

## **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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## **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              |
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| 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:

Since being attested as a Police Constable in late March 2020 I have had to proactively solicit a handful of simple but particular behaviours and commitments from myself in order to better cope with the stresses and psychophysiological footprint of the experience of the first six months of my new career's undertaking. Training presented challenges which required some resilience to overcome: I had a great wealth of new information presented to me that I was expected to absorb in time to sit an exam on that learning; I was asked to do much of that learning and preparation from home to accommodate restrictions that the outbreak of Covid-19 in early 2020 had brought with it, which tasked me with maintaining a heightened degree of discipline in order to meet my academic requirements; and throughout the period a great and growing apathy (leading to antipathy) towards the Police as a concept as much as an institution, both here in the UK and in the United States, was unavoidably present in the news and other media, generating a considerable grade of concern for how I, as a Police Officer, will be treated going forward by the society I joined to protect and serve.

To combat these factors, I needed to be able to function properly, to allow me to manage my mind effectively. So I explicitly directed efforts to strengthen the triumvirate pillars of Diet, Sleep, and Exercise to facilitate the mediation of negative emotion, the upkeep of biological stability, and good mental health and overall wellbeing.

Stress causes myriad physical changes. Even relatively small amounts of stress can have noticeable effects on one's brain chemical makeup, bodily function, and even physical appearance. A lesser-explored aspect in this area, however, is the tendency of stress to trigger the hypersecretion of insulin in people when faced with tasks of any difficulty or complexity. This is a significant concern, particularly in the morning before breaking fast, where a spike of insulin would wipe out one's blood sugar levels in one go. What would then follow is a period lasting the rest of the day (until the person slept some more) of physiological and emotional volatility. (Salzer, 1966)

In essence, the cost of getting this wrong is mood malfunction of potentially debilitating measures. I could not, therefore, allow myself to get up and go to work on an empty stomach, or on a full stomach of the wrong kind of food. That means eating breakfast as soon after waking up as I could. It also means steering away from sugars and simple carbohydrates that stimulate steep rises and subsequent dips in blood sugar levels as they are too quickly digested. This may sound obvious to some, but on days where I failed to

keep this simple agreement with myself, I felt noticeably quicker to temper, shorter of concentration, generally more negative in myself, more tired, and – basically – less resilient. The cure, I found, was literally bacon and eggs. And the difference was deeply felt.

Tied intricately with breakfast and its timing is the primacy of routine in regulating the biological patterns behind one's emotional states. One's readiness to confront challenge and cope with complex problems and stressful workloads, for example, does in no small way float upon one's reserves of positive mental attitude. If that level drops too low then simple tasks can start to feel like the work of a lifetime. To help guard against this outcome, one must where one can tame and automate as many of the fluctuant elements of one's life as is practicable.

The most important functions of the human body depend on predictable scheduling. It is for this reason that many of these functions go unconsidered, and are taken for granted when such daily routines are in place. I would expect most people to agree that the simple function of breathing air is a thoughtless one, stripped of all complexity to the point where it is as if something else is breathing for us. Just like that we cannot just decide to sleep when we want either, and regarding other essential human bodily functions: when you've got to go, you've got to go! The homeostatic cascade of these effects and their causes can (and had better be) habitualised and metronomised – made like clockwork – so that the foundations of strong physical and psychiatric health can be made steady and uncluttered, predictable and dependable. The systems of the body have their lines, and you – the director – must give them their cues.

It is therefore highly important that one awakens every day at roughly the same time. That one eats dinner at roughly the same time each evening. That one goes to sleep at generally the same sort of time each night, though this is not nearly so crucial as waking at the same time every morning. Our circadian cycles dominate our emotional programming (Peterson, 2018), so it is imperative that we shape our sleep patterns into a reliable daily pulse. During the first six months of training, I made sure to set my alarm for the same time every day, even on weekends, and made myself get up and eat my breakfast. If I had failed to get enough sleep the night before, I would still get out of bed and reward myself with a full night's sleep the following night. I found myself opting to eat my dinner earlier in the evenings to allow my digestive system to process the meal so that I would go to the toilet before I left the house. What started as a pendulous swing, day to day from peak to trough, turned into a feebler, more modest cadence as my routines began to set in, and the complexity of simply functioning faded into a subconscious self-driving mode. I was more capable of dealing with my tasks for the day, and modelling my long-term goals. Even my colleagues noted a change in my demeanour as I became easier to be around, and more useful too. Quite what I will do to mitigate the necessary abolition of these established patterns as I go through life as a Police Officer on shifts will remain to be seen, but for my first six months in training a conservative and systematic daily routine was essential in minimising stress and developing resilience.

Also important was the role of daily exercise. The nuclear facet of everything I have detailed so far has been a utility in laying out a clean and even surface upon which to build a learned, rounded character. A solid foundation. Exercise plays no mean part in this, and is a central tenet of coping actively with stress, and building resilience to it. Along with other psychosocial dynamics such as cognitive flexibility, spirituality, optimism and humour, and

social support including positive role models, exercise is one of the most important factors in staving off depression and anxiety. (Southwick, et al., 2005)

Aerobic exercise especially improves the flow of oxygen to the brain and blood around the body, as well as triggering the release of endorphins. Exercise alone has been shown to be effective treatment for mild to moderate MDD (major depressive disorder) (Dunn, et al., 2005). The decluttering, healing power of exercise is immense, and its effects bleed into peripheral factors of high resilience value as well. For example, an individual totted up with natural endorphins from a morning exercise session will be far more receptive and generous with regards to optimism, spirituality, humour, and cognitive flexibility, all of which we have established are pivotal.

During the six months I went through periods of exercising every day, where I would be going for a run through the woods one day, or doing a workout in my garden the next. I noticed a change in my body, in my mood, and in my ability to concentrate, particularly juxtaposed with those periods when I failed to keep my discipline and let myself off the hook. When I failed to exercise at all for a few days in a row, I felt myself becoming lethargic and mentally sluggish. I became angry more quickly, and was less happy with my day when I went to bed and reflected on how I had spent it.

In conclusion, having been able to reflect upon my experience in consciously applying (and failing to apply) these simple dynamics to my life, I cannot help but see the utility of establishing a systematic and stable routine for sleeping and eating as fundamental to the task of inoculating oneself against stress and building resilience. Absolutely necessary. But not on its own sufficient. As mentioned above, the *tabula rasa* of a clear and healthy mind and body is prerequisite to fostering a robust immunity. The real cheat code is that active coping style – exercise. It leads to everything else on the list, feeds every mouth at the table. Through exercise, along with routine, rest, and diet, true resilience is attainable.

(1491 words)

## 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:

In this essay I reflect upon my first arrest as a police officer. I was pleased with how I handled, de-escalated, and averted conflict by communicating well and building a strong rapport with the subject. There were barriers to achieving that, including cultural, medical, and chemical. In a legislative context I was not satisfied that the offence for which I had arrested had actually been completed. I felt pressured into making a decision with which I disagreed, and was embarrassed by the sergeant who refused custody. I believe I handled this situation with calmness and positivity. On reflection I identified that I could possibly have been more forthcoming in questioning my tutor's decision, as it was really mine to make, and by gathering and reflecting upon more and more experiences in future I will be able to take more responsibility for my decisions, and to test the grounds for making them more diligently with my colleagues.

My very first day shift had mostly been spent attending the addresses of persons wanted on warrant for arrest. This was to provide me and my partner with straightforward early arrests. We were conscious that we had to hit quite a lot of targets in a relatively short amount of time, so were keen to make positive use of it. We were also worried that the Covid-19-related lockdowns and restrictions would have a chilling effect on some of the incidents and criminal behaviour we could normally expect to deal with. With this in mind our tutor assigned to each of us a person wanted for failing to appear in court, and our goal was to

locate and arrest them. After almost a whole shift with no results, there were just two hours left to take some meaningful action.

I was stood outside an address in with my partner and tutor waiting for the occupant to respond to the doorbell. Whilst there, I heard from the end of the street a loud pig-snorting sound. Then I heard it again, followed by a male voice shouting, "*I smell pigs!*" I looked over towards where it had come from and saw a male in jeans and a shirt kicking a football with a friend, about 50 metres away. I turned my focus back to the address we were attending. I heard the sound again, and looked back over. I saw him as he shouted again, "*I smell pigs!*". Me and my partner smiled at each other and shook our heads.

There were other people nearby. A couple of males sat on a bench with a dog just several metres away, and one or two were walking along the street. I thought I could tell from their body language that the males on the bench at least had registered the shouting and that it was directed at us. They did not display any obvious signs of alarm or distress. At most they seemed merely interested to see if and how we would respond.

After a couple of minutes at the door we made our way back towards the car, which was between us and the shouting male. As we got to the car he shouted it again, looking the other way, kicking his football. My tutor stopped and said to me and my partner, "*What offences have we got here then?*" I replied, "*Section 5 Public Order?*" My tutor nodded. In this case, section 5 refers to the use of abusive or disorderly words or behaviour within the hearing or sight of a person likely to be caused harassment, alarm, or distress. I looked around at the members of the public who were nearby, to see how they were reacting to the male. Every face seemed indifferent, at least outwardly.

I said to my tutor, "*Arrest?*" She nodded. I then dutifully put my shoulders back and walked straight over to the male and pointed out the offence of Disorderly Conduct contrary to section 5 of the Public Order Act 1986, told him that he was under arrest and cautioned him, to which he replied, "*I haven't insulted nobody.*" The male was small and skinny. He was not aggressive, but was gesticulating with his hands and becoming agitated. I placed him in handcuffs and escorted him to the car to conduct a search under section 32 PACE. There was no reaction from the onlookers that I could sense. No change in mood now that he was being dealt with. He was totally compliant with every requirement, and apologised profusely for what he had said. As I conducted my search he even removed his shoes, thinking that I was going to ask him to do that. I helped him put his shoes back on, and helped him into the car.

He complained the cuffs were uncomfortable he was leaning back onto them, so I reapplied them to the front so he could sit comfortably. Once we drove away he began to cry uncontrollably. He begged God to protect him, and started hyperventilating. I spoke to the man in a calm voice, and gently placed a hand on his shoulder, to physicalize as well as verbalise some steadiness. I told him to listen to my voice, and to focus on breathing more deeply and more slowly. I reassured him he was safe. I told him my name, and asked him to tell me what he had been up to that day. This seemed to calm him down. He began to breathe in a much more relaxed manner, and started to talk to me.

The man zigzagged across topics including his mother's illness, his gypsy heritage, his time being treated at a mental institute, the death of his child, his father's incarceration, and his divorce. His mood and manner peaked and troughed rapidly, chatting chirpily one moment

and becoming desperate the next. He often contradicted himself, going off on incoherent tangents. At one point he asserted that we had picked on him, only arresting him because he is “*obviously*” a gypsy. I explained that we had no idea that he was a gypsy, and besides that it wouldn’t make a difference to us. All we were concerned with was the offence. I reassured him that he would not be spending any time in prison, as he was frightened that he would. The man stuttered and slurred his speech, but not in a way that seemed typical of intoxication (though he had been drinking). It seemed more a symptom of some disability or condition than of drink or drugs. Throughout, however, the man was polite and pleasant. Any anger or frustration he felt he directed at himself. A highlight of levity was when I realised that he and I actually shared a birthday. Engagement of this sort kept him calmest, and kindest.

When we arrived we had to wait over an hour to present to the custody sergeant. During that time I made the decision to remove the handcuffs, as the man was no longer an escape risk, had at no point presented a threat to me or my colleagues, and I felt his behaviour had warranted a reward. I explained that, and said so long as nothing changed they would stay off, and he appreciated that. After 45 minutes he became disturbed by the presence of another prisoner in the holding area, and began to hit his head back against the wall. I then asked him to sit forward so he could no longer do that, but he started hitting himself instead. I took a firm hold of his hands to stop him, and reapplied the cuffs to the rear whilst keeping him sat forward. This way he couldn’t hit his head with the wall or his hands. I told him this, and he understood and accepted.

When we were called through by the custody sergeant, I told him the circumstances of the arrest, and custody was immediately and sarcastically refused. He said a police officer could not be caused harassment, alarm, or distress. I explained that the behaviour had been within sight and hearing of members of the public likely to be caused alarm or distress, and his response was that there was nothing about the words or behaviour that would have been likely to alarm or distress anybody, so he held that the offence was not complete. At this moment my tutor began to argue with him. She said, “*So people can just call us pigs and say whatever they like to us then?*” The man, who had been standing by overhearing this discussion, chimed in to say, “*Sir, I did say it. I did do what they said.*” I took him around the corner to allow my tutor and the sergeant to talk. The man was more concerned with making sure me and my colleagues weren’t in any trouble than avoiding trouble himself. He said, “*Let me talk to him, I’ll tell him I did it. I don’t want you to lose your jobs!*” My tutor came back around the corner and told me we were to de-arrest the man and convey him home. She seemed angry. I said to the man, “*I am delighted to say you are no longer under arrest. We are going to take you home now.*” I removed the cuffs and we drove him home.

I knew that by joining the police and being such a visible target that I would receive some abusive treatment from some people, and was not in the least bit bothered by what the man shouted in the street. I also knew that as far as the Public Order Act was concerned, police cannot be caused harassment, alarm, or distress. If there had been no people around, I would have said there was no offence. The fact that there were bystanders caused me doubt. There are two ways it could be seen: either as a sign that the police can’t stick up for themselves, which could be distressing for public; or as a good example of reassuring the public that, by receiving insult without needing to respond with force, we are made of sterner stuff, and are the right sort to be protecting and serving the community.

I was almost amused by his behaviour. Of course I knew it wasn't personal, and I didn't feel under attack. Perhaps the police as a brand may have been, but it was hardly a great or original insult. I feel now that perhaps the best way to protect the 'brand' would be to stand by and let people see how inarticulate and undesirable the sort of person who says and does that sort of thing actually is. Sunlight is the best disinfectant, and all that. The man was not a good spokesperson for the Police-Are-Pigs brigade, so it may have been more productive to simply let him speak.

The atmosphere on the street felt curious, not tense. The man was at worst a nuisance, and I think others felt that too and could tolerate him. When my tutor told me to arrest him, I felt like what I was doing was wrong. Perhaps on paper the circumstances constituted an offence, but it felt in the moment very petty – a heavy handed response, like swatting a fly with an iron. It felt like we were using the incident to squeeze an arrest out of a disappointingly uneventful shift, and that didn't feel right. I think my partner felt the same. I was embarrassed at custody. It was my first arrest on my first day, and presenting to custody for the first time. I felt exposed, and set up to fail, and the incredulous response from the sergeant made it feel worse. I think my tutor was a little embarrassed too, as she had not only allowed but encouraged the arrest. Having built a rapport with the man, and established a fuller picture of his character, I felt sympathy for him. His hands were in a dreadful state from habitually biting his nails out of anxiety, and he shook when he tried to sit still. It made me happy to be able to say to him that he was free to go. He made me laugh when he said he felt responsible for *not* completing the offence.

Objectively, lots of things did go well. My efforts to communicate with the man built a strong rapport which made him markedly safer. I could have been forceful, and cold, and perhaps would have extracted a more difficult character from him, but instead I was warm, engaging, and empathetic, and in doing so kept the situation from escalating into one where I would need to use more force than I did. The man wanted to be treated well, and we rewarded each other for how we treated one another. Here was Betari's Box manifested in clear bold lines, where my attitude from the outset determined my behaviour, which in turn had an influence on The man's attitude, which directed his own behaviour, which fed back into my attitude, and so on went the cycle. (Mulder, 2018)

It was clear from my first engagement with him that he and I were very different people. Our backgrounds were miles apart, he having grown up in a caravan on a traveller's site learning a different culture to my suburban Cardiff upbringing. The broad strokes of his life's experiences had helped shape him into a person with whom I had little in common. This didn't stop me from being able to treat and talk to him as an individual, and as an equal. I searched the man professionally and competently, I handled him as a prisoner safely and authoritatively, the arrest itself was thorough and forthright, and my use of force was considered and proportionate.

Given that the man was my arrest, and my prisoner, it really was only my decision to arrest him. Given that at the time I did not feel an arrest was necessary, I actually did make the decision not to arrest, and had done so before my tutor raised her concerns. What I failed to do was defend it. However, I appreciate the high street is not the best place to hash out a disagreement such as this quickly, and so I gave in to self-doubt (with which I was riddled that day) and appealed to the authority of experience. I believe it would have helped if I had the confidence in my own experience to be able to say, "*Actually I don't think any offence has been committed, and here is why.*" Next time I might suggest waiting around for a few

minutes for the person to say something inarguably likely to alarm and distress. If h had sworn, for example, that would have made presenting him to custody for the offence much less of a thorny experience.

Ultimately the skills and tools I need to help me do better next time I can only develop through experience. I knew the legislation at the time, and I knew I knew it. It is a matter of growing over time through reflection, using models such as Gibbs' Reflective Cycle, to establish my action plan going forward. It is not simply a case of getting it right next time, but rather of getting it righter each time, and building my portfolio of trials with fewer and fewer errors. Through reflection, what feels like failure can be the foundation for success. I can position myself to become the officer who will be able to confidently disagree wherever appropriate, and take responsibility for my decisions with some earned wisdom.

To conclude, I made a decision, which I didn't defend when an alternative was suggested by a more experienced officer. I fell in line, feeling unable to disagree, and did what I felt I had to do. Despite that I did it well. I completed the task competently, and utilised effective verbal and physical communication to de-escalate any potential conflict. I did everything with the core ethical principles of policing, and the PACE codes of practice at the forefront of my mind, as well as a genuine consideration for the subject's human rights, and any cultural barriers to which I may have needed to be sensitive. Through gaining more experience alongside reflective practice I will grow and establish my own platform for having confidence in taking responsibility for my decisions as a police officer.

(2734 words)

### 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:

This reflective piece will detail an incident where I attended a concern for welfare call to an address, used force to enter the premises, located the person for whom I was searching, communicated professionally and effectively with them, and made arrangements for supporting engagement from other agencies, namely paramedics and social services. I employed communication models including Monroe's Motivated Sequence to present my proposals to the subject, whose consent was not immediately given, and proceeded in particular awareness of the requirements and policies under Section 17 and Code B of PACE regarding power of entry, and the police Code of Ethics with respect to public service. This incident is also contextualised by the extra risk and considerations imposed by Covid-19 in the UK. I felt I handled the situation skilfully and impactfully, arriving at a desired outcome through strong communication and informed decision-making which I will continue to develop further as my career progresses.

I and my tutor attended an address to conduct a welfare check on the occupant, whose neighbours had called 999 out of concern for his wellbeing as they had not seen him in 10 days. Upon arrival two Community Support Officers were already there outside the address talking to the neighbours. They relayed that the neighbours normally see the man who lives there out doing his daily shop. I spoke to the neighbours, who told me the man had become very reclusive after his wife left him years prior, and he doesn't really talk to anybody on the close.

I knocked, rang the doorbell, and called through the letterbox loudly identifying myself as a police officer and explaining why we were there. There was no response. After conducting PNC and NICHE checks on the individual and the address, I rang the local hospitals to see if he had been admitted anywhere, and he had not. Neighbours had phone contact details for the man, and for his daughter, so I tried both, only getting through to the daughter who told me she had not had any contact with her father since her mother divorced him several years ago.

I then walked around the back of the address to look for anything to indicate that somebody was inside. There were two bicycles visible through the living room window, and neighbours said the man did not drive. From what I could see from outside, the house was filthy, with mouldy open food tins and countless empty glass bottles all over the floor in the kitchen. I could see through the letterbox that the hallway was also a sea of glass bottles, and that the door was bolted from the inside. The back door to the kitchen was also locked from the inside with the key still in the lock.

All the visible indicators and information available to me led me to hold a genuine suspicion, with an objective basis, that the man was inside the address, and that if he was alive he was at least at serious risk of harm, either from himself or as a result of his living conditions. Consequently I had power under section 17 of PACE to enter the premises save life and limb (Home Office, 2017).

Under Code B of PACE I had a procedural responsibility to use only a reasonable and proportionate degree of force to get into the house, and I identified that the bottom panel of the back door into the kitchen presented the softest and safest barrier to entry, as it was just a flimsy panel of ply nailed on from the inside. I pressed against the panel with one hand and used the other to gently knock it out of its nail holdings. I placed the panel to one side with reattaching it afterwards in mind, as Code B also requires use to leave any premises secure either by arranging for the occupier or their agent to be present, or by any other appropriate means (Home Office, 2013).

The smell of rotting food and damp was immediately noticeable as I climbed through the kitchen. I put on my facemask, partly to block out dust, spores, and anything else I could breathe in, and also in consideration of the possibility that the man who I suspected was inside had covid-19 or some other contagious condition. The impact of covid-19 in particular was a significant social concern, providing further context to the collective concern for this man's welfare, as well as the potential risks of entering his house. I also put on gloves. I called out from the bottom of the stairs, over which hung great curtains of attic insulation where the ceiling had either fallen or been pulled through. I heard a faint groan from upstairs. I carefully ascended and found the man in his bed wearing a raincoat. He was gaunt and pale. The floor was covered in soiled clothes and broken glass bottles, and there were several large milk bottles half-filled with a brown-yellow coloured liquid. The bed had no sheets and was stained dark. The walls were black with mould.

I explained to the man why we were there, and asked him how he was feeling. He told me he wasn't feeling very well at all. He had not eaten in days, and felt incredibly heavy and weak. He also had a blocked chest and was struggling to breathe. I explained that I was happy to find him safe, and that I would like it if he would let me arrange for him to be seen by paramedics to professionally establish the nature and risks of his condition. He consented to this, and force control arranged for an ambulance to visit.

I also asked the man some questions about his living environment, always mindful of not coming across as insulting or disrespectful. The policing values most heavily engaged throughout this encounter were those concerning public service, primarily those imperatives to act first and foremost in the public interest, to consider how people wish to be treated in my dealings with them, and to treat others with respect regardless of the circumstances (College of Policing, 2020). He was actually very articulate and reasonable, engaging politely and responding well to how I was interacting with him, though clearly rather spaced out. I told him my concerns regarding his state of living. There was no running water, no facility to speak of to wash himself or his clothes, nowhere or way to prepare food safely if at all, the toilet was full of faeces and insects, the floor presented a serious injury hazard with so much glass and debris, and there were huge patches of the ceiling which had no insulation, which moving into winter would become a more serious problem. I asked for consent to refer his situation to social services, because it was clear to me that he needed some sort of agency support. He refused to give his consent, but was grateful for the concern and agreed it was not a good state to be living in.

When the paramedics arrived they conducted some tests and then decided to convey him to hospital. He needed time to recover from it, but managed to put on his trousers and shoes and get down the stairs in his own time. I was on hand throughout in case he fell, or needed any kind of support. Once he was in the ambulance, I checked the back door and saw the PCSOs had repaired it already. I took photographs of the inside of the house, and referred the case to social services via a Public Protection Notice (PPN), so grave was my concern.

I felt several things during the experience. I was taken aback at the sheer volume of wine and brandy bottles all over the floor. It seemed worse to me than the disrepair of the house or the disgusting state of the kitchen. I felt great sympathy for the man, who was my father's age, and who had his wits about him still. I thought of how embarrassed and ashamed he might have been to be seen in such a dreadful condition. What was evident to me was that he had given up on living well, at the very least, and my first thought when I saw the ceiling ripped open exposing the beams over the stairs was that he might have done that deliberately in preparation to end his life. I felt uncomfortable looking around the bedroom whilst he was there. It seemed intrusive, and not at all difficult to predict what conclusions I could have been making. That being said, I was grateful to be there. It was rewarding knowing at least he would be able to wash and recover in a safe and clean environment as a result of my actions. The PCSOs who were there seemed unenthused by the experience. It may have been out of a sense of pointlessness, which I did intuit from some of their comments, as if it didn't matter in the long run what we did as he would soon be back and in the same situation. I was adamant in myself to stave off such pessimism, as I felt I needed to be positively solution-orientated to be able to provide the highest level of support to this man who clearly needed it.

As far as regards what went well and what didn't, it was a largely positive experience: we responded quickly after the call came in; collected all the possible relevant information, using it to weigh the risk and identify the powers and procedures available; exhausted non-forceful options and reasoned out our suspicions, fears, and beliefs; gained entry using minimal necessary force; located the man and communicated with him well, working in collaboration to conserve his safety and dignity; made decisions based on objective observations and defensible subjective considerations, and made them there and then,

allowing swift action, which we took. Communication between police and paramedics was effective, and delivery of joint service was prompt, maximising possible good and minimising possible harm. All police values and codes of practice were considered and adhered to. The immediate situation – i.e. locate the man and secure his safety – was resolved, and measures were taken to get the ball rolling with the aim of tackling the man's longer-term situation. This required the gathering of evidence and further cross-agency co-operation. In general, my contributions during this incident were central and positive.

The only way the whole thing could really have gone better is if somehow it could have been confirmed there and then that the man would commit to a drastic mindset and lifestyle change, and our intervention could have guaranteed a long-term positive outcome. This is fantastically wishful thinking, however. I cannot think what could have been done differently, especially since the man responded to police and paramedics about as well as one could have hoped. It was clear to me that he was living in his choices. He was mentally *capable* of looking after himself, and had decided not to, or at least was so psychologically defeated that his physiological resources for kindling resilience and fostering recovery were spent, and he was simply not *going* to look after himself. As horribly sad as this is, it is not and cannot be my place to 'make' anybody live better or longer, nor did or do we share the requisite relationship or rapport – nor have I the clinical acumen – to persuade him to do so. This sort of chronic yielding of the fight is a multi-faceted symptom of a complex feedback-loop of chemical and circumstantial problems, governing and governed in part by ancient chambers of the human brain (Ziomkiewicz-Wichary, 2016). I did what I could to refer the man to agencies which might offer him support in this regard. I could do no more than that.

I realise on reflection that my communicative approach fell somewhat in line with the basic template of Monroe's Motivated Sequence. This is a popular tool for presenting an argument or proposal in a maximally persuasive package. Five steps constitute the sequence: 1) Get Attention – rhetoric or performance often grabs the audience's attention, and in my case a police officer forcing his way into a house out of concern for the occupant certainly did that; 2) Establish Need – a set of statements to convince the audience of the problem, which I did by explaining my concerns for his health, wellbeing, and safety; 3) Satisfy Need – proposal for solution, in this case an ambulance and a PPN; 4) Visualise the Future – an attempt to model and juxtapose the consequences of action vs those of inaction, which I did by underlining my concerns if we were to leave without calling for paramedics; 5) Action and Actualisation – propose a specific thing that can be done in aid of the goal presented, in this instance the provision of consent to call for an ambulance (Monroe & Ehninger, 1975). It is possible that the way I behaved and communicated with the man contributed significantly to him allowing us to help him as much as he did.

In future I will act with further confidence in my communicative awareness and subject sensitivity. The communication models I put into practice with this incident, whether knowingly or otherwise, served me well in achieving an immediate desired outcome by engaging effectively with a vulnerable subject. My base of legislative understanding also allowed me to act forthrightly and with professional authority in entering the premises. These two elements (communication skills and knowledge of powers) constitute a significant portion of the National Decision Model (NDM), as these are the options/contingencies and powers/policies that need to be identified and considered in every policing decision. Going forward I should ensure my knowledge of the powers and policies available to me in any given situation is as deep as my arsenal of tactical and communicative options is broad, so as to be prepared as possible for greater coming

challenges. I will achieve this by regularly furthering my learning and practice in these fields as I become more experienced as an operational police officer.

To summarise, in this essay I have outlined how I responded to a welfare check which required me to use reasonable force to enter and search the premises under s17 and Code B of PACE, and employ tactful communicative practices to gain willing consent to call for an ambulance and submit a PPN, all with respect to the police Code of Ethics and the heightened social context of the national Covid-19 breakout still in existence at the time of the incident. I feel I dealt with the matter with professionalism and confidence, achieving a positive outcome with skills in communication and decision-making. Extension of these skills through further learning and practice will allow me to contribute at least as positively in future, and in a wider variety of scenarios.

(2480 words)

## 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:

This reflective piece will detail how I disposed of a s5 Public Order offence (which became two offences in the space of twenty-four hours) by way of a Community Resolution order. The identity of the offender was not entirely straightforward to establish and required some investigating, whilst the hours of my shift pattern introduced constraints on my movements that I had not anticipated. My communication had to be delicate and considered, due to the combustible nature of the relationships between the parties involved, and the potential that I might exacerbate the situation were I to mishandle it. I felt that I dealt well with the matter, however, and acted capably and adaptably, with heavy consideration paid to my duty as a police officer to remain impartial and transparent, and with no small dose of professional discretion. Somewhat disappointingly, I'll conclude there is nothing I can identify that I could have done differently which would have positively affected the outcome of this incident. Nonetheless, the experience itself in reflection has improved me as a police officer, and shown me the rewards of strong communication and good-faith interactions.

On an evening shift I attended a diarised appointment with a man (who I will call the victim) who had reported to police an incidence of disorderly conduct at the garage shop where he works two days prior. He told me he had asked a man (henceforth, the offender) not wearing a mask to put one on before entering the shop. This was a company policy to do with the national outbreak of coronavirus, and whilst it was a general policy of most shops, a substantial portion of the population were opposed to mask requirements, along with a host of other impositions brought in by businesses and by government. The offender had then, in protest, begun shouting and swearing inside the shop, within the sight and hearing

of other customers. The victim showed me the incident on CCTV, which showed without sound the offender's physical behaviour to be aggressive, pointing menacingly and gesticulating wildly with wide arm movements. Other customers were shown leaving the shop and congregating outside waiting for the incident to be over. After a few minutes the victim served him, he paid, and he got into his vehicle and drove off. I noted the vehicle's details.

The victim said the offender works nearby and regularly uses the garage, but couldn't say more than that about him. I took a picture of the CCTV monitor showing his face so I could identify him in future. I took a pocket notebook account from the victim, and asked him what he would like to be done about it. He said he wanted the offender banned from the shop. I explained I had identified an offence contrary to section 5 of the Public Order Act 1986 (use of threatening or abusive words or behaviour, or disorderly behaviour, within the hearing or sight of one likely to be caused harassment, alarm, or distress) (Home Office, 1986), and proposed a Community Resolution disposal. Community Resolution (CR) allows low-level offences to be dealt with proportionately. The offender must admit the offence and accept the terms of the disposal, whether that be monetary reparation, an apology, a banning letter, etc. If I could find the offender and speak to him, and explain that I had seen the CCTV footage of the incident, he might accept CR as an alternative to a formal investigation.

Database checks showed the vehicle insurance to be held under a common name, addressed at a unit on a nearby industrial estate. Checks on the address and the name yielded none and too many results, respectively. I attended the industrial estate that evening and located the vehicle outside an unmarked unit. Nobody was around, and the unit was shuttered up. The estate sign revealed a business name for the unit, which did not link to any persons when later checked on PNC and NICHE. I needed to come back during the day, which I would be unable to do until I returned to day shifts in six days' time, so I returned to the garage to update and advise the victim. Due to the factors, I believed it likely that the offender would return to the shop and hostilities would resume if the matter was not resolved.

The following evening the victim called police reporting that the offender has returned and made threats of violence after being told he would not be served. I rang the victim, who said the offender had threatened specifically to come back at 10pm and "SMASH YOU UP". I re-attended the shop to take a full witness statement, and arranged for my attendance to coincide with the time stated so I could be there to arrest the offender if he did show up, which he didn't. I reiterated safety advice with the victim and explained that it would be a few days before I could further the investigation. The risk was that these incidents will escalate to violence if the offender is not spoken to in time.

Almost a week on and I was on my first day shift – my first opportunity to attend the unit and enquire about the identity of the offender. No further incident had been reported, though the risk of repeat hostility (or escalation thereof) still stood. I located the offender outside the unit, and approached to speak with him. I raised both incidents, stating that I had seen the CCTV footage, and asked him if he had an explanation. He admitted to raising his voice and swearing, and accepted that his behaviour was abusive and likely to have caused alarm and distress to other people in the shop, though he denied making any threats. He also claimed that the matter had already been resolved between himself and the victim by way of mediation from the victim's manager.

I rang the victim to discuss these developments, and updated Niche, linking the vehicle and the business address to the offender. The victim said the matter was not really resolved at all, rather that he had been told by his manager not to pursue any complaint against the offender or he will lose his job. The offender has made a complaint to the manager, and because he is a long-time customer and provides a lot of business the manager has told the victim he will not be banning the offender. The victim said the manager is responsible for an unofficial policy at the garage of not reporting incidents like these ones, which happen quite a lot, and staff feel like they cannot involve police in case they get in trouble – a head-down say-nothing culture. I asked the victim for his manager's number, which he gave me, and I also explained that a CR was still something I could pursue, due to the offender admitting the offence, the terms of which could be amended from a banning letter to just words of advice, which at the very least should work in some way towards formally mitigating any risk of future incidents. My concern now was as much to do with keeping the victim out of trouble from his boss as dealing with the offender, so care and tact would be required in my dealings with both the manager and the offender to ensure that neither perceived my involvement and any inconvenience to stem from it as the victim's responsibility.

I then rang the manager who seemed unhappy with the victim, calling him a trouble-maker. He said he was unaware of any sort of mediation between the two parties, just that he had spoken to both of them, and had sided with the offender with business in mind. I explained that my concerns were that if his employees feel they have no support from their boss in reporting offences to police, then this can have serious negative consequences in the future if something that needs to be reported isn't. I also pointed out that troublesome customers typically drive away more business than they bring in. I told him that I would be issuing the offender with words of advice as part of a CR disposal, and that this was to protect his business and his staff, which he understood. I then went back to the offender and explained that I have spoken with all involved, identified an offence (to which he had admitted), and that I would like to resolve the matter by way of CR. I outlined the CR process, making sure to emphasise the voluntary elements of the disposal and illustrate it as the least intrusive and inconvenient way to deal with the matter. He accepted the CR and signed the ticket, agreeing not to behave in that way at the garage again. I then updated the victim, who was grateful that at least something had been done.

Throughout this week-long incident I enjoyed the investigative process, using pieces of information to identify new lines of inquiry and eliminate others. Whilst it was only a small investigation, I was at all times mindful of my responsibilities under the Criminal Procedure and Investigations Act 1996 (Home Office, 1996), most specifically to pursue all reasonable lines of inquiry whether appearing for or against the suspect, and to record all potentially relevant material in a durable or retrievable form as soon as practicable after obtaining it. I was happy in the end to have taken the entire matter from start to finish under my charge, and that I managed to do at least something for the victim, who lacked support and seemed increasingly demoralised with each development. I believe the offender feels he has gotten away with one, but all things considered this outcome was probably the most desirable for all involved, and my recording of every update and action on Niche will inform any future investigation should the offender misbehave again.

The decision to suggest CR in the first place was a discretionary decision on my part. I identified, particularly after the second incident, that I could have arrested the offender,

interviewed him about his involvement, seized and exhibited the CCTV footage, potentially identified witnesses from their vehicles and contacted them for a statement, and in the process caused a great deal of bother and gone to a great deal of effort only to leave the business poorer and the victim less secure in his job for an incident that presented relatively low threat, risk, and harm, and could be dealt with far less painfully for all involved.

As with any interaction with the public, I had to consider and mitigate for the potential that biases and assumptions were at least in part directing my feelings and decisions. The victim was a small, quiet, unthreatening man from another country whose English was not particularly good. The offender was a large, brash local man whose English also wasn't particularly good. On face value it would have been easy to cast these characters into clean-cut victim/offender roles, and treat with them as such. And whilst it turned out in the end that in this specific instance the two fit their respective parts, it would have gone against the policing values of impartiality to have simply assumed it would turn out that way. I therefore made sure to account for individual needs and allow both parties an equal opportunity to express their views on the matter. I operated only on the best available evidence in order to judge objectively and fairly what actions I would take, and established regular and transparent lines of communication with the parties involved, actively engaging with all perspectives to best understand (and act upon) the information available to me. (College of Policing, 2020)

I was prepared to have to be extra persuasive should the offender deny the offence, but the way I communicated with him from the start meant that I didn't have to, and there was no conflict. Not even from the manager, who I expected to provide some difficulty. I could have gone about my dealings with these parties in a more confrontational manner, and perhaps made no progress. Instead I was transparent, impartial, reasonable, and clear, and enjoyed positive outcomes in response. The language barrier between myself and the victim could have made things difficult as well, as he struggled to explain what had happened and what he wanted to happen. I spoke slowly and simply, and once I had a general account from him I adapted my questions to be more closed so that he could answer yes or no, and add or change bits where he identified a need to.

It was also frustrating to have had to wait so long to further my inquiries, and this meant that a second incident occurred before I could identify or locate the offender. This was not ideal, but was unavoidable, due to the nature of my shift pattern and the particular constraints of my investigation. I applied the NDM at every stage of the process and am happy that my approach was justified and well-reasoned. Perhaps if I had been able to arrange to start my shift a couple of hours early the day after my first interaction with the victim I may have been able to wrap up the investigation within 24 hours and avoid that second incident, but apart from that I do not think anything could have helped make this a more positive experience. I even got to politely but surreptitiously provide the manager with words of advice about supporting his staff.

Due to this consistently positive evaluation, I am struggling to identify anything in particular which this incident has shown I should specifically develop. I genuinely do not feel I could have done more, or improved upon any outcomes had I done anything differently. If this exact incident were to occur again with different parties involved, but with the same requirements of me, I would consider trying to arrange for either my next shift to be moved forward slightly to accommodate what turned out to be urgent inquiries, or perhaps ask a colleague who would be on duty the following day if they could have a look at the case and

perhaps attend the offender's address and issue the CR on my behalf. Given operational limitations, however, this would be a luxury and one I could not likely afford, at least for such a low-level offence and disposal.

Dealing with this incident has helped to raise my level as a police officer considerably, illustrating through positive organic feedback how much easier it can be to deal with people and situations if effort is invested into communicating effectively. Whilst there is in my opinion little that was negative to learn from on this occasion, I was able to reinforce best-practice policing principles and enjoy the process of cycling through the National Decision Model multiple times and identifying good outcomes tied to good procedures, and then putting those procedures into action. Sometimes it is just as useful for the sake of learning to do something right as to do it wrong and have clear elements upon which to improve.

(2525 words)

## 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   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------|
| Being thorough with Niche, specifically in understanding exactly what needs to be done on Niche after certain things have happened. I do not yet have 100% confidence that I would not miss out something that may be important with certain types of call. This is mainly due to the impact of being tutored 2-to-1, and having to share the workload between 2. | Creating my own checklists; practice and experience; asking for confirmation or guidance when I am not sure with something.                                                                                                                                                       | My tutor; my new shift/station colleagues; my sergeant; | 2-3 months |
| At the moment my thought processes are very deliberate, very conscious, and therefore very slow. I have not yet automatized the basic procedural thought elements of the job, and as such the higher and more elusive investigative thoughts are competing with the simpler ones and this does take a large toll in terms of stress.                              | I am conscious that through repetition and reflection over time these things will quieten down and start to take care of themselves. Once I have gotten used to putting one foot in front of the other, I can start to fear trying to run a little less. Experience and practice. | My tutor; my new shift/station colleagues; my sergeant; | 3-6 months |

|                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                               |                                                                                                       |            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------|
| <p>I would like to develop my knowledge of legislation and procedure further, as I have already felt the benefit of having confidence in my legal and procedural understanding.</p> | <p>As and when I am or my colleagues are faced with a new type of problem, I will have immediate cause to research and understand it. For the rest of the time, I will keep myself engaged in reading, and learning from others. I am always comfortable to ask a question, and consider a hypothetical. After all it is all preparation.</p> | <p>PNLD;<br/>Blackstones; My<br/>tutor; my new<br/>shift/station<br/>colleagues; my<br/>sergeant;</p> | <p>N/A</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------|

## 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: \_ George Coxell \_ \_ \_ \_ \_ (Learner, Electronic signature or type name)

Date: \_ \_ 29/11/2020 \_ \_ \_ \_ \_