in being able to cope with the workload that was placed on myself. Along with this, everyone has had to contend with the COVID-19 pandemic, which has placed an added stress to mental wellbeing. Therefore, I aim to discuss the different coping strategies I have used to build my resilience as a Police Constable during this time and how I have attempted to minimise stress. Research shows that there are two coping strategies for stress, those being adaptive and maladaptive (Edwards, Eaton-Stull, & Kuehn, 2021, p. 6). After initial research, I have seen that I already implement different adaptive strategies to build and maintain my resilience. I will be reflecting on the strategies I have used such as exercise, music and art therapy, nature and social interactions as coping mechanisms, and seeing whether they have been adaptive or maladaptive. Not only that, I will also discuss how COVID-19 and lockdown have affected these strategies, and how I have found ways to adapt to the situation at hand.

The role of a Police Constable is a very demanding job, both mentally and physically. Exercise therefore plays a key role in being able to build and maintain mental and physical resilience to the job at hand. During my first three months of training, I attempted to maintain a routine exercise of cardio and weights in order to sustain and build upon my physical resilience to the job at hand. Exercise also helped with my mentality, training me to focus my attention on my current action, which I was able to apply to my academic work. This strategy was beneficial, something which is discussed by Sarkar and Page that exercise

does assist with 'mental fortitude training' (Sarkar & Page, 2020, p. 2). However, I did not rely on this heavily to build mental resilience as I found that around three months into training, my exercise routine started to slack as I started to feel overwhelmed with the academic side of training. The mental fatigue was starting to affect me and so I adapted my form of exercise to outdoor walks.

I would take my dog out for extended country walks, which allowed me to distance myself physically and mentally from my workload and to reset my mentality. Spending time with my dog as a break is good for mental wellbeing and has been dubbed the 'Pet Effect' for maintaining a healthy mental wellbeing (Janssens, et al., 2020). I used this method of coping strategy as not only as a break from a mentally demanding workload, but also as a reward to myself once I had completed my workload. Another benefit of this strategy is that I consider it a duty to go on these walks because of my dog, and the routine she requires to stay physically and mentality engaged. Therefore, going on nature walks was and is highly beneficial when it comes to minimising stress, and building a mental resilience to my workload.

During my free time, I would often listen to music, read or create some illustration as these methods in the past have helped me to calm my mind during stressful times. These hobbies have helped to minimise my stress as they occupied my focus away from Police training, which sometimes could be overwhelming with the information given to us. These recreational breaks allowed my mind to refocus on our Police training material, especially in the last three months of training, when our workload increased. Thus helping with my mental well-being.

I found an adaptive coping strategy came from when I was participating in my police practical. These situations helped to build my resilience in two ways. The first being in receiving feedback from my trainers, as it helped to develop my communication skillset further, but also helped to ease my mind when I was instructed on ways on how to improve my performance for when I start my tour of duty. The second was that the practical provided me situations in which I needed to adapt my approach to the problem at hand, which helped to build resilience to certain attitudes I had to deal with. Because these situations were helping to build my confidence in myself, I was more able to stand my ground when dealing with the role actors.

Possibly, the biggest factor in developing resilience and minimising stress has been to go through the six months training while dealing with a pandemic and lockdown. We could no longer do many social activities. However, being able to attend classes when possible and have discussions with my classmates on topics we were struggling with, greatly helped to adapt and build on my mental resilience. I found it beneficial to have group discussions as we highlighted topics we were concerned with and aided each other when we were struggling. When working from home, we adapted to using Skype calls for study sessions. When participating in practical's, our team would give feedback to each other on what was done well and areas that could be improved. This greatly helped build a team resilience and a shared team mentality. Sarkar and Page discuss this 'Social Identity' and 'Team Learning', in which when a team have a sense of who they are collectively, they help each other to improve; they develop a '*shared mental model*'. This model is also beneficial for when it comes to dealing with 'routine and non-routine stressors' (Sarkar & Page, 2020, pp. 10-11). Another aspect highlighted is "Teams that are enthusiastic, optimistic, satisfied, and relaxed

have been found to be more resilient.” (Sarkar & Page, 2020, p. 12). Reflecting on my time in training with my team, I can most definitely say this has happened. The positive attitude we all shared in class and team building did contribute to building my resilience, and because we shared discussions as a team, we helped to reassure each other that we are able to carry out our duties as Police Constables. Our group discussions had the most beneficial impact on minimising my stress and building resilience.

Overall, my initial six months training has been a demanding experience. On reflection, I would try to organise my time more on days we had to work from home. I realised that I was quick to rush my training work when working from home. If I had utilised my time better, I may have better understood certain topics. However, that is difficult to analyse now as my training was based on theory, while the practical side of being a Police Constable on response is vastly different. Developing resilience itself does lead to a positive wellbeing (Hesketh, Cooper, & Ivy, 2019, p. 67) and therefore better equips a person to deal with various situations. I know I have developed my resilience as I felt confident leaving training and moving forward to my tutorship.

Looking back, my adaptive coping strategies to minimise stress and build my resilience during my initial six months training did work well. I found my practical assessments to be challenging and to get me to think on my feet. While the practical's were stressful situations for the simple fact that I was being assessed, these greatly helped to build my resilience for when I went out on my tour of duty. It built my resilience to dealing with an audience and being judged when I would actually have to carry out my duties as a Police Constable. However, I have realised that I need to focus more on my tasks at hand when it comes to academic and theory work.

What I have learned about myself during my initial six months training is that I adapted quickly to handling the workload given to me, because I knew that was the only way I would be able to get through everything. I saw my mental resilience increase, allowing me to strive forward with my work and take everything in its stride. I realised fairly early that being a Police Constable would be a demanding job and therefore I would need to maintain a good a mental wellbeing and strong resilience to any oppositions I would face.

Word Count: 1523

Task 2

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

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

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

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

Describe the process for determining whether the use of force was necessary in a conflict situation (including a **critical evaluation** of any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

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

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

ANSWER:

The significant role I played during an incident involving conflict has been many, ranging from verbal arguments to physical assaults. In this essay, I shall be discussing an assault from a Domestic Violence incident I attended and what measures I took to manage conflict.

I was called out to an incident on behalf of a young female. A female relative of hers had phoned for police assistance as the young female had messaged her about her male partner. She had sent photos of herself to the female relative with bruises to her face, saying that her male partner had inflicted them on her but she could not phone the police. The female relative phoned the police on her behalf and I attended the incident.

With this information, I then realised this would be a case of assault. Depending on the situation when we got to the address, the legislation I was considering at the time was one of Section 39 Common Assault (*Criminal Justice Act 1988*), given the description we had been given by the reporting person. However, this might change depending of there were any injuries or marks on the victim, and the level of injury she had sustained. I would then need to consider other offences of assault such as a Section 18 or 20 (*Offence against the Person Act 1861*). Another power I was able to use for this call was Section 17 to enter the premises and arrest the suspect for safeguarding of the victim (*Police and Criminal Evidence Act 1984*). Keeping this legislation in mind, I then assessed the situation I was heading to.

How I critically assessed the situation was by first assessing the level of risk this incident posed. I used the THRIVE model to assess the situation (West Midlands Police, 2021). The Threat communicated here was one of assault and domestic violence. The Harm was to the victim and whether they had sustained any injuries. The Risk was the likelihood of the event occurring but as the assault had already happened, I assessed it as high because I still did not know if the assault was still happening. The Investigation side of this was that police assistance was necessary in order to review what had happened. The Vulnerability of the situation was also assessed and given that the victim was a repeat victim of domestic violence, I categorised her as highly vulnerable. Engagement was necessary between officers and the correct Western Unit for Domestic Violence when a PPN would need to be submitted.

As I was attending the scene with my colleagues, our communication with each other has grown quite strong and there is an understanding of what each of us needs to do. Bragias discusses this team mentality and that there is a shared mental model of communication between team mates in order for everyone to effectively carry out their duties (Bragias & Adelaide, 2020, p. 4). Given that this was a domestic assault, we assessed that the suspect would need to be arrested if the victim was distressed and had any injuries. Bragias states that "During high-pressure situations, time-sensitive crises create conditions of increased decision-making for personnel at the lower levels of organisational structure, and less time for consultation amongst the team." (Bragias & Adelaide, 2020, p. 11). While this is a valid observation, as domestic incidents are crises we regularly attend, we are aware of the time constraints and try our best to analyse the situation as it develops. Previous incidents have taught us how to best approach the situation, and from there me and my colleagues were able to communicate effectively on what our duties would be, and the best course of action to take.

On arrival at the scene I was met by the suspect the victim had reported, as he had identified himself. I used the method of active listening for this situation as it would prove most effective in building rapport with both parties and for me to gain as much information as possible. Active listening can be defined as "use of reflection, paraphrasing, open-ended questions, and summary statements." (Paukert, Stagner, & Hope, 2004, p. 62).

We instantly asked what had happened and showed a willingness to listen in order to de-escalate the situation. This method proved effective as the suspect was willing to engage with officers outside and allow us to speak to the victim inside. I went to speak with the victim upstairs. She was very distressed and frightened when I found. I spoke to her in a calm and understanding manner in order to make her feel supported, which is a method J. R. Oliva speaks of too (Oliva, Morgan, & Compton, 2010, p. 18). As we had arrived and had control of the situation and the suspect, I continued to calm the victim in order for her to feel a sense of control over her situation. This is a technique used and something which Oliva mentions, in that it "will assist the individual in crisis in regaining control emotionally and resolve or reduce the crisis to a manageable state." (Oliva, Morgan, & Compton, 2010, p. 18) I believe that my presence as a police officer and knowing that my colleagues were downstairs dealing with the suspect also helped to calm the victim down. This has been noted by Oliva that police presence is enough to de-escalate high risk situations, along with verbalisation of commands and questions (Oliva, Morgan, & Compton, 2010, pp. 18-19).

When I spoke to the suspect, I used active listening to communicate effectively with him. He would be demanding that I listen to him on his side of things, which I did. However, I would be using the discussion to my advantage and use dialogue management and control, as read in a negotiation practice (Swearingin, 2003, p. 21). I used a method that Michael McMains discusses, in that I first used minimal encouragers. These related to the answers I provided the suspect to his demands. My answers were “ok, and?” to communicate effectively that I was listening to him. Another aspect was that in order for me to make sense of the suspects’ demands, I relayed to him the information he told me to demonstrate again that I was actively listening to what he felt he needed. McMains labels this as paraphrasing and notes it helps to build a rapport with the suspect, which in my case it did (McMains, 2002, pp. 69-70). Another one was that I used emotional labelling and mirroring to deal with the suspects views of the incident. I acknowledged his feelings and what he was feeling during that time; McMains notes that is one way of demonstrating that you are not judging them (McMains, 2002, p. 71). The mirroring of the suspects’ answers was also effective in gaining a better understanding of what had happened that led to the events of the assault, but also as McMains states:

“It allows the subject to lead the conversation, so the issue of who is in charge is avoided. It can be used with most subjects and in either management or crisis intervention.”

(McMains, 2002, p. 71)

I found myself naturally using these techniques to communicate with the suspect, which did result in the suspect being forthcoming with information about the incident their view of the situation. However, after reading McMains research, I have found areas in which I can improve my active listening technique. These would be my effective pauses and reflective meaning. The effective pauses allow the suspect to vent their feelings and frustrations, which would then give me the opportunity to avoid unnecessary confrontations (McMains, 2002, p. 73). I found myself not giving enough time between our conversations to allow the suspect to properly vent his frustrations and explain fully how he was feeling. Also, with the reflective meaning, it allows us to understand the situation and events in its entirety and is meant to be used during the adaption stage, when the suspect is calm and can discuss the issues with a clear mind (McMains, 2002, pp. 73-74). Reviewing this, I did notice that I had brought in the reflective meaning too soon when the suspect was still a bit tense about the situation, and was therefore unwilling to provide further details while I questioned him. McMains method of active listening is something good listeners unconsciously do, but his research has provided areas for me to further improve upon after reviewing this incident.

I felt I dealt with the suspect and victim relatively well, mainly do my practical’s in training preparing me for similar situations. This can be evidenced by Baker, who says:

“Learning simulations offer an ideal venue for critical thinking and application of newly acquired skills. Learning simulations are realistic applications that parallel many work environments and encourage opportunities to apply knowledge.”

(Baker, 2007, p. 91)

These also helped me develop my active listening skills to better engage with the public I speak with. In Weger Jr’s findings, he notes that “skilled listening produces rewarding interaction outcomes by expressing understanding of a partner’s message, creating positive

affect during the interaction, and by creating affiliation between partners.” (Weger, Bell, Robinson, & Minei, 2014, p. 17). The OSARA model which goes hand in hand with my assessment of the situation was useful, which are Objective, Scanning, Analysis, Response and Assessment. I used this to identify the needs and safeguarding of the victim and how to handle the suspect and the best course of action for the two, which can be evidence in Baker’s work “The goal is to identify the proper planning sequences for offenders, victims and emergency scenarios before developing appropriate responses.” (Baker, 2007, p. 92).

Betari’s Box was used during this incident as the suspect was relatively calm when we approached him. I decided to maintain a calm and open approach to him to maintain this level and then, if need be, I could adjust my attitude to how he was behaving (College of Policing , 2020). I noticed that my calm and approachable attitude towards the suspect affected his behaviour and he remained calm and compliant after I explained the circumstances to him. I did tell him he was being arrested and needed to be handcuffed. To begin with he was not happy with what was happening, but again, by using Betari’s Box I was able to calm him down and explain the next steps after arriving in custody.

While attending this incident, it was obvious that the Drama Triangle was playing a role here. We had the victim, suspect and police at the scene, and it was an unhealthy scenario for the victim. Therefore the simplest way to break the Drama Triangle was to remove the suspect away from the victim, which left her to interact with the police (Wilde, 2003).

The use of emotional vs rational thinking in this situation was relatively equal. I attended the incident with a more rational side when dealing with the suspect and providing support to the victim, however given the victims distressed state, it was appropriate to be thinking emotionally. This would allow me to understand her situation but also develop a plan of what safeguarding we could place for her while we dealt with the suspect. However, you cannot use one side of thinking without the other, as Pfister suggests “It is hypothesized that decisions are determined by both concrete emotions and objective attributes.” (Pfister & Bohm, 1992, p. 199). However, Gaudine highlights that “According to the cognitive-developmental perspective, an individual’s choice of cognitive structures is constrained by his or her cognitive moral capacity.” (Gaudine & Thorne, 2001, p. 178). Therefore, my moral values would differ slightly to other officers and I would possibly use my rational side of thinking, rather than my emotional side. This is due to the fact that my way of thinking is more analytical and I am diplomatic when it comes to understanding situations. I like to get all the views and justification of actions from all present parties. The research also mentions the ‘ethical sensitivity’; “Ethical sensitivity is the awareness that the resolution of a particular dilemma may affect the welfare of others.” (Gaudine & Thorne, 2001, p. 179). This was something I kept in mind when dealing with both parties. As they both had given me different accounts of who had initiated it, I had to maintain a sensitive approach when disclosing information of what was happening to both the victim and suspect. I did not want to imply that I was siding with either person, only that I had a job to do and to carry out an investigation on what had actually happened. I explained that both parties would be able to explain the situation to us through the correct means, such as victim/witness interview and interview of the suspect and we would go from there.

Reviewing this incident and my own actions that were done, I believe my use of force was well within the correct standard and complied with the Code of Ethics. Handcuffing was used on the suspect in order to maintain control of him while we transported him to custody as he was the aggressor in this situation. This also helped to demonstrate that I was in control of

the situation, which offered comfort and reassurance to the victim, but also provided realisation to the suspect of what his actions had resulted in. Reflecting on how I dealt with this incident, I feel I carried out my duties correctly and to the best of my abilities. There is room for improvement in my active listening such as my reflective meaning and my effective pauses. Working on these will allow me to build a better rapport with suspects which would hopefully result in minimal verbal and physical conflict. However, I feel that Michael Palmiotto rounds up an officers' use of force rather nicely with "A government without social order cannot protect its citizens and the country cannot economically prosper" and that the police provide the element of "social control" (Palmiotto, 2017, p. 1).

Word Count: 2339

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 significant role I played in a police incident was one in which I dealt with a report of a young suicidal male who was possibly carrying a knife around with him. The reason for the knife being on his possession was not known at the time. Therefore, this matter was a delicate situation in that the child was having suicidal thoughts and was in possession of a bladed article, which is an offence under Section 139 (Criminal Justice Act 1988).

When we received the call, I did the usual process again of the THRIVE model (West Midlands Police, 2021). The Threat was immediate as we did not know if the male youth was still in possession of the knife. The Harm was to himself and others, depending on what his intentions with knife were. The Risk of him using the knife was not known as the reporting person only said that they think he has a knife on him. The Investigation was immediate and necessary because of the youth who potentially had a knife on him in a public place. The Vulnerability was also marked as high due to the knife being in a public place and the male youth feeling suicidal. The Engagement between officers and the youth was necessary and needed immediate response to prevent any injury occurring to him or the public.

When officers arrived at the scene I saw a group of teenagers and the youth who matched the description given to us of the young male carrying the knife. I asked him to stop but he continued to walk. After ordering him to stop again, he continued to walk which gave me the grounds to arrest him. Upon arrest I asked if he had anything on him that could cause harm to myself or him. He replied by shaking his leg and saying there was a knife in his right sock. After my colleague conduct the appropriate section 32 search on him, we did find a knife a small kitchen knife on him. I asked if he had any reasonable excuse to be carrying the knife and he said, but he did disclose to officers that he was feeling suicidal and that's why he was

carrying it. This is when I began to start actively listening to the young males reasoning for carrying the knife. By doing this, he was aware I was listening to his reasons and become more compliant. This resulted in positive action being taken and a positive arrest. This was also good because it means less physical altercations between suspects and officers, therefore these open approaches do work when it comes to minimising unnecessary altercations.

Reviewing my action taken here, I used what I thought was appropriate for the situation, which is what Taylor discusses, that officers have the choice to use the appropriate means of dealing with a person depending on the circumstances “when it is appropriate to (or not to) use one of their two discretionary powers; the power of suspicion and the power of prosecution.” (Taylor & Khan, 2013, p. 373).

The youth suspect was calm and compliant when talking with officers. He had accepted why he had been arrested and understood he needed to be taken to custody. This behaviour can relate to Taylor’s findings, in that:

“Involvement in acts of antisociality, delinquency and minor criminal offending are not uncommon amongst preteens and adolescents. Indeed, juveniles as an age cohort account for a disproportionate amount of crime relative to their numbers within the general population.”

(Taylor & Khan, 2013, p. 371)

While the offence does relate to one of possession of a bladed article, knife crime among gang members is on the rise and therefore there was the possibility that the youth could have been feeling suicidal, or this could have been the early stages of a constant offender. Hence, our intervention was crucial in investigating the reason behind the possession of the bladed article and what the process for the young male would be once he had been interviewed in custody.

Upon transporting him to custody, he required a mental health assessment due to him disclosing that he was feeling suicidal. Custody was able to do this and following within the parameters, he was put on watch where officers kept an eye on him for a few hours until he was deemed mentally fit for interview.

During the interview the codes of practice were utilised (College of Policing, 2014). I informed the male youths’ mother that she would be acting as appropriate adult for him while he was being interviewed. I demonstrated the codes of practice by being honest with the mother and youth, explaining the situation to them and how the interview would run. I maintained the interview to be equal as this was his chance to explain his side of things, and that it was my duty to ensure that the interview was conducted fairly and appropriately. I also wanted the youth to feel comfortable in the interview room as this was his first time there. I also structured my language to suit how he spoke and not to come across patronising. This is important with interviewing as you want the suspect who you are interviewing to be comfortable enough to share the information they have about the situation they were arrested for. Langballe notes that “young people experienced the investigative interviews as emotionally stressful and demanding, but also positive.” (Langballe & Schultz, 2017, p. 68).

Keeping this in mind, it would be beneficial to conduct a comfortable interview to keep the male youth at ease and try and leave a positive view of the interview process, as I had told him that this was his chance to tell me his side of things. Further on, Langballe mentions the outcome of conducting interviews like this as “Those who perceived the investigative

interview as positive but stressful regarded it first and foremost as meaningful for society.” (Langballe & Schultz, 2017, p. 69). Therefore, even though the interview can be stressful and daunting, some youths involved in it view it as necessary and appropriate. However, I would argue that the positive view of the interview comes from an interview conducted properly in a fair and appropriate manner, taken in consideration the circumstances of the situation. This is proven by Langballe’s observation on interviewers who were open and actively listening to youth offenders in interview, “The interviewers were described as empathetic and good listeners, what again was considered ‘professional’. These young people felt they received good support and that they were allowed to talk freely at their own pace.” (Langballe & Schultz, 2017, p. 70).

Another aspect of the interview that I have come to review is the going by the interview booklet. When conducting the interview I proceeded to follow the interview booklet which contains the memo card and closing card for interviews. However, it is very structured. Langballe notes that:

“the young people described how the police followed their pre-planned interview routine without considering the interviewees’ own needs to adapt to the situation. Consequently, they felt pressured into telling their story but unable to provide the police with the required information.”

(Langballe & Schultz, 2017, p. 69)

When I conducted my interview with the male youth I made sure that he had the opportunity to tell me everything he wanted too, however I do agree with Langballe’s observation and that the interviews can be too structured and not allow room for further inspection. Given that this was the male youths’ first offence, in this case, the structure of the interview was very basic for him.

The outcome of the interview proved that the male youth did indeed know that possession of a bladed article in a public is an offence. However, he told me that he only intended to use it on himself if he started to feel suicidal. I was satisfied that he had answered all the questions asked of him in the interview and was ready to then speak to the custody Sergeant about the best course of action for the male youth, which would be court.

Taylor briefly describes the court proceedings while dealing with youth offenders in Western Australia, however the system is similar here:

“A summons being a legal document that informs an apprehended juvenile that legal proceeding will be initiated against them and that their case will be brought before the court. In contrast, a decision to arrest a juvenile offender is usually taken in circumstances where the offence committed is considered: (a) a serious offence; (b) it is not possible to obtain and verify the offenders’ name and personal details; and (c) a likelihood exists that if released the offender would continue with or repeat their offending, commit another offence, endanger someone else’s safety/property, interfere with a witness or otherwise obstruct the course of justice.”

(Taylor & Khan, 2013, p. 375)

The Sergeant decided that given that this was the male youths’ first offence, it would be appropriate for the case to be disposed of in Youth Court. This would ensure that the male youth will get the proper assistance and support he needed in dealing with this offence and

help with his mental health. This would also help with lowering the chances of the male youth becoming a repeat offender and later on an adult offender. Taylor discusses this in the article and that early police intervention such as this is beneficial to helping young offenders:

“While for other criminologists, the ability for Police to exercise greater processing discretion when issuing cautionary, re-directive or judicial processing actions is pivotal to their ability to prevent early onset juvenile offenders from becoming recidivist adolescent/adult offenders.”

(Taylor & Khan, 2013, p. 373)

This course of action would also provide support to the male youths' family and help them to deal with his situation.

Given the way the youth felt mentally, there is cause for concern on how this would later affect him. A study done by Langballe highlights the need for more trauma support when dealing with youths and the departments that can help “child/youth-serving agencies should incorporate trauma-informed perspectives to improve the quality of care for traumatised children. The term ‘child-serving agencies’ includes health, education, first responder, child welfare and juvenile justice systems.” (Langballe & Schultz, 2017, p. 62).

After the youth was dealt with and appropriately dismissed, I then went to book the evidence into property. The evidence, which was the kitchen knife, was handled accordingly and contained in a plastic evidence tube and placed in an evidence bag. It was crucial to maintain the integrity of the evidence as it would be part of the case file for when it goes to Youth Court.

Looking back at how this was handled, there was not much I could do regarding how the offence of possession of a bladed article and case file went. I feel the way I handled the youth, by speaking to him and actively listening to him, which demonstrated that I was willing to engage with him and that I was open to his opinions (McMains, 2002, pp. 69-70). Regarding the disposal of the case through the Youth Court, this was the best possible action for the offence. It was the least intrusive means to deal with the male youth and it allows him to get the support he needs for his age. I handled myself and upheld the codes of practice to the best of my abilities to ensure the male youth received a fair and just investigation. Moving forward, I would work on my interviewing technique. I need to adjust my approach and try to make my interviewing more flexible and go with the needs of the person being interviewed, especially when it is a child being interviewed. Another aspect for me to improve upon is the way I initially dealt with the youth. I called out multiple times for him to stop, however I view my actions to be passive. Moving forward I have learned that next time it will be more beneficial for me to active in my orders and to get to the suspects sooner, rather than calling out for them to stop.

Word Count: 2267

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:

During my tour of duty as a Police Constable, one call I attended and later became the OIC of was for a firearms incident. This incident was crucial as the information that was given to me stated that it was a small group of male youths who possessed what looked like a small handgun, and were pointing it at people in cars as they drove by. To begin, me and my tutor were not sure whether this hand gun was in fact a firearm or simply a toy gun that had been altered to look like an authentic firearm. Due to this, firearms were also called to the incident in the event that the handgun was in fact a firearm.

As we made our way to the incident, I found myself assessing the incident in far more detail than I had with previous incidents, purely because of the threat level this possible handgun posed. I used the THRIVE model on my way to the incident. This allowed me to assess the Threat, Harm, Risk, Investigation, Vulnerability and Engagement needed for the incident (West Midlands Police, 2021). The threat was the possibility of an active firearm which was being handled by a group of male youths. The harm was the possibility of the firearm being used on other people, whether that was to cause fear of violence or to actively use it and wound other people. The risk of this likelihood occurring was very high, in that we did not know for sure whether the firearm was an actual pistol or a toy, and if there was more than one. The investigation of this was to identify how many people have handled the firearm, if anyone had been threatened by it and if it was a genuine handgun. The vulnerability of this situation was also high due to the fact that a group of youths were handling a firearm out in public. It made the public vulnerable to a possible shooting, but also the youths, as they might

not know how to properly carry and use a firearm. The engagement for this incident was for myself, as a response officer, and my team to attend the incident and have assistance from the Firearms Unit as they could properly handle and de-escalate the situation.

I also used the National Decision Model (College of Policing, 2014) for this incident. Reflecting on how I utilised the NDM, I feel that I used it well and ran through the points to gain as much intelligence and information as possible, while also using the THRIVE approach.

Firstly, Intelligence and Information. I was constantly looking at the log to see what new information Control was providing us as we made our way to the incident.

Second, Assess threat and risk level. Given that this was a firearms incident I had been called to, the threat level was high. Being a new constable, I had no previous experience with firearms incidents beforehand. There was also the fact that nobody knew whether the firearm was an actual handgun or a toy gun, therefore there was the possibility that this would be a huge risk to personal safety when we got there and if we found the small group of male youths.

Thirdly, Powers and Policies. Instantly I knew my power as Police Constable allowed me to arrest anyone I suspected of being involved with handling this handgun. I also discussed with my tutor what other powers I could use if we were to find them.

Fourth, Identify options and contingencies. This is where I considered what else could be done before my arrival at the area. The best option I could identify was to follow the lead of firearms and allow them to handle the majority of the search of the area, given the risk level and that they were trained for situations such as these.

Fifth, take action and review what happened. When I arrived at the area that firearms had located one of the male youths, the action I took then was to arrest him. However, given that a firearms incident is not a usual occurrence, I had to search what section of the firearms act I would have to arrest the youth under. It was simple enough to find on my police issued phone and that I would be arresting the youth under Section 16A (*Firearms Act 1968*). My tutor conducted a section 32 search on the male youth, as it was not appropriate for me to do it. I did ask him if he had seen a group of boys in the area and if they had been holding some type of handgun, but he said he had not. Reviewing the incident up to this point, I realised that we possibly had one suspect. The other is that the small group of male youths were still in the area somewhere but had yet to be found. Finally, we still could not confirm whether the handgun was a firearm or a toy.

In dealing with this situation, I realised that I would be arresting a child and therefore needed to consider the proper procedures for this situation. An Appropriate Adult would need to be informed of the child's arrest in custody. The youths previous history with officers affected my decisions and the precautions I took, which can be found in Schulenberg's research (Schulenberg & Warren, 2009, p. 7).

In regards with my responsibilities to dealing with the CPIA, a thorough investigation had to be taken due to the risk level this incident posed at the time. There were at least two victims involved (the two the group of youths shot at) and at least five other witnesses; two of these witnesses provided me with CCTV of the incident throughout the afternoon this incident had happened.

Victim and witness statements needed to be taken. This was crucial as these statements would contain significant information regarding the incident and descriptions of the gang of young males who had the firearm.

The victims were able to positively identify the male youth who held and shot the BB gun. One of the victims was a teenager who knew the group of youths. She was shot at by one of the youths and she was willing to give a victim statement. I took this statement, detailing everything I needed to know about what had happened to the victim. I also informed her of the Victim Personal Statement and how it works in court, in that they can say how the crime has effected them physically and emotionally (Crown Prosecution Services , 2017). The victim was willing to give a VPS as well, which would help to strengthen the case against the youths if it was to be prosecuted at court. She was also able to identify which male was handling and shot the firearm at her, but also which of the male youths had been handling the firearm. This was also greatly beneficial to me as it helped progress the case file and I was able to identify which of the males' needed to be taken to court for the offence of a Section 16A firearm.

The second witness was a male. When the group of male youths had passed him, they had pointed the firearm at him. Upon review of the male's account of events, I decided that his statement should be a witness statement as he disclosed to myself that he did not feel threatened by the action of the youth. However, the witness was also able to positively identify the holder of the firearm, again further adding evidence to the case for the offence of a section 16A. What I was able to get from the other witness statements was descriptions of the other male youths who were present with the males who shot and handled the BB gun. Again, this helped to progress the case file further because I was having more and more corroborating evidence given to me.

CCTV needed to be recovered and statements from the business owners providing us with the footage needed to be taken. The CCTV footage would be an added positive to the case as it could positively identify the group of young males and their actions during the time of the incident. I also needed to obtain witness statements from the owners of the CCTV as they were providing key evidence to the investigation.

With these statements, I explained how they would work and that the victims and witnesses would need to consent to going to court if they wished to give a positive statement. If they were nervous about attending court, I also explained the special measures that we could put in place to make them feel more comfortable if they were to attend court.

The policing values are from the Competency and Values Framework (College of Policing, 2016). These values were used in dealing with the suspects, victims and witnesses.

From my time in training, I was taught of the Conscious and Unconscious Bias every person has. Conscious Bias is when you are aware that you are making decisions towards a particular person or group; this can lead to prejudices. Unconscious Bias is when we need to make decisions or judgements, and in order to do that we draw on our past experiences. These represent our personal views of the world, and by doing so there is no 'malicious intent', as we are unconscious of our decision and its implications, as Learning states (Engage in Learning, 2019). As I was aware of this type of bias this could happen, I approached the investigation from a neutral point of view. I could neither confirm nor deny whether the group of male youths had used the firearm and pointed and shot it at people, so

until I had evidence of what had happened, I could only go progress the investigation so much.

Regarding my interviewing technique with one of the offenders, I first prepared the appropriate questions to ask. For this, I would apply the PEACE Model (College of Policing , 2020). My first interview consisted of me asking the appropriate questions to the male youths who had been arrested with an appropriate adult present, along with his solicitor. I had not done a child suspect interview before and therefore took extra caution with my prepared questions. Following the PEACE Model greatly helped me to focus on the major questions I needed to ask. Because I was nervous in dealing with an appropriate adult and solicitor for the first time, I found myself rushing through some points of the interview. However, I had a second interviewer with me, and we discussed that if I had forgotten anything necessary to ask that he would then ask these questions when I had finished. This was to make sure that we had not missed any crucial points for the interview and the investigation.

This would be the male youth's second interview regarding the incident as the CCTV footage had been obtained and analysed. I would be questioning the male about the footage. For this, I needed to make sure I would not be asking leading questions and try to only ask open questions, which would be the 5 W's and H – Who, What, When, Where, Why and How. These are crucial I an interview as it allows the suspect who is being interviewed to tell their side of the story and their reasoning behind their actions.

As I was questioning a child, an appropriate adult had to be present, which the youth opted to have along with their solicitor at the interview. This interview was a rather quick process, as I only needed the offender to confirm their clothing on the day and then present them with the CCTV footage to see for themselves what had been captured. This technique was rather helpful in pulling the suspect up on his denial that he was involved as the footage clearly shows him and the group with the firearm. With this, I again asked him if he still denies any involvement with the incident and the handling of the firearm. My approach in questioning and disclosing the evidence to him was a success as he confessed after seeing the footage that it was him who held that handgun.

Policing values when dealing with the suspects and the potential bias of the decision making process involved with them could be seen as bias. The group of male youths are known to police, and are known for a lot of Anti-Social Behaviour in the area that they live in. Therefore, past character evidence does play a major part in the unconscious bias side, however I tried to treat the young males as new suspects. South Wales Police values and out training taught me that as Police Constables we are meant to treat every incident as a new incident and the people involved as if this is the first time we are dealing with them. It also goof practice to build positive interactions with these youths so they do not feel the need to do dangerous activities and that the police are approachable (Azmy, 2021, p. 641), (Richards, Cross, & Dwyer, 2019, p. 365).

As this is incident is still in the process of being taken to court as an NGAP, I have yet to know the outcome of the youths. However, reflecting on my actions in dealing with the situation I feel I carried out my duty and followed procedures to the best of my ability. As the time of the incident, as it was treated as a high risk due to the potential of a firearm with one of the male youths, I had very little time to prepare in how to handle the situation. I had varying factors to consider, such as the use of a potential firearm and the safety issues it posed to

officers and the public, the number of officers attending the incident compared to the number of male youths involved and getting into contact with the victims/witnesses of the incident.

Reviewing how I dealt with the victim, I feel that I utilised CVF by being emotionally aware of the victims' situation and that I tried to support her as best I could by taking her step by step through what I needed of her for the statement. The same can be said for the witness statements I took, in that I supported them and I critically analysed the information they gave me. When interviewing the male youth about the incident, I again used the CFV, yet, I felt I could have been more analytical with the information they had given me in interview. However, I did maintain impartiality and integrity during the interview that I thought was key when talking to the youths. Given the incident, I believe utilised the NDM well, that I carried out the investigation to the best of my ability and that I conducted myself within the requirements of the CVF.

Word Count: 2478

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
Applying Handcuffs.	Through practice and more arrests.	Members on my team by providing feedback, and practicing on others.	1 month
Preparing suspect interviews.	Through attending more interviews and being lead on them. Also preparing interview questions with the points to prove for the offence the suspect is being interviewed for.	My team and Sergeant by reviewing the interviews I go to and the questions I have asked the suspects. The reviews will help me to improve my technique.	3 months
Communicating with people at the scene.	By being taking lead and being more confident in my questioning of people at the scene.	My team and Sargent by asking them how they best deal with communicating with people at the scene.	3 months

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.

- American Psychological Association. (2020). *Building your Resilience*. Retrieved February 05, 2021, from <http://www.apa.org/topics/resilience>
- Azmy, A. (2021). Police studies program for at-risk youth in youth villages: program evaluation and understanding the psychological mechanism behind participation in the program and perceptions towards police legitimacy. *Police Practice and Research*, 22(1), 640-656.
- Baker, T. (2007). Public Safety Administration: Crisis Intervention Learning Strategies. *Journal of Police Crisis Negotiations*, 7(2), 85-106.
- Bragias, K. A., & Adelaide. (2020). Effective communication during major crises: a systematic literature review to identify best practices for police. *Police Practice and Research*, 1-16.
- College of Policing . (2020). *Conflict Management*. Retrieved February 22, 2021, from <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills>
- College of Policing . (2020). *Investigative Interviews*. Retrieved February 20, 2020, from <https://www.app.college.police.uk/app-content/investigations/investigative-interviewing/>
- College of Policing. (2014, July). *Code of Ethics*. Retrieved March 5, 2021
- College of Policing. (2014). *National Decision Model* . Retrieved February 22, 2021, from <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/#six-key-elements-ciapoar>
- College of Policing. (2016, November 4). *Competency and Values Framework for policing* . Retrieved February 22, 2021, from https://d17wy4t6ps30xx.cloudfront.net/production/uploads/2017/09/Competency-and-Values-Framework-for-Policing_4.11.16.pdf
- Crown Prosecution Services . (2017). *Victim's Personal Statement*. Retrieved February 22, 2021, from <https://www.cps.gov.uk/publication/victims-personal-statement>
- Edwards, K. L., Eaton-Stull, Y., & Kuehn, S. (2021). Police Officer Stress and Coping in a Stress-Awareness Era. *Police Quarterly*, 1-32.
- Engage in Learning. (2019). *What is the Difference Between Concious and Unconcious Bias?* Retrieved February 26, 2021, from <https://engageinlearning.com/faq/compliance/unconscious-bias/what-is-the-difference-between-conscious-and-unconscious-bias>
- Gaudine, A., & Thorne, L. (2001). Emotional and Ethical Decision-Making in Organizations. *Journal of Business Ethics*, 31, 175-187.
- Hesketh, I., Cooper, C., & Ivy, I. (2019). Leading the asset: Resilience training efficacy in UK policing . *The Policing Journal* , 92(1), 56-71.
- Janssens, M., Eshuis, J., Peeters, S., Lataster, J., Reijnders, J., Enders-Slegers, M.-R., & Jacobs, N. (2020). The Pet-Effect in Daily Life: An Experience Sampling Study on Emotional Wellbeing in Pet Owners. *Anthrozoös*, 579-588.
- Langballe, Å., & Schultz, J.-H. (2017). 'I couldn't tell such things to others': trauma exposed youth and the investigative interview. *Police Practice and Research*, 18(1), 62-74.
- McMains, M. J. (2002). Active Listening: The Aspirin of Negotiations. *Journal of Police Crisis Negotiations*, 2(2), 69-74.
- Oliva, J. R., Morgan, R., & Compton, M. T. (2010). A Practical Overview of De-Escalation Skills in Law Enforcement: Helping Individuals in Crisis While Reducing Police Liability and Injury. *Journal of Police Crisis Negotiations*, 10(1-2), 15-29.
- Palmiotto, M. J. (2017). Use of Force Throughout History. In M. J. Palmiotto (Ed.), *Police Use of Force: Important Issues Facing the Police and the Communities They Serve* (pp. 1-4). Boca Raton: Taylor & Francis Press.
- Paukert, A., Stagner, B., & Hope, K. (2004). The Assessment of Active Listening Skills in Helpline Volunteers. *Stress, Trauma, and Crisis*, 7(1), 61-76.
- Pfister, H.-R., & Bohm, G. (1992). The function of concrete emotions in rational decision making. *Acta Psychologica*, 80(1-3), 199-211.

- Richards, K., Cross, C., & Dwyer, A. (2019). Police perceptions of young people: a qualitative analysis. *Police Practice and Research*, 20(4), 360-375.
- Sarkar, M., & Page, A. (2020). Developing Individual and Team Resilience in Elite Sport: Research to Practice. *Journal of Sports Psychology in Action*, 1-14.
- Schulenberg, J. L., & Warren, D. (2009). Police discretion with apprehended youth: assessing the impact of juvenile specialization. *Police Practice and Research*, 3-16.
- Stoker, B. (1897). *Dracula* (Revised ed.). London: Penguin Classics.
- Swearingin, R. (2003). Negotiations and Exercises. *Journal of Police Crisis Negotiations*, 3(2), 21-29.
- Taylor, M. F., & Khan, U. (2013). A comparison of police processing reports for juvenile graffiti offenders: societal implications. *Police Practice and Research*, 14(5), 371-385.
- Weger, H., Bell, G. C., Robinson, M. C., & Minei, E. M. (2014). The Relative Effectiveness of Active Listening in Initial Interactions. *International Journal of Listening*, 28(1), 13-31.
- West Midlands Police. (2021, January 19). *THRIVE*. Retrieved February 22, 2021, from <https://foi.west-midlands.police.uk/wp-content/uploads/2021/01/THRIVE.pdf>
- West Midlands Police. (2021, January 19). *THRIVE*. Retrieved February 22, 2021, from <https://foi.west-midlands.police.uk/wp-content/uploads/2021/01/THRIVE.pdf>
- Wilde, M. d. (2003). *The Drama Triangle* . Retrieved February 20, 2021, from https://www.executivecoaching.be/Article_TriangleDramatique_En_1.htm#:~:text=In%20face%20of%20a%20victim,people%20play%20the%20same%20role.&text=The%20players%20move%20quickly%20and%20reactively%20from%20one%20role%20to%20another.
- Offences Against the Person Act 1861
Available at: [Offences against the Person Act 1861 \(legislation.gov.uk\)](#) (February 2021)
- Criminal Justice Act 1988
Available at: [Criminal Justice Act 1988 \(legislation.gov.uk\)](#) (February 2021)
- Police and Criminal Evidence Act 1984
Available at: [Police and Criminal Evidence Act 1984 \(legislation.gov.uk\)](#) (February 2021)

CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turni

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: ALEXANDRA NETHELL (Learner, Electronic signature or type name)

Date: 15/03/2021