

Workbook 2 ROBINSON

by Nicola Robinson

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BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

**Workbook title: Competency Based
Workbook 2 (PCDA)**

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

Learner name: _____

Learner's University Registration Number:

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)

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*
- *You should upload your completed document as a saved pdf 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	1250
Task 2	Decision-making and Discretion Vulnerability and Risk Public Protection	1750
Task 3	Maintaining Professional Standards Leadership and Team-working	1750
Task 4	Policing the roads Information and intelligence Conducting investigations	1750
Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
	Bibliography	

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.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The role of a police officer is arguably a challenging and demanding career, with the onus on us as individuals to serve and protect the public in critical situations (Hertfordshire Police, 2024); responding to situations that everyday members of the public may never be exposed to, with officers having to deal with them with utmost professionalism and composure at each and every call they face. But the pressures of the job can have a significant impact on officer's mental health and wellbeing, as well as a wider influence on maintaining a healthy home-work life balance. Mind (2024) writes how the pressures of being a responder in the emergency services can have an effect on personal relationships; *"Being stressed at work or dealing with difficult jobs can have an impact on relationships at home"*. In 2015 The Blue Light Programme was launched through funding from the Cabinet office, which was designed to offer mental health support for staff and first responders in all areas of the emergency services. However, funding ended in 2019 with the programme closing but with the increasing demand on services following the Covid-19 pandemic and the impact on mental health within the emergency services, the programme was relaunched in November 2020 which was provided funding by The Royal Foundation before ending for a second time in 2023. The Mind charity continues to support emergency service first responders, staff and their families through their workplace wellbeing services and training (Mind, 2024). In January 2023, the Wellbeing Lead for the Police Federation, Belinda Goodwin, wrote about her growing concerns for police mental health and wellbeing, and what support needed to be put into place for officers before they become too unwell to work. In her writing, she describes how police forces across the UK have reached a *"tipping point"* in the crisis levels of staffing and demand, and how this is having a significant impact on the wellbeing of individuals with a staggering 8 out of 10 officers reporting *"...they had experienced feelings of stress, low mood, anxiety or other difficulties with their health and wellbeing over the last 12 months"* (Goodwin, B. 2023). Goodwin challenges what work is being done by Police Chiefs in their level of support within their retrospective forces. A journal article written by Edwards, A.M and Kotera, Y in 2020 on the stigma around mental health in the police, highlights that there is already a societal issue around the view on mental health and that the police force is no exception to this. The article goes on to say how the masculinity and

dominance culture of policing can make officers reluctant to seek help and states “...within police culture as a sign of weakness and not comparable with the masculine perception of policing” (Edwards, A.M. & Kotera, Y. 2020). This poses a question of what police forces and their chief officers are doing to tackle this negative culture around officers mental health and the support readily available to them. In 2019, The Home Office released a collaborative report into the wellbeing of front line officers which highlighted that members of front line policing felt “...their wellbeing is not adequately supported by forces” (Ordon, G, Dewar, L, and Cameron, A. 2019) as a result of a cumulation of 5 key contributors; officer workload, internal demand, support by colleagues and teams, physical health and trauma experiences. Whilst this report highlighted the effectiveness of wellbeing programmes in supporting front line officers, it also refers to a The Police Federation Pay and Morale survey in 2017 that identified that “...two thirds of respondents were satisfied with their treatment by their line manager, one third were satisfied with their treatment by ‘senior’ managers” (Ordon, G, Dewar, L, and Cameron, A. 2019).

Having achieved Independent Patrol Status following my tutorship period after training, I personally have had to deal with significant changes to my home life, with the job being a contributing factor, which has had a wider impact on my strive and commitment to the job. In recent months I have dealt with the break down of my marriage which has resulted in the split of my young family and a house move in the process. Whilst not having any family that live within the South Wales area, my support network has become strained which has resulted in an impact on my job and my overall wellbeing and resilience to my role. Resilience is described by Kendra Cherry in her article for Verywellmind in 2023, as being the “...ability to cope with and recover from setbacks.” and goes on to state that people with resilience develop strategies and the ability to regulate emotions to tackle adversity and trauma (Rice, A. 2022). Whilst I feel that I have a good level of resilience installed into me, I have experienced the lack of support to front line officers in the services that are readily available to assist people like myself. Whilst I cannot criticise the level of support that I have received from my team, immediate supervisor (Sargeant) and line manager (Inspector) who have offered referrals and support to the in house occupational health team, the immediacy of the referral seems slow and gives a sense that the force are not concerned with supporting individuals in order to maintain their levels of resourcing. There is also criticism from myself towards more senior officers around the stigma of front line officers who are taking time off – whilst the force continues to advertise their willingness to promote support, there have been a number of situations whereby I have witnessed the mistreatment of colleagues who have taken time off due to poor mental health, as being considered a “strain” and inconvenience to the force resulting in action plans and other work related pressures which have only contributed further to their prolonged recovery time. Not only this, but I have also heard first hand by senior officers their quite outspoken disgruntlement about the number of officers taking time off and questioning the individuals reasons for doing so. As a result of this, I have found that the option to take time off work would not be beneficial to me and so instead I have explored other routes to prioritise my mental health and wellbeing.

In order to prioritise my work life balance, I submitted an FL1 (flexible working) request to be considered which would allow me time to accommodate life around my young children which in turn helped me to feel more confident in that I was able

to focus on them without feeling resentment towards the job for the pressure to be absent from them when they needed me more. This, I feel, was well supported and received by the sergeant and Inspector who were more than accommodating to expressing their advocacy in this being accepted. I also recognised that since the breakdown of my marriage, I was aware that my efforts to also prioritize my physical health had slipped. Through my own research, I knew that good physical health can promote positive mental health – the NHS describes how being physically active encourages our bodies to “...*release feel-good hormones...that can also reduce anxiety and stress, and help us sleep better.*” (NHS, no date). Not only did I notice that doing more exercise has helped me to improve my mental health, but it has also enabled me to develop better sleeping patterns which can be difficult around the shift work that comes as part of the job.

Word count: 1238

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.

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The role of a police officer is critical to the prevention and detection of crime, requiring police forces to work in partnership with local communities and other key stakeholders and third party organisations to support victims of crime, as well as improve community cohesion and confidence in the police to provide a safer society. This role carries large responsibility as officers are given legal powers to make dynamic risk assessments and professional decision making in line with the National Decision Model and the Code of Practice for Ethical Policing that are most appropriate to the situation and consider all options that are in line with organisational policies and legal frameworks (College of Policing, 2024). Part of this decision making is to consider social and legislative contexts, as well as any cultural and ethnic differences to the members of society to which we, as officers, serve and protect.

The Code of Practice for Ethical Policing is the new statutory requirement for all police forces in England and Wales that has been developed by The College of Policing which sets out the steps that police chief officers should follow to develop to ensure that they lead an ethical culture in which employees are encouraged and directed to utilise ethical policing principles in decision-making and to behave professionally. It also outlines what must be done to proactively and positively identify and respond to misbehaviour and corruption when it occurs. The Codes of Practice are split into 6 key areas; Ensuring ethical and professional behaviour, challenging unprofessional behaviour, staff welfare, ensuring openness and candour, continuing professional development, recognising and responding to misconduct. This new statutory requirement for police chief officers has been developed to work alongside the 2024 amendment of the Code of Ethics which is now a non-statutory guidance document for police staff and officers which provides ethical policing

principles and an outline of how to put those principles into every day practice as well as the expectations on how officers and staff should behave (College of Policing, 2024).

The National Decision Model (NDM) is a tool used in policing to rationale what action they have taken and what considerations they have taken into account in order to make those decisions. This model can be applied at any incident, both planned and spontaneous, and used by individuals or a group when dealing with operational situations. The Model is made up of 6 key elements and is at the centre of all police decision making; at the centre of the model is The Code of Ethics, followed by a structured process of Gathering information and intelligence, assessing the level of threat risk and harm and to develop a working strategy, consideration given to the police powers and policies available, to identify the options and contingencies, take action and review (Avon and Somerset Police, no date). The model, whilst in a structured format, is designed to be used in any order when facing a changing and dynamic situation and helps provide officers with guidance on what to consider when responding to incidents.

One incident I attended within my role as a police officer that I found particularly challenging and demanding on my confidence in decision making was a call that came in from a neighbour concerned about the family living below as there was a lot of screaming going on and with minimal information given to the call handler, there was a concern that someone was being hurt. On attendance, myself and my Sargeant did not have a lot of information and intelligence to allow ourselves to develop a working strategy or create a dynamic risk assessment prior to arriving, however we were met at the address by a number of people stood outside on the doorstep and a young male stood a little further up the street. Upon seeing us, this male turned and ran away from myself and so I made chase before catching up with him and taking hold of him. This male continued to pull away from me and was shouting at me "no, stop". By the manner and repetitive speech of the male, I quickly recognised that this male had possible learning difficulties; namely autism, and whilst I was aware of this, I also had reason to suspect that he was the subject involved in the disturbance reported. I continued to have hold of the male, however I was now aware of my need to reassure him and calm him down as he was visibly frightened and concerned about police attendance and so I changed my hold to be more like a bear hug from behind which I felt was less aggressive but allowed me to still control and detain him, whilst I continued to talk with him to offer reassurance and to calm him down. My observations of the male having autism was confirmed by my Sargeant who came to me after speaking with the family. Both myself and my Sargeant were able to calm the male down before returning him back to his home address and in the presence of his mother and younger sibling. Whilst force policy is for parties involved at a domestic incident to be separated, due to the very limited speech and comprehension of the young male, using the NDM it was risk assessed between myself and my Sargeant that the best place of safety for him was in his own home which would prevent any further cause of distress to him, so long as we could ensure that his mother was kept separate to him in another room whilst we established what had happened. The mother reported to us that her son's behaviour was becoming more aggressive as he was now entering puberty, and this would cause him to lash out. She also expressed that he sleeps for around 3 hours a night and when he is awake, he is screaming and shouting and listening to loud music or

videos on his phone which keeps everyone awake. The flat was very small, only a 2 bedroom, shared between 4 of them and there was no support or respite care available. The mother was clearly very distressed and upset, and was clearly struggling with the lack of support by services for the care of her son. The family were Indian and there was a slight language barrier between us and the mother however we were able to establish that she wanted her son to be arrested but not any charges pressed against him, it was so that she could have some respite and time away from him. Myself and my sergeant discussed the powers and policies we had available to us, and whilst assessing the level of threat, risk and harm to all involved, it was decided that despite force policy to take positive action in a domestic incident, we felt that custody was not an appropriate place for the young male to be, and that due to his level of comprehension, he would not be able to understand any caution, his rights and entitlements and would not be able to give his defence in interview which would have been a breach of Code C of the Police and Criminal Evidence Act 1984. Code C of the Police and Criminal Evidence Act 1984 refers to the detention, treatment and questioning of suspects in police custody and is sub governed by the Equality Act 2010 section 149 which states that “...*police forces must, in carrying out their functions, have due regard to the need to eliminate unlawful discrimination... to advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it*” (Gov.uk, 2023). I explored all options with the mother and tried to encourage her to seek somewhere else to stay that evening so that she could have a break, knowing that the father of the son who was not involved in the domestic at the time of the incident due to being in work, would be at home and would be able to care for the son to allow her a night to switch off. The mother explained that she did not have anyone in the local area that she could go and stay with and felt that the Indian community had ostracised her due to her son's disability and the difficulties he presented in public with his behaviour and aggression. She was feeling isolated and was struggling to manage her son's behaviour so despite it going against force policy to take positive action, I decided that it was not in the best interest of the young male and so alongside the agreement of my sergeant, we decided the best positive outcome was to ensure that we put in the relevant forms to internal and external agencies within the Multi Agency Safeguarding Hub who could review and discuss the level of support needed for the family, and to ensure that more work was being done for them. The Multi Agency Safeguarding Hub (MASH) is an operational integrated service which came into force in September 2016, and is made up of staff members from agencies such as the police, social services, education, health and the council who take referrals of concern for vulnerable adults and children. The Chief Superintendent at the time of the launch, Belinda Davies, stated that “...*Working in a more integrated environment will help safeguarding in a number of ways. Information sharing will be improved, meaning collective, often critical intervention decisions can be made with a more timely response*” (Cardiff and Vale of Glamorgan Regional Safeguarding Children Board, 2016).

At the end of the incident, I submitted a Public Protection Notice (PPN) for the family which would then be shared with MASH who reviewed and put further support in place with the family to help them with managing the needs of the young male. A PPN is a document used to share information that documents safeguarding concerns about an adult or child. PPNs are shared with partner agencies to help them coordinate a multi-agency response (HMICFRS, 2023). Upon review of the

incident, I feel that we dealt with the incident in the best and most appropriate manner given consideration to the options and contingencies available, as well as assessing the threat, risk, harm to all involved, this was the best possible outcome which would provide a stronger and more collaborative support system to the family which would benefit them in the long run rather than putting a temporary measure in place to remove the young male who would not understand the severity of the situation.

Word count: 1760

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).

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Team dynamics are built on the building blocks of positive relationships and partnership amongst a group of individuals in a work place setting.

positive team dynamics are fundamental to productivity

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.

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

RAC (2024) explains how Automatic Number Plate Recognition (ANPR) is a piece of technology that captures and converts images of vehicle number plates which are then cross referenced through a database to provide agencies such as law enforcement i.e police, as well as local authorities and the Department of Transport, and even private companies, to provide location data. Location data is "*the digital footprint produced by the movements of people and things in the physical world*" (Unacast,2024) and is used for a number of different purposes from monitoring traffic flow on smart motorways to ticketless systems in private car parks, but for the relevance of this assignment, I will be referring to how ANPR assists law enforcement agencies in the surveillance of criminal activity and how it supports the policing of the roads to gather information and intelligence in order to corrupt such criminality and counter-terrorism activity.

The UK Government (2022) explains how the use of ANPR to assist in the monitoring and enquiries into criminal activity is governed by the National ANPR Standard for Policing and Law Enforcement (NASPLE) which was set out by The Home Office and provides legal standards and requirements which the police and other law enforcement agencies must comply with. The document sets out standards which must be used to "...*shape technical standards, standard operating procedures and audit standards*" (Home Office, 2019) when using ANPR as a line of enquiry and as a source of evidence into the investigation of criminal activity within England, Wales, Scotland and Northern Ireland. The standards are broken down into 3 core areas of the proportionate and legal use of ANPR, these are; Data Standards, Infrastructure Standards and Data Access and Management Standards.

The Data Standards detail how the integrity of the data collected from ANPR records are managed by Local Enforcement Agencies and that all information must be recorded in accordance with the Government Security Classifications Policy and therefore given the protective marking as "Official". As the information collected through ANPR contains personal information, this area of the NASPLE must work

under the principles of The Data Protection Act 2018 in how the personal data must be stored and accessed (Home Office 2022). The Infrastructure Standards details the requirements for Local Enforcement Agencies to carry out risk assessments to ensure that the deployment of ANPR use is proportionate and appropriate in its use and within that assessment they must take into consideration the infringement this has on the fundamental and freedom rights of individuals. Part of the assessment is to determine if there is a legitimate law enforcement reason for the instalment of ANPR in an area and it should consider 4 areas: National security and counter terrorism, Serious, Organised and Crime, Local crime, as well as community confidence and crime reduction (Home Office, 2022). The Data Access and Management Standards are produced to ensure that the data is controlled, stored and accessed in line with the Data Protection Act and that the relevant agency, or the 'controller', must have up to date policies in line with legal requirement to evidence that it is done for legitimate policing purposes (Home Office, 2022).

Serious and Organised Crime Groups are defined by CrimeStoppers "*...as people who have worked together for an extended period of time to plan, coordinate and conduct serious crime.*". Serious and organized crime (SOC) is often motivated by a desire for maximum profit at minimal risk. Profits are often derived from the trafficking of commodities like drugs, and guns, as well as the exploitation of people, including illegal migration. As detailed in the Serious and Organised Crime Strategy 2023-2028, serious and organised crime is the largest national security threat to the UK and it continues to rapidly grow causing a significant social and economic impact, costing the UK around £36billion pounds annually. SOC activity undermines communities, damages neighbourhoods, exploits the most vulnerable, and harms the UK economy. In June 2022, it was reported that referrals to the National Referral Mechanism (NRM) increased by 624% since 2014 whereby victims are forced or coerced to commit crime as a result of criminal exploitation with many being UK Nationals, with 49% of these victims being children (HM Government, 2023). The National Referral Mechanism is a Government tool designed to identify victims of human trafficking and to ensure that they receive the right care and support with the aim to enable adults and children to no longer be victims of exploitation by criminal gangs. In 2015 the Modern Slavery Act was extended to include victims of Human Slavery and Slavery, Servitude and forced or compulsory labour which covers areas such as those who are trafficked for the use of criminal exploitation into drug supply into and around the UK (Every Child Protected Against Trafficking, 2016).

Organised crime groups who work on large scale operations will often use the UK road network and borders to illicit their criminal activity for financial gain (Department of Transport, 2022). This can often mean, and not limited to, transporting drugs, firearms and human trafficking from overseas and in and around the country. The roads are a fast and easy method for criminals to carry out their operations, with many of them using techniques such as driving uninsured vehicles, cloned licence plates and stolen vehicles to go undetected (Topreg, 2024). As a response officer, the use of ANPR is not a tool that is regularly used as this is more specific to specialist units such as the roads policing units, however on occasion where a high risk missing person is believed to be travelling in a vehicle, or a vehicle has failed to stop, response officers will use the monitoring of ANPR to track the movements of the vehicle to help instruct myself and colleagues to map and plan routes that may have been taken to allow us to develop a working strategy to put

road blocks or units in place to track and stop a vehicle in the apprehension of an offender or for the protection of a vulnerable person.

In 2022, the Chief Constable for the National Police Chiefs' Council, Jo Shiner, stated in the new Roads Policing Strategy 2022-2025 that "*...our road networks are regularly exploited for criminal gain, and it is imperative the way in which we police our roads also tackles and disrupts this criminality.*". The document sets out ways in which they aim to target those who exploit the UK roads and borders in order to disrupt and prevent those involved in serious and organised crime. Part of this strategy is through the use of implementing ANPR technology to make the roads "*...a hostile place for those intent on causing harm to our communities*" (Pushley, A. 2022). Through intelligence and information gathering by police, cars or registration plates can become a source of interest and when entered into the ANPR system, a "ping" is generated whenever this vehicle or plate hits an ANPR camera which in turn alerts local policing units who can attend and stop and speak to the occupants (Police.uk, 2024). There are a number of powers available to police officers which enable them to stop and search a car, as well as seizure powers to legally remove a vehicle from someone's ownership; the main ones being, but not limited to, section 163 of the Road Traffic Act 1988 which requires any "*person driving a mechanically propelled vehicle on a road must stop the vehicle on being required to do so by a constable in uniform or a traffic officer*" (College of Policing, 2023), Section 23 of the Misuse of Drugs Act 1971 which states that a police constable who has reasonable grounds to suspect that a person may be in possession of a controlled drug may search that person or any vehicle which the constable may suspect the drug to be found (Legislation.gov.uk, 2011) and Section 43 of the Terrorism Act 2000 which allows a constable to stop and search a person whom they reasonably suspect to be a terrorist or to search any vehicle to discover anything that may be evidence relating to the person in question being a terrorist (Legislation.gov.uk, 2012). Following a stop and search of a vehicle, if the investigation leads to the need for police to seize a vehicle, they can do so under other seizure powers given to police. These are, but again not limited to; Section 165A of the Road Traffic Act 1988 which is the power to seize a vehicle driven without licence or relevant car insurance or Section 19 of the Police and Criminal Evidence Act 1984 which is the general police powers of seizure.

Whilst there is not any specific recorded evidence of the success rate of ANPR, it is arguably a powerful and beneficial tool in tackling Serious and Organised Crime. However, a research paper conducted by the University of Hertfordshire (no date) on the accuracy of the use of Automatic Number Plate Recognition stated that there are a number of issues which can lead to misreads by the ANPR of number plates, resulting in either the cameras failing to capture or misreading number plates which may be of vital importance and interest to law enforcement agencies in maintaining the protection of public safety. One simple way in which a misread of a plate can happen is the placement of screw caps on the number plate. From the universities study of 700 misread plates, they found that 72.6% of the misreads was related to the plate fixings (Rhead, Gurney and Ramalingam. No date). This shows how easy it can be for SOC to tamper with vehicle registration plates to avoid detection by the cameras and can continue carrying out their illegal and illicit businesses covertly.

Overall, the benefits of the legal use of ANPR in order to detect and deter SOC groups is overarching to the protection of the public, however the study above highlights the ease in which SOC groups can go undetected in their plans and that there is further development needed on the use of the technology to be more accurate in their reading of plates.

Word count: 1681

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	
Case files			8		4		I know that I really struggle with case files and what is required depending on whether it is a green or a red, and whether it is a police or a CPS charge. I often rely on the case file support document to guide me through however I still find it difficult to know what is required on each form and why it is needed as to me it feels like a repetitive job on some documents. I would like to feel more comfortable and confident in putting a case file together as well

						as having a broader knowledge of what is required depending on the offence. For example, I have a Possession With Intent To Supply file which keeps being rejected because it requires specific documents to be on there however this information isn't readily available and requires me to rely on more senior or experienced members of the team who don't always have time to. The way in which I plan to develop my knowledge and understanding of case files is to OIC more incidents which require some format of a file so that I can maximise my opportunity to complete them, as well as complete my hub attachment where I hope to be able to have more support and explanation around them. I also know that this is not the side of the job that I enjoy as I prefer to be more hands on and active in a public facing role rather than desk work.
Out of court disposals			9		7	I feel I am confident in knowing the process of offering out of court disposals but I know that often I don't consider my options to offer this route and sometimes struggle to know when is best to offer this option rather than arrest and interview. I would like to feel more confident in knowing when is most applicable to offer these options such as the Restorative

							Justic approach. This is mainly because I have not dealt with many of these options compared to incidents which have required arrest and charges. I aim to keep these options more readily available to me and aware that this is something that I can offer in certain, applicable situations.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I really enjoy interviewing. At the beginning of my independent patrol status
Interviewing			9			8	

							I would feel nervous about going into interviews on my own and would over think my questions, however since I have had more opportunity to do them on my own, I feel more confident going in with a good level of preparation before hand but also now having the ability to relax in interview and confidence to lead it without rushing or panicking about my questions. I also feel more confident in my note taking so that if someone gives a defence or a new line of questioning, that I am more comfortable in changing my questions and working dynamically to what is presented to me. The one thing I would like to have more experience on is disclosure. I still find this area a little confusing when in the solicitor briefing as to what can and should be disclosed, and what can be kept for interviewing. I plan on developing this by again completing my attachment in the Hub which will bring me daily opportunities to interview and work alongside people with more experience and knowledge on this area.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Sexual assault cases and investigations are really important to get right from the start, including building a rapport with the victim at
Managing sexual assault investigations from			8			9	

start to handover to RIT.						the start during what is one of the most stressful times of their lives. I think that I am good at doing this, however, I would like to have a better insight and understanding into what is required and how to manage a full investigation before handing it over to specialist teams such as RIT. I would also like to be able to have experience of seeing an investigation all the way through to a court case and sentencing so that I can see how the process works so that I can best support and advise victims from the start of the investigation. I think having a general better over view and insight to a full investigation will benefit me in my role of being the golden hour investigator and what things I am looking out for when completing the initial enquiries.
Anti Social Behaviour Calls	7			5		My role as a response officer hasn't given me much opportunity to deal with ASB calls and managing young offenders as this is more applicable to the role of the neighbourhood policing team, however sometimes there are times when we are called to immediate calls of youth disturbance and annoyance and I would like to be able to have

						a better understanding of the youth justice system and options available when dealing with children. I have experience of working with children and adolescence prior to joining the job so I am not so concerned about how to manage them at the time of the incident but it's the reporting, disposal options and referrals required when dealing with repeat youth offenders. I aim to develop my experience of this by asking my local NPT team to work alongside them for a couple of shifts so that I can broaden my experience and opportunities to deal with this and see how they tackle youth ASB and the processes in place to support them before criminal convictions.
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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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