

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)

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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Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
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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.

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

ANSWER:

In this task I will consider the risk of conforming to organisational culture and how that can impact officer wellbeing. I will also illustrate my strategies for maintaining my well being and resilience.

Having landed on shift and been a part of my relief coming close to a year now it has provided me with some insight into the team dynamics which I have commented on in other tasks in this workbook. When first landing on shift there was a strong sense of camaraderie on the shift, everyone seemed to take pride in their work, and they weren't afraid to take ownership and lead when attending jobs. There were certainly challenges on shift, we were one of the worst shifts for staffing levels, sometimes operating on one officer answering calls on the whole of Newport west. I have definitely been that single officer my fair share of times. We had quite a few officers leaving due to the added pressure of the workloads of being such a small shift and also having to complete a degree on top of managing that heavy workload. However, we seemed to all pull together and be really close as a shift. Everyone chipped in when they could and helped in whatever way they could. My second night shift I was single crewed due to low numbers and the support I had was second to none. I think there were several contributing factors to this, mainly having experienced officers on shift I could turn to when I needed help. Also the leadership from my line managers was superb. He was also left sometimes being the only sgt covering the whole east local policing area, I think the idea that he was also left on his own like us on shift brought the shift and leadership closer together. There was a sense of us all being in the same boat. I think he fostered a supportive environment for officers and we were able to talk openly about anything.

This changed however, when new leadership took over.

I think to be fair to the sgts taking over it would always have been a hard situation to be in. As a shift we were very close to our old sgt and this probably didn't help starting off. The change in leadership wasn't met with open arms. There was a stark contrast in leadership styles, and I think this came as a shock to some team members including myself. When people become used to something it can make it

much more difficult to adapt to change and there can be somewhat of a reluctance to do so. There was an instant mood change on shift, some officers had prior bad experiences and I think these spilled over onto the shift and tainted their view on the new sgts. On reflection I don't think as a shift we were as helpful as we could have been considering both sgts were new and only temporary sgts. I think we could have done more to integrate them into the shift. However, this doesn't mean there weren't issues stemming from leadership. With such inexperienced sgts leading and inexperienced shift this came with its issues. There was a lack of reviews leading to high workloads. Sgts didn't actively monitor occurrences to try and keep workloads down. They were somewhat risk adverse when it came to making decisions on how to deal with occurrences. Some team members held the opinion that some investigative decisions didn't make sense and believed resources were being wasted investigating crimes that had very low solvability. This created a divide between leadership and team members. This changed the dynamic on shift. It felt as if the trust between team members was being whittled away, breaking down that supportive culture we once had. It also meant team members became more selfish and we didn't offer each other much help anymore. This lack of trust also led to personal conflicts arising more often, open conversation was shut down due to them being seen as personal attacks rather than healthy conflict.

We have recently undergone another change in leadership, and this will come with its own challenges. However, upon reflection I think there are also some steps I can take to try and make this leadership change work for me instead of against me. To say the last few months have been stressful is an understatement. I am used to dealing with stress, but I think policing takes that to a whole new level if you let it.

I have still used my strategies of gaming and physical activity to help reduce stress and look after my wellbeing but juggling it with work has not been easy.

I will outline my coping strategies used to cope with work related stressors.

Gaming with friends has helped massively in adapting to my new professional environment and personal circumstances. The social aspect has been an overwhelming factor in reducing my stress. With now being fully integrated on shift I have found that shift patterns really eat into personal time. However, gaming online has allowed me to connect with friends and be able to share some of my experiences. Whilst I understand I cannot disclose certain information, having easy access to a support network of friends who work in similar high stress work environments had such a positive impact on my mental wellbeing. Research has shown how talking to someone can not only help reduce the initial impact of stressors but can also reduce the impact of a stressor when exposed repeatedly (Lepore, et al., 2000).

Physical exercise has been so important to reducing stress. I have found that exerting myself physically has allowed me to better respond to the repeated stresses related to Academia and a changing work environment. Especially the changes in leadership and team dynamics. The benefits of physical exercise and reducing sensitivity to stress, anxiety and depression have been well researched. A clinical psychological study conducted by Peter Salmon of the University of Liverpool states "Effects related specifically to exertion include anxiolytic and antidepressant action, but also resistance to physiological and emotional consequences of psychological

stressors.” (Salmon, 2001). Also, the physical benefits cannot be overlooked, as a police officers we’re required to maintain a level of physical fitness. In recent months I have started partaking in water sports which is a new skill for me to learn and is also a different environment for physical exercise. It’s a much more calming experience and I have had the pleasure of visiting some beautiful place whilst partaking in activities.

In conclusion, whilst there has been significant changes on shift which I have had to adapt to and overcome. My coping strategies have continued to help in finding that balance between work and personal. I believe they are still effective in reducing stress levels and maintain my mental and physical wellbeing.

1144 Words

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:

In this task I will be providing an example of a domestic related incident I have attended and dealt with, evaluating my decision making during the incident and reflecting on those decisions.

During this task I will be reflecting on the incident and how I dealt with it. For this reflective practise I will be using Gibbs Reflective Cycle to evaluate the decisions made whilst dealing with this incident (Gibbs, 1988).

The National Decision Model is a framework for officers to make justified and ethical decisions during either dynamic situations, slow time investigations or determining force policy. This framework is used by officers of all ranks and is used in most decisions made in a policing context (College of Policing, 2020).

I recently dealt with a domestic incident; this was a straightforward case where neighbours called in a concern as they heard the couple arguing. When enroute to the incident I asked control room to pass any markers or previous for the address. The male had one violence marker and there were some DV incidents, but all were verbal arguments. Upon arriving with colleagues and I were greeted with an upset female sat in the living room and a male who was in the upstairs bedroom packing his clothes and other personal belongings. I went upstairs to speak with the male, while my colleague stayed with the female. From speaking with the male, I gathered that there had been a marriage breakdown over the last few months. The couple agreed to stay together for their children, but the arguing continued, and he decided it was time to leave. The children were both young girls, they were not present at the time. I then left the male to go speak with me colleague downstairs to obtain the females version of events. She gave similar circumstances and stated the marriage

broke down after infidelity on the male's part and things had gone downhill from there. I then spoke to the female privately to ascertain if any offences had been committed or if she had any concerns (if the partner had been violent in the past). This is very important as many domestic abuse victims rarely report incidents until they escalate. This is an issue for officers because unless presented with all the information it is hard to effectively safeguard victims of domestic violence. On this occasion I believe that only a verbal argument had taken place and based on what neighbours said during house-to-house enquiries I don't believe any violence had taken place. In this instance my positive action was to oversee the collection of the male belongings and safeguard the female when he left. Providing a full safety debrief is particularly helpful to victims as it may identify areas where further safety planning would help keep them safer in future incidents. When completing the paperwork for this incident I completed a Domestic Abuse and Sexual Harm Risk Assessment. The DASHRA consists of 20+ questions which help officers assess the risk posed to a victim. These are helpful as they also provide supervisor oversight hopefully stopping any risk factors being missed.

When attending any domestic violence call, I am always apprehensive about the incident. I have attended many domestic violence incidents since becoming independent and you really do not know what you're going to deal with when you arrive. While I am confident in my ability to deal with complex situations, I am always weary of what could happen. It's also important to consider how the victim feels and empathise with their situation.

When looking back at the decisions made by myself; I believe that based on the information that was presented to me I made the right decision to oversee the collection of the male's items and providing useable safety advice to the female. I think the decision to keep both parties separate prevented any further escalations in the argument.

When evaluating the decisions made during this incident, I think it's useful to do so in the context of the National Decision Model (College of Policing, 2020) as this is what I used to justify those decisions made during the incident.

Gathering information and intelligence is a crucial stage when dealing with an incident, especially a domestic violence incident as they are unpredictable by nature. When attending the first thing I asked for is and warning markers and previous incidents linked to the address. This will give me a good idea of the potential risks of the situation. Previous incidents give a good indication of the circumstances that officers could be presented with when arriving. If a partner has been violent in the past, due to the nature of domestic violence this could indicate that officers could be dealing with a violent situation this time. This is an ongoing step and the more information available to officers will affect how an incident is dealt with.

Assessing the threat, risk and developing a working strategy is where officers take the information available and start to risk assess the situation and figure out how they're going to approach a situation. In this instance, control room have passed that the male involved has a warning marker for violence and there have been previous incidents at the address. Based on this the most obvious risk factor is the

male has previously been violent. Due to this the working strategy would be to immediately locate the female and make sure she is safe. The working strategy was changing when finding out new information. For example, when locating the female then we looked to locate the male and obtain an account from both parties. Then based on the accounts given the plan changed to overseeing the collection of the male things and safeguarding the female by removing the male to his address. Working strategies change when new information presents itself. This is evidence of good decision making as having all available information should influence how situations are approached.

When considering the power and policies available it's important to have as much information to hand to make an informed decision. Based on the information we gathered I felt it appropriate to remove the male to another location to prevent any escalation in the argument. Gwent has a policy of taking positive action to safeguard victims of domestic violence. On this occasion no violence had been used or offences committed but I was not happy leaving the male and female alone, so we removed the male. Gwent has a policy of taking positive action when dealing with domestic violence cases. This could mean arrest, or it could mean removing parties from the situation like in this instance. This is done to safeguard victims.

When considering options and contingencies I had to consider the possibility of the male refusing to leave or escalating the argument. In this instance, the male was compliant however if he wasn't I would have considered using my arrest power to prevent a breach of the peace. Breach of the peace is a controversial power that is available. Some argue that it has potential conflict with the Human Rights Act, specifically articles 5, 10 and 11. This is due to the loosely defined terms of breach of the peace and wide powers it offers. People have argued that it hasn't been defined sufficiently to comply with the requirement under the European Convention of Human Rights (Ferguson, 2001). However in this instance I believe its used could have been justified in the circumstances.

The action phase was overseeing the collection of items and removal of the male.

Last, would be to review the situation to see if anything could be done differently to achieve the desired outcome. This can be done during the incident when recognising if a certain approach isn't working or it can be done retrospectively as this task is asking of me.

When evaluating my actions, I think that the right decision was made by removing the male to prevent an escalation in the situation. In domestic violence situations it's important to recognise bias when dealing with the situation.

Unconscious (or implicit) bias is triggered by our brains when making quick assessments of people or situation. This is influenced by our upbringing, socioeconomic background and personal experiences. It can have a major impact on decision making when dealing with others. Particularly when deciding what course of action to take for a given situation. It is almost impossible to eliminate unconscious bias as it is a learned, instinctive behaviour. However, there are steps one can take to reduce the impact on decision making (Imperial College of London, n.d.).

As a police officer I am aware of the reported domestic violence statistics and know the vast majority of reported incidents are from women (Office for National Statistics, 2021). This creates bias as males are generally seen as perpetrators in relationships. Whilst inferences can be drawn based on these statistics, officers need to remain open minded, and evidence led. I recognised my potential bias in this situation and made sure to take both accounts and conduct house to house enquiries before taking the decision to remove the male.

It's also important to consider how the victim feels and empathise with their situation. When dealing with instances of physical violence it is important that as police officers, we provide the best support we can and to empathise with victims. If violence is trivialised it can lead to the victim also trivialising the abuse, forming the opinion that it is too insignificant to prosecute (Birdsall, et al., 2016). I believe that during this incident I provided empathy towards the female and really listened to her concerns. In doing this I hope that in the future should the worse happen, she would be comfortable in engaging with police.

In conclusion, I believe that my decision making was sound, and I achieved my desired outcome. When attending any domestic violence call my main priority is to ensure the safety of the victim and to make sure they're safeguarded. In this instance, I think I showed professionalism by recognising my potential bias and taking steps to ensure I remained impartial, by asking independent witnesses as well as taking both accounts into consideration. I believe my decision to remove the male was justified to be able to effectively safeguard the female. While this was only a verbal argument, given the males history there was a propensity for the situation to escalate. By removing him it would allow time for the situation to calm down.

1751 Words

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:

In this task I will be evaluating some theories of team dynamics. I will be taking a deeper look into why some teams don't function well together and drawing on some personal experiences within my own team. I will also consider why inter-personal conflict can occur within teams and what strategies can be adopted to enhance team cohesion and performance. I will also consider how team dynamics play out in a policing setting and what challenges this can bring. Paying particular attention to issues of maintaining professional standards within a team.

Within the first part of this task, I will be relying on the work of Patrick Lencioni as a talking point of why teams struggle to be effective and productive. Lencioni theorises that there are 5 characteristics of a dysfunctional team; an absence of trust, a fear of conflict, a lack of commitment, an avoidance of accountability and an inattention to results (Lencioni, 2002). I will be evaluating these characteristics, looking at some of the signs of a dysfunctional team and some strategies used to foster a cohesive team.

The first characteristic is an absence of trust. Trust is a vital part of team dynamics; it could be seen as the foundations of a solid team. Without trust team members might feel as if they cannot be open with other members or leadership. This provides its own set of issues, if members cannot be trusted open discussion cannot take place in a safe environment which might lead to members bottling up issues instead of asking for help (Colquitt, et al., 2007). This can often manifest from the top, where a leader refuses to admit they're wrong or doesn't instil a sense of humility within their teams. I have some first-hand experience of how mistrust can manifest within a team and how detrimental it can be. I have been within my response team for close to a year and have seen how team dynamics change and the consequences resulting from that. In January we had a change of leadership and since then there

has been a lot of mistrust between colleagues and leaders. This has caused team members to become more secluded in their work and feeling like they are unable to ask for help. It has also caused team members to become more selfish, which is in stark contrast to how the team operated before the leadership change.

The second characteristic is a fear of conflict. Conflict is a healthy part of team dynamics and constructive conflict should be encouraged. However, without trust that conflict can be seen as having negative intent behind it. With this it is unclear what the intent behind the conflict is, leading to unproductive arguments within teams. When there is a base line of trust between members and leadership conflict is seen as a positive way to resolve issues and collectively come to a solution. Teams also become better at preventing future conflict (De Dreu & Gelfand, 2008). I have seen this within my own team. Since there is a lack of trust, conflict is seen as coming from a bad place. This leads to inter-personal conflict between members. It is rare issues are discussed anymore and most members can't have a constructive conversation as it's seen as a personal attack.

Next Lencioni theorises that a lack of commitment can be a sign of a dysfunctional team. This is where team members don't buy in to the collective goals and commitments of the team. Where there is no healthy conflict team members can find it hard to move past that conflict and commit to the next steps. This can cause serious issues especially within the police service. When performing several of our duties, committing to a plan is crucial to the success of the operation and if team members can't buy into the goal and continue personal conflict or petty arguments it can cost valuable time and resources.

Then we look at an avoidance of accountability. This could be described as team members being unwilling to take accountability for certain tasks they have been asked to perform or for jobs that come in. If no one takes accountability for a job, then no one can be held to account. If no one takes responsibility, then other team members can't hold them to account for their actions. This is where management should step in and hold team members to account. If management fail to hold member to account then the dysfunction is allowed to spread (Brees & Parker Ellen III, 2022). I have personal experience of this. There have been several instances where I have attended jobs with colleagues and due to personal conflicts team members refuse to take ownership of situations. This has left me "holding the baby". This stems from the above issues and all these characteristics are linked.

Finally, we look at the inattention to results. This is where team members focus on personal achievements at the expense of team goal. When there is a focus on personal achievement it can lead to team members doing something that doesn't promote team goals and only serves to enhance their ego. Again, unfortunately I have personal experience of this from my own team. My team consists mainly of males and due to there being an abundance of testosterone there is a heavy focus on traffic policing and conflict management. This has led to officers looking for traffic offences and failing to deal with priority calls; and waiting for a more conflict orientated calls. There has been a running tally of how many licences each officer has taken or had revoked. This is an issue as officers are pulling over cars and waiting all day for emergencies to come instead of answering the high number of calls already on the system.

Some solutions theorised to help building a more cohesive team are; being open and honest, if this is demonstrated by managers then teams will also feel more comfortable being open with one another. Transparency is also important when building trust within teams, being transparent with decisions allows team members to understand those decisions and buy into them. One thing that can help with conflict within a team is to have more diversity. A diversity of opinions encourages teams to discuss issues more and provides for a more constructive discussion. One thing that can help teams become more accountable is to hold more frequent reviews. In these reviews there should be an emphasis on team achievements rather than individual ones.

In this second part of the task I will be looking at some reasons and solutions to interpersonal conflict within a team environment.

Interpersonal conflict in the workplace can be defined as “as a person or group of people who interfere with another person’s attempts at achieving goals or completing assignments.” (Bao, et al., 2016). There has been much research of interpersonal conflict in the workplace and there is agreement that it can be broken down into 6 types.

First would be pseudo conflict. This can be when opposing parties have misunderstood each other leading to a difference of opinion. Not realising they have the same goals or when one person in the conflict mocks the other. Situations like this are easily resolved when clarifying each other’s point of view but can take some time. It may also be needed to talk about teasing and mocking behaviour being unacceptable.

Second is fact conflict. Fact conflict happens when two or more people disagree over information or the truth of something. This is easily solved by fact checking information or looking into the source of the fact.

Next is value conflict. This stems from two or more people having different personal value which leads to conflict. This is not easy to fix due to the conflict resulting from deeply held personal views. It is however useful to talk through the issue and acknowledging that it is unlikely you’re going to change the opinion of the opposing person. In this situation it is best to agree to disagree.

Now we look at policy conflict. This occurs when people disagree about how to solve a certain problem, or the action plan set to solve the problem. This is difficult again because this can stem from upbringing, personality and education.

Also, there is the issues of ego conflict. This is where a conflict happens but neither party is willing to back down or admit defeat. This type of conflict often happens when disagreements become personal. For example, when winning the argument is believed to be tied to one’s personal intelligence.

Finally, is meta conflict. This is where you have disagreements about how the conflict is being handled. This often stems from communication issues which need to be addressed in order to curb this type of conflict.

In the last part of this task, I have been asked to consider the how team dynamics can result in failing to comply to professional standards within the police service.

Drawing from my previous answer above there are many challenges a difunctional team presents for upholding professional standards withing the police service.

The lack of trust presents its own issues when upholding professional standards. If there is a lack of trust between team members and leadership, members may feel unable to bring up issues of standards of behaviour. If that barrier is broken between the chain of command, then instances of poor or unacceptable behaviour can be bottled up as members feel as if those issues won't be addressed. When members don't feel they can trust each other it also causes them not to offer advice or feedback. Timely feedback can also prevent future mistakes.

Also, if conflict is seen to be something to be avoided then there is a lack of challenging improper behaviour or policies. Teams that fear conflict can't openly discuss issues leading to a wall of silence. This is an issue for police officers as we are required by the standards of professional behvaiour to challenge and report these behaviours. However, if officers fear being shouted down or personally attacked for bringing up these issues then they are less likely to comply with the standards of professional behaviour (Committee on Standards on Public Life, 1995).

There can also be issues when there is a lack of accountability within a team. Personal responsibility is important but when it is emphasised this can lead to team members not wanting to interfere with other's actions or lack of. This again causes issues as we are required as officers to challenge and report improper behaviour. This is also on contrast to the mission of gaining public confidence. If officers don't hold each other to account then how can we be expected to hold the public to account for their actions.

1796 Words

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:

In this task I will attempt to explain how information and intelligence can be used in the disruption of criminal activity by effective policing of the roads.

Building an intelligence picture about individuals or organised crime groups is the bread and butter of policing. Intelligence can be defined as information that has been analysed to assess its relevance and reliability (National Crime Agency, n.d).

The National Crime Agency split intelligence into three categories based on how the intelligence is used.

Strategic intelligence is material that informs the police and partners about the highest priority threats. This intelligence dictates policy and where to deploy resources.

Tactical intelligence informs forces of the methods organised crime groups are using to avoid detection and continue their criminality. One notable example is when in partnership with French authorities the commonly used EncroChat was cracked, leading to hundreds of arrests and over 50 millions pounds being seized.

Operational intelligence is intelligence that dictates how criminal individuals or organised crime groups operate and conduct their business. This allows forces to plan operations and direct resources to disrupt this activity (National Crime Agency, n.d).

There are several sources that intelligence can be developed from. Such as;

- Open source (publicly available information such as social media),
- Covert human intelligence sources (CHIS),

- Undercover officers,
- Technical interception of communications,
- Law enforcement partners in the UK and overseas,
- Government agencies (DWP, HMRC, Border Force)
- Security and intelligence agencies (counter terrorism intelligence),
- Private sector reporting,
- Members of the public.

The collection, retention and dissemination of intelligence must be for a legitimate policing purpose for it to cover the legal basis. Some policing reasons are protecting life and limb, protecting property, preventing offences being committed and bringing offenders to justice (College of Policing , 2015).

Intelligence led investigations are important in disrupting the most serious of crimes. By building intelligence on a subject, it allows forces to identify crime patterns and employ tactics to disrupt their criminality. When building an intelligence picture of an individual or organised crime group it is important to use a wide range of intelligence sources. This is important as the more intelligence gathered on the individual or organised crime group give forces more avenues to disrupt this criminality.

The college of policing published a report in 2016 called the “Menu of Tactics” which was aimed at providing forces with a range of tactics that can be used to disrupt serious and organised crime.

I will outline a few tactics that forces can use in disrupting criminality.

The Proceeds of Crime Act 2002 allows for the seizure of cash and goods linked to criminal activity. Officers must be able to prove that on the balance of probabilities that this cash is linked to criminal activity. However, this is such a useful tool in disrupting crime as it cuts off the funding of the organised crime groups cutting their access to funding for their criminality.

The Home office can deport people based on convictions from the UK and abroad. This provides a useful tool to tackle criminality. This is very useful in cases of human trafficking. Foreign nationals who enter the UK with the purpose of committing crime can be deported before they have the chance to. This also prevents overseas organised crime groups from getting a foothold in the UK.

A simple yet effective way of disrupting criminality is executing warrants. While there needs to be a good intelligence picture built to authorise a warrant they are such effective tools in disrupting criminal individuals or groups. Arresting complicit individuals, seizing equipment, money, drugs and “burning” locations for organised crime groups preventing them from getting a foothold in local areas (College of Policing, 2016).

However, this task asks me to how information and intelligence can be used to disrupt criminality by effective policing of the roads, so I'd like to explain some tactics used to disrupt criminality on the roads and how that links in with wider criminality.

In all criminal activity, it can be said that the roads are used at every avenue. From smuggling drugs across counties to trafficking people into the country, criminals use our roads every day to enable them to commit these atrocious crimes.

When intelligence is used effectively it can be used to target these criminals and disrupt their operations. Effective use of this intelligence to disrupt how criminals use our roads can cripple the abilities of organised crime groups and criminal individuals to commit these serious crimes.

Some effective tactics to disrupt these individuals on our roads are;

Working in partnership with the Driver and Vehicle Standards Agency (DVSA) to revoke or deny criminals access to operators licences. Denying access to these types of licences prevents organised crime groups access to the use of goods vehicles. This directly impacts their abilities to move stolen/counterfeit goods, drugs and even people on our roads.

Being proactive on the roads can help detect motoring offences being committed by criminals and organised crime groups. This directly impacts them as enforcing minor traffic offences all add up on the points-based systems we use in the UK. After so many points the driver will then be disqualified from driving, preventing them access to using our roads to enable their criminality. Many traffic offences accrue heavy point penalties such as driving without insurance or a licence, driving whilst drunk or under the influence of drugs and dangerous driving. All motoring offences that can lead to an outright ban.

On the topic of traffic offences, vehicle seizures and prohibition notices are extremely effective at denying criminals the use of our roads as we can prevent that vehicle being used. Vehicles can be seized if the driver has no insurance or licence, thus denying them access to the vehicle to assist in committing crime. Another effective

tool is the prohibition notice. This is where a vehicle is prohibited from being used until such a time where the defect (bald tyres, bad corrossions, damage) is repaired and is deemed fit for service. This again prevents the movement of criminals on our roads and denies the access to a vehicle to assist in the commission of their crimes.

There is also the ability of courts to impose driving bans. There doesn't necessarily have to have been a road related offence committed. Courts have the power to issue driving bans if the criminal offences being committed were assisted using a vehicle. This can be used in cases of drug trafficking or being the getaway driver in the commission of an offence.

Effective policing of the roads can seriously hinder the organised crime groups operating within and between force areas. Research shows that traffic offenders are also likely to be involved in other types of crime and effective roads policing could help in the detection and prevention of other types of crime (Home Office, 2000). Studies have shown that about a ¼ of offenders committing roads related offences have also committed other mainstream offences as well (Transport Research Laboratory, 2003).

This task asked me to outline how automatic numberplate recognition can be used in the disruption of criminal activity.

Automatic Numberplate Recognition (ANPR) is defined by the College of Policing as an effective way of identifying vehicles and matching them against predetermined indices or flags. It is a proactive policing tool for response policing and investigations, which can prevent crime by targeting criminals through their use of the roads (College of Policing, 2013).

There are several types of numberplate readers that can be deployed to disrupt criminals;

Static cameras are built in high traffic areas or areas identified to be used by criminals and are not moveable,

Moveable cameras are the same as static cameras but are only at a location on a temporary basis,

Multi-lane cameras have the ability to read numberplates across multiple lanes and can detect in both directions of a carriageway,

ANPR can also be integrated into CCTV and function as a dual-purpose camera to detect VRMs.

Mobile ANPR can be fitted to police cars and other systems to provide a mobile source of information.

Covert can be all of the above but are built to be covert and undetectable.

ANPR can provide useful data when developing an intelligence picture of criminals using the roads if a vehicles VRM is linked to and organised crime group or criminal individual it makes tracking their movements much easier. Through the use of ANPR movement patterns, frequent routes used, and times, places of activation can all be used to direct overt or cover resources to disrupt their use of the road network.

ANPR is also very useful when looking to stop or find a vehicle, information can be added to the system and picked up by ANPR which passes that information on the vehicle to the officers on the ground. For example, if a car has failed to stop or is suspected to be stolen this warning is given by ANPR systems when vehicles activate it.

In conclusion information and intelligence is an integral part of policing and we as officer would not be able to do our jobs without effective intelligence being decremented. I have identified and explained several tactics used to disrupt criminality and why they're effective in doing this. I have also outlined some tactics used by road policing officers to disrupt serious organised crime groups from using our roads to commit serious offences. I have explained how those tactics disrupt those organisations. I have also outlined how ANPR can be an effective tool in gathering information and turning that information into actionable intelligence. Also how ANPR can be used in conjunction with on the ground resources to effectively disrupt criminal activity.

1619 Words

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	I believe that the force requires a good level of knowledge of policy and legislation which performing the role of a response officer. This can be challenging as being young in service a lot is expected of you. For example on my shift there are a few officers leaving to join respective departments, which means in the coming months I may well be one of the most experienced officers on shift.

							This comes with its challenges as I've had colleagues with only a few less months service coming to me for advice. Whilst I am happy to help them it also is quite daunting. I do pride myself on being knowledgeable. I look for development opportunities where I can and I am not afraid to look for challenges to improve. I think this is a behaviour I need to continue to develop as an officer.
SKILLS	Low 1-4	Med 5-7 X	High 8-10	Low 1-4 X	Med 5-7	High 8-10	Whilst the expectation of the force is that my basic skills should be to a good standard. I have found very little development opportunities to improve skills such as dealing with protracted investigations. Within response it is very much like sticking a plaster over a wound and expecting it to heal without giving any course of anti-biotics. This leaves a gap between some more specialist skills. I have found myself dealing with more complex investigations and completing more complex tasks in recent months. However, on these issues I have had no training and had to figure things out for myself. I do believe there is a lot being asked of response team and no a lot of training to back it up.

							However, I do commit to self-learning and have managed to cope by teaching myself or finding those answers out myself.
EXPERIENCE	Low 1-4 X	Med 5-7	High 8-10	Low 1-4	Med 5-7 X	High 8-10	Whilst the force doesn't expect me to have much experience due to my length of service, in putting myself forward for development opportunities I have gained valuable experience. I have worked with various teams on different issues. I have worked with the public protection unit when dealing with a vulnerable child and the subsequent prosecution of the offender. I have also worked with neighbourhood teams on issues such as anti social behaviour. I have proactively looked for these development opportunities to further my learning.

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