



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

BSc (Hons) Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based
Workbook 3 (PCDA)
8000 Words**

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

**Learner name: _Jake
Byrne_____**

**Learner's University Registration Number:
____2236103_____**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 3 (PCDA) BMPP6000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

- Understanding the Police Officer role
- Modern Professional Police Officer
- Strategic Role of the College of Policing
- Communication Skills
- Social Media
- Leadership and Team Working
- Leadership style
- Flexibility and Leadership Strategy
- Coaching
- Mentoring
- Professional and Organisational goals
- Assessment

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook was provided by university staff as part of your initial training day and further help and advice is available on Moodle.

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 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 document (electronically on Moodle) - 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 Word Doc 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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	Total	8000

Task 1

Relevant areas of the National Policing Curriculum: Understanding the Police Officer Role.

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 evaluate the strategic role of the College of Police in professionalising policing in the U.K.

Evidence how you are working to fulfil the role of a modern professional police officer now that you are in your final year of probation.

Critically reflect upon how your final year of probation has seen your role as a police officer change.

Consider the strategic Policing requirement, Policing Vision 2025, the Workforce Transformation 2018 and the College of Policing's 5 Year Strategy.

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will look to discuss the strategic role of the college of policing in professionalising policing in the United Kingdom. In the essay I will look to critically reflect upon how my final year of probation has seen my role as a police officer change; to do this, I will use the Gibbs reflective cycle. (Gibbs, 1988). I will also discuss the policing vision for 2025, the workforce transformation of 2018 and the college of policing five-year strategy.

The college of policing is an integral part of policing within the United Kingdom since it was founded in 2012, College of Policing was created to provide oversight into the strategic role of maintaining professional standards and behaviour in policing, it also outlines the key aspects of leadership in policing which uses authorised professional practice which created a structure that ensures professional policing across all aspects of policing (College of policing, 2024). The college of policing have been an integral part of the changes within policing, for me this was evident when I joined South Wales Police in 2023 on the police constable degree apprenticeship route (PCDA). The college of policing states that the PCDA route is based upon the national policing curriculum aiming to develop critical thinkers for a challenging and complex working environment which is conducted over a three-year probation period (College of Policing, 2020). The College of Policing (2020) suggests that it wants to “develop critical thinkers” because of the PCDA route. Evoking that the College of Police are suggesting that a university degree will assist police officers in their new role, as it allows them to deal with more complex situations. The College of Policing is regulated by the College Board, their role is to ensure long term success, this is completed through setting strategic directions, it ensures the College of Policing abides by

its obligations to the Home Secretary, the public, its partners and its members (College of Policing, 2025).

The Workforce Transformation 2018 was introduced by the Home Office (2018) is a programme led nationally by the National Police Chief's Council (NPCC) and the College of Policing, as part of the Policing vision of 2025 (2016a). Some key principles of the Workforce Transformation are to develop professional practices that allow for career progression alongside this is another key aspect of the transformation, which is to become technology enabled, meaning that the use of technology and digital technology to increase productivity. Furthermore, the Workplace Transformation 2018 also allows for more development and career progression for police staff for example forensic teams and cybercrime. For me apart of the career progression offered to me as a part of the Workplace Transformation would be the PCDA route I am undertaking. As the degree would suggest that more career opportunities are available to myself and other on the PCDA route as we have completed a higher level of education and a professional qualification in the role of policing.

As a part of my third and final year of my probation I have had to complete multiple workbooks, as well as a dissertation as part of my degree. The workbooks I am required to complete consist of multiple essays whereby I must discuss my experiences as a police officer so far in my career, this has been beneficial to me as I am able to reflect on incidents I attended during my career. Using the Gibbs reflective cycle (1988) has allowed me to identify what actions I carried out at an incident and how that made me feel. Leading me to evaluate my performance during that incident and then allowing me to analyse the incident so that I can make sense of it furthering my understanding of what I learned because of it. Ultimately this style of reflection means that I can realise what I could do differently if I were faced with the same or a similar situation (Gibbs, 1988).

The reflection in the workbooks has allowed me to better understand how to improve as a police officer. Despite the benefits of my reflection on the incidents I have written about, I found that having to complete workbooks and a dissertation alongside working full time has had negative impacts on my work life, as well as my personal life. This is because I find that I must complete my workbooks on my days off from work. Leading to an improper work and life balance, as Byrne (2025) suggest that improper work and life balance can increase levels of stress, and as a result can jeopardise the individual's performance in both work and their personal life. I felt as though during the periods where I had to complete a workbook that I would feel increased levels of stress and because of that my performance in work was affected negatively. Despite this I also felt as though the university work I completed also helped me to become better at work related paperwork, as I found that I was able to articulate myself clearly when discussing an incident and the academic way of writing has forced me to think in a mindset that I would not have done if I had not been introduced to reflective writing. Anne Sen (2010) evokes the idea that reflective thinking is a "positive activity" which allows an individual to identify skills that need to be practiced and developed. From doing the background research regarding stress levels for one of my workbooks which discussed the importance of managing wellbeing, I have found it beneficial when being able to balance high workloads, attending traumatic incidents, alongside my personal life outside of work.

Furthermore, prior to the introduction to the PCDA route police officers underwent the initial police learning and development programme (IPLDP). Merseyside Police 2023 states it is conducted over a two-year probationary period. For police officers to complete the IPLDP they had to undergo an initial phase of training on classroom based training and operational based training before becoming an operational police officer. Once they progressed to the role of an operational police officer, they then had to be apart of development meetings and would be provided with a learning programme. Upon completion of these meetings the

individual would be granted independent patrol status finishing their probation. This shows that the PCDA route is an advancement of the IPLDP scheme as the college of policing wanted to introduce more academic thinking into policing. As Neyroud (2011) suggested that a higher level of education was needed for police officers and was later introduced in the policing vision for 2025.

The policing vision for 2025 (2016a) was created by National Police Chief's Council (NPCC) and The Association of Police and Crime commissioners (APPC) alongside the College of Policing to modernize the policing approach. The policing vision (2025) is broken down into five key areas, these being local policing, specialist capabilities, digital policing, the modern workforce and supporting functional efficiency. The vision was created to address the requirements of change that police forces across England and Wales need to make to deal with the new challenges they face. This means adapting to meet modern day needs and I have seen this first hand especially during my final year of probation. I have seen the focus of policing shift from being reactive to proactive, meaning that the focus of policing is now on neighbourhood policing. The College of Policing (2021) implies that engagement within the communities we serve is vital in gain the trust of the community and strengthen the trust with the public. This was outlined in the Policing Vision (2016a) as being a key element of as to the progression of modernizing policing.

The Policing Vision 2025 (2016a) was introduced to modernize policing over a ten-year period, one of the focuses of the vision is to create a collaborative and multi-agency worker, as the role of a police officer is forever changing as seen in modern times a police officer must frequently work with different agencies. Such as with social services, other emergency services and the health sector.

I have noticed that in the final of my probation I have been given more responsibility by my supervisor as I am becoming one of the more senior police officers on my team. This has meant that I have had to face a new array of challenges because I am being given tasks and responsibilities that are new to me. I have realised that due to the fact I am one of the more senior officers on shift that I am being paired with a less experienced officer more often, so that means that each call we attended I must make the decisions that will affect the outcome of the incident. At each incident I must bear in mind the core values of being a police officers and the responsibility I carry in line with the Code of Ethics (2024a). In line with the code of ethics (2024a) I feel as though I am adopting the role as a tutor more frequently and I am helping to introduce new officers to the role of policing. Although I am regularly trying to act as a role model to police officers on my shift who are less experienced than I am, I face challenges due to my young age in service, one of my colleagues who is nearly 10 years my senior who has been an operational police officer for approximately 6 months, regularly looks to me and how I behave professionally at calls. This has been difficult when members of the public assume that my colleague is the senior officer due to their age. This is not a challenge I face alone as out of the 20,000 police officers in 2019, approximately 80% were under 26 years age (Williams and Sondhi, 2022). Williams and Sondhi (2022) also suggest that the workforce can often feel responsible for the choices made by the newer officers, as they have a lack of experience and have a lack of experience in life.

Coming towards the end of my third year as a police officer I have noticed a significant change in my confidence about carrying out my role, as over the course of my career as a police officer I have been able to develop a number of skills which include being a standard blue light driver, a taser operator and a public order trained officer. This development has allowed me to fulfil my organizational goals that I set for myself whilst I was still in my tutorship period. I also have developed my confidence so that I am able to challenge behaviours that do not met the standards of being a proud and professional police officer in line with the Code of Ethics (College of Policing, 2024a). I am enjoying my role as a police

officer in the final year as I finally understand how to effectively carry out my role whilst minimising stress levels, I regularly aim to be the best police officer I can be and to uphold the values of what it means to be a professional. Although I feel confident in my ability to act professionally, sometimes I struggle to do this when there is a strain of resources on shift, as this can leave me feeling drained and unmotivated. However, when this happens workbooks, I have completed throughout my probationary period have enable me with tools to deal with it.

In conclusion, I have learnt a lot throughout my probationary period, the workbooks I have been provided with have helped me significantly as I have been able to use the research, I evidenced to improve my ability to be a police officer. I am continuing my learning as every incident I experience is different, however each new directive created by the College of Policing helps guide my priorities as a police officer to better serve my community and provide members of the public with the best service possible.

Word Count- 1990.

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, social media, Communication Strategy

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 evaluate your experience of the use of social media as a means of informing and engaging with the community and promoting policy initiatives.

Consider the force policy on using social media for professional information and engagement purposes.

What social media platforms are used by policing?

What are the benefits and risks of using social media?

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will look to evaluate my experiences of using social media. Mainly the benefits of its use to engage with the community and promoting policy initiatives. Also, discussing what social media platforms are used by South Wales Police to improve community engagement and understanding. The essay will further explore the benefits and risks of using social media during a policing incident and how that impacted the outcome of the investigation. To reflect upon this incident, I will be using the Gibbs reflective cycle (1988).

Social media is a on the rise in the United Kingdom Global Statistic (2022) states that 57.60 million people in the United Kingdom use social media. This is compared to the 67.1 million people who live in the United Kingdom (Gilbert et el, 2022). This suggests that approximately 90% of the UK population actively engaged with one another on social media, BBC NEWS (2022) noted that social media is a rising popular news source among teenagers with a drastic increase from 800,000 people using the social media platform TikTok in 2020 to a massive 3.9 million teenagers using the platform in 2022, it further notes that majority of these teenagers have turned away from the use of TV for information and are engaging more with social media for this information.

The development of social media usage by South Wales Police has been beneficial in many aspects. Primarily its use to engage with the public and give a better insight into the police service as the public can go on to South Wales Police social media accounts and be provided with information regarding on going operations in their area or information on how to report a crime (Ralph, 2023).

The college of policing suggests that engagement should be a core element of the policing approach (College of policing, 2013a). As if the policing approach towards the community is positive then that would evoke trust from members of the public, this greatly assists within policing as the public are more than likely going to support police. Within South Wales Police there are many social media platforms that are used for engagement, these include

Facebook, X, Instagram and Tiktok. A wide range of social media platforms are used to spread information around community engagement. Whereas before the use of social media police services had a reduced outreach within the community, but with the continued development of social media they are able to reach all aspects of their communities.

This leads me onto my next point surrounding social media and the impacts within policing which is community engagement. It appears that social media has had a positive impact on community engagement using apps that target younger audiences like TikTok.

As one of the main focuses of South Wales Police is to improve the relationship between the communities in which we as a police force operate out of. A key element of this is to build upon connections within the community this is greatly influenced using social media as if there is a positive outreach from the police service via the use of social media then members of the public can have greater insight to the role that the police service carries out (College of policing, 2013).

Currently South Wales Police policy (2024) state that social media is used by the police to further community engagement, by keeping the communities who we serve updates regarding what SWP are currently doing in the community. It also suggests that SWP use social media to allow the public to report crime via the online 101 service. The policy also provides the public with guidance on the risks of social media and what will be tolerated from the usage of social media. Due to the vast increase of service users of social media as previously outlined, it is important as a public service to be able to effectively communicate with members of the public via all means and all variants of service users.

This is evident when I attended an incident whereby a teenager had gone missing from their staffed accommodation. Across England and Wales, it was reported that in 2024 a total of 83,920 children went missing from their care accommodations (GOV.UK, 2024). During my time as a police officer, I have been a part of several investigations of missing children. The incident discussed in this essay will focus on an investigation of a missing child whereby I have used social media to assist in the investigation

There was particular concern around this teenagers' disappearances as they had links to child sexual exploitation. GOV.UK (2017) states that Child sexual exploitation is a form of child sexual abuse. Which occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity. As a result of the discovery of the links to child sexual exploration, I have felt as though there was an even higher risk posed to the missing teenager not only as they are vulnerable due to them being in care but are even more vulnerable due to the child sexual exploitation concerns (Bright, 2017).

Following this, I attended the staffed accommodation of the missing teenager to carry out the missing person checklist (College of Policing, 2016). Which is a list of questions I have asked the staff to obtain as much information as possible, including the teenager's social media accounts. This was especially challenging on this occasion as the teenager had only been living at the accommodation for a few days, so the staff could only provide limited information about the teenager. At the time I felt that due to the staff's inability to provide information it would be even more difficult to locate the missing teenager and that a media appeal would be the best course of action.

As there is a section on the missing person checklist which discusses the use of a social media appeal to locate a missing person, to conduct a social media appeal a senior staff member must consent to the appeal (College of Policing, 2016). I have kept in mind that a media appeal could pose a greater risk to the missing teenager because it makes the public

aware of the missing teenager, that may be viewed as a positive factor. But it also means that all members of the public are aware including sexual predators and that was my main concern in this instance. Which when I have considered the teenagers links to child sexual exploitation made me consider whether a social media appeal would cause the teenager to come to more harm.

Sharp (2016) implies that there missing persons under the age of eighteen are at greater risk of being exposed to sexual exploitation as they are vulnerable due to their age. However, after careful consideration I have decided that a social media appeal would be the appropriate action to take, as I have concluded that we had limited enquires to conduct due to the lack of information known about the teenager, so would need to use a media appeal in the hopes that we would locate the missing teenager.

Following this I obtained details of a staff member who can consent to a media appeal as due to the risk level I deemed this to be a matter of priority to obtain this. After obtaining the relevant consent information I have contacted my inspector to pass them an update regarding the missing person. From this update I have expressed my concerns surrounding the missing person and the fact that they are a regular missing person, and as a result they are more than likely avoiding the police. This allowed me to get consent for a media appeal, so I have obtained an image of the missing person and sent that to the relevant people for them to post the missing persons photos and details on social media. This was all in guidance of the college of policing protocols for conducting initials and enquires for a missing person (College of policing, 2016).

A social media appeal was then put on the official South Wales Police Facebook page. The media appeal relied on the public and the information they can provide regarding the missing teenager. As Ciobotaru (2022) suggests that a social media appeal is only effective when there is positive engagement from the public. Meaning that if the public do not engage with the social media post and provide information regarding the missing person then the social media appeal is not effective.

Within an hour of the social media appeal being put on Facebook there were multiple sightings of the missing teenager being provided to police, some of these reports suggested that the missing teenager was in the city centre, whilst other suggested that the missing teenager was in England. Due to the missing teenager not having access to transport, I asked my colleagues to attend the city centre and following this a short while after the missing teenager was in the city centre.

From reflecting on and evaluating this incident I have learned that social media can be an essential tool in locating a missing person because without the social media appeal the missing teenager would not have been found as soon. Social media allows for a wider outreach in the form of the public in locating the missing person (Ciobotaru, 2022). However now that I am reflecting on the incident I feel as though I could have conducted more enquires using the police national computer. This would have allowed me to identify further lines of enquiry as I would have been able to ascertain further information regarding the teenager like their previous address and known associations (Home Office, 2020). At that moment I believed that a social media appeal was the best way to locate the missing person, but as I reflect, I realise that I have not carried out all the enquires I possibly could have. From my reflection I could of utilise more of the "golden hour enquires" these being further house to house enquires, CCTV, and considering more safeguarding measures (College of Policing, 2013b). I also have a duty of care to the teenager under the Code of Ethics (2014) to safeguard them and make sure their needs are met. At the time being quite new in service I have been hesitant to carry out the enquires without the confirmation from my sergeant and inspector, upon reflection, I should have immediately spoken to my sergeant about my lack of confidence in my decision making. If I had decided to approach the Inspector sooner

with the incident I had been assigned, I feel I would of found the missing teenager a lot sooner and could of put safeguarding place for the teenager sooner.

As a result of this incident, I have a better understanding of social media appeals and the benefits and risks that come from it. If I was to conduct a similar investigation into a missing person, I would still be confident in my ability to manage the risks of using social media. From this experience I have been able to develop my understanding of South Wales Police's policies and procedures surrounding social media. An example of one of the policies is the

In conclusion social media is an asset for the police service to use at it allows for a wider outreach to the communities in which they serve, as it allows for those communities to understand what role the police service carry out and may improve community relations. It also has the benefit of allowing members of the public to assist with ongoing investigation as I have highlighted in the incident, I have been a part of. However, there are risks to members of the public being involved in policing incidents and the main concern going forward is the use of misinformation, whether it is used in a malicious manner or not. As outline this is not something the police service can directly impact themselves as this is not an issue with social media itself instead this is a service user issue. This is one of the many risks of the use of social media.

Despite this social media is a valuable tool that police services will continue to utilise going forward and based on my experiences as above I believe that the current use of social media by the Police service is indeed correct.

Word Count- 2079

Task 3

Relevant areas of the National Policing Curriculum: Leadership and Teamworking

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 evaluate and **evidence** your flexibility in leadership style.

Critically analyse leadership strategies that you have developed to manage a range of different operational situations.

Consider leadership models commonly used in policing.

How were you able to apply a change in leadership style/strategy to reflect changing circumstances?

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will critically evaluate and evidence the differing leadership styles I have used during my career as a police officer. To do this I will use the Gibbs reflective cycle (Gibbs, 1988). This essay will focus on an incident where I have taught a less experienced police officer how to conduct a stop search. The essay will also discuss the leadership styles I have used when attending a major incident and how I have had to adapt my leadership style during that incident to deal with the adaptive situation.

During my time as a police officer, I have been exposed to several leadership styles through the supervisors I have worked under whether that be my direct line manager or Inspector. Leadership is defined as a person's ability to lead a group or organisation (Collins, 2019).

The college of policing have outlined the leadership standards at five organisational levels these being leadership foundations which would apply to police officers and police staff, each stage outlines key characteristics a leader should have to employ on the people they are managing, these include being able to make decisions which is vital when dealing with life threatening incidents (College of policing, 2023). Stage one applies to police officers and police staff where they must encourage leadership at a foundation level.

Stage two first line leaders which applies to sergeants and other individuals with a similar level of integrity, Stage three mid-level leaders being Inspectors and Chief Inspectors, Stage four senior leaders which are superintendents and chief superintendents, finally, stage five is executive leaders which applies to chief officers or aspiring chief officers. This links with another key aspect which is operation competence, meaning an individual's ability to carry out their role to the level, which is expected of them, as if you are placed in a role of seniority you are expected to be able to carry out that role effectively (College of policing, 2023).

The College of Policing (2017) released a mandate for the key principles of organisational leadership and how this can improve policing. Within this mandate it outlined that the code of ethics is an integral part of leadership. The code of ethics are the key principles and

standards for police officers to abide by when conducting themselves in work, but also everyday life (College of policing, 2024a).

Within each of these stages there are guidelines for each of the stages for an individual to abide by if they want to improve their leadership styles. Through the core of each of these stages is the code of ethics, motivation, innovation, inclusive workplace culture, trust and confidence. This outlines that leadership is not only important from the very top of the organisation but is apparent throughout the rank structure.

Moreover, I have had to especially keep this in mind when I am with a less experienced police officer. On one shift I have been paired with a police officer who had less experience than myself. During the shift in which I was paired with this police officer we have attended an incident where there has been reports of a person with a knife. A description of the male had the knife has been provided to me by the control room. As I have been driving to the call, I was thinking using the national decision-making model (2013) this has helped me to process what I was going to do when I arrived at the scene. The colleague I was with voiced concerns about their confidence in dealing with this call due to the mention of a knife, using the NDM I have explained my thought process of the dangers we are being faced with, I explained that I would be taking the lead on the call as I was in possession of a taser to effectively manage the person with the knife safely. Due to my colleague's apprehension, I have had to think of my safety, my colleague's safety and the subject's safety. As a contingency, I advised my colleague to call for further units as a last resort.

Following this I have attended the area where the male was reported to be alongside my colleague to conduct a search of the area, during our search we have located a male who matched the description of the male who had the knife. Upon arrival the male did not appear to have the knife in his immediate possession, I was immediately worried as to where the knife was, I was further concerned as my colleague backed away behind me and we were the only officers on scene. I felt as though I was dealing with this call involving a knife alone, due to this I have immediately told the male to show me his hands with my taser drawn, I directed my colleague to grab one arm into a cuff whilst I still had my taser drawn. I could see my colleague was nervous, I have immediately advised to double lock the handcuffs for safety and keep a firm grasp of the male.

I have then detained the male under section one of the police and criminal act, which allows police officers to conduct a search of a person if they have reasonable grounds to do so (GOV.UK, 1984). Upon doing so I have instructed my colleague to observe me whilst I conduct the stop search, so that they are able to learn the procedure of conducting a stop search. As the police and criminal evidence act states that police officers must inform the individual what power they are being detained under, identify themselves and where they work, what unlawful items are expected to find, the grounds for the search,

Once I have done this, I have conducted the search of the male and located the knife on the male. I have handed my colleague the knife to which she seemed confused as to what to do with the knife, I informed her to place the knife in an evidence bag and place it into her tactical vest for safe keeping until the male is in the back of the van.

This male was then arrested by me and taken to custody by my colleague and me. As the male had been arrested, I had to complete the necessary paperwork alongside my colleague, I have had to teach my colleague how to complete this paperwork at the same time. In line with policy, I have directed my colleague to place the knife into a knife tub so that the knife would not pierce packing preventing a risk to the integrity of evidence or to colleagues. (GOV.UK, 2025). At this point, I was very aware majority of the responsibility for actions taken was on myself, I was concerned about my lawful actions alongside advising my colleague of her actions also. In terms of the kind of leadership role I adopted

during this incident, I felt I adopted the transformational role of a leader, it outlines an individual who is 'creative' and 'inspires', I felt I did this during this incident as I explained my thought process prior to the incident and reinforced the importance of policy when considering carrying out our duties in a lawful manner (Korejan, 2016).

Another example of this includes when I have attended a major incident alongside several of my colleagues. A major incident as defined by JESIP is when an incident that goes beyond normal operations that poses a serious threat to human life, health or welfare (JESIP, 2022). In this case it relates to a house fire that required a multi-agency response that included the fire service, the ambulance service and the police service. From the initial onset of the call my supervisor set out clear tasks for me and my colleagues, part of my role of the incident was to speak to the family involved in the fire and ascertain what had happened alongside two of my colleagues who at the time of the incident had never been to a major incident. Therefore, it was part of my directive to make sure that they were under supervision from me, allowing my supervisor to focus on other matters. This meant that at the scene I had to adopt the role of a leader.

Initially I used the coaching leadership style which focuses on the development of a person's skills (Karlsen, 2020). As I spoke with the two colleagues who I had been given oversight of and advised them to acquire details of all those involved in the incident and first accounts, whilst also providing them with a line of questioning to ask those involved. I have then monitored their progression of this task, allowing them to conduct the task with guidance. This style of leadership is effective in its ability to allow individuals to build upon skills and develop learning, however in such a highly adaptive incident this coaching technique could of lead to mistakes in an incident like this, as it puts a lot of pressure on the individual because of ever adapting situation. This has become apparent when I have acknowledged that my colleagues were struggling to obtain all the details and first accounts of all the parties involved. This is because my colleagues stated to become overwhelmed as the situation was dynamic as there were a lot of parties involved and witnesses to the incident, this has meant that there were too many accounts to obtain. Following this I have had to develop a working strategy to overcome the issue of too much demand being placed on the officers I was managing.

As a result, I have had to use the adaptive leadership style which is an individual's ability to navigate complex challenges (Harvard, 2016). I have navigated this by getting my colleagues to only focus on the first accounts of key witnesses, this being the persons who were the residents of the house which was on fire and the first-hand witnesses of the fire when it first came to be. This allowed for my colleagues to obtain first-hand accounts that were reliable and key to the understanding of the incident, whilst also allowing for them to focus on an individual person, instead of accounts from multiple sources. I found that this allowed them to not feel overwhelmed when obtaining these accounts and it also allowed them to obtain only the key information.

Using the Gibbs reflective cycle (1988) I can reflect upon the incident, this made me realise the benefit of adopting the adaptive leadership style in this situation is that it allowed me to problem solve and think clearly about what I had to do as a leader. It meant that I was able to break down what I had to do and what I also had to advise my colleagues to do. I was able to ascertain what had happened prior to the events of the fire and then I was able to advise my supervisor of the suspected cause of the fire. Ultimately the incident was resolved and the learning experience I gained from the incident has helped me progress as a leader, as prior to this incident I had not been put in that position before for such a dynamic incident. Throughout the incident I was also able to observe my supervisor and inspector, this allowed me to have a greater understanding of the characteristics of a leader. Not only that I was

able to observe how they worked with other emergency services to have the best multiagency approach to an incident of this nature.

Moreover, when the incident was concluded my supervisor made sure to check the welfare of my colleagues and I as the incident was emotive because a member of the public had suffered severe burns, and the fact that there were children who were also present when the fire had occurred. This leans towards a charismatic leader which can be defined as a leadership style whereby the leader uses their charm and ability to influence or persuade others. This was essentially in maintaining the welfare of the officers at scene, not only at the time of the incident but my supervisor made sure to check on each of my colleagues for the few weeks that followed the incident. This approach to leadership had a significant impact on moral as following the incident I felt as though I could approach my supervisor if I was having issues regarding future work issues.

Overall, leadership is a key part of my team's success as before my current supervisor we did not have a consistent supervisor for the best part of a year prior. This impacted the team greatly as the lack of a consistent supervisor meant a lack of guidance when we needed it. The lack of leadership meant that I struggled to deal with complex investigations at times and were given the wrong guidance when we were given advice on how to deal with the investigation. Leading to increased stress levels on my team as officers felt overwhelmed by the investigations they had to deal with. This is an organisation failure by the police service and police officers are often exposed to high levels stress (Police Care, 2025).

Word Count- 2200

Task 4

Relevant areas of the National Policing Curriculum: Coaching, Mentoring, Assessment

Critically reflect upon your three-year probation:

How have you benefited from mentoring and coaching?

How has it helped you to meet personal, professional and organisational goals?

How has it aided you to learn, develop and perform in the workplace?

Consider relevant coaching and mentoring definitions along with current coaching and mentoring theories used in policing.

How do you provide and receive feedback?

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

This essay will use the Gibbs reflective cycle (1988) to focus on the benefits I have received from mentoring and coaching, I will look to explain this through explaining how I have experienced these through my initial stages of being an operational police officer. But also, through the coaching and mentoring I am still receiving each day as I progress as a police officer from my current career standpoint. I will also look to discuss how the coaching and mentoring has helped me achieve my personal, professional and organizational goals. Alongside how it has aided me in learning, developing and performing within the workplace.

As a police officer you are constantly adapting and learning within the role, each day is never the same and you will face different challenges. In my initial three months as an operational police officer, I was a part of the tutorship programme, which meant that I was paired with a more experienced officer who would be able to show me the necessary requirements to be an effective operational police officer. This senior officer has acted as a mentor to me not only over my initial three months but has continued to throughout my career. Kram (1985) suggests that a mentor is an individual who has more experience on a topic and can provide guidance to an individual with less experience on the topic, from this they develop a relationship over a period whereby the mentor continues to pass guidance to the mentee.

From the initial three months I was able to develop my skills and meet the competency level to be signed off to independent patrol status.

I was able to understand more about myself as a learner discovering that I was a visual learner meaning that I learned best through visual means (Flemming, 1995). Therefore, my tutor identified this early on in my tutorship phase and was able to implement this into how they taught me. This greatly helped me in my initial learning phase as I was able to progress via visual learning far greater than I would via any other method. This is where the role of a mentor was crucial in my initial three months in the tutorship programme, as the College of Policing (2023a) evokes that mentoring is the focus on the development of the mentee career and personal development.

Furthermore, from my initial tutorship phase I have progressed to individual patrol status. During this stage of my career, I initially felt overwhelmed at times as I no longer had the safety net of having a tutor to guide me through the process of investigating and attending calls. This is where I first started to experience stress like many other police officers in my position, as it is suggested that one in five police officers suffer from stress (University of Cambridge, 2019). However, my supervisor at the time noticed this and the change in my behaviour. My supervisor then implemented a plan to help me manage my workload more effectively. My supervisor set me short term goals to accomplish, an example of one of these goals would be to complete a certain number of work-related tasks by the end of the working week in addition to my workload. My supervisor took on the role of a coach as Grant (2003) suggest that coaching is a professional relationship where one individual helps another individual reach a short-term goal.

This meant that I was able to effectively manage my workload whilst also being able to attend calls alongside it. This greatly reduced my stress at the time as I felt as though I had clear guidance from my supervisor as to how to manage my workload. My supervisor was able to set clear guidance for me to progress to the next stages as a police officer but alongside this they were able to allow me to feel confident in my own ability by letting me make my own decisions that they would rectify if needed (Landry and Lewiss, 2020). This level of development massively impacted my progress in a positive manner as when I look back to my first year as a police officer, I am grateful that my supervisor pushed me to attend incidents that were out of my remit at the time, as I learned more from my mistakes than I did from positive factors.

After each incident I attend, I reflect upon the things that went well and the areas for improvement. This way of self-reflection allows for self-analysis regarding my tutorship (Britland, 2022).

This mindset has allowed me to analyse what I have gone well during my tutorship; however, it has also allowed me to view the negative aspects of my tutorship. A negative aspect of my tutorship was when I would be dealing with an incident, and I assumed that I have been dealing with it to a professional policing standard. But my tutor often interjected and taken control of the incident. This significantly decreased my confidence as I felt like I was not meeting the standard during tutorship. This has happened on more than one occasion an.

Self-reflection is also an import aspect of the national decision-making model within policing, which you should utilise at each incident you attend as a police officer. This helped me reflect and justify each action I took at a call. (College of Policing, 2013).

Through these improvements I have been able to set myself goals within my professional career. These goals included the attendance at a taser course and a driving course. As I believed that these would greatly assist with my progression as a police officer. I have completed these courses in line with my organizational goals that I have set myself.

Through the accomplishment of these goals, I have noticed that I have now become a mentor to the less experienced police officers on my team. As all police forces are experiencing a drop in experience in their respective forces recording that in September of 2024 the police forces around the United Kingdom were at an all-time low (Thompson, 2025). Binti et al., (2020) outlines a coaching theory which aligns with how I have learned as a student, Zone of Proximal Development (ZPD) suggests that a person learning cannot achieve independence without a more knowledgeable other (MKO) helping them, the theory suggests removing support with the increase of the learners confidence to achieve the independence.

Due to the lack of experience on my shift I have felt as though I have been thrust into the role of a mentor for the police officers with less experience. For this I have used my recent experiences where I have been the officer receiving the guidance to better understand the needs and wants of the newer officers. I have found that it is important to focus on the welfare of the colleagues that I am mentoring as like I have previously mentioned one in five police officers suffer with stress because of the demand placed on them as police officers (University of Cambridge, 2019). This has meant that I have had to provide feedback to the officers who I am mentoring, I have done this by providing feedback in a constructive format. This means that I provide feedback to the officer I am mentoring by highlighting their strengths and areas for improvement. As Ovando (1994) states that feedback should be provided to provide a teaching and learning experience.

As a result of taking on more responsibility on the team and obtaining the position of a senior police officer on my team, I have found that at each incident I attend I am taking on more of a leadership role. In order to become a better mentor when attending incidents I have followed the key principles of being a good leader to make sure I am operating at the most efficient level which is important because at a policing incident you are faced with multiple challenges, and being able to conduct yourself in a manner where you can make a decision has an everlasting impact on the outcome of the incident.

These principles in line with my beliefs are to have the ability to make effective decisions surrounding a dynamic incident. Secondly, promoting a positive work culture in line with the professional standards of being a police officer, this principle is important on the basis that as a police officer we have to act in a professional manner, but by creating a healthy environment people can also feel relaxed and you therefore you become more approachable. Another key principle is encouraging accountability within the newer police officers and explaining to them to own up to their mistakes as it will help them to progress, this is also in line with the code of ethics mainly honesty and integrity (College of policing, 2024a). The importance of teaching officers the meaning of honesty and integrity as a part of their initial training is integral to maintain the sanctity of the police force. Alongside teaching them the main core values of policing which is the code of ethics.

Furthermore, team building is a massive part of a team's success this includes inclusion of the new officers, as some police officer when they first join their team or later down their career suffer from imposter syndrome. This is when someone experiences self-doubt when they have accomplished their goal and feel like a fraud (Cuncic, 2024). In relation to policing this can mean a police officer feels like they are undeserving of their role even though they have passed the training to become a police officer So, the importance of inclusion allows for the newer officers to feel like a member of the team whilst also not feeling ashamed to ask for assistance when they require it. Also, another key aspect of being a good mentor is gaining trust from your team members. As a police officer the ability to trust your colleagues is of massive importance, due to the fact you must be able to trust their decision making but not only that you have to trust them as a police officer as they are responsible for your safety, alongside yourself. Finally, another key element from my experience of being a good mentor to other police officers is the ability to inspire confidence in other around you. This skill is beneficial as your colleague's trust in the decisions you make, but not only that they are more than likely going to trust the advice you give them that can lead to their betterment.

Moreover, these key aspects of being an effective mentor are personal to my development style. However, throughout the course of my career I have learnt that if these key fundamentals are abided by then it will lead to the betterment of each individual team member. Furthermore, I believe that my development has been influenced by all these elements. However, this depends on how each individual person and team react to the principles.

Ultimately, I have learned that both mentoring and coaching have been important for the progression in my career. Being mentored has meant that I have been able to build a fulfilling relationship with the officer who has mentored me, and we have worked together to build upon my skills. Whereas when I have been coached by my supervisor that has helped me focus on a particular goal that I needed to achieve.

In conclusion, my progression as a police officer was greatly impacted by my initial three months in tutorship and by the ongoing support I have from my tutor as I feel as though if I did not have the correct support and guidance in the initial three months then I may have considered my career choice as a police officer. This is because I was not aware of the demands nor of the stress that is placed on police officers as my initial concept of policing was not the same as it is now. I also feel as though the ongoing support from my supervisor has allowed me to thrive and progress to become the police officer I have always wanted to be.

Ultimately, throughout my experiences in my career so far with several mentors I have felt that they have been vital in my progression and have passed knowledge onto me that I still use till this day. Not only that they have made the experience of being a police officer easier on a personal level by teaching me how to deal with my own personal stress (Yfattal, 2025). If I were to change anything during my three years of probation, I would express the issues and stress I was having about my workload sooner because if my supervisor did not notice the issues I was having at the time I am unsure that I would of approached someone about the difficulty I was having.

Word Count- 2148

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