

PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Student Name: David Henderson Establishment: WISTON - microteaching Date: 18/11/19

GRADE DESCRIPTIONS: (When compared with an experienced teacher)

VG – Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
G – Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
S – Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
U – needs attention through further development and improvement

Context of observation

(e.g. class, ability, number of students; topic; main activities and organisation; other features) mixed ability, 6 in class. 15 min

A SUBJECT KNOWLEDGE

	VG	G	S	U
1 accuracy of knowledge of subject matter		✓		
2 understanding of context e.g. scheme of work, programme of study, team-teaching		✓		

B. LESSON PLANNING AND PREPARATION

	VG	G	S	U
1 detail and structure of plan		✓		
2 clarity and suitability of learning objectives		✓		
3 choice and variety of tasks		✓		
4 resources selected, prepared, organised		✓		
5 range of teaching strategies used		✓		
6 professional standards considered and recorded		✓		
7 essential skills considered and recorded		✓		

C. TEACHING

	VG	G	S	U
1 lesson start, e.g. outlining content, aims and objectives		✓		
2 presentation: instructing, explaining, demonstrating		✓		
3 effective questioning		✓		
4 management of tasks and working groups		✓		
5 suitability of teaching strategies/methods/approaches		✓		
6 use made of board/OHP, AV aids, ICT, other resources		✓		
7 pace of lesson, use of time		✓		
8 lesson ending, e.g. summarizing, recapping key points		✓		

D. CLASS MANAGEMENT AND CONTROL

	VG	G	S	U
1 presence and voice projection		✓		
2 transitions – smooth		✓		
3 awareness, vigilance and intervention		✓		
4 use of praise and encouragement		✓		
5 quality of relationships with students		✓		

E. MONITORING AND ASSESSING STUDENTS' PROGRESS

	VG	G	S	U
1 monitoring understanding and progress during lesson		✓		
2 assessing achievement of learning objectives		✓		
3 giving feedback and setting targets for progress		✓		

F. EFFECTIVENESS

	VG	G	S	U
1 in setting high expectations for work		✓		
2 in conveying enthusiasm and challenging students		✓		
3 of students' learning in this lesson		✓		
4 in meeting targets for improvement from previously observed lesson		✓		

Notes and Comments:

Clear introduction, you outlined the aim of the revision well. Advantages to also state the learning objectives also. You engaged the audience well from the start which is good. You advised the learners to take notes on the worksheet which was good practice. You started with a question which was within your revision. Clives also made to support the learning within the revision. Be clear on the rationale behind including them within the revision. Within giving to finish the revision and all completed well. You have a clear enthusiasm which shows in your revision. Well done

TARGETS FOR IMPROVEMENT

Try to avoid using all capital letters in your revision as it can be difficult to read. Be mindful of units that are unavoidable on your revision. Consider alternative strategies instead. Make sure you cite where figures etc. come from. You need to be mindful of your timing.

Signed/Dated (Observer):

[Signature]

Signed/Dated (Student):

[Signature]

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Signed/Dated (Observer):

[Signature]

Signed/Dated (Student):

If you find this certificate and are not able to return it to the person to whom it relates, please return it to the DCS at the address above or hand it in at the nearest police station.

STRICTLY PRIVATE AND CONFIDENTIAL

001901
DARREN HEMBROW
21 BENTHALL PLACE
ST THOMAS
SWANSEA
WEST GLAMORGAN
SA1 8AY



00000010720001901010100

Enhanced Certificate

Page 1 of 2

Applicant Personal Details

Employment Details

Surname: HEMBROW

Position applied for:

Forename(s): DARREN MICHAEL

CHILD WORKFORCE

TEACHING STUDENT

Other Names: NONE DECLARED

Name of Employer:

UNITSD - UNIVERSITY - ADMISSIONS

Date of Birth: 30 DECEMBER 1973

Counter-signatory Details

Place of Birth: SWANSEA WALES

Registered Person/Body:

GB GROUP PLC

Gender: MALE

Counter-signatory:

CAROL PEMBERTON

Police Records of Convictions, Cautions, Reprimands and Warnings

NONE RECORDED

Information from the list held under Section 142 of the Education Act 2002

NONE RECORDED

DfES Children's Barred List information

NONE RECORDED

DfES Adults' Barred List information

NOT REQUESTED

Other relevant information disclosed at the Chief Police Officer(s) discretion

NONE RECORDED

Enhanced Certificate

This document is an Enhanced Criminal Record Certificate within the meaning of sections 13B and 116 of the Police Act 1997

THIS CERTIFICATE IS NOT EVIDENCE OF IDENTITY

Disclosure and Barring Service, PO Box 165, Liverpool, L69 3JD Helpline: 03000 200 190

Continued on page 2

Use of certificate information

The information contained in this certificate is confidential and all recipients must keep it secure and protect it from loss or unauthorised access. This Certificate must only be used in accordance with the Disclosure and Barring Service's (DBS) Code of Practice and any other guidance issued by the DBS. Particular attention must be given to the guidance in the fair use of the information in respect of those whose Certificate reveals a conviction or similar information. The DBS will monitor the compliance of Registered Bodies with this Code of Practice and other guidance.

This Certificate is issued in accordance with Part V of the Police Act 1997, which creates a number of offences. These offences include forgery or alteration of Certificates, obtaining Certificates under false pretences, and using a Certificate issued to another person as if it was one's own.

This Certificate is not evidence of the identity of the bearer, nor does it establish a person's entitlement to work in the UK.

Certificate content

The personal details contained in this Certificate are those supplied by or on behalf of the person to whom the Certificate relates at the time the application was made and that appear to match any conviction or other details linked to that identity.

The information contained in this Certificate is derived from police records, and from records held of those who are unsuitable to work with children and/or adults, where indicated. The police records are those held on the Police National Computer (PNC) that contains details of Convictions, Cautions, Reprimands and Warnings in England and Wales, and most of the relevant convictions in Scotland and Northern Ireland may also be included. The DBS reserves the right to add new data sources. For the most up to date list of data sources which are searched by the DBS please visit the DBS website.

The Other Relevant Information is disclosed at the discretion of the Chief Police Officers or those of an equivalent level in other policing agencies, who have been approached by the DBS, with due regard to the position sought by the person to whom the Certificate relates.

Certificate accuracy

The DBS is not responsible for the accuracy of police records.

If the person to whom this Certificate relates is aware of any inaccuracy in the information contained in the Certificate, he or she should contact the Countersignatory immediately, in order to prevent an inappropriate decision being made on their suitability.

This Countersignatory will advise how to dispute that information, and if requested arrange for it to be referred to the DBS on their behalf. The information should be disputed within 3 months of the date of issue of the Certificate.

The DBS will seek to resolve the matter with the source of the record and the person to whom the Certificate relates. In some circumstances it may only be possible to resolve a dispute using fingerprints, for which consent of the person to whom the Certificate relates will be required.

If the DBS upholds the dispute a new Certificate will be issued free-of-charge. Details of the DBS's disputes and complaints procedure can be found on the DBS's website.

Contact us

Post	Disclosure and Barring Service	Telephone:	Customer Services:
	PO Box 165		03000 200 190
	Liverpool		Welsh line: 03000 200 191
	L69 3JD		Minicom: 03000 200 192
			General Information 03000 200 190

Web: www.gov.uk/db
Email: customerservices@db.gov.uk

If you find this certificate and are not able to return it to the person to whom it relates, please return it to the DBS at the address above or hand it in at the nearest police station.

End of Details



Gwasanaethau Dysgu a Datblygu Learning & Development Services



LESSON TITLE:	Information & Intelligence		
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GROUP/CLASS:	Initial Learning (PCDA/DHEP students)	DURATION OF LESSON:	245 mins
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LESSON AIM:	To develop students understanding of information and intelligence in a policing context
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OBJECTIVES: <i>By the end of the lesson learners will be able to:</i>	ASSESSMENT ACTIVITIES <i>(linked to objectives)</i>
1. Identify the difference between Information and Intelligence 2. List the sources of information available to police 3. Explain how NIM applies to a policing context 4. Describe how intelligence is graded according to the 3x5x2 System 5. Demonstrate an understanding of MOPI and how this applies to a policing context 6. Demonstrate an understanding of the main principles relating to Information sharing	Objective 1: Q&A, Board blast 1 Objective 2: Q & A, Board blast 2 Objective 3: Activity 3 Objective 4: Activities 4 & 5 Objective 5: Activity 6 Objective 6: Activity 7

COLLEGE OF POLICING LEARNING OUTCOMES

1. Explain the importance of information and intelligence to all areas of policing
2. Understand and operate within relevant legislation/guidance underpinning information and intelligence in policing
3. Demonstrate an understanding of practical issues pertaining to the collection, retention and sharing of information and intelligence
4. Understand how information and intelligence held by other agencies can help police operations
5. Explain data protection regulations and their impact on professional policing
6. Examine the issues that can arise when data management protocols are not adhered to
7. Review the rights of the individual in respect of information held about them
8. Understand the considerations associated with managing information and intelligence regarding vulnerable people

Timing	Session Content		Resources
	Trainer Activities <i>(including any specific questions asked e.g. for assessment purposes)</i>	Learner Activities (including objectives met)	
0 - 5 mins	Trainer to meet and greet learners Complete lesson attendance sheet MASLOW's - trainer to ensure that conditions such as light, heating and ventilation are adequate. Trainer also to ask whether there are any other needs within the group that can be catered for. Reasonable adjustments could be made such as forwarding copies of lesson materials. Gestalt - Trainer to outline the Aims and Objectives for the lesson.	• Listening • Asking & answering questions • Discussing	PowerPoint Slide 1

5 - 15 mins	Before showing PPT slide 2, trainer to ask: QTS Q. What is information? Trainer to show PPT slide 2 and introduce the concept of 'information' and how it applies to a policing context.	• Listening • Asking & answering questions • Discussing Objective 1	PowerPoint Slide 2
15 - 25 mins	Board blast 1: Before showing PPT slide 3, trainer to ask: QTS Q. Where does information come from? Trainer to record answers on white board. • Suggested answers to include internal sources such as Police Intelligence databases and external sources such as H2H. Trainer to debrief using PPT slide 3	Board blast 1: Learners to think about where information comes from. • Listening • Asking & answering questions • Discussing	PowerPoint Slide 3 White board pens
25 - 35 mins	Board blast 2: Before showing PPT slide 4, trainer to ask: QTS Q. How do we go about tracing witnesses? • Suggested answers to include: At or near the scene, Social media, road checks. Trainer to debrief using PPT slide 4	Board blast 2: Learners to think about how to trace witnesses. • Listening • Asking & answering questions • Discussing	PowerPoint Slide 4 White board Pens

35 - 45 mins	Trainer to discuss ways that police may trace suspects.	• Listening • Asking & answering questions • Discussing	PowerPoint Slide 5
45 - 60 mins	QTS: Q. What is the difference between information and intelligence? Trainer to explain what intelligence is, why we need it and to briefly discuss the history of police intelligence.	• Listening • Asking & answering questions • Discussing	PowerPoint Slides 6 & 7
60 - 90 mins	Trainer to explain the National Intelligence Model (NIM) using PPT slides 8 & 9. Activity 3: NIM Knowledge Check and then go through the answers.	• Listening • Asking & answering questions • Discussing Activity 3: NIM Knowledge Check (individually) Objective 3	PowerPoint Slides 8 to 14 National Intelligence Model (NIM) Knowledge Check
90-105 mins	Trainer to discuss the difference between information, intelligence and evidence in a policing context using the Shannon Matthew's case study.	• Listening • Asking & answering questions • Discussing	PowerPoint Slide 15
Break (approx. 15 mins)			

120 - 145 mins	Trainer to explain Evaluation, Source Evaluation and Intelligence Assessment Activity 4: Grading intelligence submissions. Paired activity. Trainer to discuss answers with the group.	• Listening • Asking & answering questions • Discussing Activity 4: Learners to grade 4 pieces of information in pairs. Objective 4	PowerPoint Slides 16 to 20 Intelligence Grading Exercise
145 – 165 mins	Trainer to talk through the PowerPoint slides 21 - 30 taking advantage of opportunities to ask questions such as: Q. What is sanitisation? Q. What does Provenance mean and why is it important?	• Listening • Asking & answering questions • Discussing	PowerPoint Slides 21 to 29

165 - 180 mins	Activity 5: 3X5X2 Intelligence System Knowledge Check. Trainer to discuss answers with the group.	Activity 5: Individually, students to complete 3X5X2 Intelligence System Knowledge Check • Listening • Asking & answering questions • Discussing Objective 4	3x5x2 Intelligence System Knowledge Check
180 – 195 mins	Trainer to show PPT slide and discuss the Soham murders. Trainer to show video clip and then explain how this case gave rise to changes in the way that information is managed (MOPI).	• Listening • Asking & answering questions • Discussing	PowerPoint Slides 30 to 34
195 - 210 mins	Trainer to go through the remaining MOPI slides. Trainer to take advantage of opportunities to ask questions such as: Q. Can you think of the main points that arose from the Bichard inquiry? Q. What is a policing purpose? Q. What are the benefits of the PND?	• Listening • Asking & answering questions • Discussing	PowerPoint Slides 35 to 45

210 - 220 mins	Activity 6: MOPI Knowledge Check Trainer to discuss answers with the group	Activity 6: MOPI Knowledge Check (individual) Linked to Objective 5 • Listening • Asking & answering questions • Discussing	MOPI Knowledge Check
220 - 230 mins	Trainer to discuss how information can be shared, when it can be shared (ISA's) and the pitfalls of not sharing information	• Listening • Asking & answering questions • Discussing	PowerPoint Slides 45 to 52
230 - 240 mins	Activity 7: Information Sharing Knowledge Check Trainer to discuss answers with the group	Activity 7: Information Sharing Knowledge Check (individual) Linked to Objective 6 • Listening • Asking & answering questions • Discussing	Information Sharing Knowledge Check
240 – 245 mins	Any questions?		PowerPoint 53

EVALUATION OF LESSON:



Gwasanaethau Dysgu a Datblygu Learning & Development Services



LESSON TITLE:	Public Order
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GROUP/CLASS:	Initial Learning (PCDA/DHEP students)	DURATION OF LESSON:	225 mins
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LESSON AIM:	To introduce learners to the Public Order Act 1986 and the offences which make up this Act
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OBJECTIVES: <i>By the end of the lesson learners will be able to:</i>	ASSESSMENT ACTIVITIES <i>(linked to objectives)</i>
1. Explain the following offences under the Public Order Act 1986, including the points to prove and any defences: a) Breach of the Peace b) Section 5 c) Section 4a d) Section 4 e) Section 3 f) Section 2 g) Section 1 h) Threats to Kill	a) Question Sheet b) Question Sheet c) Question Sheet d) Question Sheet e) Q and A f) Q and A g) Q and A h) Q and A

COLLEGE OF POLICING LEARNING OUTCOMES

1. Describe what is meant by the common law offence of 'breach of the peace', with relevant examples, outlining associated police powers
2. Explain what is meant by public order and outline the role of the police in ensuring it is maintained
3. Explain offences contrary to the relevant sections of the Public Order Act 1986 and identify related powers:-
 - Section 5,
 - Section 4A,
 - Section 4,
 - Section 3 – Affray
 - Section 2 – Violent Disorder
 - Section 1. - Riot

Timing	Session Content		Resources
	Trainer Activities <i>(including any specific questions asked e.g. for assessment purposes)</i>	Learner Activities <i>(including objectives met)</i>	
0-2 mins	Maslow's	• Listening • Asking & answering questions • Discussing	PowerPoint Slide 1
2-5 mins	Gestalt - aims and objectives for the lesson	• Listening • Asking & answering questions • Discussing	PowerPoint Slide 1
5-10 mins	Activity 1: Trainer to ask learners to work in pairs to answer the following question: Q. What is a Public Order offence? Suggested answers: fighting, swearing, causing a nuisance, being abusive, riot Trainer to record answers on white board, which can be revisited throughout the session	Activity 1: Learners to discuss the question in pairs • Listening • Asking & answering questions • Discussing	PowerPoint Slide 2

10-200 mins	Activity 2: Learners to be split into 6 groups with each group given an information sheet about a public order offence. The trainer will give the groups 15 minutes to prepare the information. During the student presentations, trainer to interject with additional information, including case law using PowerPoint notes 5 – 24. The timings include the time needed for the trainer to add his/her comments. Running Order, including approximate time given to each offence: • Breach of the peace <i>(20 mins)</i> • Section 5 POA 1986 <i>(60 mins)</i> • Break <i>(15 mins)</i> • Section 4A <i>(20 mins)</i> • Section 4 <i>(20 mins)</i> • Section 3 <i>(20 mins)</i> • Section 2,1, Threats to kill <i>(20 mins)</i>	Activity 2: (linked to Objectives 1-8): Learners will be split into 6 groups and given information about a public order offence which they will then present to the rest of the group using Flipchart. The idea is that of peer learning rather than the trainer delivering all the information. • Listening • Asking & answering questions • Discussing	Flipchart Marker pens Public order offence info sheet PowerPoint Slides 3-22
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200-220 mins	Activity 3: Trainer to give out the 'Question Sheet' and facilitate discussion around the questions. Trainer to ask learners to recap Sections 3, 2, 1 and threats to kill (these aren't tested in the question sheet). Trainer to ask: Q. What is affray? Q. What is violent disorder? Q. What is riot? Q. What are the elements of Threats to kill?	Activity 3: (Linked to Objectives 1-4); Learners to complete the Public Order Question sheet individually. Answering verbal questions from trainer • Listening • Asking & answering questions • Discussing Objective 1	PowerPoint Slides 23-29
220-225 mins	Revisit objectives Any questions?		PowerPoint Slides 30

EVALUATION OF LESSON:



Gwasanaethau Dysgu a Datblygu Learning & Development Services



LESSON TITLE:	Repeat Victims & introduction to vulnerability
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GROUP/CLASS:	Initial Learning (PCDA/DHEP students)	DURATION OF LESSON:	130mins
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LESSON AIM:	To provide an introduction on recognition of repeat victimisation and vulnerable victims and the impact that ASB/Crime has on those members of the community.
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OBJECTIVES: <i>By the end of the lesson learners will be able to:</i>	ASSESSMENT ACTIVITIES <i>(linked to objectives)</i>
1. Define what a repeat victim is 2. Describe the impact that ASB/crime has on repeat victims 3. Explain what a risk factor and protective factor is and the difference between a risk factor and actual vulnerability 4. Define 'vulnerability' in the context of operational policing 5. State who could be considered as vulnerable 6. Explain key considerations when responding to and supporting a person who may be vulnerable 7. Explain the initial action to take when dealing with a person who is, or may be vulnerable	Objective 1: Discussion, Q & A Objective 2: Discussion, Q & A Objective 3: Discussion, Q & A Objective 4: Discussion, Q & A Objective 5: Discussion, Q & A Objective 6: Discussion, Q & A Objective 7: Discussion, Q & A

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COLLEGE OF POLICING LEARNING OUTCOMES

- 1 Define 'vulnerability' in the context of operational policing
- 2 Explain the national drivers for the police service in providing a professional and ethical service to individuals who are, or may be, vulnerable or at risk
- 3 Explain the personal aspect of vulnerability
- 4 Understand how extrinsic factors can result in harm, or risk of harm to a vulnerable person
- 5 Explain the influences of risk factors on vulnerability
- 6 Outline the importance of vulnerable people being appropriately supported by the police
- 7 Explain key considerations when responding to and supporting a person who may be vulnerable
- 8 Understand how a vulnerable person may respond to a police presence at an incident

Timing	Session Content		Resources
	Trainer Activities <i>(including any specific questions asked e.g. for assessment purposes)</i>	Learner Activities <i>(including objectives met)</i>	
0-5 mins	Maslow – learners needs. Deck clearing-any issues to resolve? Gestalt - verbal outline of aims and objectives.	• Listening • Asking and answering questions • Discussing	Lesson plan. Computer system with projector to facilitate delivery PowerPoint PPT Slide 1
5-15 mins	Trainer to play video to students. QTS: https://www.channel4.com/news/police-face-misconduct-probe-over-pilkington-case Q. What your thoughts on this? Discuss	Watch Fiona Pilkington video. • Listening • Asking and answering questions • Discussing	PPT Slide 2 YouTube clip

15-25 mins	Board blast 1: Before showing PPT slide 3, trainer to ask: Q. What is a victim? Trainer to record student answers on white board and discuss. Q. Do students agree with this definition? Discuss. QTS: Q. Why would victims not report being a victim of Crime or ASB to the Police? Trainer to use PPT slide 3 to de-brief.	Board blast 1: • Listening • Asking and answering questions • Discussing • Listening • Asking and answering questions • Discussing	PPT slide 3 White board Pens
25-30 mins	Before showing PPT slide 4, trainer to ask: QTS: Q. What do you think a 'repeat victim is'? Trainer to use PPT slide 4 to debrief discussion. Q. Do you agree with this definition? Discuss.	• Listening • Asking and answering questions • Discussing (Objective 1)	PPT slide 4
30-35 mins	Trainer to show PPT slide 5 'The Pattern' QTS: Q. Do you agree with this? Q. Can you think of any examples where this may be applicable?	• Listening • Asking and answering questions • Discussing	PPT slide 5

35-40 mins	Trainer to show PPT slide 6 ‘The impact’ and ask: QTS: Q. What impact this will have on victims, society and the local community? Discuss.	• Listening • Asking and answering questions • Discussing (Objective 2)	PPT slide 6
40-50 mins	Before showing PPT slide 7, trainer to ask: QTS: Q. What is vulnerability? What does it mean to you? Trainer to show PPT slide 7 and discuss. Trainer to show PPT slide 8 and ask: QTS: Q. Who could be considered vulnerable? Q. What can we do as the police to reduce the risk to them? Trainer to use PPT slides 8 & 9 to debrief discussion.	• Listening • Asking and answering questions • Discussing (Objectives 4 & 5)	PPT slides 7 - 9
50-60mins	QTS: Q. Who can be classed as vulnerable? Trainer to record student responses on whiteboard and reinforce using PPT slides 10	• Listening • Asking and answering questions • Discussing (Objective 5)	PPT slides 10 Whiteboard Pens

60-65mins	QTS: Q. How would you define a child? A child is defined as any person under the age of 18 years of age..... Section 105 of the Children’s Act 1989 Trainer to note student responses and reinforce using PPT slide 11	• Listening • Asking and answering questions • Discussing (Objective 4)	PPT slide 11
65-70mins	QTS: Q. What do you think the police definition of vulnerability is? Trainer to note student responses and reinforce discussion using PPT slide 12	• Listening • Asking and answering questions • Discussing (Objective 4)	PPT slide 12
70-75mins	QTS Q. What do you think the criteria is for an adult to be at risk? Adult At Risk Definition taken from the Social Services and Wellbeing Act 2014 which defines and Adult at Risk: - Aged 18 years or older who: Is experiencing, or is at risk of abuse or neglect Has needs for care and support (whether or not the authority is meeting any of those needs), and	• Listening • Asking and answering questions • Discussing	PPT slide 13

	As a result of those needs is unable to protect self against the abuse or neglect, or the risk of it QTS: Q. How does this definition differ from the police definition. Trainer to note student responses and discuss.	(Objective 4)	
75-80mins	Trainer to reveal PPT slide 14 and discuss with students Section 128 of Social Services and Wellbeing Act Section 128 Duty to report adults at risk Relevant partners have a duty to report any incidents involving an Adult at Risk QTS: Q. Who are the relevant partners? Who do the partners report the Adult at Risk to? Trainer to note student responses and discuss Relevant partners: - Police Health Care Settings Probation	• Listening • Asking and answering questions • Discussing	PPT slide 14

	Local Authority The local Authority are the agency to whom the concern is reported (similar to concerns regarding children)	(Objective 6)	
80-90mins	QTS Q. What is a risk factor when you talking about vulnerability? Trainer to de-brief using trainer notes on PPT slide 16 QTS – What is a risk factor? What is a protective factor? Risk and protective factors. Many factors influence a person's chance of developing for example a mental and/or substance use disorder, effective preventions focuses on reducing those risk factors, and strengthening protective factors, that are most closely related to the problem being addressed. Risk factors – are characteristics at the biological, psychological, family, community or cultural level that precede and are associated with a higher likelihood of negative outcomes. Protective factors are characteristics associated with a lower likelihood of negative outcomes or that reduce a risk factor's impact. Protective factors may be seen as	• Listening • Asking and answering questions • Discussing	PPT slides 15-16

	positive countering events. Some risk and protective factors are fixed, they don't change over time. Other risk and protective factors are considered variable and can change over time. Variable risk factors include income level, peer group, adverse childhood experiences (ACE's), and employment status. All people have biological and psychological characteristics that make them vulnerable to, or resilient in the face of potential issues. Because people have relationships with their communities and larger society, each person's biological and psychological characteristics exist in multiple contexts. A variety of risk and protective factors operate within each of these contexts. These factors also influence one another. Targeting only one context when addressing a person's risk or protective factors is unlikely to be successful because people don't live in isolation. Eg. In relationships risk factors include parents who use alcohol and drugs or who suffer from mental illness, child abuse and maltreatment, and inadequate supervision. In this context, parental involvement is an example of a protective factor. In communities risk factors include neighbourhood poverty and violence. Here protective factors could include after school activities. In society risk factors can include norms and laws favorable to substance use as well as racism and a lack of economic opportunity. Protective factors in this context would include hate crime laws or policies		
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	limiting the availability of alcohol. Risk factors tend to be positively correlated with one another and negatively correlated to protective factors. In other words, people with some risk factors have a greater chance of experiencing even more risk factors and they are less likely to have protective factors. These correlations underscore the importance of early intervention and interventions that target multiple not single factors QTS - What is the difference between a risk factor and actual vulnerability? Difference between risk factors (they can change/ be changed). Actual vulnerability e.g a child's age or MH status cannot. Q. What do you think a protective factor is? Trainer to de-brief using trainer notes on PPT slide 16 Q. What is the difference between a risk factor and actual vulnerability? Trainer to note student responses and de-brief	(Objective 3)	
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90-105mins	Look for the Signs QTS: Q. What factors help identify vulnerability? Trainer to note student responses and then show video on slide 15 via link (4:26mins). Trainer can then facilitate discussion around slides 17 – 20 around some of the factors (linking in risk and protective factors) and situations which may be indicators of a person who is vulnerable, and the possible reaction they may face as officers.	• Listening • Asking and answering questions • Discussing (Objectives 5 & 6)	PPT slides 17 -20
105-110mins	Before showing PPT slide 21, trainer to ask: QTS Q. Why is it important that the police work to one definition? Trainer to note student responses and discuss Q. What affect could it have if we didn't? Trainer to note student responses and discuss.	• Listening • Asking and answering questions • Discussing (Objectives 4 & 5)	PPT slide 21

110-120mins	Trainer to facilitate discussion around how protection of the vulnerable is recognised at the highest level. Welsh Government promotion of safeguarding those who are vulnerable.	• Listening • Asking and answering questions • Discussing	PPT slide 22
120-125mins	Statutory duty has been passed to local authorities to work together under the Social services and Well-being Act (Wales) 2014 Social Services and Well-being Act (Wales) 2014, introduced in April 2016. Section 127 of the Social Services and Well-being (Wales) Act 2014 enables an application to be made to magistrates' courts for an adult protection and support order. An order under this provision may be sought in relation to a person living in any premises within the area of the appropriate local authority. The purpose of such order is to enable an authorised officer of the local authority to speak in private to a person suspected of being an adult at risk in order to establish whether he or she can make decisions freely, to assess whether the person is an adult at risk and to establish whether any action should be taken, and if so, what action. Applications for such orders may be made by an authorised officer who is an individual authorised by the	• Listening • Asking and answering questions • Discussing	PPT slide 23

	appropriate local authority to perform functions under this section. Section 127(9) of the SSWA 2014 enables the Welsh Ministers in regulations to place restrictions on who may be authorised under this section, for example, by requiring particular qualifications or experience. (see the Adult Protection and Support Orders (Authorised Officer) (Wales) Regulations 2015(), regulation 3. When an adult protection and support order is in force, the authorised officer, a police constable (if considered necessary) and any other person specified in the order has the power to enter the premises where the suspected adult at risk is living, for the purposes of the order. The constable may use reasonable force (for example, to gain access to the premises where the adult at risk lives) if such force is necessary to enable the purposes of the order to be fulfilled. QTS Q. How do we think we could achieve this?		
125-130 mins	Any questions?	• Listening • Asking and answering questions • Discussing	PPT slide 24

EVALUATION OF LESSON:

Level 4 question:

Explain the importance for police officers to recognise the different categories of 'Vulnerable' persons and why it is necessary for police officers to deal with vulnerable person appropriately and describe the process.

Answer may include:

- Children under 18 years,
- Person 18 yrs. or over in need of community care,
- Mental or other disability,
- Age or illness,
- Unable to care for themselves,
- Unable to protect themselves against serious harm or exploitation.
- Ensures that the vulnerable are protected, cared for and supported,
- What happens when policies and procedures are not followed (using case study to explain),
- What happens when police DO follow protocols.