

BSc (Hons) Professional Police Practice

LEVEL 4 - 40 Credits

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

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

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Learner's University Registration Number:

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 1 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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)

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*
- *You should upload your completed document as a saved pdf 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	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	1500
Task 3	Criminal Justice, Valuing difference and inclusion	1500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)	1500
	Bibliography	
Task 5	Development Plan	500
	Total	6000
	Confirmation of Confidentiality and Plagiarism <i>This is confirmed by submitting through Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

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

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The last 6 months spent at training school was a time that was spent with a lot of laughter, uncertainty and at times I also found myself emotional and struggling with the task in front of me. I found becoming a Police Constable a nerve-racking time for myself as I realised that it was a big step to make at the age of twenty-one years old. I realised that many things would need to change in my life, and I feared that my friendships and social life would struggle to stay as perfect as it was before I entered policing.

During training school, I became sensitive to a trauma that I had gone through in my early years of life. Trauma is describe my the mind charity in 2020 as 'Going through very stressful, frightening or distressing events is sometimes called trauma.' I found it hard to keep my mind in a positive space when learning about the topic of sexual assault and sexual offences involving children. I realised that I had learnt to block out this period in my life that had caused me trauma and that I had never discussed it with anyone before I arrived at training school. I found that this made me deal with my emotions head on and really explore the reasons why my mind had blocked so much of it out.

Whilst at training school I met some wonderful friends and people who also had the same experiences as me. I learnt that my peers had similar worries to myself, and I feel that they helped me to overcome any worries and anticipation that I was feeling. I enjoyed spending my time socialising with them outside of work hours. We would climb mountains together such as Pen y Fan and Twmbarlwm. We all found this enjoyable, and it was nice to spend quality time meeting each other's children, partners, friends and families and taking our dogs on long walks.

I realised that I had many obstacles that I was facing and some big changes that were about to happen in my life. I spent time thinking of ways to develop my resilience and minimise my stress levels. I did not feel that I was an academic person and I believed that I would struggle with learning exceptional amounts in such a short period of time. As it was so important to me to focus on my mental health and keeping my relationships with my friends, I decided I had to really exercise the things that I loved and the things that made me happiest in life. It was during this time that I realised my love for music and live music events. I also took up the hobby of going to the gym and

setting myself some time each day to not think about work and challenges ahead of me.

I then researched on how music effects peoples mental health I found a study by Santos-Longhurst in 2020 that stated 'It helps people regulate their emotions Trusted Source, researchers found. It has the power to change moods and help people process their feelings.'

This article was written mainly outlining the effects that music has on people's mental health including people that struggle with depression and anxiety.

In the body of the article Santos-Longhurst also states that 'listening to music, particularly classical combined with jazz, had a positive effect on depression symptoms, especially when there were several listening sessions conducted by board certified music therapists.

Reading this gave me comfort as a person who struggles particularly with depression as it gave me a new coping mechanism and something new to try. I thoroughly enjoy listening to music and I especially feel that when I am at music events, I feel free of any emotion, and I can enjoy my time. I found that I didn't pay much attention to the difference that music made to my mood previously. Since I came across this research, I have made listening to music a daily activity. I have started to notice how it lifts my mood and makes my mood feel a lot more positive. However, I also notice how listening to a more of an emotive genre can lower my mood and can make me feel worse.

Since initial training began, I have made it my focus to become more resilient and focus on making myself physically as fit as I can. I also learnt during this time that physical exercise was a brilliant way to repair your mental health. My tutors helped me to realise this and suggested that I started the gym. Since I have found love with running and cycling. I would say that during training this helped me to decompress my worries and stress at the end of the day.

I found physical exercise extremely important when coming up to the time around my two exams. I found that it enabled me to keep my head on the straight and narrow and allowed me to find peace within my day where I could focus on a separate task ahead of myself.

Overall, I did find training school a testing time, mentally and physically. I was faced with many new experiences and new challenges. I am very happy that I chose the career of a police constable as I really do understand the importance of having officers to protect and reassure the community. I am excited to put my training into practice and start my career as a response police constable.

Word count:918

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.

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

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

Describe the process for determining whether the use of force was necessary in a conflict situation (including 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.

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

ANSWER:

On one of my first set of shifts I was called to an emergency that stated, 'My ex is about to drink drive' On my arrival to the address I could hear shouting coming from within a house on the street, I could also then see a topless male shouting and swearing outside of the house on the pavement. Upon my arrival a male got very close to my face and was shouting to say that his ex-partner had been drink diving. I asked the male to calm down and began to ask some open-ended questions. I decided to use these types of questions due to training that I had received in my first six months of training school. Studies show 'Open questions are very useful in conflict resolution. They get information from people without making them feel judged or blamed. Open questions often begin with "what" or "how" but rarely with the word "why," which can sound critical or judgmental.' Due to the fact that I had this knowledge prior I then decided to ask the male questions to determine facts. I then asked questions such as 'who, what, where, when, why, how?'. During my time attempting to ascertain details regarding the call, a female came out of the address and was shouting and swearing in the street. The female was asked on numerous occasions to be quiet and watch her language. When officers attempted to tell the female she would be arrested if she did not correct her behaviour the female then decided to start to throw her arms at officers in an attempt to hit them. The female was

then arrested for Section 4a of the public order act. As she was causing harassment alarm and distress to people around the area.

During this time more units arrived to assist with the situation and the female was taken to custody. The male who made the initial call was then becoming irate in the street and was swearing and shouting at the window where his ex-partner was. I then went into the house alone as other officers dealt with the male to work out what had been happening in the house. Upon arrival I could see a female drinking bottles of alcohol, at this point I was sure that I could not find grounds to arrest the female for any drink drive offences as I could see her drinking alcohol after driving and we could not prove that she was drinking prior.

The female then began to tell me that her ex-partner was abusive and made these comments about her regularly. She stated that she felt he was harassing her. I told the female that they were all drunk and that she needed to close her windows and get some sleep as it was approximately 01:00hrs when we arrived at the call. The female agreed to do so. Her ex-partner was then asked to return to his home address and not return shouting and swearing, he was told that if he did not stay at home and stop attending the female's address, we could arrest him for harassment. Satisfied that both parties had been separated we then sat in the street for a further 10 minutes after leaving the address to ensure that the ex-partner would not return. Within the 10 minutes the ex-partner did return and was shouting and swearing in the street and banging on the female's door. Then made the decision to arrest the male for Harassment and Public order section 4a. When I attempted to put the male in cuffs, he swung his fists towards me and then decided to scream in my face. I managed to get the male in one cuff, and he then decided to forcefully try to remove my arm away from him. With the help of my colleagues, I managed to get the male in the conventional back-to-back handcuffing technique. On the walk towards the van the male screamed in my face many offensive words. The male was placed in the back of the van and then conveyed to custody.

I knew that I had to have situational awareness, The College of Policing 2020 defines this as 'Situational awareness is the ability to perceive and process potential threats in the environment' This was my first emergency call that I had been involved in any conflict for. I knew that it was important for me to remain dynamic and to consider my powers and policies. I relied heavily on the process of the National Decision Model to assess the decisions that I was making. The National Decision Model is commonly abbreviated within the police as the 'NDM' there are 7 steps to the NDM. Apply the Code of ethics, gather information and intelligence, assess threat and risk and develop a working strategy, consider powers and policies, Identify options and contingencies and to take action and review what happened. Officers rely on this decision-making model to help make decisions and to also justify actions taken.

I believe that the way I spoke to the male at the beginning of the call was the best way through open questioning. I think this because I am aware that closed questioning can limit responses that people may give you. I have learnt this also when interviewing suspects. There are also studies that back up this statement. It is usually seen that closed ended questioning is better when gathering data types. Dossetto 2023 states that 'Closed-ended questions are questions that can only be answered by selecting from a limited number of options, usually multiple-choice questions with a single-word answer, 'yes' or 'no', or a rating scale (e.g. from

strongly agree to strongly disagree). Closed-ended questions give limited insight but can easily be analysed for quantitative data.'

I attempted to use negotiation skills and my discretion as an officer and allow the male to return to his home address with no further intervention as it appeared to me that this was the best option. I negotiated an outcome where no arrests would be made, and individuals were separated and could sleep the argument off due to intoxication levels.

I also used active listening to negotiate the situation I wanted to show to both parties that I was listening and that I wanted to help them both and come up with a positive outcome by the end of my encounter with them. Through training school, we were taught about techniques to get better outcomes and more suitable outcomes. I applied active listening through this incident. This is proven to be a positive way to connect with people, including at a challenging time. The College of Policing 2020 states that 'Active listening should be used throughout an encounter. Being open to what a person is saying helps to build rapport, which could help reduce tension'.

At the time of the arrest the use of force techniques that were used I would deem suitable for the task in front of me. I believe that the most suitable use of force was to place the male in a conventional back-to-back handcuffing technique. Due to impact factors that I had considered I believed that it would be necessary for my own safety and the safety of the male to be placed in handcuffs as quick as possible. Impact factors of the arrested person also played a large part in my decision to use force upon the male. Impact factors are defined by the College of Policing 2020 as 'The Personal safety manual sets out a series of 'impact factors' that are thought to make potential conflict situations higher risk, such as weapons, crowds, alcohol, prior knowledge about or the relative size and build of the people involved.'

The male was approximately six feet tall and of a large build, there were also previous warning markers that stated the male had assaulted officers in the past.

I believe that the conflict was diffused as quickly and as ethically as possible and I managed to safeguard individuals that may have come to further harm.

a blog posted by 'the law on police use of force worldwide' in 2022 states that 'A person may use such force as reasonable in the circumstances in the prevention of crime, or in effecting or assisting in the lawful arrest of offenders or suspected offenders or persons unlawfully at large'

word count:1392

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.

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

Explain 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.

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

ANSWER:

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.

Give a brief description of 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. **Consider** the role of discretion in the decision-making process.

Explain 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 **analysis** of the potential impact of bias on the decision-making process.

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

ANSWER:

I was called to an emergency stating that 'a male was shouting outside a community centre and was making threats to harm people' Upon arrival to the community centre It was obvious to myself that there was not an argument taking place. I then entered the community centre to ask members of staff if they had seen it in. A male that worked at the community centre approached me and invited me into the office to explain that he was the individual who called in the emergency and that he witnessed the events take place. The male explained to me that a 13-year-old girl was assaulted by a group of teenagers at the community centre. He explained that the girl had been pushed to the floor by an unknown group of girls. The male stated that the female had been pushed to the floor and approximately 30 minutes after a male appeared with the female that been assaulted in his vehicle. He arrived at the scene, got out of his vehicle and started to shout at people. He started to shout words to the effect of 'Ever touch my daughter again and watch what happens to you!' The community worker stated that the male did not physically touch anyone he was just shouting in the street and making threats towards people.

The community worker then offered to show me the CCTV footage that showed both incidents take place on the road outside of the community centre. The footage showed a male arriving at the scene in a Silver Ford Fiesta. He then exited the vehicle onto

the street and started shouting. A female matching the description of the person that was assaulted was situated in the vehicle. I was unable to hear the words that the man was saying through the CCTV however I was satisfied that the male posed no threat to harm any individual.

I noticed that I could see the registration of the vehicle that the male was driving and then made relevant steps to run it through the PNC. PNC stands for Police National Computer. We use the PNC to conduct checks upon addresses, people and people. They are useful as when checking a vehicle on the computer you can check if insurance is held, if there are any registered owners, you can check if the vehicle is stolen, also if the vehicle has been involved in any criminal activity in the past. In terms of conducting a PNC on a person they are always useful in terms of gathering information on the person, if they have any previous criminal history and also any flags that they may have, and warning markers present. The same principle applies when searing addresses on PNC, it is always good to be prepared when arriving at addresses and when dealing with people and stopping cars.

A definition of PNC was written by the UK Home Office in 2023 'The PNC provides police and law enforcement agencies with access to a centralised source of information concerning individuals, property and vehicles, gathered and used for law enforcement, '

I used the vehicles registration to investigate through PNC and a male's name became apparent. The male had no previous convictions and the control room also stated to us that the male was a previous employee to our force and was discharged due to having Post Traumatic Stress Disorder. The NHS in 2022 defined PTSD as 'Post-traumatic stress disorder (PTSD) is an anxiety disorder caused by very stressful, frightening or distressing events.'

I contacted the male from the phone number that we have been provided for him and asked him to come to the station for a conversation.

I sat with the male for approximately 45 minutes and discussed the situation with him. I explained to him what we had been told and the CCTV that had been watched by ourselves. The man was highly apologetic and was very upset by his actions.

The male explained to me that he only went to the address to make sure that no one assaults his daughter again and said that he had acted on his impulses.

I then decided to use my discretion. The word of discretion is defined by Dictionary.com in 2023 as 'the power or right to decide or act according to one's own judgment; freedom of judgment or choice.' This allows officers to make their own decision and to not criminalise everyone for A crime they may have committed.

I then decided to describe to the male that I was going to give him a community resolution, Community resolution is defined by the College of Policing in 2013 as 'Community resolutions, which can include elements of restorative justice, can be used for adults or youths and are a non-statutory disposal. They are a method of dealing with an offender for a lower-level crime, in a way which is proportionate. Resolutions can be offered when the offender accepts responsibility for offending behaviour and, in most cases, where the victim has agreed that they do not want more formal action taken.'

I used the NDM when making this decision, firstly I considered my code of ethics based on my objectivity I decided to make my decision on the best judgment that I had. Which was to provide the male with a community resolution. I gathered information through the use of CCTV and witness statements and also asked the members of the community centre what they would like done with the male. I assessed the threat and risk of the situation and made the decision based on if I believed that the male would commit this offence again, in this case I believed not. I then decided to consider my power and policies, I could've made the decision to voluntarily interview the male and charge him with an offence of public order, but I did not believe this to be suitable. I identified my options and contingencies when thinking back to my training school experience and that a community resolution would be appropriate, and I then took action on the community resolution. The male was thankful that I had offered him this option and I was satisfied that it was the appropriate level of intervention required.

After dealing with the public order offence. I then decided to take a witness interview booklet from the Males daughter in relation to terrifying assault that she had been the victim of. A witness interview booklet is a guideline set by my force. We carry out witness interview booklets when a vulnerable person needs to be interviewed in relation to a crime, whether they a victim or witness. These booklets are helpful in obtaining enough information so that we can interview the vulnerable person with the least amount harm as possible. Witness interview booklets are also helpful in concluding if a person needs to be interviewed to a standard level or a higher level of interview in which we can achieve best evidence in.

I made sure to signpost the male and his daughter to relevant agencies, I provided them with a list of contacts with professionals that they could speak to. I gave the following safeguarding advice to both the male and his daughter... to call 999 in case of an emergency, to not engage with the youths that had attacked the young female, to not retaliate unless in case of self-defence and to block the suspects on social media.

I then put in relevant referrals for both the male and his daughter to receive help with their mental health. I also then contacted the school of the young female to make them aware of the incident.

Overall, I do believe that I made the right decision with this male as I could see it from a parental perspective and that he was reacting in the best interests of his child, and he did not want his child to come to further harm. However, I can also see that this may have affected other members of society including vulnerable children and youths. I also considered the males mental health disorder and how stressful situations may affect him.

The male did not re-offend, and he conformed to the conditions of the community resolution that was given to him.

Word count: 1378

Task 5

Personal Development Plan (PDP) / Learning Plan.

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. Please note that this not the actual number of words you need to use, the wordcount reflects the thought and research you put into it.

Identified area for development	How it will be achieved	Who can provide support?	Timeline
In future I believe that I need to learn how to write different types of statements. I believe that during training I did not realise how many statements I would need to write nor did I realise how not every statement could be structured the same way. I have struggled thought my first sets of shifts due to the variety of statements that I have needed to write. I am starting to feel more comfortable with statements that I am writing from my own experiences and perspective and when I am not under pressure to ask questions at the same time. However, I feel that I am struggling when I need to obtain a witness/victim	I have decided that I am going to spend some time out of work hours to really attempt to learn my own way of completing these statements. I believe that I really need to focus on improving my grammar and making an effort to perfect how I can complete a statement.	My tutor has suggested that she can help me to get together a document that will help me to include all things that I need to input into my statements.	

statement as I need to ask questions at the same time and also ensure that I include enough detail.			
In the future I would like to focus on improving my mental health and resilience to dealing with certain calls that I may need to attend. There are certain incidents that I struggle to deal with due to previous personal experiences. I want to learn to develop my ability to help others and to overcome any personal feelings that I may have towards the subject of sexual assault.	I would like to achieve this by accepting some help from outside organisations. I think that it is important that I ask for help as I really want to do my best in the future to help other people that may be going through a traumatic incident that I have been through myself. I feel that I have the personal drive and ambition to become a specialist in this area of policing and it would be important to me as part of my career to be able to help victims get through the traumatic event.	During training school, I was signposted to a number of policing organisations which allow you to talk to someone about what you may have been dealing with. These people are professionals who spend all of there time helping people speak about their mental health issues.	I would like to achieve this within the next year as I think it is important to set myself a time limit so I can ensure that I make the leap to get myself the help that I need
In future I would like to improve my communication skills when dealing with people struggling in a mental health crisis. I can't help to notice the sheer amount of my calls that are to attend people in a mental health crisis. I would say that this	I would like to achieve this by attending courses regarding mental health, I would also like to make an effort to speak to Gwent Police's mental health coordinators to establish the right things that I should be saying to people	I have spoken to mental health coordinators within the force that have offered to send me PowerPoints that could provide me with more information. I have also asked if I could be enrolled onto any courses either online or	I would like to achieve this by the next year, so I have enough time to receive the relevant support regarding this.

takes up most of my workload.	and relevant support that I could find them. Including contact numbers and crisis lines for help.	classroom based that may be able to help me to gain the relevant experience.	
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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 – Will be confirmed through Turnitin.

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

By signing the section below you are acknowledging your progress on O.C.P. This is recognised by the university as work that is fully supporting this module and 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: Isabelle Millinship

Date: 03/09/2023