

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 3 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

- **Wellbeing and Resilience**
- **Decision-making and Discretion**
- **Vulnerability and Risk**
- **Public Protection**
- **Maintaining Professional Standards**
- **Leadership and Team-working**
- **Policing the roads**
- **Information and intelligence**
- **Conducting Investigations**

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%2007%20Assessment%20Taught%20Programmes%20Pages%2072-79-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.

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Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Decision-making and Discretion Vulnerability and Risk Public Protection	1500
Task 3	Maintaining Professional Standards Leadership and Team-working	1500
Task 4	Policing the roads Information and intelligence Conducting investigations	1500
Task 5	Individual Learning Plan	1500 equivalent
Task 6	O.C.P.	1000 equivalent
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Having achieved Independent Patrol Status, **reflect** on the impact of organisation culture within policing on your wellbeing and resilience (organisation change, retaining personal values in a wider organisational culture).

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

Now that I have achieved independent patrol status, there has been a big change in the way that I work. I am now personally accountable for my workload and have to make my own decisions and actions. Now considered as a part of the team, I am accountable for my actions and should therefore not cut corners and always adhere to force policy on incidents such as domestics. I have no doubt that in some cases officers make decisions to cut corners when there is pressure of incidents outstanding or the feeling that regardless of the action they take that it would be of no significance. (College of Policing) As an autonomous officer I have to make sure that the decisions I make are in line with policies and procedures laid out by senior officers or the home office, this is not simply a box ticking exercise but these policies are in place to protect not just the officer but the victims and the subjects. In any incident involving domestic violence, if there is a disclosure of any violence then positive action is to be taken in terms of an arrest of the subject, this is even the case if the victim does not wish to make a complaint or make any statements. As an independent officer I often attend domestics and it is imperative that despite any objections from the victim I have to make the decision to take positive action as it will safeguard the victim immediately. I have to be able to cast aside the potentially negative comments from other officers and make my decisions based on the evidence in front of me and any disclosures made and follow any policies. Understandably as a new officer it is easy to fall into the trap of going along with colleagues to try and gain their respect and become part of the team.

I believe that regardless of how much you want to fit into the team as quickly as possible and be believed as a competent member of that team, you cannot under any circumstances put any victim in jeopardy and not abide by policies and procedures put in place to protect everyone such as completing a DASH risk assessment with the victim of a domestic incident (SAFELIVES2020) This in my opinion is a slippery slope as it could lead to further instances of corners being cut and as a worst case scenario in a domestic violence scenario the outcome for the victim could be fatal due to the actions of the subject and the inaction of officers.

This would not only be a devastating situation with a loss of life but South Wales Police would be massively brought into disrepute by the families of the victims and by the media. (tucker, 2019) (Oppenheim, 2019) (Rickman, 2014)

As an independent officer, there are a lot of new experiences and a higher level of accountability as I am expected to make my own decisions at scenes instead of relying on a tutor officer to point me in the right direction. The added stress of a new family and the late finishes that often come with Police work also add a considerable amount of pressure and stress on myself. To avoid this, I have had to develop strategies to help me control any potential anxiety. (CollegeofPolicing2020)
I found that a strategy that worked best for me was to read about the experience and outcomes from officers speaking personally about their about mental health or their inability to cope. (Wood, 2020)

This was found to be not a common theme due to stereotypical beliefs that there has always been the assumption that officers are not as likely to struggle with mental health issues and are less likely to talk about their feelings. I have not found myself struggling to deal with incidents or the aftermath but I am aware of where to access support for psychological help via South Wales Police Wellbeing department should I ever need to access it.

Since working for South Wales Police I have been made aware that there is a department which offers immediate support following traumatic incidents, this is called TRiM. (March On Stress >> Trauma Risk Management (TRiM), 2020)

I was unaware of this until dealing with a fatal Road traffic collision, when I received an email from the South Wales Police TRiM counsellor who informed me that due to the circumstances of the incident I would be able to speak to them about this. This service is vital to detach from the stigma of not being able to express their feelings and bury their concerns which could be detrimental to mental health and could potentially lead to Post traumatic stress at a later stage. (Police workforce: almost one in five suffer with a form of PTSD, 2020)

TRiM was introduced to get officers to speak about what they have seen and what they have encountered at the earliest opportunity. This is something that I know will be an invaluable source of support during my career in the Police and would enable me to access the resources available without fear of stigma or judgment. (Welcome to North West Boroughs Healthcare, 2020) (867)

Task 2

Relevant areas of the National Policing Curriculum:

Decision-making and Discretion, Vulnerability and Risk, Public Protection.

You must choose an incident, for example a domestic related incident, and reflect on how you made decisions in complex and unpredictable circumstances using dynamic risk assessment.

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

Evaluate decisions made during the incident and your use (or otherwise) of the National Decision Model. Explain the rationale behind your decisions and your considerations when recording details of the incident. Consider your ethical approach to the decision. Outline the consequences of your decision making.

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

ANSWER:

I have had cause to attend countless instances of domestic related incidents. One incident of significance to me happened when there was an abandoned call to 999 services with a hysterical female on the line, the call kept dropping out and staff in the control room were unable to ascertain where the call had come from. Shortly after the female caller re-contacted and she gave a location in the Port Talbot area, it was unknown what had occurred at the address or who was there. Checks made did not show any previous instances of crimes or any details of who was residing there. The number for the female caller was coming back to the Cardiff.

On attendance a male opened the door to the police. Myself and other officers entered the address and there were obvious signs of a disturbance having occurred, ripped clothing and furniture was damaged to name but a few. Upon further inspection there were patches of blood on the floor and on walls. I also located smashed glass and bloody hand prints on the rear door of the property. The male had no signs of blood or injury on his person. There was no sign of the female, so I made the decision to contact her mobile and find out what had occurred, the female was no longer at the address having driven away in a panic to avoid further injury. Based on the information the female provided over the phone and the evidence in the address the male was arrested on suspicion of domestic assault.

Two other officers took the male to custody and me and the sergeant remained and I used my body camera to video the scene in situ. We then located the female some distance away from the location in her vehicle covered in blood and understandably upset. I activated my camera and the female informed us that she had been assaulted numerous times by the arrested male. The female was highly emotional due to what had occurred so I calmed her down get an account from her about what had happened, when the female had calmed down myself and the sergeant conveyed her to the local Police Station and obtained a statement of complaint from her and ensured she was safeguarded.

During this entire incident, I was always aware and in my mind utilising the National Decision Model (NDM) (National Decision Model explained, 2020)), this is a model that is always used by the Police for any decisions that need to be made or to risk assess any situations whether they are big or small. The model doesn't have to be used for incidents such as the above but in this instance I used it to assess multiple points of the incident.

The NDM is completely based around the Code of Ethics (College of Policing Code of Ethics 2020) this is what is known as the expected standards of behaviour and Policing principles, and every stage of the NDM is influenced by the code of ethics as every decision made has to either conform to them or be a part of the thought process. In this domestic incident I and other officers had to think that every decision that we made needed to be in conjunction with the code of ethics, we needed to be able to justify that our actions were appropriate in the circumstances and that our professionalism remained intact despite whatever circumstances we were presented with, for example to any person outside of the Police to be confronted with an incident of what appeared to be extreme domestic abuse, the last thing on someone's mind would be maintaining professionalism, they would want to either extract revenge or seek immediate justice. Arguably this could be perceived as the professional difference between Police and the public in that respect in that we have to be completely impartial and ensure that whatever we are presented with officers maintain a sort of removed attitude and not let emotion rule actions.

The first step of the national decision model is the Gathering information and intelligence stage, in this instance, checks were made by the control room on the address to see if there were any warning flags that would give officers additional information about the situation, some addresses have warning markers for previous domestic incidents or the occupants having been violent with officers in the past, this is what is classed as intelligence as it has been checked and corroborated by others. The information stage is what the caller said on the phone to the control

room and in this instance there was not much information as the control room operators were unable to obtain much information from the female. Information was again used to make decisions such as the arrest of the male, based on the condition of the address, the blood and lack of injury to the male and what the female said on the phone to officers, decisions were made based on this information.

The second step of the NDM is Assessing of threat and Risk, which is where the officer will use the information and intelligence received to make a decision on any threats to safety of not only himself but other officers/members of the public or the subject themselves. In this instance, due the lack of information and intelligence received, I made the decision to grade the risk personally as high, I made this decision based on the factor that we did not know what had occurred and I knew that I could reduce the risk and my actions gradually on arrival based on new information. On arrival with my perceived risk being high it was imperative to gain control of the male in the address until further information had been received.

The third step of the NDM is the use of powers and policy, whilst on route to the address given, I was coming up with plans, e.g. no reply at the address or a disturbance heard. This meant I would have to use Powers under Section 17 PACE (Bryant, 2020) to enter the address to protect life and limb. I made the choice to think of this as an option due to the information received that something had happened in the address which could be a threat to someone's life.

The fourth step would be to identify options and contingencies. In this instance I always had to think ahead to the next step, such as were there enough officers to successfully deal with this incident, had there been any weapons used or were there any threat of weapons and would the incident require specialist resources. My rationale was that even despite not having much information to hand, I needed to be aware of what potential issues that would confront officers and the best way to deal with any disclosures that were made by the victim or the subject.

The final step is to take action and review what happened, in this instance myself and other officers attended at the address given, and due to what we had seen and the disclosures made then officers took immediate action effecting the arrest of the male subject, as with any incident an officer is involved in there is a period of self-reflection, In this instance I reviewed what had happened and what actions had been taken. I personally reflected on mine and others approach to the scene and believed

that in hindsight there could have been a significant danger at the address, myself and other officers did not know what we could be confronted with at the address which made me second guess the decision we took to just knock the address and await a reply. I reviewed my own actions using the College Of Policing CPD cycle to enable professional development analysing all of the above (CPD how - a toolkit | College of Policing, 2020)

Officers have been hurt and unfortunately lost lives while dealing with what I and other officers would deem as routine duties (Police officers killed in attack, 2020) (1343)

Task 3

Relevant areas of the National Policing Curriculum: Maintaining Professional Standards, Leadership and Team-working

Evaluate theories of team dynamics as a means of developing team cohesion (reasons why some teams cannot function, theories and models relating to team dynamics, ways to improve team cohesion).

Consider why inter-personal conflict can occur within a team and outline what strategies can be adopted to enhance individual and team performance.

Consider how team dynamics within the police service can result in failing to comply with professional standards requirements (Code of Ethics, policies, procedures, protocols or legislation).

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

ANSWER:

Interpersonal conflict occurs in any team as there is always going to be a situation where colleagues are going to have conflicting opinions or the way that they do things. Officers are perceived as very confident in themselves and are used to projecting authority, this can lead to either clashes of personalities between members of a shift. It is also the case for student officers who may not like the way that the more experienced older officers portray themselves in the station which can lead to hostility between them. This is difficult for a supervisor to manage as one cannot clearly tell a member of the shift that they either need to tone down their confidence and tone down their behaviours. Likewise could be told to accept the behaviour and remain professional.

Whilst withdrawal is a valid option that could be used, this is a solution could be questioned for its effectiveness in the Police due to the fact that this might knock the confidence of the officer withdrawing. It could be argued that the best method in circumstances such as this would be the compromise method, this would only however be effective if both officers agree to this process. (Interpersonal Conflict: What It Is and How to Resolve It, 2020). The compromise method would be implemented by the supervisor and would require both officers to sit down and discuss their concerns individually, this would then hopefully come to some sort of agreement in terms of their behaviour, It could even be an explanation by each officer, for example the experienced older officer could simply say that they do not notice that they are doing it and mean no harm, this could mean that the less

experienced newer officer would understand that whatever happened is not personal.

Police work is as much about working together in cohesion with your team as it is to working alone, you will as a Police officer spend quite some time in a team environment and will often attend calls as a team, where it is expected that all members would operate effectively together in a positive way.

Effective Team dynamics mean that everyone operates with another and work productively, in an ideal world this would mean that regardless of who I was to work with, that I could do so without any issues arising, this is not always the case as some will want to take charge and others may want to operate differently. It is also an ever changing thing, if someone was to leave the team or someone new to enter such as a student officer, the team dynamic would shift and change.

Student officers face challenges when confronted with team dynamics, throughout initial training they have been faced with team working daily and the training environment is not on a one to one basis but as a team. When presented with an already established team dynamic, the student will have to fit in with this, this poses dangers if there is a negative aspect to the team. By negative aspect I refer to instances of collusion between officers when dealing with events that would result in disciplinary action or the dismissal of officers. (Porter, 2020)

This could be officers simply going along with what they have been told to do and not realising the consequences of their actions, to Officers willingly working as team to cover up instances of corruption. These teams are not working toward the prevention of crime and protection of the public, they are simply out for gain and will drag other officers and the Police as a whole into disrepute. There is no excuse for individual officer's ignorance to these facts as all officers are aware of the codes of ethics. (Cook, 2020) (Morris, n.d.)

One Model of Team dynamics I have found is by Tuckman which is Forming, Storming, Norming, Performing and Adjourning. This is about team development and how a team matures in its ability and how leadership changes throughout their time together. I believe this model is better suited to Ad hoc teams formed, such as on night time economy policing duties where Officers are resourced from across the

division and have possibly never worked together before. (Tuckman: Forming, Storming, Norming and Performing Model – BusinessBalls.com, n.d.)

The first stage being the forming of the team, this is where an established leader is the focal point for guidance and direction of a team. At this stage everyone is unclear on what is required of them as part of the team and the only instruction comes from the leader, in the Police case this would be a Sergeant or Acting Sergeant. Team members who might not have worked for this leader previously might test the boundaries and the tolerance of the leader.

Second stage of TUCKMAN'S model is the storming stage, this would be the stage where the more confident members of the team vie for positions that they want rather than wait for delegation. This is not unlikely in the Police where more experienced confident officers would attempt to try and get roles that better suit them and are not afraid to say this out loud. The leader or in this case sergeant would have to carefully balance the needs of the team and the requests from members of the team, this would be a fine balance.

The third stage being the norming stage, this is where all previous issues and power struggles are rectified and the team can have a clear focus on what their aim is. In the case of night time economy patrols, this would be assigned areas and staff refreshments allocated in a way that is fair for all. The leader of the team is firmly established in position and power and other officers are aware of the more experienced team members and would therefore obey orders and established boundaries. In this case the leader can delegate more work to the members of the team, this is especially apt in the policing scenario as the supervisor is dependent on the team member's ability to deal with incidents independently.

The next stage is performing, in this stage the team dynamic and work ethic is clearly established. In this case the team is out in the public performing their duties without need for the supervisor to intervene or closely monitor. There may be disagreements between team members and this is always going to be the case as you will rarely find a team who will fully gel together. There is also a bond of trust from the supervisor as they are trusting the officers to do what they have been told to do.

The final stage is adjourning, this is when the group disbands or in this instance where the shift has changed over. This is less about the task at hand but is more about the group itself and the members. Some members will find this difficult to manage, this is also the case in the Police, and the officers would have developed a working relationship with the other members of the team and may find it difficult to adjust to not working with them. This is more likely in for example a Police response

team, the officer working with a member of the team and developed a good working relationship, and if that person moved out of the team then the officer would find it difficult to, for example work with a replacement team member as they may need an adjustment period to adapt to the new person. This needs to be closely monitored by the supervisor to avoid any interpersonal conflicts arising.

There are always cases where working as a team is not conducive to Police work, Police officers are taught to make decisions themselves and there is a great amount of autonomy as Police officers. There is a great expectation of knowing how to deal with situations safely as well as the ability to deal and manage situations as a lone worker and as a team. Working as a team in a situation that does not require it is not the best working strategy and would be counterproductive as every officer would have their own way of dealing with the situation that would not be what another member of the team would do. This could lead in the policing world to issues ranging from safety issues to evidence being lost.

Morale is a large issue that nearly all teams face, the leader needs to be able to balance the demand of the workload with the morale of team members as if this were to dip then there would be no motivation to do the work and this would have a massive negative effect on the ability of the team.

In South Wales Police, Morale is the lifeblood of the organisation and with officers expected to operate independently at times, the need for morale is vital. South Wales police have looked to rectify this with the utilisation of officers training days, these are not normal duty days for officers and were in the past simply used to upskill officers, South Wales Police officers recently attended at a day of team building and various other activities such as Yoga, Nature walks and mountain biking. This was simply a day for officers to not be stuck in classrooms or gyms, this day was all about the wellbeing and resilience of the officers, it encouraged officers to relax and to spend time with each other in a non-professional capacity, and the activities on offer catered to everyone and gave officers a much needed break. Ideas like this give a much needed break and morale boost to officers, showing them that the organisation does care for them and is looking out for their best interests, this not only protects the officers but improves the morale of all which increases productivity. (1650)

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

Explain how information and intelligence can be used in the disruption of the more prevalent criminal activity (e.g. drug smuggling, human trafficking, child sexual exploitation, counterfeit goods, organised crime groups and 'county lines') by effective policing of the roads.

Outline how ANPR can be used as investigative resource when disrupting criminal activity.

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

ANSWER:

Automatic Number Plate Recognition (Automatic Number Plate Recognition (ANPR), n.d.) systems is an excellent tool for Policing, it is a system of static or in/on car mounted cameras that read vehicle number plates and checks them against Police databases for purposes such as Vehicle insurance, Intelligence Markers or if the vehicle is reported as stolen. (NPCC 2014)

ANPR can be utilised for traffic policing duties whether vehicle mounted or static, as the vehicle will trigger the camera and come back with a reading in a matter of seconds, this will then either flag up on the inbuilt vehicle computer alerting the officer or flag up to the Police control room. The mobile cameras are vital as they enable an immediate response to whatever has been flagged up, whereas before the use of ANPR there would be a delay in getting the registration and conducting a check via the control room. ANPR is also a passive style system as it doesn't require any proactive work, it scans registrations of vehicles and comes back with results, sometimes on vehicles the officer has not even noticed. This is why it is such a useful system, officers can only focus on so many things at once and this whilst not detracting from Police intuition, or being fully briefed on for example stolen cars, ANPR gives officers an extra tool in the ongoing fight against criminal activity.

ANPR is not always a tool to fight criminality, for example if there is a report of a person who is suicidal and has left a location in a vehicle, then this can be added to what is known as the ANPR Hotlist. This in its simplest terms creates a flag/warning on ANPR systems countrywide. This can be used to track where the vehicle is going using the many static cameras and if the vehicle is sighted by a camera equipped

Police vehicle then they can be stopped and the person will be taken to a place of safety and offered the relevant help. This shows that ANPR can be used as a welfare tool not just as a useful bit of equipment to stop cars for no insurance or intelligence markers.

ANPR is a very effective for criminal investigations as it allows targeted policing for certain offences, for example if intelligence is received that a certain vehicle is involved in the supply of drugs or is involved in the transportation of drugs to an area, then a marker can be placed on the vehicle for monitoring purposes, this can be used to build up a picture of the vehicles movements and if the intelligence is actionable then officers can perform a stop on the vehicle which would have a massive impact due to whatever drugs are seized effecting the supply to the area and the arrest of any individuals would hamper the criminal organisation.

Information and intelligence is the lifeblood of the Police force, without one of the other the Police service would not be effective nor function productively. Information is what is classed not sanitised being that it has not been tested for its value or its reliability, (Bryant, 2015). This is what is known as Overt information that has for example come from a member of the public reporting an incident. Intelligence is different from Information because Intelligence has been formally recorded, graded and evaluated for its worth. This could be a report from a Police officer about a certain person dealing drugs, the officer will submit a report to the local intelligence unit who will make an evaluation of the report and turn the information into intelligence. The one key difference being that information can come from anyone about anything but intelligence is checked and evaluated for its worth and benefit.

In instances of more prevalent high level criminal activity, I believe there is place for both Information and Intelligence respectively. For example in the fight against County Lines Drug gangs.

County lines (County lines criminality - South Wales Police, n.d.) is relatively new, it is when drug gangs from major metropolitan cities expand their business into smaller locations with high demand, this avoids them drug gangs fighting for business in the larger cities. This results in more persons coming to the area to bring in the drugs or other gangs local or otherwise fighting for control.

Information and Intelligence plays a vital part in the fight against this, if information is received then this gives local Police an insight into what is going on, it is usually

non actionable information due to it not being checked and verified however this does not mean that it cannot be useful. Information can be anything from a member of the public informing officers that he believes there to be a person travelling into the area to basic information such as I haven't seen that person before. All this helps to create a bigger picture if officers talk amongst each other, especially on neighbourhood teams. This information hasn't been confirmed or run through the national intelligence model but it is still worthwhile despite not being actionable. This information can also be useful for Roads Policing officers, Officers can speak to their RPU colleagues and let them know that there is a vehicle seen in a specific area which for example has suffered from drug problems and the vehicle doesn't fit in the local area, being a high performance car. This is information, it is not actionable but it allows patrols to be conducted in the area, RPU officers can then perform stop checks on vehicles under 163 RTA (Bryant, 2015) which allows any officer to check a vehicles documentation. This gives officers an idea of who is in the vehicle and allows further checks to be conducted.

I have personally dealt with an issue such as this where providing information to Roads Policing colleagues by talking to them has led to a stop of a Rental vehicle from the Manchester area which was occupied by persons involved in the drug trade. These persons did not commit any offences however this allowed officers to ascertain details of the persons involved and the vehicle details. This then leads onto the intelligence aspect of the fight against county lines.

With the information provided by officers and the checks conducted, this all generated further information. This information is a prime example of what can be submitted as intelligence. The persons stopped details, the registration of the vehicle and the address the vehicle was seen at or coming from is all worthwhile intelligence. The officer would submit this into the local Force Intelligence unit FIU who would grade this information based on what the officer has stated in the report, the intelligence unit may also performs further checks such as more detailed checks into the persons linked not just local system checks as if they are only visiting they might not have come to the attention of South Wales Police. This could be checks with the local force of where the car was rented from. The FIU could then disseminate this intelligence to teams who can action this, such as placing markers onto the vehicle with ANPR for Roads policing officers to monitor. This would be the case if the local force informed SWP that this vehicle or persons were known for the transportation of drugs, this is actionable information as when the vehicle comes into South Wales Police force area, if it is linked to ANPR and flags up, this enables an Roads Policing Officers with their high performance vehicles and Skills to bring the vehicle to a safe stop, allowing a search of the persons and vehicles. This has been used many times and has come up with results of hundreds of thousands of pounds worth of drugs destined for the local streets of South Wales.

Intelligence and information is not only useful and effective for Roads Policing against County Lines, but can be also used in the fight against Child Sexual

Exploitation (Child sexual exploitation, n.d.) , this involves the use of ANPR and Roads Policing Unit. I have been involved in an incident like this before where the use of all the above comes together with a successful conclusion.

Information was received from a Care home that one of the residents had absconded into a vehicle with an unknown male, This information prompted a response to the address by Police Officers to ascertain further information, this led to CCTV inquiries with obtained a registration of a vehicle. This registration was checked through the Police National Computer (Bryant, 2015) and details obtained of the owner and address. These were then passed to the Intelligence Unit in the Police Control Room who conducted checks on intelligence systems for any information in regards to the persons listed as owning the car or residing at the registered owner's address, whilst doing that the vehicle was added to the ANPR system to flag up if captured. The vehicle then flagged up on ANPR cameras that were on the M4 motorway heading in the direction of Cardiff. Roads Policing Officers headed to the scene and performed a stop on the vehicle safeguarding the female who stated that she was told she was being taken to a hotel in Cardiff to meet other males. This shows that the use of information/intelligence combined with technology like ANPR with the use of specialist officers such as Roads Policing can avert serious offences taking place. (1577)

Task 5

Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 5000D) asks that you create an individual learning plan to meet your identified needs through reflection upon your continuing practice. This shows confidence in your ability to manage your own learning in response to evolving circumstances in the workplace.

This task differs from the PDPs that you have completed in your previous workbooks in that this learning plan allows you to assess what level you believe you are in key knowledge, skills and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

1500 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

It will count towards the overall equivalent word count of 8000 words expected from this module.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1) Public order Scenarios			8		5		In public order situations I find it difficult to differentiate the different public order offences such as Sec 5 and Sec 4, I think that I need to work in my knowledge and perhaps think up scenarios based on the experiences I have encountered.
2) Knowledge of file building			9		6		I find it hard to recall what has to be put into certain files in order for them to be submitted to CPS

3) Knowledge of traffic legislation			8	4			To increase my Knowledge of traffic offences and issuing of Traffic Offence Report and related Codes to enable effective enforcement
4) Covid regulations			9	3			Keeping up to date on current Covid related regulations which would avoid confusion when dealing with breaches.
5) use of force			10		7		Knowing when force can be used legally and appropriately, such as missing persons or children.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Interviewing Skills			9		6		When interviewing I find it difficult to know when I can challenge accounts and how far I can push back with questioning, This is due to lack of experience with interviewing having only done a handful on my own, I know when I do my HUB attachment which consists of file preparation and suspect interviewing that my confidence and experience will go up. I can also do this by reading up on Interviewing strategies and by experimenting with strategies to find one that suits me the best and is the most user friendly for myself, If I were to speak to other officers and get advice

						and technique then these may not be best suited to my style of communication. All the while ensuring that I fully abide by the PACE codes of practice.
2) Officer Safety Skills			10		7	Having been in many situations where force was used, to practice where possible the appropriate officer safety skills to avoid injury to self and suspect.
3) Communication Skills			10		7	I believe my communication skills are adequate for the role I perform but there is always room for improvement and to analyse my performance
4) Adapting to suit circumstances			9		6	Having to switch between being projecting authority in circumstances to consoling a victim is something I need to get used to and learn to adjust to.
5) Team working Skills			10		7	Adapting to working with different teams and departments and utilising team working skills to make any issues null and void.

EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1) Necessity for arrest			10		7		To ensure that I am fully aware of my necessity to arrest and the reasoning's behind them. There is a fear of a wrongful arrest which I aim to avoid at all costs.
2) Interviewing			10		6		To try and interview when possible and build up experience in this area such as contingencies and encountering solicitors
3) Arrests			10		7		Experience can be gained by performing arrests when possible to build up confidence and experience in different offences.
4) Different incidents			9		5		With lockdown certain incidents haven't been as prevalent as others, therefore I need to make sure that any incidents that come in and I have not dealt with before, to make an effort to learn from the incident and gain experience.
5) Confrontational situations			10		7		The more Confrontation I am confronted with the more confident I am to become in these situations which in turn will make me a more effective officer.

Task 6

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

By signing the section below you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 5000D; Professional Police Practice 2 and in signing it will be equivalent to 1000 words towards the 8000 words equivalent total.

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

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

Signed: _____ James Rees _____ (Learner – electronic signature accepted.)

Date: _____ 24/09/20 ____

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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