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# Assessment and Recognition of Competence (ARC) Pay point 4 constable

Line manager guidance

Version 1.0

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## **Line manager guidance – Assessment and Recognition of Competence (ARC)**

### **Purpose of the guidance**

This guidance is to provide you with as much help and information as possible for when you use the ARC process to assess a constable who is approaching pay point 4. The aim is to make the assessment phase as fair and sound as possible and for the process to be a positive and rewarding experience for both you and the constable.

This guidance contains information on the following:

- The ARC process.
- The ARC assessment standards.
- The Work-Based Holistic Assessment Model (WHAM)
- Paperwork which can be used by the constable to record their assessment evidence.

Further guidance including a schematic of the ARC process is available in the [ARC](#) overarching guidance document

## Introduction

This guidance has been written for line managers who will be assessing police constables who are approaching **pay point 4** in their policing career. The term 'pay point 4' is used in this document to mean those officers who are likely to be at the end of their third year of service in policing. If your force differs from this, you need to confirm with your force human resources (HR) department the time when a constable will need to follow the [ARC](#) assessment process.

This is generally the time by which a constable has had approximately two years in a supervised training programme and a year to blend their training with their policing practice, and when they are approaching their incremental point for pay point 4.

Although it is you as the line manager who makes the final assessment decision, you and the constable should be working in partnership to achieve success. You are the person most likely to know and understand the constable's work, the issues they face in their place of work and their strengths and the areas they need to develop. You, therefore, are best placed to advise and support the constable through the whole process and make appropriate assessment decisions.

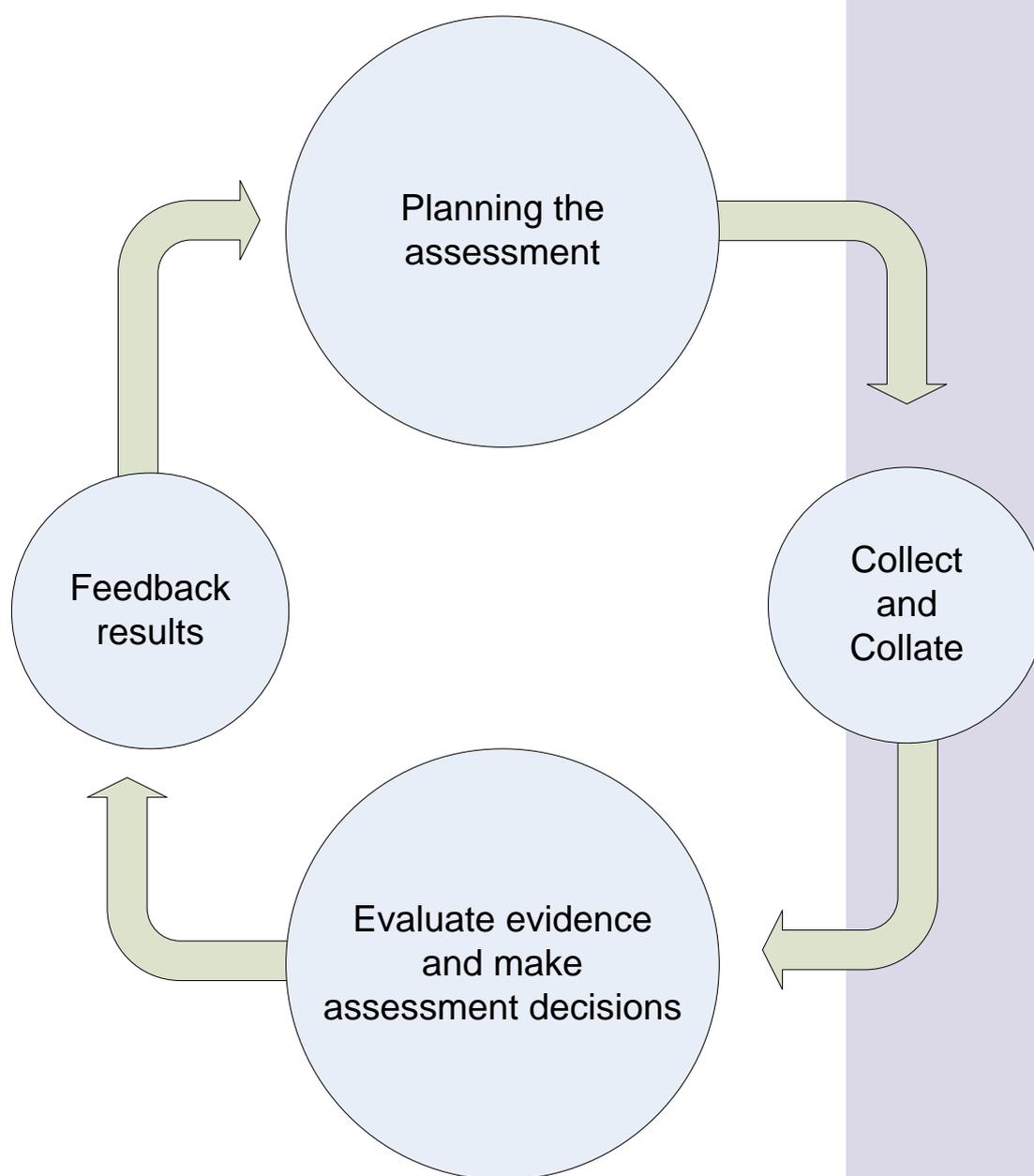
This assessment is not a repeat assessment of the original initial learning units. It is a new assessment of competence to demonstrate that the constable is able to manage their role and their responsibilities and are therefore ready to move to the next pay point.

The ARC standards (see [Appendix 1](#)) are an integration of the following:

- new initial learning units (introduced in April 2016)
- the relevant constable personal qualities from the [Police Professional Framework](#). See [Appendix 2](#)
- the constable's own continuing professional development (CPD)

## The assessment process – the Work-Based Holistic Assessment Model

To achieve positive assessment results, you must put in place a process to support this assessment. It is recommended that the assessment of ARC is mapped into the following process known as the Work-Based Holistic Assessment Model (WHAM)



## **ARC and the PDR process**

Following the inclusion of the Professional Development Review (PDR) in The [Police Regulations](#) 2003, in April 2015, it is recommended that the [ARC](#) assessment runs simultaneously with the PDR process to ensure that one-to-one meetings are not duplicated and time can be used efficiently.

A formal meeting between you and the constable gives the ARC assessment structure and opportunities to explore examples of practice and evidence. WHAM can be used to underpin both processes.

In order to successfully complete the ARC assessment, the constable is required to gain a satisfactory grade or above in their PDR **and** meet the ARC assessment standards. See [assessor support](#).

## Planning the Assessment

It is recommended before you begin that you think through and reflect on the following.

- Depending on your experience, you should refresh your assessment knowledge and skills through your own CPD activity or by attending an in-force training or briefing session based on the Police Sector Standard for the Training of Assessors. See [assessor support](#).
- You should become familiar with the ARC standards (**Appendix 1**) so you are able to guide the constable to record and understand their assessment evidence.
- Reflect on the constable's work and abilities, for example, what they have done well or how they have developed over time.
- You must reflect on your own unconscious bias and keep an open mind as you approach this assessment phase.

The College has provided a number of resources to help you and your force to develop your managerial assessment skills and these are available from the Managed Learning Environment ([MLE](#))

When you have made your preparations you are ready to organise a one-to-one meeting with the constable to plan the process to include timescales, the context, the recording mechanisms, the expectations and any policies (e.g. reasonable adjustment, appeals) which your force has put in place to make the process fair and valid.

## Collection and Collation of assessment evidence

During the pilot<sup>1</sup> of this assessment strategy, the following good practice in gathering assessment evidence was identified and developed:

- Both you and the constable need to be familiar with the ARC standards.
- Although the constable can, **by exception**, use material from the previous two years of their working life, the best examples are those from within six months of the assessment date.
- Two or three competent pieces of work cross-referenced into the ARC standards are often sufficient to meet all the criteria.
- The constable should not write reams and reams of evidence but make sure that the description of the event is clear and concise and cross-referenced into the assessment standards. The constable should identify where the evidence is held and not download information to build a huge portfolio.
- Being clear about in-force objectives gives useful examples of work to use to demonstrate competency.
- It is not recommended to use examples of police work where a number of officers are involved because individual assessment evidence can get lost in complex events.

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<sup>1</sup> The defining and assessment of competence (DAC) ran from January 2015 until December 2015 in eight pilot forces.

- A constable should gather evidence through the whole assessment phase and not leave things until the last minute.
- If the constable's role is different from the mainstream, opportunities should be found to help the individual demonstrate the generic standards. If this is not possible, then you and the constable should produce assessment evidence through another assessment methodology (e.g., simulation, professional discussion, demonstration) to confirm their competency.

**Appendix 2** is an example of a form that can be used for recording and cross-referencing evidence. **Appendix 3** and **Appendix 4** contain examples that demonstrate best practice but your force can, if they wish, use a different recording mechanism.

As this is an assessment of the constable, it is important that the constable is responsible for gathering and preparing their own assessment material. Your responsibility is to guide the process and make the assessment decision.

## **Evaluating and Assessing Evidence**

Your role is to assess the evidence that demonstrates that the constable can manage the integration of the standards and work across policing duties in a competent and confident manner.

Not all constables will be using these standards on a daily basis so, if appropriate, you may need to find opportunities for the constable to spend some time in another department or assess the constable by another methodology to confirm that they can still perform the police constable role.

Having a professional discussion is a useful method to establish whether the constable understands and can articulate what is expected of them. It is not, however, a comprehensive assessment tool and certainly should not be used for the whole of the assessment of ARC. As the professional discussion becomes a piece of assessment evidence, you must remember that a way needs to be found to record and annotate it. This is important as the evidence needs to be standardised across the force and ultimately across England and Wales. Electronic recordings of discussions reduce the need to transcribe notes but a review by the constable would still be needed as they have to demonstrate where and how they have met the assessment criteria. **See Appendix 1 – the ARC standards**

## Supporting the constable to prepare ARC Assessment Evidence

The ARC standards should not be viewed as stand-alone units but as standards that can be integrated together. A competent constable does not deliver their work unit by unit but in a complex and blended way using a variety of positive behaviours and personal qualities.

In the assessment of [ARC](#), you are required to look for evidence of the whole event and to ensure that it is cross-referenced into a number of the ARC standards.

The example of work that the constable is using to demonstrate their competency should be a **short** account of the event. The bulk of the evidence should be what they produced, e.g. reference to pocket book notes, reports they completed when they returned to their office, any pieces of work that were subsequently developed. These should be signposted from the recording sheet so you can review them. The important evidence is how the constable worked efficiently and confidently to bring all their skills, knowledge and behaviours together in one event.

**Appendix 2** shows an example of the suggested paperwork and an explanation of how to use it when recording ARC evidence.

**Appendix 3** and **Appendix 4** are worked examples demonstrating how a number of assessment standards and Policing Professional Framework (PPF) behavioural competencies can be evidenced together.

## **Recording assessment evidence**

It is important to note that during the ARC assessment and PDR process any evidence which is used for ARC assessment could also be used to demonstrate that PDR objectives have been met. Each event should, however, be evidenced separately.

Your force PDR process may give scope to record ARC evidence or the force may have designed its own template. Whichever method is chosen, it is important that both you and the constable are able to access it.

## **Final assessment**

Once the constable has gathered their evidence, you must evaluate it and make a final assessment decision as to whether or not the competencies have been met.

If this has been a supportive process, there should be no surprises at this stage. You and the constable should be confident of the result.

It is important that the decisions and the reasons for those decisions are recorded and stored by you or within the force's HR department.

## **Giving feedback**

The feedback should be clear and evidenced with your reasons whether the constable has been successful or unsuccessful. It is very important to have a plan of action for both the successful and the unsuccessful constable.

For the successful constable, consideration needs to be given to how they build on their success as they develop within policing and what they should be doing within their CPD. You need to establish how the constable sees their career developing.

For the unsuccessful constable, the important question concerns what happens next. The constable does have the opportunity to resubmit their evidence so decisions need to be made about how that plan will be put into action. You need to determine if they were unsuccessful because of their inability to record evidence properly or because there are severe limitations to their abilities as a constable.

You need to support the constable through this time and help them develop an appropriate plan of action.

## **Reasonable adjustments**

There will be occasions when it is appropriate to identify a reasonable adjustment to the assessment, for example, if an officer is on a phased return to work after illness or a recognised disability prevents them from undertaking a specific activity. The evidence required to secure an adjustment is not to the same standard as a reasonable adjustment under the Equality Act 2010, but rather what is reasonable in the circumstances to allow an officer the same opportunities as their peers.

The assessment is still made against the national assessment standards and criteria, but there may be scope to adjust timings or the assessment methodology. In general terms, officers should look to provide evidence from the previous 12-month period. Evidence can, however, be taken from the previous 24 months by exception, such as absence in excess of 12 months.

Where the absence is less than 12 months, it may be appropriate to agree a timed development plan that allows the officer to provide stronger evidence of competence. If a constable feels that a reasonable adjustment is appropriate, they should discuss it with their line manager at the earliest opportunity. Individual forces should have a reasonable adjustment policy in place.

### **Part-time or flexible working**

Officers who work part time or under flexible arrangements must still complete the ARC assessment. They will not necessarily need additional time to gather the evidence, particularly if they are based on an operational response team. By exception, where an officer can reasonably show they have encountered difficulties in gaining the necessary evidence, the evidence can be drawn from during the previous 24 months.

## **Appeals procedure**

Forces are required to have and publicise an appeals process that is followed if a constable disagrees with their assessment outcome.

Each force must decide upon a suitable quality assurance process that meets their needs. It is suggested that the quality assurance process for the PDR process might be co-opted as officers and managers are already familiar with that process.

When an assessment grade is challenged, forces may wish to consider using a formally qualified assessor to review the evidence to ensure the national assessment standards have been complied with. Equally, the second line manager may undertake this role providing that they have been trained and are familiar with the standards. Where the standards have not been fully complied with or if the assessment strategy is unclear, the first line manager should be asked provide clarification and, if necessary, review their original decision.

The independent assessor or second line manager cannot overturn the original decision, but if the matter proceeds to formal appeal their views can be taken into account. The benefit of such a procedure is that forces are able to show that professional independence is part of the process and that a decision to withhold pay progression is not solely down to one line manager.

## **Appendix 1**

### **The assessment standards**

#### **AS.1 Plan, implement and review an evidence-based preventative policing approach**

Identified a problem/concern/issue/situation and applied an initiative to mitigate the risk of escalation, continuation or incidents occurring. You have followed up on the success (or otherwise) of the intervention and shared your findings.

#### **AS.2 Support victims, witnesses and vulnerable people**

Provide initial support to those affected by offending or anti-social behaviour (victims and witnesses) and those who may be particularly vulnerable to

becoming a victim of crime or anti-social behaviour. The initial support may be practical (e.g., relating to safety and security, compensation claims, paperwork) or emotional (e.g., listening).

### **AS.3 Manage conflict situations in policing**

Recognising and dealing with a range of behaviours and incidents requiring proportionate responses and actions. You must act in ways that do not provoke conflict and show you can defuse situations where conflict exists or threats of conflict are present. There should be an example of appropriate personal safety techniques and equipment, including self-defence and restraint.

### **AS.4 Use police powers to deal with suspects**

This unit is about conducting arrests, detentions and reporting procedures, including the disposal options available. Police officers have the authority to exercise an extensive range of police powers with autonomy, across many potentially volatile situations, not least when dealing with individuals suspected of committing an offence. You need to be able to conduct your actions legally and in a balanced and proportionate manner, considering the impact of your actions on others. You need to use the correct techniques and deal with any contingencies that arise.

### **AS.5 Conduct police searches**

Police officers have the authority to exercise an extensive range of police powers, with autonomy, in many potentially volatile situations, including conducting police searches.

This unit is about searching individuals, vehicles, premises and outside spaces for items suspected to be evidence of an offence as part of an investigation, or for prevention of harm to self or others.

The search must be conducted in a legal and ethical way, and using approved search methods. Before you carry out the search you need to establish that you have the grounds and legal authority to do so and you must preserve the search scene. Where evidence is found, this must be seized, packaged and stored in a manner that maintains its integrity and continuity. You also need to be able to complete any necessary documentation.

### **AS.6 Handle information and intelligence that can support law enforcement**

This unit is about gathering information and intelligence to assist and support law enforcement objectives. You need to be able to work in accordance with the requirements of the National Intelligence Model (NIM) and principles of managing police information used across the service. You must identify, analyse and evaluate information for relevance to police investigations and law enforcement objectives from a variety of situations and sources (including human and technical) and conduct an initial analysis, assessment and grading of that information.

### **AS.7 Provide an initial response to policing incidents**

This unit covers providing an initial response to incidents including crime, non-crime and road-related incidents. Police officers have the authority to exercise an extensive range of police powers with autonomy across many potentially volatile situations. The initial response to incidents, which are sometimes potentially critical situations, and the control of them is a paramount aspect of the police officer's role. You need to be able to gather information on the incident, analyse the information to establish its nature and plan your actions accordingly. If you are the first on scene at a major or critical incident, you need to take control of the incident until relieved by an appropriate person.

**AS.8 Conduct priority and volume investigations**

This unit is about conducting investigations and is applicable to investigations across all types of priority and volume incidents. You need to be able to gather, analyse and assess the available information and intelligence from all sources (including social media), conduct risk assessments, identify and preserve the initial scene(s), and identify and deal with materials. You must also be able to develop initial lines of enquiry and deal with any victims, witnesses and suspects. In addition, you need to ensure that the appropriate people are briefed about the status of the investigation to maintain continuity and ensure that all relevant documentation is completed and added to the case file.

**AS.9 Interview victims and witnesses in relation to priority and volume investigations**

This unit is about interviewing victims and witnesses as part of priority and volume investigations. The unit covers interviews conducted at police premises or elsewhere. You must plan and prepare for both formal and informal interviews by developing an interview strategy, assessing the interviewee's fitness for interview, and setting up an appropriate location. You must conduct interviews in accordance with legislation, policy and other guidelines, using appropriate interviewing techniques and communication skills. Finally, you are expected to evaluate interviews (including your own performance) and take any necessary further action in relation to investigations.

**AS.10 Interview suspects in relation to priority and volume investigations**

This unit is about interviewing suspects as part of priority and volume investigations. The unit covers interviews with suspects who are under arrest and those who are not under arrest, whether the interview is conducted at police premises or elsewhere. You must plan and prepare for interviews by developing an interview plan, assessing the suspect's fitness for interview, and setting up an appropriate location. You must conduct interviews in accordance with legislation,

policy and other guidelines, using appropriate interviewing techniques and communication skills. Finally, you are expected to evaluate interviews (including your own performance) and take any necessary further action.

## **PPF Personal Qualities**

### **PQ.1 Serving the public**

Demonstrates a real belief in public service, focusing on what matters to the public and will best serve their interests. Understands the expectations, changing needs and concerns of different communities, and strives to address them. Builds public confidence by talking with people in local communities to explore their viewpoints and break down barriers between them and the police. Understands the impact and benefits of policing for different communities, and identifies the best way to deliver services to them. Works in partnership with other agencies to deliver the best possible overall service to the public.

### **PQ.2 and PQ.3 - separate the personal qualities of Leadership to Openness to Change and Service Delivery**

to change

#### **PQ.2 Openness to change**

Positive about change, adapting rapidly to different ways of working and putting effort into making them work. Flexible and open to alternative approaches to solving problems. Finds better, more cost-effective ways to do things, making suggestions for change and putting forward ideas for improvement. Takes an innovative and creative approach to solving problems.

**PQ.3 Service delivery**

Understands the organisation's objectives and priorities, and how their own work fits into these. Plans and organises tasks effectively, taking a structured and methodical approach to achieving outcomes. Manages multiple tasks effectively by thinking things through in advance, prioritising and managing time well. Focuses on the outcomes to be achieved, working quickly and accurately and seeking guidance when appropriate.

**PQ.4 Professionalism**

Acts with integrity, in line with the values and ethical standards of the police service. Takes ownership for resolving problems, demonstrating courage and resilience in dealing with difficult and potentially volatile situations. Acts on own initiative to address issues, showing a strong work ethic and demonstrating extra effort when required. Upholds professional standards, acting honestly and ethically, and challenges unprofessional conduct or discriminatory behaviour. Asks for and acts on feedback, learning from experience and developing own professional skills and knowledge. Remains calm and professional under pressure, defusing conflict and being prepared to step forward and take control when required.

**PQ.5 Decision making**

Gathers, verifies and assesses all appropriate and available information to gain an accurate understanding of situations. Considers a range of possible options before making clear, timely, justifiable decisions. Reviews decisions in the light of new information and changing circumstances. Balances risks, costs and benefits, thinking about the wider impact of decisions. Exercises discretion and applies professional judgement, ensuring actions and decisions are proportionate and in the public interest.

with others

### **PQ.6 Working with others**

Works cooperatively with others to get things done, willingly giving help and support to colleagues. Is approachable, developing positive working relationships. Explains things well, focusing on the key points and talking to people using language they understand. Listens carefully and asks questions to clarify understanding, expressing their own views positively and constructively. Persuades people by stressing the benefits of a particular approach, keeps them informed of progress and manages their expectations. Is courteous, polite and considerate, showing empathy and compassion. Deals with people as individuals and addresses their specific needs and concerns. Treats people with respect and dignity, dealing with them fairly and without prejudice regardless of their background or circumstances.

**Appendix 2**

**Recording your ARC evidence – explanation**

Police Constable.....

Line manager.....

Date.....

<b>Box 1 – Description of event</b>	
<p><b>This is not evidence for court</b> but is showing where the <b>assessment standards (AS)</b> have been met during the incident, so you should summarise the event here.</p> <p>You need to write a short description of the event you are using to show your competence. When you are writing your description, it will help you and your assessor to cross-reference into the description which assessment criteria you are using, for example <b>(AS.1)</b>.</p>	
<b>Box 2 – Assessment standards</b>	<b>Where the information is held</b> <b>(only fill in the assessment standards achieved)</b>

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	<p>This box contains a list of the 10 assessment standards. Only write where the evidence for each of these is stored if it is applicable to the event you have written about in Box 1.</p> <p>If you have not achieved an individual assessment standard, you must record another event/incident and present this to your line manager too.</p> <p>At the end of the assessment period you must have covered all 10 assessment standards. It is likely that this will be achieved across two or three events as described beforehand.</p>
<b>(AS.1)</b>	
<b>(AS.2)</b>	
<b>(AS.3)</b>	
<b>(AS.4)</b>	
<b>(AS.5)</b>	
<b>(AS.6)</b>	
<b>(AS.7)</b>	
<b>(AS.8)</b>	
<b>(AS.9)</b>	
<b>(AS.10)</b>	

<b>Box 3 – Personal Qualities</b>	<b>Example of behaviour</b>  Box 3 contains the six PPF personal qualities, <b>Leadership</b> has been separated into <b>Openness to Change</b> and <b>Service Delivery</b> to allow for easier recording. Only write in these boxes if you feel that you have achieved these standards. The evidence in this section should reflect <b>how</b> you carried out the activity not just that you completed it.
<b>(PQ.1) Serving the public</b>	
<b>(PQ.2) Openness to change</b>	
<b>(PQ.3) Service delivery</b>	
<b>(PQ.4) Professionalism</b>	
<b>(PQ.5) Decision making</b>	
<b>(PQ.6) Working with others</b>	

**Box 4**

**Contributing to your Continuing Professional Development (CPD)**

You should note how you have demonstrated your CPD (at national, role, local or individual levels) through a range of CPD activities and how this development has helped you improve your performance, knowledge and confidence in your role.

**Box 5**

**Line manager's comments**

An opportunity for the line manager to sign off the evidence. It is good practice to say whether or not the standards have been met.

**Appendix 3**

**Recording your ARC evidence – Example 1**

Police Constable.....

Line manager.....

Date.....

<b>Description of event</b>
<p>There have been a number of incidents of bike theft from young people in my area and it was clear that some of these thefts could have been avoided. The bikes were being stolen from insecure areas and the bikes didn't have security chains or security markings.</p> <p>I looked on our force system to see if there was any more information and intelligence <b>(AS.1)</b>. I followed the force protocols when accessing this information <b>(AS.6)</b>. I found four more incidents that followed a similar pattern. On my beat there is a senior school and youth café. I approached them both and asked if there had been any similar thefts and another two incidents were brought to my attention. The crime prevention team in my force has lots of information about</p>

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bike security and has security pens to write postcodes onto bikes, so I developed an information pack on bike security to take into the school and the youth café. Within six months, bike theft in my area is down by 20%, suggesting the security marking intervention has had an impact. In order to be more confident that the reduction in bicycle theft was linked to the security marking intervention on my beat, and was not part of a force-wide trend or a seasonal shift in crime, I did, however, check the force intelligence systems and spoke to force analysts to see if similar reductions had occurred in other areas. In the neighbouring beat area, which had had similar levels of bike theft to my beat before the security marking intervention, bike theft has stayed constant. This suggests that we can be confident that the security marking intervention is what has driven the 20% reduction in bike thefts in my area.

<b>Assessment standard</b>	<b>Where the information is held</b> (only complete the assessment standards achieved)
<b>(AS.1)</b>	I have completed an intelligence tasking document (ref 231/2016) which is held in the intel unit.
<b>(AS.2)</b>	
<b>(AS.3)</b>	
<b>(AS.4)</b>	
<b>(AS.5)</b>	
<b>(AS.6)</b>	I gathered information from the crime map and interrogated the crime reporting and intel systems.
<b>(AS.7)</b>	

<b>(AS.8)</b>	
<b>(AS.9)</b>	
<b>(AS.10)</b>	
<b>Personal Qualities</b>	<b>Example of behaviour</b>
<b>(PQ.1) Serving the public</b>	To develop this pack, I worked with my colleague, the local school police officer, to identify the problems at the school and with the local youth café workers who were also concerned about the thefts. I arranged a number of meetings with the head teacher and the local youth workers and together we devised the support pack. After a giving a number of talks at the school assemblies to raise awareness and meeting the young people in the evening in the café, there has been a reduction of 20% in reported bike thefts in the area.
<b>(PQ.2) Openness to change</b>	I adopted a preventative approach to this issue and involved others in the community. This worked well and is an approach I will use again.
<b>(PQ.3) Service delivery</b>	My bike theft project contributed to the decrease in bike theft in the area and my team now has an additional resource of a support pack when working with victims of bike theft crimes.
<b>(PQ.4) Professionalism</b>	The feedback on the work I have started in their area from the school and the youth café staff was very positive. I feel I have had a positive impact on this situation and will continue to look at

	other ways to reduce crime in this area. I have received a very positive email from the school thanking me for my work.
<b>(PQ.5)</b> <b>Decision making</b>	
<b>(PQ.6)</b> <b>Working with others</b>	I worked with a number of other people to develop this project. This included my colleagues in the crime prevention unit and the staff from the school and youth café.
<b>Contributing to your Continuing Professional Development</b>	
<p>I reflected on this event using my CPD log.</p> <p>My sergeant asked me to brief my shift, something which I hadn't done before.</p> <p>I spent some time looking at the work of the crime prevention practitioner and how their work is co-dependent with my work.</p>	
<b>Line manager's comments</b>	
<p>I am satisfied that PC Jones has met AS1 and AS6 and PQ1, PQ2, PQ3 and PQ4 at the appropriate level.</p> <p>AS1 tasks the officer to develop a project-based approach to research and put a plan in place to action it.</p> <p>The officer had to handle information sensitively, complete the research and produce an intelligence tasking report to seek approval for the operation. This report was completed to a high standard.</p>	

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PC Jones has shared this material with the team and the intel unit for dissemination across the area.

This officer worked well with the community and local school to achieve a 20% reduction in bike crime in the area over a 6-month period.

This project is set to continue with the support of the local community. PC Jones has clearly made an impact in the professional way this was approached and has received a letter of thanks from the head teacher of the school.

PC Jones has taken an innovative approach to help prevent crime on his beat achieving some excellent results.

**Appendix 4**

**Recording your ARC evidence – Example 2**

Police Constable.....

Line manager.....

Date.....

<b>Description of event</b>
<p>On Thursday, 4 February 2016 I was called to an address in Manor Place to the sounds of a female screaming. On arrival at the address I noticed the front door was open. I updated the control room with my time of arrival and conducted a dynamic risk assessment <b>(AS.7)</b>. A female came to the door. I noticed that she had a number of abrasions to her lower lip and blood was coming from a small wound on her left cheek. I established what had happened by asking her a number of questions and I rendered first aid <b>(AS.2)</b>. The female informed me that an ex-partner had returned to the address earlier in the evening and over the next few hours the situation had turned violent after an argument. Just before she called the police, her ex-partner had hit her around the face with his hand four or five times. While she was on the phone calling the police, he had taken her handbag containing her purse and run out of the back door into the garden. She was unsure if he was still in the garden. I arranged for a colleague to remain with the victim while I made a systematic search of the garden with colleagues. I updated the control room asking for other officers to assist me by going to the road at the rear of the garden to block off any escape routes <b>(AS.7)</b>.</p>

In accordance with the relevant guidance, I had turned on my body-worn video (BWV) for the search. Within five minutes, I found the suspect hiding in a small shed at the rear of the premises **(AS.5)**. The suspect was aggressive, shouting and swearing at me. I tried to calm him down by talking to him in a relaxed manner and tried to explain what was going to happen next. Although we were in a confined space, I kept my distance, maintained a relaxed and non-threatening posture responding to the NVCs of the suspect by backing off to release some of the tension created by the situation **(AS.3)**. The suspect tried to run past me out of the shed. At this point, I detained and arrested him on suspicion of assault and theft (this was recorded on BWV). He continued to struggle trying to break free of my grip, so I handcuffed him to stop him causing an injury to himself, to me or to any of the other officers at the scene and to establish control over his movements **(AS.4)**. The suspect was taken to the police station where I gave details of the arrest to the custody officer. The suspect was detained for interview. I was able to prepare the interview strategy and obtained the relevant documents (witness statement, interview plan, and relevant intelligence checks on the suspect). The handbag and purse had been found during the search of the shed after the suspect’s arrest. I conducted the taped interview at the interview room at the police station in accordance with the appropriate guidelines. My colleague from the arrest was also present during the interview **(AS.10)**.

<b>Assessment standard</b>	<b>Where the information is held</b> (only complete the assessment standards achieved)
<b>(AS.1)</b>	Not completed in this example

ARC – Line manager guidance

<b>(AS.2)</b>	Pocket book Qs & As, AMB, call recorded in DASH <sup>2</sup> and arrest notes (124d)
<b>(AS.3)</b>	BWV clip no.2 at 1 min 20 seconds
<b>(AS.4)</b>	BWV clip no.3 (2 mins), DASH and arrest notes (124d)
<b>(AS.5)</b>	BWV clip no.1 (30seconds), DASH and arrest notes (124d)
<b>(AS.6)</b>	Not completed in this example
<b>(AS.7)</b>	124d, CAD message
<b>(AS.8)</b>	Not completed in this example
<b>(AS.9)</b>	Not completed in this example
<b>(AS.10)</b>	Custody record, interview tape.
<b>Behavioural competencies</b>	<b>Example of behaviour</b>

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<sup>2</sup> Domestic abuse, stalking and harassment and honour-based violence

<b>(PQ.1) Serving the public</b>	I was able to support the victim by referring her to the appropriate help required from our domestic violence unit, local council housing officer and via the courts to seek an injunction. I have established a rapport with her that will help build her confidence to seek help from the police in any future incidents.
<b>(PQ.2) Openness to change</b>	Not completed in this example.
<b>(PQ.3) Service delivery</b>	I recognise that DV is a priority in the force. I have made sure I understand the processes around delivery and recording of these type of incidents, without taking away the care and support expected by the victim.
<b>(PQ.4) Professionalism</b>	During the incident, the victim and the suspect were very emotional. I was able to maintain a clear and calm overview of what was happening and what needed to be done. I took control of this situation ensuring that other officers were aware of their role. The incident was dealt with without further injuries and I supported the victim's needs.
<b>(PQ.5) Decision making</b>	I was able to make decisions based on the information given to me by the victim. I was able to direct colleagues during the incident and give them clear instructions. I asked the control room for further resources to assist me with the search and transport of the suspect.
<b>(PQ.6) Working with others</b>	The team responded to directions given during the incident. I had confidence in the officers around me due to their experience. I kept the control room updated throughout the incident. The

	<p>DASH and arrest notes (124d) will go to the domestic violence unit. I will also take time to personally brief them on the circumstances of this incident.</p>
<p><b>Contributing to your Continuing Professional Development</b></p>	
<p>I reread the DASH guidance to make sure I had informed all parties that required an update.</p> <p>My line manager reminded me about the two NCALT packages for domestic violence orders. I will complete these to see if they could support me in dealing with the ongoing enquires in this case.</p>	
<p><b>Line manager’s comments</b></p>	
<p>PC Jones handled this situation exceptionally well, taking control, calming the situation, directing other officers at the scene, keeping the control room informed, searching the garden, and finding and arresting the suspect.</p> <p>I reviewed the BWV and saw that this was a text book arrest. The officer remained calm and totally in control of the situation. The use of handcuffs was proportionate to the situation.</p> <p>I am happy to sign off the following as complete and at the appropriate level.</p> <p>AS2, AS3, AS4, AS5, AS7 and AS10 plus PQ1, PQ3, PQ4, PQ5 and PQ6.</p> <p>At our next one-to-one meeting, I would like you to think about any activity to meet AS8 and AS9. This may be a bit more of a challenge with your role but let’s talk through a plan of action.</p>	