

## **Graduate Diploma in Professional Police Practice**

### **LEVEL 6 - 40 Credits**

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

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

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**Learner's University Registration Number:**

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## **FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME**

***Module title: Policing in the Workplace 3 (DHEP)***

## Workbook Guidance

Please read these notes carefully; they provide essential information.

### What is the workbook for?

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

### Area of Professional Practice covered, (called elements in your module descriptor):

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

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

### How should the workbook be presented?

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

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

([https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter\\_07\\_Assessment-Taught\\_Programmes\\_Pages\\_72-79-UPDATED-05-11-2019.pdf](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](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<br><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:**

Within this assignment, I am going to discuss and compare coping strategies that I have applied to develop resilience and minimise stress since being attested as a Police Constable (PC) and during the initial 6 months of learning.

I am going to utilise Borton's Model of Reflection (McClean, 2019) in order to explain what stresses I have felt, what I have done in order to build resilience in order to cope with those stresses and what learning I have taken in order support my role as a PC.

A person's wellbeing is built on the individual's personality and environment, which can include the physical, emotional, psychological and cultural factors. (Hughes, 2019). It is vital that a person's wellbeing is well balanced by how they are feeling balanced within their environment to which they live.

Emotional resilience is our individual capacity to cope with adversity on life and by means to 'bounce back' or 'recoil' to respond to stress (Barry, 2018). This quote is explaining the ability for one to recognise the stresses that they are facing in order to take action to minimise stress and to live a happier and healthier life.

Stress is defined as the point to which someone feels 'overwhelmed or unable to cope as a result of pressures that are unmanageable' (Mental Health Foundation, 2020). Feeling

stressed can affect people in many different ways, therefore it is important to keep ourselves mentally and physically fit in order for us to feel fulfilled. Feeling fulfilled can have a positive impact on our academic performance along with positively affecting our lifestyles and the people around us (The Wellbeing Thesis, 2020). It is important that we are able to identify the signs and triggers of when we are feeling stressed in order to make changes to improve our wellbeing. These triggers have been explained by Hughes (2019) through a tool indicator of what could happen to someone when they are feeling stressed. Feeling stressed can have an effect on the persons' body by means of change in appetite, headaches and tiredness. A change on a persons' thought process such as negative thoughts or hopelessness can be a sign of stress, along with a change in behaviour and emotional state causing anxiety, anger and frustration.

At the early stages of the course, I felt emotional to the change in career. The second day of training within the new role, I was told that we would be working from home due to the COVID-19 pandemic, which was not how I envisaged the course being delivered.

Due to the restrictions of home working, we were not able to build a rapport between each other as colleagues. Having a good rapport with colleagues is beneficial to everyone as it allows everyone to support each other and to establish good interpersonal relationships (Mind Tools, 2020). In order to build rapport, I created an opportunity for everyone to engage in social quizzes online. This was to allow everyone the opportunity to get to know one another on a personal level along with completing some revision in preparation for the exams. Socialising with co-workers and enhancing teamwork within an organisation is a vital part to the role of being a police constable. Being able to work as part of a team can 'strengthen communication, boost morale, improve effectiveness and increase safety' (Bergner, 1997). The friendships I have made throughout the course have enhanced my working environment. It has allowed me the opportunity to discuss challenges that I was feeling with people that

were on the same journey as myself. Good relationships are created between colleagues when people are able to talk stressful situation through with one another, which I believe is important when working as a PC. I will deal with many challenging situations, therefore, it is important to speak and trust colleagues in order to overcome these stresses.

There are many benefits to talking about emotional concerns with others such as the psychological factors to promote physical and mental health (Niederhoffer, 2002). It is explained that by talking with another, will allow the person the feeling of 'letting go' of their thoughts and a way to reduce stress which in the process will allow for better wellbeing.

Recent studies also show that talking is not the only way to de-stress. Similar effective results can include expression through music, art and fitness to achieve similar results.

A second strategy that I utilize to de-stress is exercise. Due to the restrictions on local fitness facilities because of the pandemic, I have struggled to stick to my usual training regime. Before starting my role as a PC, I would regularly train five days a week to improve and regulate my physical and mental wellbeing. Due to the restrictions, I have been working, living and exercising from home to which has had a negative impact on my physical and emotional wellbeing.

I recognised the signs early and therefore decided to use the SMART goal setting approach to support myself with this challenge. I chose this approach by utilizing the Donald Schon 'reflection in action' theory in order to solve the problem. It is explained by Schon (2012) that to solve a problem that is given, 'the matters of choice or decisions are solved through the selection from available means' meaning recognising options on choices that are available and choosing the one that is best suited to establish the chosen outcome. By setting goals which are Specific, Measurable, Achievable, Realistic and Timely to one's self, will challenge and motivate an individual in order to achieve their goal. When planning new goals, they

should be carefully planned and considered so that they work cohesively with other goals so that they are best achieved. I quickly identified that my previous goals of attending a gym facility five days a week was impossible. I also identified that I did not have the equipment or the time that was needed from my previous training plan in order to succeed, therefore adaptations had to be made in order for them to be achieved. It is also explained by, Hoeger (2007) 'Acceptable goals are also embraced with positive thoughts' which I can support from my personal experience during this situation. Once I devised a plan, I was able to feel much more positive that I would be able to achieve my goal and therefore felt much less stressed about the whole situation. By planning and recognising that I had less time than before to train, and being kind to myself by acknowledging the different circumstances I was in, I began to feel much more relaxed and accepting of my new situation.

By planning this stress within my personal lifestyle, allowed me more time to spend on my police training and work-studies. I have found the learning and revision over whelming for the course. I did expect when entering the role that I would need to revise for the exams however, I did underestimate the amount of revision that would be required in order to achieve a good grade. From not being in an educational setting for many years, I found the process much more difficult and daunting to accept rather than the actual task in hand. Many of my colleagues felt the same and therefore through their support of talking through worries and concerns, I identified how I could support myself. I constructed a timetable of all the different elements and demands for my time. It is explained by Hughes (2019), that by not doing this, 'the demands may present themselves as daunting however once you have mapped out what you must do, it can help clarify what is important and allow us to plan and prioritise' which is what I did. I worked out how many weeks I had until the exam and broke down the different topics that needed to be revised. Once I achieved this, I was able to prioritise where I needed to spend more time on revising certain topic's from others to which

I naturally understood. I also created simple documents and acronyms for each topic area so that it would prompt my way of learning and an easier way of remembering certain information. This is explained as 'decluttering' (Hughes, 2019). I removed any non-useful information and focus on the facts of that topics such as legislation, case law and the points to prove. When focusing more deeply on a topic, I would think of a scenario and how I would approach it, to solve that incident. This way of learning, supported my understanding and allowed me to feel accomplished when understanding a topic fully.

By taking the approach to revise throughout the course rather than 'cramming' two weeks prior to the exam, I was able to feel much less stressed about the whole situation.

Comparing and contrasting the different copying mechanisms that I have put in place, I have identified that I achieve when I identify a problem and plan the best way to overcome it as explained by using a SMART approach goal setting technique and timetables. I also recognise the importance to communicating with others and the positive affect this can have on a person's wellbeing.

In conclusion, I have explained stresses that I have faced during my initial few months of training and explained how I have built resilience in order to minimise those stresses. What I have learnt from coping with these stresses, will aid me as a better PC for when I am out on division. I will face many stressful situations along with coping with changes to my lifestyle regime such as shift work and change in sleep patterns. It is important to develop resilience to protect ourselves against experiences which could be perceive as being overwhelming. Resilience will also help maintain balance in our lives during stressful times in order to support our mental health (Miles, 2015).

Word Count – 1,644

## 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:

Within this assignment, I am going to describe a policing incident involving conflict, which I have personally dealt with and reflect on how I managed the situation. I am going to reflect on my application of using effective communication through the LEAPS Communication model and the five step appeal to aid my approach to de-escalate a conflict situation (College of Policing 2019) along with my rationale for use of force.

To describe this incident, I am going to utilise Borton's Model of Reflection (McClean, 2019) to explain how the incident unfolded, what happened during the incident and what learning I took from carrying out my duties as a Police Constable (PC). I will also include an evaluation of theories and models that could underpin the causes of conflict within policing interventions,

such as the Betari's Box and the emotional versus rational brain along with describing how they were used during this incident.

Conflict is defined as 'an active disagreement between people with opposing opinions or principles' (Cambridge Dictionary, 2020). Conflict can involve verbal words and physical actions and can occur during any circumstances such as a family discussion, a workplace disagreement or difference of opinions between two friends or strangers.

The policing incident I am going to reflect upon was an emergency call that I received from the control room regarding a domestic incident between two females who were in an intimate relationship. A domestic is defined as 'an incident of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members, regardless of their gender or sexuality' (CPS, 2020).

Using the National Decision-Making Model (NDM) I gathered information and intelligence on the address and the people that were named as involved in the incident via the force control room. This also supported my risk assessment before attending the call.

As my colleagues and I attended the address where the incident was taking place, I initially reflected upon the Betari Box Model. The Betari Box Model explains how my attitude and behaviour can have an effect on other people's attitude and behaviour (MindTools, 2020), and therefore how my frame of mind can play a significant role on how people react and behave towards us.

'If we are motivated and positive, this can empower people to be pro-active with us, however, if we are negative and show impatience, this could escalate a conflict situation' (MindTools, 2020) to either increase the conflict or could cause the reporting person to shut down and not engage with us, in which neither would be effective or support our role.

In reflection of the Betari's Box, I ensured that I attended the address in a friendly and proactive manner in order to de-escalate the conflict situation that was taking place as described from the control room. Upon arrival, I began my Body Worn Video Camera (BWV) in order to record any evidence that I would be witnessing during the incident and in line with Criminal Procedure Investigatory Act. Police have a 'responsibility to record and retain records and material' in line with an investigation (College of Policing, 2020).

As I entered the property, I witnessed both females standing in the hallway arguing. I looked and listened towards both females, one of which was highly intoxicated with alcohol and appeared to be the aggressor out of the two. I introduced myself and explained the reasons why we were there in a professional manner.

It was vital that I used effective communication and built a positive rapport during this time in order to build a trusting relationship with both persons involved and to de-escalate the situation. By doing this can lessen the tension in the environment therefore making it less likely to escalate the conflict (Skills you Need, 2020).

I needed to establish the facts of what had happened. Given the circumstances, and what I had just witnessed, I believed it would be beneficial to use 'best practice approach during conflict situations' to separate both individuals. I spoke to the calmer female who was showing signs of understanding in a separate room.

I asked the female what had happened in an empathetic manner in order to focus her attention to the facts. I asked open questions initially in order for the female to explain in her own words what had happened. I actively listened to her by paying attention to what she was saying but also how she was saying it, such as, through her tone of voice and body language. An effective communicator understands their audience (Skills you Need, 2020) therefore, I was mindful to the fact of the relationship between the two females. Throughout this

conversation, I paraphrased to ensure that the communication process was clear so that the information that was being explained to and from myself was correct. This was to ensure that there was no misunderstanding or confusion to what had happened.

It was vital to lessen the barriers to our conversation. In this incident, the relationship could have caused a barrier. 'The psychological state of the victim such as the stress, anger or anxiety could cause the victim to state discussion that she did not mean'. It could also cause the victim to shut down and be unwilling to talk to us, therefore by separating both persons allowed the female to talk freely. There was also other barriers to the conversation such as the physical noise of the television and the other female involved (SkillsyouNeed, 2020). In order to overcome these barriers, I asked to turn the television off while my colleague spoke to the other female in another room.

It is said by Albert Mehrabian, that 'communication is broken up through a number of 'verbal and non-verbal percentages in order to communicate with another person'. This is shown through Mehrabian Communication Model (World of Work Project, 2020). It states that '55% of communication is completed by non-verbal communication' such as through a person's body language or facial expressions. '38% accounts for tone of voice therefore leaving 7% of communication being completed through spoken-words'. During this incident, I was emotionally aware by focusing on all elements of communication, such as what the victim was saying along with how her tone of voice (Skills you Need, 2020). I feel my communication style during this incident was assertive however relaxed and confident.

I believe I am an emotionally aware person, which is a paramount skill to have as a PC. We work with members of the public when they are most distressed or feel at risk and therefore it is important that we do not portray our own emotions to the victim or subjects. 'Emotional

awareness is the ability to recognise and make sense of not just your own emotions, but also those of others' (Jacobson, 2016) especially given the relationship involved in this incident.

As the conversation flowed between the female and myself, it was clear that she was the victim in this incident. A victim is described as, 'someone or something that has been hurt, damaged, or killed, either because of the actions of someone or something else'.

I then asked further questions to the victim, some of which were closed questions in order to gain clarity to the circumstances. I then summarised what she had said and explained what my next actions could be in order to resolve the situation. From speaking to the victim, the offence of common assault had become apparent, which is section 39 of the Criminal Justice Act 1988 (Sentencing Council, 2020). The other female had made threats towards the victim meaning an offence has taken place however, the victim did not wish to make a complaint or provide a statement. By completing a statement, this could have resulted in the female attending court to give evidence against her current partner.

As the victim did not wish to make a complaint, I offered alternative options to support the victim. She had asked if I could speak to the female and ask her to leave her property. Once I established a plan of action, I began to safety plan the victim. During this conversation, I was made aware that the subject had possession of a front door key, which allowed access into the victim's property. From this discussion, I went to the other room to speak to the subject.

I explained to the subject in a calming manner what I had been told by the other female and that she was requesting her to leave her property as she was the owner to the home address. This is where I utilised the five-step appeal as the female was refusing to comply with my request (College of Policing, 2019). I explained why the request had been made, and what law had been broken causing the request for her to leave. I then explained the personal

implications that she could face failing to leave the property such as 'causing her loss of free time' by being arrested and the 'possibility of a criminal record'. I then explained a final appeal by asking, 'is there anything that I could reasonably do to make her co-operate with me?'. To which she did not comply. Therefore, I used reasonable force and arrested the female as this was my only option left in ensuring the victims' safety as the subject was refusing to leave the premises. I arrested the subject in accordance with Code G in line with the Police and Criminal Evidence Act (PACE) 1984 (PACE, 2012). I was able to use reasonable force under section 117 PACE, where I handcuffed the female to remove her from the premises (Legislation.gov.uk, 2020). The necessity for arrest was 'to prevent further harm being caused to another person' (PACE, 2012). The subject was then transported to custody by my colleagues in a marked police vehicle.

As the victim did not wish to make a complaint or give a statement, my main concern was ensuring her safety. I believed that an immediate risk of harm was going to take place had I not used reasonable force to remove the other female from the property.

In order to keep the victim safe, I completed a Public Protection Notification (PPN), which included a Domestic Abuse, Stalking and Harassment (DASH) risk assessment due to the nature of the call. This is Gwent Police policy and protocol whereby we always complete a DASH for a domestic incident in order to safeguard the victim and persons involved. These forms and risk assessments are completed and sent to the officers Sergeant in order to ensure the correct level of risk grading is recorded and that the appropriate level of support and information is given. The PPN is also sent to victim support services and other agencies who work with Gwent Police in order to support victims of crime. These agencies include Women's Aid, New Pathways, Men's Advice line and many more (GwentPolice, 2020). As I completed this risk assessment, I made the victim aware that I would be completing a victim of crime referral form so that further agencies could support her in line with the offence that

had taken place. This referral is completed for all victims of crime in Gwent and it is here where we risk assess the individual to what level of support services' we believe they should receive such as, standard or enhanced services. I also directed the victim towards the Victim Support website (Victim Support, 2020). Throughout our conversation, I ensured to keep the Betari Box in mind staying positive and motivated to support her. I believe this allowed for a better understanding for us to deal with the incident pro-actively and to safety plan the victim through best practice.

I provided safety advice to the victim such as making sure her windows and doors were locked and for her to ensure that her phone was fully charged and with her at all times.

On reflection to this incident, I believe the subject was using her emotional part of her brain instead of her rational brain to think about the decisions and comments she was making towards her partner. The emotional part of her brain over took her rational decision-making process as she could have left the property with no further action being taken to her, however, given that she refused to leave the property, she ended up being detained and arrested. (Winter, 2020). I also believe that given the level of the subject intoxication, this also affected her decision-making process.

In policing, it is important that we are using the rational part of our brain in order to support our decision-making processes, especially when dealing with high-risk incidents that involves conflict. We must ensure that we know the correct powers and policies to support our decisions and actions and not to act in a way of how our emotional brain would like to.

As a police officer, we must know and be aware to everyone's entitlements of human rights as we attend and deal with different types of incidences, which can involve on us infringing on those rights. Human Rights are the fundamental rights and freedoms that everyone in the UK are entitled too. They are written within the Human Rights Act 1998 (Equality and Human

Rights Commission, 2018). Even though these rights are an entitlement for everyone, the police must interfere with some of these rights when necessary. This can be when needed to protect the public, when police actions are lawful, permissible, necessary and proportionate (Blackstones 2020) as demonstrated in the above incident. Human rights are broken up into three categories, which are Absolute, Limited and Qualified Rights (CPS, 2019). The police can infringe upon limited and qualified rights when necessary in order to protect others (Legislation.gov.uk, 2020).

Another example of where a police officer would interfere with someone's human rights could be article eight for executing a warrant. The power of arrest under CODE G of PACE is a statutory power given to police to arrest any person suspected to being involved with a criminal offence. It must be used fairly, responsibly and with respect for peoples' protected characteristics (Department of Justice, 2015).

The Equality Act 2010 explains the fundamentals of equality and diversity in the UK. It is unlawful to discriminate on the grounds of protected characteristics. Some of these include gender reassignment, age, religion disability, sexual orientation and civil partnership (Equality and Human Rights Commission, 2019).

Police must ensure they are always working in a lawful manner to protect the characteristics in the Equality Act along with the Human Rights Act. When conflict is involved, police must ensure that they are supporting and safety planning victims and dealing with offenders in a proportionate manner, even if we need to infringe on the public's human rights.

In conclusion to this assignment, I believe I have reflected on an incident that I have dealt with which involved conflict. I played a significant role in the incident by engaging and supporting the victim, apprehending the offender and completing relevant paperwork in order to safeguard the victim. I would not change my actions in dealing with the incident as I believe

my actions were reasonably and proportionately. I kept the victims safety at the forefront of my actions and offered the subject the chance to leave the premises before taking further steps.

I have explained the importance of effective communication when dealing with conflict, especially when personal relationships play a significant part. I utilised the five-step appeal and the LEAPS model of communication in order to support my actions during the conflict situation.

I have taken into consideration the Human Rights and Equality Acts when carrying out my daily role as a PC. I have referred to Betari's Box and the emotional versus rational brain in a decision-making process when engaging with victims or subjects.

Word Count – 2,642

### 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:

Within this assignment, I am going to critically assess an incident that I have dealt with since being in my initial 12 weeks training at Maindee police station that involved an investigation into a theft. I am going to reflect on this incident by utilizing the Borton's Model of Reflection (McClean, 2019). I am going to consider and reflect on my responsibilities and procedures as a Police Constable (PC) in line with relevant Codes of Practice to how we support victims and witnesses through the criminal justice system.

Finally, to conclude this task, I am going to illustrate how policing values should be engaged to support our service users, along with other partners that we engage with to support other considerations throughout the community such as language barriers.

In line with Borton's Model of Reflection, I am going to describe what the policing incident was about. I received a 999 call where a theft had just taken place at a local store. 'A person

is guilty of theft if he 'dishonestly appropriates property belonging to another with the intention of permanently depriving the other of it' (legislation.gov.uk, 2020), Section 1 of Theft Act 1968. I attended the call where I utilized the National Decision Model (NDM) to support my decisions during the call. The NDM is a risk assessment framework used by police officers to support their decision making by assessing the threat, harm and risk of the incident (College of Policing, 2014).

I gathered information and intelligence from the control room of the incident that was taking place. The caller knew the subject that was identified of committing the offence. I obtained information on the individual by checking our systems such as Niche and PNC through the force control room. I then further obtained information to what the subject was wearing and what was stolen from the store in order to identify the subject and to gather further evidence of the offence.

On arrival at the location, I recognised a female matching the description that was obtained from the reporting person. Before exiting the vehicle, I considered what powers I had to deal with this incident along with which would be most effective.

In order for us as police officers to do our job safely and effectively, we must be able to communicate with the people we are working with (Shah et al, 2007). I decided a section one Stop Search (SS) of PACE 1984 would be most appropriate instead of arresting the female as this power would allow me to gather evidence before making the decision to arrest. I believed that the female was in possession of the stolen items therefore I had reasonable grounds for the search (Blackstone's 2020).

On exiting the vehicle, I activated my Body Worn Video (BWV) camera and explained the acronym GOWISELY that officers use to ensure they carry out a lawful SS by being PACE compliant (Blackstones, 2020). Recording the SS provides transparency along with reducing risk to officers. (Metropolitan Police, 2020).

At this point, the female did not wish to co-operate with the search, therefore I placed the female in handcuffs to ensure the safety of others and to prevent the female from absconding due to her behaviour. Code A PACE Act 1984 states that reasonable force may be used under section 117 of PACE 1984 if it is 'believed that the situation will escalate to a forcible search where the person resists or makes it clear they are unwilling to cooperate' (College of Policing, 2020).

During the search, I located the stolen items in the female possession. I seized the items in accordance to the Criminal Procedure Investigation Act. This evidence will allow us to prove the offence and therefore make it 'less probable' for the defence to argue (College of Policing, 2020).

Given the outcome from the SS and in line with Borton's model of reflection, I then re-assessed my policing powers and placed the female under arrest, following Code G of PACE, Codes of Practice. As stated under Code G, 'an officer must inform the person that they are under arrest, (even when it is obvious), given the circumstances to the person's involvement as to why they are being arrested along with the necessity for the arrest' (PACE ,1984).

I then conveyed the female to custody where her detention was authorised so that she could then be interviewed for the offence.

I then obtained further evidence in line with the golden hour principles. Golden hour principles for this offence included obtaining CCTV from the store, identifying the victim and any witnesses in order to obtain statements to what they witnessed (College of Policing, 2020).

From the beginning of my initial training in the classroom to now carrying out my duties in a practical professional manner, I understand the importance of my responsibilities in supporting victims and witnesses through the criminal justice system in line with the relevant codes of practice. Depending on the circumstances to each victim and witness, will determine

what level of support that we and other agencies can provide. An example of this would be a victim of a theft from a shed while the victim was away on holiday to a victim of domestic abuse. Both victims would be treated very differently whereby specifically trained officers would deal with certain high crimes in comparison to where a Police Constable would deal with low level, volume crimes and investigation (College of Policing, 2020).

During my initial meet with any member of the public, I believe it is important to approach in a friendly manner in order to build a rapport and to get the most out of each conversation. This is an example of the Betari Box, which explains how my attitude and behaviour can have an effect on another person's attitude and behaviour, therefore effecting the outcome of the investigation (Mind Tools, 2020).

When interacting with a witness or victim, it is important to understand and empathise with their situation and to remember that no person will react the same as another, even if the situation is of a similar nature. People build their own resilience's due to their past experiences (College of Policing, 2020).

Each witness and victim regardless of the type of crime, will be offered Victim Support (VS). VS is the arching organisation that work with in Gwent Police to support all victims and witnesses of crime. It consists of six different organisations, which each supports the victim's/witness's differently depending on the individual's need. If there is specific support that VS cannot provide, they will direct the person to another organisation that will be able support such as Women's Aid (Victim Support, 2020).

Witnesses and victims may also be further supported by the criminal justice system if they are required to attend court, some of which may fall within the intimidated or vulnerable witness/ victim categories, which in this incident was the case for one of the witnesses as she was under the age of 17.

Under section 16 and 17 of the Youth Justice and Criminal Evidence Act (YJCEA) 1999, a vulnerable or intimidated witness could be a person who is under the age of 17, someone with a mental or physical disorder or is in fear or distress about testifying in a case (Bryant et al, 2020).

Police can request via the Crown Prosecution Service (CPS) for special measures to support victim or witness who falls under these categories during the court trial by submitting a MG2 form. By submitting this form, individuals are not guaranteed special measures, as this is something that the courts decide, however, if a witness or victim is under the age of 17 or if the case involved is of a sexual offence, victims and witnesses will always be granted the special measures regardless of the MG2 form.

Some of the special measures may include giving evidence in a private room away from the court room or the removal of wigs and gowns (CPS, 2020).

While engaging with a victim, it may be of use to gain further information by obtaining a Victim Personal Statement (VPS). A VPS gives the victim the opportunity to explain how the crime has effected them through-out the different stages of the investigation. 'The VPS will be taken into account by all criminal justice agencies in the case and can play a key part in sentencing' if the subject is found guilty in court (Victim Support, 2020).

It is important that we are emotionally aware and that we are able to manage and understand our own emotions before supporting others during stressful and emotional incidences.

'Emotional intelligence is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict' (Emotional Intelligence, 2020).

Being emotionally intelligent allows us to value diversity and inclusion in the community and build on relationships to support all members of the public (College of Policing, 2020).

Other policing values that are important when working with victims or witnesses is to be impartial, transparency and to serve the public (College of Policing, 2020). Gwent police do this by being victim led during their investigations which supports victim's expectations from us as a force.

When working with members of the public, considerations such as being culturally sensitive or language preference is vitally important and it is paramount that we hold our policing values and core values at the forefront of our work. Gwent police collaborate with a number of agencies in order to support communications with the public. Some of these partner agencies include the British Sign Language which is a 24/7 online Interpreting service to support the deaf community (Gwent Police, 2019), along with Interpreters and Translators from WITS (Wales Interpretation and Translation Service) organisation.

In order to work with these support agencies, an Interpreters and Translators Procedure document is in place which sets out protocols in line with the Police Procedure and Authorised Professional Practice for Police. It explains what is-expected of officers when dealing with a language barrier and ensures consistency to police practice. (Interpreters and Translators Procedure, 2014).

After concluding the initial golden hour principles, I returned to custody in order to interview the subject in line with Code C of PACE by utilising the PEACE framework model in order to structure the interview.

The PEACE framework explains the five stage process in order to conduct a suspect interview so that it is fair and in accordance with PACE. Below explains what PEACE acronym (College of Policing, 2020).

*'Planning and Preparation*

*Engage and Explain*

*Account clarification and challenge*

## *Closure*

## *Evaluation'*

From concluding the interview, I then relayed all evidential material to the Custody Sergeant. Custody Sergeant are able to decide on charging outcome on summary offences therefore in this incident, I did not need to seek CPS charging advice (College of Policing, 2020). The subject was charged and remanded in custody.

On reflection to this incident and the final part of Borton's model, I am going to explain the learning that I have taken from dealing with this incident and the changes I would make if I was to deal with this incident again. I believe the overall outcome of the incident was a positive one. I believe my early actions of going to locate the subject initially instead of attending the store from which the items were stolen was a positive decision. I was able to locate and secure vital evidence from the subject who was in possession of the stolen items which supported the case by obtaining evidence in the subjects possession.

I believe I communicated with the witnesses well and acted in line with the YJCEA as one witness was under the age of seventeen. I initially took a first account in my Pocket Note Book rather than a witness statement as she would be considered vulnerable. Once all procedures were in place with her appropriate adult, I was then able to take a witness statement, which supported my actions to Achieve Best Evidence. I was a little nervous in obtaining information initially from the witness due to her age and vulnerability, however after speaking to colleagues and considering policy and procedures in line with the YJCEA and Gwent Police, I was able to confidently deal with the situation. Moving forward, I feel as though I would be much more confident to take an account from someone who would be considered vulnerable under the YJCEA, and be able to act more quickly on this task.

Through my experiences the past few weeks, I have found that it is important to explain to any individual that by making a statement, they may be asked to attend court to give their

evidence. They must comply with this before making a statement as if they refuse to attend court when asked; they may be summons by the court for attendance to provide their evidence (Citizens Advice, 2020). Failure to do so would be an offence, therefore, it is paramount that the victims and witnesses understand the importance to them giving a statement.

In conclusion to this task, I have critically assessed an incident which I have dealt with in line with the offence of theft which has been identified. I have included legislative and social contexts by identifying the offence and how evidence was gathered to support that offence being complete.

I have considered and reflected on my responsibilities and procedures in line with the relevant Codes of Practice to support victim and witnesses through the criminal justice system. I have identified the difference between vulnerable and intimidated witnesses along with what support could be available to them throughout the proceedings. I have also considered what support we can offer any victim and witnesses to crime such as victim support services and the impact that a victim personal statement can provide.

Finally, I have illustrated how policing values have been engaged throughout this incident and as a whole when working with communities. I have explained the importance of police values and how diversity and inclusion in the community is paramount and how we support this through many ways such as language support and by working through a victim led approach.

Word Count – 2,372



## 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:

The policing incident I am going to assess, reflect and evaluate is one where I issued a cannabis warning to a male. I am going to explain what happened, how I was feeling as the incident was taking place and complete an evaluation of the incident by utilising the Gibbs Model of Reflection (1988) (The Reflection Toolkit, 2020). I will also reflect on the situation to what I would do differently if a similar circumstance was to take place again (Reflection toolkit, 2019). By utilising the National Decision Model (NDM), I was able to deal with the incident that unfolded in front of me in accordance with legislation, powers and policies and by using my discretion to take action in an appropriate manner.

The NDM is used in everyday policing and can be used as a risk assessment framework in order to make decisions. It is used throughout the country by police officers to support them in making every day decisions by assessing the threat, harm and risk of a call (THRIVE). The

NDM also allows for consistency throughout the whole force of justifying how we made those decisions. The final part of the NDM allows officers to review what had happened during the decision-making process in order to reflect on the decisions made and if they would change anything for the future. The NDM is similar to the Joint Decision Model (JDM) which has been developed for other emergency services (College of policing, 2014) so that when the police and other emergency services work together, they are working from the same decision making tool.

I was on duty with my tutor and co-worker, where we were searching for a male subject who had recently committed a burglary in the Newport area. In line with the Criminal Procedure Investigation Act (CPIA) 1996, 'an investigation should be conducted by police officers with a view to it being ascertained whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it' (College of Policing 2020). In order for us to ascertain the person involved in this offence, I firstly needed to identify the male. I gathered information and intelligence by obtaining description details from further units that were with witnesses at the scene.

I also gathered information of what had been taken in order to support any evidence that could have been found on the male if he was located, along with the direction of travel the male was last seen. Shortly after receiving this information, we identified a male dressed in accordance with the description in the surrounding area that the offence had took place. I spoke to my colleagues in the vehicle as I believe that we should conduct a section one PACE stop search (SS) of the male, as I believed he was carrying items in connection to the burglary and matched the description (Blackstones, 2020).

Cognitive bias could have been used here, for example, if we located a suspicious looking male in the area and conducted a SS by not utilising the information that we were given such as the description. 'A cognitive bias is a systematic error in thinking that occurs when people

are processing and interpreting information in the world around them and affects the decisions and judgments that they make' (Cherry, 2020). Given our rationale to conduct the SS, cognitive bias was not present during this SS, however I understand that we all have one therefore as PC, we must be mindful of this.

We had previously considered our powers and policies, and even though we had suspicion for arrest, we felt that it was necessary and more appropriate to carry out a Section one SS in accordance to PACE 1984, as this would be justified as good use of the SS Procedure.

Here I assessed the threat of the male by focusing on his behaviour, size and demeanour, as we had no other information to utilise at the current time. My tutor pulled the marked police vehicle in front of the male as he was walking down the side of a road and my colleague and I exited the vehicle where we detained the male between the vehicle and ourselves. As I exited the vehicle, I began the recording of my Body Worn Video (BWV) camera in order for the search and interaction to be recorded. This provided transparency for the SS in order to support that the stop was legal (Metropolitan Police, 2020). BWV also supports the CPIA investigation as we have a 'responsibility to record and retain records and material' in line with an investigation (College of Policing, 2020).

At the time, I felt that the BWV mitigated some of the risk and threat that was in front of me as I told the male that he was being recorded at the time.

As my colleague is a male, he began the initial verbal communications with the subject, as he would be the one to carry out the SS. As I observed the male with my colleague, I noticed that the male was displaying signs of being agitated and disruptive, which led to my further suspicion of the male. The male was eager to provide me with his jacket and bag and began conducting a search on himself while getting himself flustered. The male was sweating which I identified as sweat was running down the side of his red face, while his breathing rate was erratic as if he had been running continuously. I felt excited by this to the thought that he

could be the male that we were searching for; If there were evidence to support this, the male would be apprehended for the offence. I asked the male about his breathing rate and he was sweating profusely, as this could have been an indicator that the male was running from the police, however the male stated he had just finished at the gym.

In order to ensure the subjects safety, we calmed the male down and assisted him to a safe location off the road. My colleague explained the grounds and reasonable suspicion in order to carry out the search (Blackstone's 2020, pg 168). It was at this point I was actively listening in order to ensure my colleague covered the necessary points of 'GOWISELY' in order for the search to be lawful in accordance with section one of PACE 1984. Below explains the acronym GOWISELY that is used to support officers to ensure they carry out a lawful SS in compliance with PACE (Blackstones 2020, pg 169).

*'Ground of the suspicion for the search.*

*Object / purpose of search.*

*Warrant card if officer is in plain clothes.*

*Identify the officer carrying out the search*

*Station to which the officer is attached*

*Entitlement to a copy of the search*

*Legal power used*

*You are detained for the purpose of the search'.*

Once the necessary information had been explained, my colleague searched the subject. I continued to observe to ensure the safety of the subject and my colleague. We did not feel it was necessary to handcuff the subject even though he was being detained for the purpose of the search as he was compliant, and there were three officers including myself at the scene. Once the person search was completed - to which nothing was located in connection

with the burglary, I began to search the male's belongings, which included the males' bag and outer jacket. As I picked up the jacket, I noticed a distinguishing smell of Cannabis (Green vegetable matter) (Applebury M, 2020) which is very distinguishable. I began patting the jacket down to which I heard a ruffling sound of a plastic bag in the right pocket. The male tried to snatch the jacket off me before I had completed the search. This slightly infuriated me, as I felt he snatched the jacket out of my hands, which added to my suspicion that there was something in the jacket pocket's that he did not want me to see. I asked for the jacket back to which I then searched. Upon searching the jacket, I located a clear bag, which contained Marijuana. I placed this in an evidence bag in order to seize the property in accordance to our seizing evidence procedure and in line with the CPIA. This evidence allows us to prove the offence and therefore make it 'less probable' for the defence to argue (College of Policing, 2020).

It was at this point I had re thought my powers and policies from the NDM, and to what options I could consider in order to deal with the offence. I felt nervous at this time as this was the first time I had dealt with this scenario however after utilising the NDM, I felt much calmer to handle the situation. I pointed out the offence under sec 5(2) of the Misuse of Drugs Act 1971 and cautioned the male. I explained that he was not currently under arrest and that I was going to carry out further lines of enquiries in order to deal with the offence in the most appropriate manner. I feel as though I explained what was happening in a confident manner. The male was compliant, therefore I asked him to sit in the back of the marked police vehicle to ensure his safety and to prevent him from absconding. This is where I firstly used my discretion.

Discretion is defined by, 'the right or ability to decide something'. It is 'the choice or the right to make a choice, based on judgment' (Cambridge Dictionary, 2020). As police officers, we use our discretion on a daily basis. We are governed by the law, however we may use our

discretion in how we deal with certain offences as each incident is unique. An example of this would be a theft from a single mother with no support taking unpaid nappies from a supermarket could be dealt with in a very differently manner to a prolific known offender who steals from homes on a regular basis in order to profit from the theft. It is by using our own discretion and the NDM that we can determine what is best for the individual, what is in public interest to prosecute and to investigate further in order to prosecute (CPS, 2018).

I did not place the male in handcuff's as I did not feel threatened or at risk by him. The male was compliant with all that I had previously asked, therefore I did not feel this was necessary or proportionate.

As my colleague was completing some paperwork with the male in line with the SS he had previously conducted, I began my investigation into the male by gathering further information. I began this by obtaining details such as the male's full name, date of birth and by asking him, 'has he ever been prosecuted in line with carrying cannabis or any other drugs?'

I then conducted a person search via the control room while asking them to clarify any previous in regards to warnings, Penalty Notices for Disorder (PND) or arrest. It was from this information, I would be able to determine what options would be available for me in terms of prosecution.

There are various ways of dealing with this type of incident depending on the information that we are provided along with the circumstances that the offence has taken place. These options include a cannabis warning, a PND / fine, which could lead to the male being summons to court or arrested. Under the intervention model, PND and warnings can only be issued when, the person is aged 18 or over, if they are not vulnerable and that the subject is competent enough to grasp the meaning of the officer's questions. Officers must also take into account other factors before issuing a warning such as if the person is under the influence at the time

of the offence and the amount that is their possession such as does the amount account for personal use (Blackstone's, 2020).

Officers must also take into account any aggravated factors when issuing a warning such as the location, time of the offence.

Fortunately, as the male had no previous warnings or involvement with drugs, I decided to use my discretion, which was supported by the legislation above to issue the male with a cannabis warning. I believe this was necessary and a justified way of dealing with the subject as this was the subject's first encounter of being in possession of cannabis. The male did not perceive to be under the influence at the time and was cooperative during the process.

I began by obtaining the correct form used on my pocket notebook in order to fill out the necessary paper work for issuing the warning lawfully.

I conducted a short interview with the male in order to obtain further details, which was required for the form to be completed and to gain further intelligence of what had been located on his possession. The subject admitted to personal use of cannabis and answered all questions that I had asked. I clarified with the subject to ensure he understood what the warning entailed to which he confirmed that he understood what had happened and what would happen if he is caught by police with cannabis on his possession in the future. I felt confident delivering the warning and felt as though the form supported my approach to gain relevant information. This form supports the CPIA in order to record and retain information as the investigation was taking place. CPIA places 'duties on police officers to record, retain and reveal all relevant material gathered during an investigation even if the material points away from the suspect' (Griffiths, 2017) therefore this is evident that it supports the investigation.

In evaluation of the incident which is the final step in the NDM, I believe I dealt with the incident well. I communicated with the male and used positive body language, which enabled us to build a rapport so that the subject would remain calm and aid the process. I followed

the correct procedures in terms of checking any previous that the male could have had on his record, along with following the intervention model via the guidelines to ensure I was following appropriate procedures.

After dealing with the incident, I then returned to the station where I updated all relevant systems such as Niche to ensure the warning would be processed and that all new information and intelligence was updated correctly. The evidence was then booked into property at Newport Central via the correct procedures in an evidence bag, labelled correctly through exhibiting the evidence as the seizing officer along with the date, time and location of where it was seized.

In conclusion to my own evaluation and what I would change for next time, I would search the property of the person being searched away from the person, as this could cause the behaviour of the person being searched to dramatically change if they did not want me to find something that is illegal within their belongings. This could also cause issues for my colleagues such as conflict and aggressive behaviour.

Policing values were engaged throughout the whole process of this incident and no bias was used during my decisions. From the moment we SS the male, we had reasonable grounds for suspecting he could have been involved with the burglary. BWV cameras were used in accordance to transparency and to ensure the SS was lawful. The stop was initiated to prevent crime and to support the victims that had recently been burgled. As the search unfolded, I found a bag of cannabis within the male's possessions and therefore dealt with the male in a respectful and lawful manner. I believe the incident was dealt with in an efficient and effective way as the male confessed to obtaining the drug (Our Priorities, 2020). I would not change the policing decisions that I made on this day as I feel they were justifiable and proportionate.

I believe I was responsible and acted in accordance with the CPIA 1996 as I recorded and retained significant information along with seizing evidence in according to police powers and policies (CPIA 1996 (section 23(1)) Code of Practice, 2015). I managed the subject in an appropriate manner and by using my discretion and issuing him with a cannabis warning.

Word Count – 2,742

## 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 |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------|
| Understanding the information received on PNC for individuals and vehicles more quickly when using my Pocket notebook. | Completing more PNC checks and gaining an understanding of how the information is written and where to find relevant information for what I am wanting to know.                                           | Tutor whilst in the PDU.                                                   | December |
| Gain a better understanding of case files and preparing them ready for court.                                          | Completing case files during my time at the PDU and when on shift. Supporting other colleagues with their case files so that I can gain a better understanding and have more practice in completing them. | Tutor while in PDU. Colleagues and Sergeant when I transfer to my station. | On going |
| Interviewing suspects utilising PIP level 1.                                                                           | Completing suspect interviews when given the opportunity and progressing cases                                                                                                                            | Tutor whilst in the PDU. Colleagues when out on shift.                     | Ongoing  |

|                                                                                                 |                                                                                                                                        |                                                                                                                       |         |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------|
|                                                                                                 | to interview stage while in the PDU.                                                                                                   |                                                                                                                       |         |
| Gaining a better understanding of dealing with sexual offences                                  | Attending and completing an attachment at CID and attending calls with other officers to support sexual offences that has taken place. | Tutor at the PDU, colleagues and Sergeant at station. CID when completing attachment.                                 | Ongoing |
| Identifying the correct offence in a prompt manner when dealing with subjects during incidents. | Re-capping on legislation, definitions, case law and points to prove. Gaining experience in dealing with different incidences.         | Tutor in the PDU. Colleagues and Sargent when out on shift along with myself through taking time to read legislation. | Ongoing |

## Bibliography

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

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**CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin**

## Task 6

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

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

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

Signed: B Saunders

Date: 03.01.2021