

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.

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
Task 6	O.C.P.	1000 equivalent
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

In this essay I am going to reflect on how organisation culture within policing has impacted on my wellbeing and resilience. Wellbeing is, 'the state of being comfortable, healthy or happy', (wellbeingpeople, 2018). Resilience can be defined as, 'the ability of a person to adjust to or recover readily from illness, adversity, major life changes, (Dictionary.com, 2021). I will consider the risks of conforming to organisational culture and provide examples of the strategies I used for maintaining my wellbeing and resilience. Throughout the essay I will use the Driscoll's reflective model, (Driscoll, 2000).

"Organisational culture is the way that things are completed in an organisation, the unwritten rules that influence individual and group behaviour and attitudes", (Managers.org, 2015). There has always been a negativity from outsiders looking in at the policing culture, with it 'universally condemned as being sites of, among other things, masculine hegemony, prejudice, discrimination and exclusion', (Police-foundation, 2017). From personal experience, however, I believe these views are outdated and since joining my new shift I have found the culture to be accepting and inclusive of all, there was no 'lads' culture' or discrimination of any type.

Independent patrol status (IPS) is achieved when an officer has the relevant values, behaviours, competences and skills following their training period, which is over several months, (Blackstone's, 2019, pg127). Although achieving IPS meant I could attend incidents by myself I still felt like I needed a lot of reassurance and support due to my lack of experience compared to my team. Within my tutorship there was always someone I could look to for advice and I had lost this safety net which left me feeling apprehensive when attending calls on my own. One of the positive cultures within the police agency, which my new shift followed, is the team ethic. Whenever I needed support, they were happy to help and offer me guidance. Looking back, I feel that with the support of my team I successfully adapted to the change in my environment which positively impacted my resilience. Without the support I feel I would have potentially hidden from going to certain call types.

One of the unwritten rules is that the newest on shift makes the tea for daily briefing and I was happy to comply with this to show my team spirit. However, I also found that the newest would often be given the perceived boring tasks, such as interviewing prisoners in custody or taking them to hospital and sitting with them whilst they were treated which initially I found to be unfair and it left me feeling like my sergeant believed it was all I was good for. Due to how it left me feeling I spoke to my partner at home who advised me to look for the positives within the situation such as being able to develop my interview, statement and communication skills. Looking back now, I feel that I am now confident at interviewing as a result and my change of attitude towards the situation certainly helped my wellbeing.

One of risks are conforming to organisation culture is taking on the views of the collective and not maintaining your own. An example of this is making presumptions about a victim or vulnerable person based on the previous experiences of others. I found myself in a situation where I could have followed the group but instead, I followed my own gut instinct. I had to complete a prevention interview on the return of a missing person, and I was advised she never engages and is rude to officers. On arrival she did not want to communicate however I glanced around her bedroom and started talking about a poster on the wall, once I established some common ground, she opened up more to me, which in turn was a positive interaction for both of us. If I hadn't made the effort, I would not have been able to answer the questions on the prevention interview.

Another risk is following the behaviours of the group for fear of not fitting in and therefore losing your personal values. An example of this is when you're double crewed on a night shift and a hard call comes in which will take a lot of effort and your partner wants to leave it as late as possible to attend so they're asleep. The reality is that you know this type of behaviour is against the policing vision however when you want to fit into the group and need the support of your peers it's easy to follow their lead.

There are several documented ways in which you can maintain our wellbeing including, taking a break, utilising employee support and communicating, (wellbeingpeople, 2019). In order to maintain my wellbeing, I ensured that I do not take my work home with me. At the beginning of IPS I would be at home and worry that I'd forgotten to do something or over analysing whether I'd taken the right action. To combat this, before I finished my shift I would take 15minutes to review incidents and put my mind at rest. I took this idea from the National Decision Model, (NDM) whereby the final stage is to review, (COP, 2014).

In order to build my resilience, I look for the positives in every incident I have attended, and I do this to build my confidence. Sometimes the positives may be simply that I provided full safeguarding advice and submitted a public protection notice to a non-engaging victim. However, in order to continue to grow and learn as an officer I also look at the areas where I need to develop. In my early days of IPS the main area was decision making as I doubted myself a lot and didn't know if I made the right decision. However after attending a call with five other officers and no one could decide on the best course of action I realised there's no right or wrong decision as long as I took positive action and was able to provide the rationale behind my decision then I didn't have to worry.

In this essay I have reflected on how organisation culture impacted my wellbeing and resilience having achieved IPS. I highlighted how my positive attitude ensured that I used every experience to continue my development. I have looked at the risks of conforming to organisational culture and the impact this has on me. I have provided examples of the strategies I used for maintaining my wellbeing and resilience through my first 6months on IPS and the benefits of this.

Word Count: 1092

Task 2

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

ANSWER:

In this essay I am going to reflect on an incident of malicious communications contrary to Section 1 Malicious Communications Act 1988, (legislation.gov.uk, 2021), and suspected possession of a firearm with intent to cause fear of violence contrary to Section 16A Firearms Act 1968, (legislation.gov.uk, 2021). I will explain the social and legislative contexts and evaluate how I continuously used the National decision Model (NDM), (COP,2014), in order to make decisions. I will explain the rationale behind my decisions and the considerations I made when recording details of the incident. I will outline the consequence of my decision making and consider the ethical approach to these decisions. I will reflect and evaluate my performance using the Gibbs reflective model. (Gibbs, 1988).

A 999 call was made from a Slovakian female who stated that her ex-partner had threatened to shoot her as he believed she had money that was his. Prior to leaving the station I gathered information from the force control room (FCR) and used this to assess the risk. On attendance to the address it was confirmed that the ex-partner did have a gun, however it was unknown if it was real. Based on the new information I instantly cycled back through the NDM in my head as this significantly changed the level of risk. The victim did not know where her ex-partner was living and we did not have his address on our systems so we could not arrest him straight away, however to ensure I took action to safeguard the victim I transported her to a family member's address and provided her with an extensive safety plan. Due to the level of risk I requested a member of the intelligence team try and locate more information on our suspect and the following day they found his address. I arranged for three other officers to assist with successful arrest enquiries and whilst I conveyed him to custody two other officers stayed at the address to search for the

firearm using the legislation, Section 32 of PACE 1984, (legislation.gov.uk, 2021). During his interview he was further arrested for possession of the firearm. He accepted responsibility for sending the messages however stated the gun was not real. The suspect was subsequently charged with malicious communications and pleaded guilty in court.

During the initial incident I felt empathy towards the victim as I could see she was in fear that he meant his threat. She was shaking, upset and stated how worried she was that he would hurt her. Victim support document these as some of the effects of crime, (Victim support, 2021). When conducting arrest enquiries, we were all extremely apprehensive as even though we were in full PPE as per policy, our body armour was not bullet proof, and we didn't know if the gun was real. Looking back, I am satisfied that we gave the victim not only a good service but also managed to get a conviction.

On the initial call there was no mention that the suspect might be in possession of a gun, I was only made aware once at the address and instantly this changed the level of threat, risk and harm (T/R/H). At every incident I attend I use the NDM to continuously review the T/R/H as information changes, known as dynamic risk assessments. 'A dynamic risk assessment is the process of continually observing and analysing risks and hazards in a changing, or high-risk, environment. This allows workers to quickly identify new risks and remove them', (highspeedtraining, 2019). Once I was aware of the gun, I contacted the control room to let them know of the information requesting the incident was reviewed by the force incident manager (FIM), in line with our policies.

Prior to conducting the arrest enquiries, I used the NDM and gathered information and intelligence to complete another risk assessment. The Suspect had warning markers for weapons and drugs. Any type of warning markers for drugs are a red flag for me as it means the person may be unpredictable. It is stated that 'drug use can increase paranoid and irrational thoughts, mood swings and irritability people can show unusual and unpredictable behaviours', (Positive choices, 2021). I made sure I was in full Personal Protective Equipment (PPE) including mask gloves, stab vest and tac vest containing my PAVA, cuffs and asp. Another risk identified was that the suspect lived in a flat, this meant if he did have weapons and was in possession of a gun our escape route could be tricky. Due to this, and the need to search for the firearm, I requested a double crewed taser unit to attend with me. The consequence of this decision was that we had the necessary PPE if the suspect had weapons, therefore reducing the risk of officers or the suspect getting seriously injured.

On arrival I activated by Body Worn Video, (BWV) in line with the Gwent Police Policies and then knocked the door to which the suspect answered and confirmed his name, even though he was compliant I instantly arrested him on suspicion of sending malicious communications. My rationale for this was for our safety due to his warning markers and as we were in a confined space so I could then apply handcuffs under Section 117 PACE (legislation.gov.uk, 2021). I believe the level of force used was justified and proportionate and in line with the professional standards of behaviour, (COP, 2014). Another reason to arrest the suspect instantly was that I then had the powers to enter and search the address and the suspect in

accordance with Section 32 of PACE 1984 (legislation.gov.uk, 2021). The consequence of the decision to arrest him straight away and applying handcuffs ensured I was in control of the situation; the risk of harm was significantly reduced, and I had the powers needed to complete the task at hand.

A positive aspect of the incident for the victim is that as English was her second language I was able to arrange an interpreter to assist with taking a statement, this ensured that she was able to speak freely, and I was able to take a detailed statement. I also completed a Domestic Abuse Stalking and Harassment Risk Assessment (DASHRA), (NorfolkCountyCouncil, 2021) in line with my duties and responsibilities, another of the professional standards of behaviour, (COP, 2014).

A good part of the experience for me was completing an investigation end to end, from attending the initial call, to arresting the suspect, interviewing them and completing the case file. A negative aspect of the whole incident is that the victim had to wait overnight for us to arrest him as we did not know where he was living, however I did all I could to safeguard her and once arrested I updated her to let her know he was in custody. On his release I also updated her confirming his bail conditions, these were applied to add further safeguarding to the victim.

I updated the force computer systems as the enquiries progressed, this included the initial contact, victim statement, DASHRA, use of force form, Section 32 paperwork and any evidence. I documented the rationale on my decisions using the guidance set by the college of policing, whereby it states that decision makers are accountable for their decisions and must be able to justify them. It also states that documentation should be in line with force policies and any record should be 'proportionate to the seriousness of the situation or incident, particularly if this involves a risk of harm to a person', (COP,2014).

I believe this incident went well as I continuously used the NDM to make decisions, this meant that I followed the policing principles of accountability, where I was answerable for your decisions and actions, and Objectivity as I made choices on evidence and my best professional judgement, (COP, 2014). From this incident I have learnt where I can find the Section 32 search paperwork, what actions I need to complete and how to fill it in. I have also learnt more about incidents involving firearms and not all incidents will involve firearms officers. This was my first-time completing arrest enquiries for a suspect of mine, and I was apprehensive about making mistakes, although now I feel that with this experience, I will be more confident in future.

If I was in the same situation again, I will communicate more with the FCR to provide essential updates as they happen. I was concerned that I was asking a lot of the FCR during incidents, however I have learnt that the FCR is there to assist and I am not being a burden to them by asking for support. In future incidents when a Section 32 search needs to be completed, I will complete the search and paperwork myself to continue with my development.

Throughout this essay I have used the Gibbs model to reflect on how I made decisions in a complex and unpredictable circumstance. I have evaluated my use of the NDM in order to make those decisions and explained my rationale in line with

the steps of the NDM, including making decisions and acting in line with the policies available to me. I have detailed the considerations I made when recording the incident and outlined the consequences of my decision making. I have detailed the considerations I made with regards to the ethical approach to my decision making.
Word count 1567

Task 3

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

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

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

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

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

ANSWER:

There are a many different theories of team dynamics with countless studies carried out to test the theories and assess their worth. This essay will evaluate three theories of team dynamics as a means of developing team cohesion. It will consider what type of conflict occurs within teams and why it might happen. It will also look at how team dynamics may affect an officer's failure to comply with the professional standards required of them. A team can be defined as 'A group of people organised to work together', (Collins Dictionary, 2021). Although any group of people can get together to form a team for it to become successful, they need to develop together and overcome setbacks. This is also known as team cohesion.

Arguably the most well-known theory of team dynamics is Bruce Tuckman's, (Tuckman, 1965) 4-stage team development model comprising of the forming, storming, norming and performing stages, (IAF,2001). This model was later adapted to include the adjourning stage, after a follow up review by Tuckman and Mary Ann Jenson 13years later, (IAF,2001). Tuckman states a team will start by forming and this is where individuals will focus on the guidance and authority of the leader. The next stage is storming, where most conflict occurs, and the indivual members will be concerned with the impression they give and will want to prove their value to the leader, (Culture at work, 2021). The next stage norming is where the main body of the work happens and lastly a team will then start performing, (Culture at work, 2021).

There have been many studies carried out to test Tuckman's theory all of which have provided different results. In 2007 the Defense Acquisition University (DAU) completed a study of Tuckman's model in short team teams concluding that approximately 2% of the teams followed the 4-stage model whereas 77% followed

just three stages with no storming, (Knight, 2007). This study suggests that the longevity of the team may impact how team cohesion develops. A documented limitation to Tuckman's model is that it suggests team development is linear and once finished in one stage it will move on to the next, whereas in reality a team may bounce between adjoining stages, (Smith, 2005).

Belbin's (Belbin, 1991) model of team dynamics suggests that by an individual understanding their role within the wider team they can develop their strengths and manage their weaknesses which in turn helps them to contribute towards the team, (Mind tools, 2021). Belbin identified nine roles split over three categories, action orientated, people orientated and thought orientated people. In order that for a team to be balanced and successful it needs to be made up of individuals from each category. If all the members adopt their preferred roles and these are the same or similar, then the team will be imbalanced, and members will be competing for certain tasks whilst the rest remain untouched. Belbin suggested that to assist with any potential imbalance, members do not have to adopt just one role and can instead undertake several, (RPC, 2013). What stands out about Belbin's model is that he includes characteristics of allowable weaknesses attributed to each role, with a focus of being that members should be aware of this behaviour and to manage it, (Mind tools, 2021). A strength of Belbin's model is that by using this theory not only can effective teams be assembled but dysfunctional teams can be fixed, (RPC, 2013). One limitation with Belbin's model is that of cultural bias as the model was created in the mid-70s in Britain whereby the focus was middle class white males, (belbinnorthamerica, 2020).

James Scarnati, (Scarnati, 2001) suggests that "People won't work as a team unless the structure, conditions, organization, and purpose of the enterprise support a team effort", (Scarnati, 2001), and he highlighted six factors which do not support an effective team. The factors are, the structure of a team, ineffective communications, a lack of resources, lack of trust, corporate culture and the inappropriate use of the team approach. As part of the inappropriate use of a team approach Scarnati claims "teams don't just happen, they are built, and the process takes time and focused effort", (Scarnati, 2001). This quote from Scarnati backs up Tuckman's theory that a team must develop in order to become efficient.

Within a team there will be conflict and there are many examples of highly publicised conflict within teams ranging from 'boot gate' when Ferguson kicked a boot at Beckham causing a cut above the eye, (punditarena, 2021) to the disagreements within the conservative party over whether Dominic Cummings should be sacked following his trip to Cumbria during lockdown, (Independent, 2020). Conflict can be defined as "an active disagreement between people with opposing opinions or principles, (dictionary, 2021). Even though conflict is often caused by a simple misunderstanding or even a lack of communication it can sometimes lie far deeper than that and if not managed correctly the effects can have a significant effects on a team including reduced morale, less productivity and more absence, (Belin.com, 2021).

Raypole states that are numerous different types of conflicts some of which are easily resolved for example 'fact conflict' where people disagree over the information or the truth and this can easily be resolved using a credible source. An example of

this could be where two people disagree at whether two people disagree on whether the ball was in the court at tennis, a way to resolve this is to use Hawkeye, (Wood, 2008). However, some conflicts can be far more long term such as 'value conflict' where different personal values lead to disagreements a current example of this is the climate change protesters gluing themselves to the M25, (BBC, 2021). "This type of conflict doesn't always have a clear path to resolution", (Raypole, 2020). Then somewhere in between is 'Pseudo conflict' and this is where misunderstandings lead to a difference of opinions, (Raypole, 2020). Often conflict is seen in a negative light, however Tuckman's model suggests that conflict is not only inevitable within a team, but it is an essential part of becoming successful. The storming phase states that conflict will occur as a result of challenging others within the group and trading ideas, which can in turn leads to creativity. Tuckman believes teams who do not fully experience conflict will never learn to resolve its differences, (Hanwit, 2021).

A simple yet effective strategy to improve team and individual performance is by motivating them. Herzberg's Two Factor Theory argues that in order to increase job satisfaction and in turn improve motivation you need to eliminate the factors of dissatisfaction and create conditions of job satisfaction. Example of these might be to create a culture of respect, ensuring wages are competitive or recognise workers contributions, (EBA, 2021). Another theory of motivation is Victor Vroom's Expectancy Theory, (Vroom, 1964), which demonstrates a link between expected results and reward, citing that if an individual wants it enough, then they will put the effort in to achieve it. For example, "managers must find ways to provide achievable goals that inspire the team members, whilst linking the appropriate rewards to those goals", (EBA, 2021).

A key element of teamwork is being about to trust and rely on your colleagues and this is even more imperative within policing when attending dangerous incidents. The College of police also sets out 10 standards of professional behaviour, (COP, 2014), which an officer must follow not only when in work but when off duty as well. Issues can arise however, when the team dynamics and close relationships can mean officers ignore the behaviour expected of them. An example of this is whereby four Merseyside officers attended a concern for safety for a female and one for the officers lost his temper and assaulted the female's partner. Instead of following the professional standards of behaviour whereby the other three officers should have challenged the improper conduct, they tried to cover up the incident by turning off their body worn cameras and provided inaccurate witness statements, therefore not acting with honesty and integrity, (Mirror, 2021). Another way officers may stick together and behave improperly is when inappropriate messages are sent within private social media groups. A recent example of this is where eight officers sent messages within a WhatsApp group mocking black criminals and a disabled celebrity, (Metro, 2021) which falls below the standard of acting with professional conduct. Officers may act in this way for fear of being ostracized from the group, which even though is a common situation everyone will have experienced at some point it doesn't stop it hurting. Being social excluded from a situation may reduce someone's sense of belonging and reduce self-esteem, (Socialpsychologyonline, 2015).

This essay has evaluated three different models of team dynamics as a means of developing team cohesion. Having evaluated these models it is apparent that team cohesion needs to be developed over time and the individual members of the team adapt and learn. It has considered how conflict can occur and looked at how motivation can enhance both individual and team performances. It has provided examples of when officers have failed to comply with the professional standards of behaviour set out by the college of policing and why team dynamics can impact this. Word count 1543

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

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

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

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

ANSWER:

In order to be proactive and tackle prevalent criminal activity police forces gather information and intelligence to target specific activity and effectively use their resources. "Intelligence led policing (ILD) was first introduced in the 1990's as model with the explicit intention to disrupt, disable and undermine criminal behaviour using intelligence pooled from several agencies", (Blackstone's, 2019, pg27). Information is defined as "any information obtained, recorded or processed for a policing purpose", (COP,2020). Intelligence is defined as "collected information that has been developed for action", (COP, 2019).

Intelligence comes from several sources, ranging from police witnessed events such as drugs found within an address to technical interception of communications and Covert Human Intelligence Sources (CHIS). Other sources include neighbourhood watch schemes, public reporting, social media or security agencies, (NCA, 2021). A CHIS is an undercover informant who provides information to the police. They provide first-hand intelligence in order to target the criminals they are associated with. One criticism of a CHIS is the participation in criminal conduct; however, this is an essential and inescapable feature of CHIS use as it shows them to be credible to those under investigation by building trust. In turn the CHIS can then make their way into the heart of groups who cause harm which enables them to find out information and intelligence that other investigative measures may never detect, (GOV.UK, 2021).

The intelligence cycle is where information is collected, developed and disseminated which allow decisions to be made about policing priorities, (COP, 2019). Firstly, all intelligence is evaluated using the 3x5x2 model, (COP,2019), which looks at the reliability of the source, how it became known to them and whether the sharing of the intelligence is permitted or permitted with conditions, (COP,2019). The intelligence is then analysed, and a decision will be made on its best possible use and whether it can be used for influencing strategies and ultimately combatting crime, (COP, 2019). Lastly the intelligence is disseminated to the appropriate teams

or forces in order to disrupt, reduce and prevent crime, (COP, 2019). A successful example of how intelligence led policing combatted crime is a drugs operation in West Yorkshire which resulted in multiple arrests and over £300,000 worth of drugs seized following the execution of warrants on six properties, (WestYorkshirePolice, 2021).

'The National Intelligence Model (NIM) was launched in 2000 and is used for determining key priorities for policing. The Home Office has described the NIM as a validated model of policing, representing best practice in the use of intelligence to fight crime' (Blackstone's, 2019, pg536). A key part of NIM is tasking and coordinating, it determines the operational response to crime and disorder, and prioritises intelligence requirements, (Blackstone's, 2019, pg536). Tasking and co-ordinating is completed on 3 different levels. Level 1 is in relation to crime in the local area and is managed by local resources. Level 2 related to force, inter-force and regional criminal activity and requires additional resource. Level 3 relates to the most serious and organised crime, (Blackstone's, 2019, pg536). The correct use of the sharing information and intelligence between forces is vital in preventing crime such as a repeat of the Soham murders whereby Ian Huntley was allowed to take up a care taking role within a school even though he has been investigated for a number of serious crimes, (Guardian, 2003).

An important part of an offender's armoury is their use the road network in order to facilitate the commission of crimes including, human trafficking, drug smuggling and county line exploitation, (Gov.uk, 2020). Often those caught on the roads will not be the organisers and instead they will be the runners. Runners are normally vulnerable children and adults who are recruited to transport drugs and cash all over the country, in order that the criminals behind it can remain detached and less likely to be detected, (Crimestoppers, 2021). The level of the criminal activity is expansive and does not simply effect individuals but has a devastating impact on communities and businesses, (BBC, 2021). For example, it is estimated that the costs paid in the UK security industry alone was 3-4bn a year, (Home Office, 2018). This highlights the expense on businesses and individuals simply trying to prevent crime, without any other costs involved. The SOC crime strategy was revised by the government in 2018 due to the scale of the challenge at hand. The strategy has the 'relentless disruption and targeted action against the highest harm serious and organised criminals and networks' as of its aims, (HM Government, 2018). Also, in 2018 the National Police Chiefs Council (NPCC) set up a 3-year strategy roads policing strategy with one of the four areas 'disrupting criminality', (COP,2018). It states that 'Forces should use intelligence and enforcement to disrupt criminality', (COP,2018).

The strategy provides guidance across several different areas including the police powers available. Without these powers the police could not tackle crime on the roads. Some of the powers are to stop, search and seize vehicles which include but are not limited to Section 163 of Road Traffic Act (RTA) 1988, Section 165 of the RTA 1988 and Section 32 Police and Criminal Evidence Act 1984, (COP,2019). It also provides guidance on how the use of technology can transform how the police tackle criminality on the roads, (COP,2019). 'The technology available to forces to disrupt criminality include, Automatic number plate recognition (ANPR), Vehicle tracking, Roadside finger printing, (COP,2019).

ANPR is an effective way of identifying vehicles and matching them against predetermined indices or flags and can be used to prevent crime by targeting criminals through their use of the roads, (COP, 2019). ANPR works by automatically reading vehicle registration marks (VRMs), allowing these details to be compared against database records, (COP, 2019). Dorset police reported that ANPR operations lead to officers arresting 5 times the number of offenders within a year than patrol officers, (Dorset Police, 2021).

It is stated that “The use of ANPR has proved to be important in the detection of many offences, including locating stolen vehicles, tackling uninsured vehicle use as well as uncovering cases of major crime. It also allows officers’ attention to be drawn to offending vehicles whilst allowing law abiding drivers to go about their business unhindered” (PSNI, 2021). Research has shown that many offenders of low-level traffic crimes are often also involved in non-traffic related crimes. Data collected on 52,000 drivers between 1999 and 2003 showed a strong correlation between those who commit motoring offences and non-motoring offences. ‘For example, men who committed between 4 and 8 non-motoring offences committed on average 21 times as many serious motoring offences as men who committed no non-motoring offences’, (Broughton, 2007).

ANPR data can be used to be used in real time to track and intercept vehicles involved in crime or it can be used to gather information to develop subject and problem profiles by identifying associations, locations, vehicles and time patterns of behaviour for a subject of interest, (NPIA, 2009). ANPR can also be used in combination with many other types of information and intelligence sources such as CCTV, witness testimonies and telecommunications, (NPIA, 2009). An example of a success story is when several forces joined together for a 3-day operation in 2020, whereby the use of ANPR and intelligence helped to facilitate 230 arrests as well as seize vehicles, weapons and drugs, and execute warrants, (Surrey Police, 2020).

As police forces develop their tactics and technology so do criminals and they change their actions in order to avoid capture, one example of which is cloned number plates. “As police forces rely more than ever on ANPR to track cars, cloning is becoming an increasingly appealing method of staying undetected. If the model has been stolen, fitting a set of plates that belongs to a ‘clean’ vehicle means police will have a hard job identifying which is which, especially if criminals have been wise enough to match the plates not only to the make and model, but also the colour”, (Finnerty, 2016). Cloning does not only affect the detection of criminals but also impacts the person whose VRM they have copied. For the owner it may mean they are hit with fines if criminals who've cloned their plates are caught breaking the law by speed cameras or parking attendants, (Finnerty, 2016).

If time and resources are given to roads policing, then the results can speak for themselves. An example of this is by Sussex Police in January 2021 where they created a dedicated team consisting of a mix of highly trained police officers to specifically carry out ‘disruption and enforcement operations on roads across the Sussex, targeting those involved in serious, organised and violent crime’, (Sussex Police, 2021). Using both marked and unmarked vehicles and being equipped with the latest technology in order to identify and intercept known offenders, target hot spots, and support colleagues they were able to make 81 arrests, seized over

£30,000 worth of drugs within 2months, (Sussex Police, 2021). They also submitted 200 intelligence reports, (Sussex Police, 2021) which, once sanitised, will used to disrupt future criminal activity.

This essay has explained how information is collected from various sources and developed to form usable intelligence. It has explained how information and intelligence is shared and provided an example of why this is important in the prevention of crime. It has provided examples of where intelligence led policing has been successfully used to capture those involved in the most serious crimes. It has also explained how the use of ANPR can be used as an important source of information in order to disrupt criminality on the roads.

Word Count: 1599

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	
Alternative methods of disposal			8		6		Although I am aware of the various methods of disposal an officer can give such as YOS, FPN, Voluntary interview and have given these over time I am still to give someone a caution. Also, changes are being made to Gwent Policies and I need to not only learn them but be able to use these in live situations. In order to develop I will learn the new processes and before attending

							calls look at the various disposals available to me.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Taking statements			9		7		I have taken numerous statements and although these cover the important areas needed, I feel I do not give enough detail at times. I will look to develop my questioning skills to ensure I capture details, one way I will do this is to save a list of questions on my laptop which I can refer to in order to ensure I have asked these. I will also look to book myself on a statement training course.
Searches		7		4			Since being on independent patrol I have only completed 2 premise searches and no vehicle searches and therefore have not had enough experience to build up my skills. In order to improve this, I will look to volunteer when colleagues need searches completed.
Being assertive			10		7		In calls where someone is a bit agitated my instinct is to remain calm and try and bring the person down to my level however this doesn't always happen. I need to improve where I am more assertive and remember I am in charge of certain

							situations and the subject needs to listen to me. This is an area where I must personally make that change, however I will review the conflict management training material to increase my knowledge of the various models and tactics available to me.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Managing active, aggressive resistance			8		5		Although I have been in situations where people have been resistant, I have rarely been the lead in this situation and often find myself assisting others. I need to be the first one on scene and take the lead in what actions are happening and when force may need to be used. This will increase my confidence in heated situations. I believe once I am blue light trained it will help with my arrival times.
Decision Making in Mental Health situations			10		7		I have been to many mental health calls and each one is different; I sometimes find myself questioning whether I am making the right decision as potentially someone's life maybe at risk. A development area for me is take a step back and to think of all the options available. I feel that continuing the attend

						these calls will aid my development.
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Task 6

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

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

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

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

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

Signed Naomi Wilson (Learner – electronic signature accepted.)

Date 16/09/2021

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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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