



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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 1	Wellbeing and Resilience	1000
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Task 4	Policing the roads Information and intelligence Conducting investigations	1500
Task 5	Individual Learning Plan	1500 equivalent
Task 6	O.C.P.	1000 equivalent
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

Having achieved independent patrol status as a response Police Constable in September 2020, I have encountered and experienced several different situations where the police organisational culture has impacted on my views and feelings of the role of a police constable. Having reached this status, I feel that this is a big achievement in such little time of working within the police. Using Gibbs Reflective Cycle 1988, I am going to explain how this milestone in my career has impacted on my life and explain how I have managed to maintain my wellbeing through this.

Following my completion of training and establishing a basic understanding of the role of a police constable, I spent several months on my response shift with my tutor, where I was exposed to the public and got to experience what the role of a police constable entails first-hand. Now having achieved this independence patrol status, this now means that I can respond to calls in the community on my own without another officer present. The independent status also means that it is my own responsibility to keep up to date with the ever-changing role of policing including the recent changes in law and legislation that was introduced to respond to the COVID-19 pandemic.

“Organizational culture is the collection of values, expectations and practices that guide and inform the actions of all the team member” (Wong, 2020). Policing has its own organisational culture and *“the traditional police culture has been and continues to be defined by several key beliefs and assumptions about police work: danger and risk, authority and the use of force”* (Valcore, 2018).

Being involved within this policing culture, it sets outlines how I now interact with members of the community that I encounter.

The time spent on shift meant that I was exposed to a variety of real-life incidents whereby I had to respond to and complete the relevant procedures whilst following this police culture that I now found myself working from. Before experiencing this and whilst still in training, I was under the impression that the police culture is all about crime fighting and upholding the law, however my thoughts on this has now changed, even within the small-time frame that I have spent on response duties. My views have changed on the responsibility of the police and I feel that the job role of officers is much more diverse than I first envisioned and the role is now focused on public protection and safeguarding. I feel that the police are attending far more calls that other partner agencies are better equipped to deal with such as mental health calls, but these types of calls are stilling falling on the lap of the frontline police officers to respond to as opposed to other organizations such as ambulance or GP.

I have attended many calls whereby the ambulance service would be better suited to respond to as the person requires help with mental health and police powers may not be available, however this has fallen upon the response policing team to deal with, assess and act upon. As I earlier stated the police culture involves danger and risk, this does not necessarily mean that I am going to be faced with violent offenders with a potential of me suffering harm, but instead by having the police attending calls that they are not best suited to respond to, this is also putting the other person who requires the help at risk as we may not have the authority to assist. By being unable to fully assist with the community that I police, this can lead to friction between the force and the community as they do not believe that we are doing everything in our power to help at their time of need whereas the truth is the police are not the most appropriate resource to be dealing with this type of incident and this can be very frustrating for myself and many other officers.

Many police officers who join the job wish to help people and have a positive impact within the community that they police, but through experiences such as the once I stated above, they start to begin to view the community not as community partners or fellow citizens but instead as enemies who do not like the actions that we complete. Following a report in 2018, one police officer stated that *"it's 30% crime and 70% social work"* (Charman, 2018). Unfortunately, even within my short time doing this job, I am inclined to believe and agree with this officer. Even though I feel this, I find it challenging not to express my opinion as it may risk not complying with the organisational culture of the police. This has resulted in me sometimes not acting on my own personal beliefs and values to comply with this organisational culture and this can become frustrating.

Since achieving this status of becoming independent, I have noticed that I have had to learn to adapt and overcome several situations that I have been placed into. Whilst these situations may have been frustrating and difficult to deal with, I have always managed to maintain a high standard of work even though deep inside I may find it challenging.

Whilst in training I set up strategies to deal with stress and maintain my wellbeing and resilience within this role including things such as keeping fit and carrying out regular exercise. I have kept with these strategies and carried them through with me to this day which I feel help. Whilst this supports me, working the shift pattern of a response police officer, I have found out that there are also other things that I have been doing which assist me. I find that whilst regular exercise helps, eating the correct type of foods at the correct times of the day supports with maintaining a good metabolism and keeping a positive attitude and approach to my work life and my private life.

Having achieved independent patrol status and experiencing both new and challenging predicaments, I have found that my role within the police is ever changing and this is likely to continue to change as time goes on. Whilst I have found this change tough, I have stuck to it and feel that it is very important to still provide the community I police in with the best service I possibly can, given the type of incident that I am asked to attend and deal with.

(1014)

**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:

Working as a police officer it is inevitable that I will encounter situations which require me to conduct risk assessments continually and often these risk assessments will be carried out by myself and colleague dynamically. This means that the risk assessments that take place are carried out as and when the situation is unfolding in front of us as opposed to a pre-planned operation. I will be using Gibbs Reflective Cycle 1988 to reflect upon an incident that I attended, and this model is split into five stages, description, feelings, evaluation, conclusion and action.

The incident that I will be talking about during this essay was a concern call that I attended with my colleague where the victim was having a medical episode inside her accommodation and the police were called to assist. It was a morning shift and within the first half hour of the shift, a call came in from staff at a woman's shelter stating that one of their permanent residents was having a medical episode relating to her mental health. Both myself and my colleague made an immediate response to the location as it was stated that the female was looking to potentially harm herself. Upon arrival, staff greeted us at the front door to the building and just inside past the reception area, there was a female stood in the communal area who was naked and shouting at staff. As myself and my colleague were male officers and to try and protect the dignity of the female, I asked staff if they had a blanket that I could wrap around the female whilst I tried to engage with her. Through intelligence checks conducted on the female and with speaking to staff, it was established that the female had been at the address for over 3 years and that she was a repeat victim of a high-risk domestic offender. The female refused to engage with staff and was very scared of both me and my colleague when we came close to her. The female refused to speak and engage with medical professionals from the mental health crisis team via telephone and she also refused to come with us on a voluntarily basis to the hospital for treatment. We requested ambulance assistance but was informed that this could take up to 8 hours for their attendance and I did not have any police powers to impose upon her to assist. After some time trying to engage, the female then walked to the exit with a member of staff as she was going to take her to hospital, but she then ran away from the staff member and into the street. At this point I then had police powers available to me to utilise and I had to use Section 136 Mental Health Act 1983 as I believed that this was the best option available to assist this female, even though it was a difficult decision to make using this power.

Whilst in attendance at this incident, each decision that I made I used the national decision model (NDM) as my guidance before I made it. The NDM is made up of six individual elements which assist with the decision-making process, especially difficult decisions and therefore helps whilst conducting a dynamic risk assessment. As I once read *“what’s called a difficult decision is a difficult decision because wither way you go there are penalties”* (Kazan, 2000). At the heart of the NDM is the police codes of ethics and these must be followed by each police officer. Surrounding this is gathering information and intelligence, assess threat and risk and develop a working strategy, consider powers and policies, identify options and contingencies and then finally take action and review.

(National Decision Model, The Model, 2013)



Prior to attending this incident, I liaised with the control room to gather as much information as I could about the reason, location, and person that I was going to be encountering who was suffering with this mental health break down. This incorporates the first stage of the NDM of gathering information and intelligence. I continued to use this element of the model when I spoke with staff who informed me why the female was staying at this facility and the reasoning behind it as she was a repeat victim from a violent domestic relationship. With all this information and intelligence, I could start to plan where and how I was going to approach this situation as I now knew what I was dealing with. Whilst all this was happening, I was carrying out a dynamic risk assessment for the safety of all involved.

Upon arrival, the female was naked shouting at staff stating that she woke up as she was exposed to asbestos and that she was going to harm herself as she could not get clean. The decision to try and cover the female up with a blanket to protect her dignity was a decision that I made and albeit, it was an instant and easy decision to make, I still used the NDM and passed through each component to make it. These comments that the female was making were very unusual and not what I was expecting. The mention of causing herself harm was considered when I requested a blanket to cover the female up, but I stuck with this decision as I believed it was necessary given the circumstances. As I once read and continue to stick with to this day, *“stay committed to your decisions, but stay flexible in your approach”* (Robbins, 2012). This was applied in this decision that I made as even though the female’s actions were unpredictable, I felt that I would be able to react to her if she attempted to harm herself with the blanket by wrapping it around her neck and therefore continued to conduct a dynamic risk assessment.

After establishing the circumstances and facts around this incident, and continuing to risk assess every decision I made, I tried reasoning with the female to accompany me to hospital for a mental health assessment as the ambulance was going to take a substantial amount of time to arrive. I was fully aware that this female needed the appropriate medical assistance that I could not provide at scene, but I knew that I did not have the powers available to me to essentially do this. *“Section 136 of the Mental Health Act 1983 allows the police to take you to a place of safety. They can do this*

without a warrant if you appear to have a mental disorder and you are in any place other than a house, flat or room where a person is living” (Mind, 2017). As I stated earlier, the information gained from staff upon my arrival stated that this female is a permanent resident and has been at this facility for around 3 years in total, hence why this policy was not available to me at that moment in time during this incident.

By working together with the staff members, we managed to convince the female to attend hospital on a voluntary basis. The only issue with this is that she would only go with a member of staff in their vehicle and not with us, the police. I considered this and run the scenario through the NDM and was happy that this was an option available to us whereby we could assist the female in the best possible way. Unaware of this at the time, the female had other ideas when she was walking outside towards the member of staff’s vehicle. Instead of getting inside, the female pulled away from the member of staff and attempted to run out of the car park and onto the street. This incident continued to be unpredictable and whilst still carrying out a dynamic risk assessment through out, I managed to catch the female and decided that I needed to detain her under Section 136 Mental Health Act 1983. I followed the NDM in the decision that I made and when I got to the powers and policies sector of the model, as the female was now outside and not in her place of living, I was able to utilise this power available to me.

This decision that I made was based on all information available to me and even though using Section 136 is a powerful action for a police officer to use, I deemed it to be necessary given this situation and I used the NDM to guide my approach to this. If I did not use this power at that time, I believed that the female may suffer from harm if I did not act. *“Making good decisions requires us to balance the seemingly antithetical forces of emotion and rationality. We must be able to predict the future, accurately perceive the present situation, have insight into the minds of others and deal with uncertainty”* (Douglas and Jones, 2007). I agree with Douglas and Jones as I had to balance the everchanging unpredictable circumstance surrounding this call and there were several things to consider including the vulnerability of the female and the uncertainty of how she was going to react. The female was taken to hospital where she underwent a mental health assessment and the professionals decided that they would be detaining her in the hospital.

Overall, this whole experience was complex and challenging for several reasons. The situation was a sensitive one to be dealing with and it was clear from the start that the female required assistance with her mental health but there were factors that were preventing us from getting her the help at that time. The decision to use Section 136 Mental Health Act is not one to be taken liberally by police and the national decision model is a great tool to use to help make this decision. It should be used on a strategic approach that requires myself and colleagues to always consider constant dynamic risk assessments and act in the least restrictive way possible to protect the safety and welfare of the individual concerned, public and all professionals involved. If I were to encounter this situation again, then I wouldn’t change my decisions that I made as I thought that they were appropriate given the circumstances. The only thing that I may reconsider is asking for a female officer to attend given the history that the female had gone through, she may have responded better to a female police officer rather than two male officers.

(1615)

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:

During this essay I will explain what team cohesion is, explore how team dynamics can assist in helping develop this and the importance behind it. I will consider the reason why some teams cannot function well together and will use personal experiences that I have faced within the police to expand on it. I will consider theories relating to team dynamics and the importance behind these models to assist with improving team cohesion. I will consider why inter-personal conflict can occur within a team and how this can affect the way teams work together and the influence that this will have on performance levels.

There have been many team dynamic theories developed to try and assist with the management of team cohesion. *"Team dynamics are the behavioural and emotional forces that influence a team's performance and direction"* (UKEssays, 2018). Understanding team dynamics is essential to a successful working environment and assist in the bigger picture of identifying group behaviour. Team dynamics can involve several different concepts including how open and transparent the team are with each other, the level of trust within and how effectively the team communicate with one another. *"How successfully a team communicates can define failure of success of the team in reaching goals"* (UKEssays, 2018). Team cohesion is paramount in the team succeeding with their objectives and therefore this is fundamental within the police service as all the teams are all working towards the same goal. Team cohesion occurs when a group of individuals feel connected and driven to achieve a common goal and the success of this will depend on how close a team are and is also associated with interpersonal connections that the team share. Some teams are closer than others and this will show in how well the team work with one another and the quality of work that is produced. Once interpersonal conflict starts to occur within a team, then this usually means that the overall team performance will start to collapse, and the standard of work starts to drop. Once all this starts to happen to teams within the police and the team dynamics start to become affected, this can result in officers failing to comply with policies and professional standards.

I have experienced this first-hand whilst working in the police service. When I joined, I joined a team who trusted one another's actions, respected their decisions and always backed their colleagues up.

Each individual member of the team was working towards the same goal and we all assisted one another in achieving this. After around 9 months on this team, I was informed that I would be moving to another team within the same station and right from the start, I experience inter-personal conflict within the team. The dynamic and cohesion involved in the team was very different and difficult to cope with. There was very limited trust between team members, and it appeared that each person was working towards the goal individually and not as a team. The dysfunction of a team *"is an absence of trust among team members. Essentially, this stems from their unwillingness to be vulnerable within the group"* (McCarthy, 2020). The only link that this team shared was that they were working towards the same goal but coming from their own point of view and direction and not collectively. I started to struggle with this as my previous team were all close-knit and I spoke with my sergeant about this as I did not feel that it was a good environment to be working in. *"Getting your team together to gain alignment on what's a priority then this alignment will get everyone rowing in the same direction-and increase team performance as a result"* (Howard, Unknown Year). I totally agree with this statement from Shannon Howard, and therefore I felt that I needed to speak up and address this issue.

A model linking these concepts and factors is the Tuckman Model of 1965 which was created by Psychologist Bruce Tuckman to address and overcome team dysfunction and improve team cohesion. There are four stages within this model, and they are forming, storming, norming and performing.

The forming stage is when team members tend to be independent and do not know each other well enough to unconditionally trust one another. This means that the team dynamics and cohesion within are not yet established. As I stated earlier, I believe that my new team were still stuck in the first stage of Tuckman's model, the forming stage as they were all working on their own and did not appear to trust each other enough to work with as a collective.

The second stage is this model is the storming phases. This is known as the planning stage when the team gets set tasks and goals to work towards but also where some teams can struggle with achieving. This is where team dysfunction can arise, and this is due to conflict arising where colleagues voice their own personal views and opinions. This is when a leader of the group should step forward to manage and develop the team.

Next is the norming stage and this is when the team should start moving forward towards harmonious working practices. The team leader should be allowed to step back slightly as the team are now open and respect one another and the team has established each team members abilities and are working towards the same goal. This may still be done individually by some members of the team however good communication is key and paramount for the team to develop.

The final phase of this model is the performing stage, and this is when the team are now working well together, and the standard of work is high. The leader can step back as each member of the team is aware of what the others are doing, and everyone is working like a well-oiled machine free of conflict and working in sync towards the end goal.

Throughout this whole model and to pass through each stage, communication and trust between team members is key and the reason behind how team cohesion is created and maintained.

Another model that can be used to try and assist team dynamics is the GRPI model. This model was created by Richard Beckhard in 1972 and is widely adapted in sports context to produce highly effective teamwork.

The first stage is goals, this is when everyone in the team is fully committed and understand the well-defined objectives and goals. Everyone's goals must be aligned to establish trust, make progress and ultimately achieve the desired goal.

Next is the role stage and this is when the leader is accepted, and the responsibilities are set out and everyone is aware of how they are held accountable.

The third stage is the interpersonal relationships. This phase is when all team members communicate clearly and concisely with one another and when they foster trust and where any conflict may arise.

Finally, the processes stage completes this model, and this is when the team work together to solve a problem and address any conflict issues that may have arisen from the previous stage. Once all this is addressed then the team will be working well together. (Tartell, 2016)

There are both positives and negatives to both Tuckman and Beckhard's theories. The GRPI model is useful as it breaks down each point, addresses issues and provides ways of moving past these problems, but it does have one noticeable limitation. The model is static and only provides a picture of the team's performance at a specific point rather than the whole span of the team's cycle. As like the GRPI model, Tuckman's theory is broken down into separate stages, identifies where and why some teams do not function and explains how to overcome these issues. The only downside that I can see is that this model is time consuming as it is focused on the long-term effect of a team, but some teams do not have time on their side and the task at hand may be time sensitive.

Interpersonal conflict *"is a common occurrence in an organization due to different personalities that must mesh. It can affect morale but also impact the efficiency and productivity of the workplace, leading to strained relationships"* (Quain, 2019). There are several reasons why this can occur in the workplace, especially within the police service and this can include an increase in workload, unresolved workplace issues and emotional or physical disagreement between colleagues. This conflict can be addressed by a good strong team leader and resolved. As I mentioned at the start of this essay, I recently moved teams and noticed that my new team did not function well together as I now see how inter-personal conflict between team members can affect the whole team dynamics. One member of my team likes to cut corners and another colleague recognises this and does not like how the person completes their work and refused to work alongside them as they believed that they were failing to comply with the professional standards that the police set out for officers to follow. These principles are *"accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect and selflessness"* (Gov.uk, 2014). This then created inter-personal conflict between the pair, and this had a knock-on effect with rest of the team as they do not want to get involved and try to avoid the situation, resulting in there being a communication barrier between the group. This then made it difficult to work together and develop trust amongst the team whereby the sergeant and inspector had to intervene.

In conclusion, team dynamics are the behavioural and emotional forces that influence a team's performance and direction. A supported model linking these concepts and factors is the Tuckman Model of 1965 and the GRPI Model by Beckhard 1972. In the Tuckman Model, teams progress through four stages of forming, storming, norming, performing, and the GRPI Model covers four stages but is just based on where the team is at that moment in time and not a long-term solution. Team cohesion details how close a team are together and the trust that they share with one another. Inter-personal conflict can arise within teams, but it is important that the leader of the team and in a policing environment, this could be the sergeant, identifies and addressed these issues for the team to develop and succeed. If this does not happen then there is a possibility that this can escalate, and the team could potentially start to fail to comply with professional standards.

(1623)

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:

The following essay I will explain how information and intelligence can be used in the disruption of the more serious and prevalent criminal activity. I will also outline what the term Automatic Number Plate Recognition is how this resource can be used as an investigative resource to assist in disrupting criminal activity.

Information and intelligence can come in several different ways and be used in the disruption of criminal activity. With this information, it will help the police in determining the risk level of an individual and a good example of this is through community intelligence. Most communities are very close knit and know what is going on within. When the community pass information to police, this can be very beneficial in developing intelligence and inevitably, the end goal is to disrupt criminal behaviour. Intelligence is when information is processed, and the viability is assessed and then disseminated. This community intelligence could be used to disrupt minor criminals in the local area but could also be used to address the more serious and organised criminals involved in drug smuggling, child sexual exploitation and county lines to name just a few. *"Serious and organised crime is the most deadly national security threat faced by the UK, and persistently erodes our economy and our communities"* (Gov.UK, 2018).

Information can come from anyone and for this to be turned into useable intelligence, it must pass via an intelligence model known as the 3x5x2. Following the submission of this intelligence report, it will get sanitised by a local intelligence officer who then decides based on the information contained within. The decision is then made whether to distribute it to officers and which departments require the intelligence to best act upon it if the decision is made to share the intelligence.

The first part of the model is the source evaluation, and this is split up into three sections. This is where the person submitting the intelligence chooses the credibility level of the person providing the information and selects the option of reliable, untested, or not reliable. Moving onto the next phase of this report is the assessment stage. This stage is split up into five categories and this is all about how the source knows the information that they are providing and the motivation around their submission. These five options are known directly to the source, known directly to the source but corroborated, known indirectly to the source, not known, and suspected to be false. The final stage of this process is the dissemination process and where the submitting officer decides between two handling codes. These codes are either lawful sharing permitted or lawful sharing permitted

with conditions. The reason behind these codes is to establish whether the intelligence report can be shared with other and if so, with who (College of Policing, 2019).

“The collection, development and dissemination of intelligence allow decisions to be made about priorities and tactical options. Intelligence collection is a continuous process and there may be specific requirements for its recording and use” (College of Policing, 2015). The collection stage of intelligence is very important because the quality of the information inputted into this intelligence report, ultimately decides on what intelligence is disseminated to officers if any. This is a very important stage for the intelligence to be acted upon in the best way possible and also for officers to take full advantage of the information that has been provided. This intelligence collection has been greatly increased by the introduction and use of Automatic Number Plate Recognition, also more regularly known as ANPR.

ANPR is a *“technology that reads vehicle registration plates”* (RAC, 2020) as they pass by its camera. *“As the vehicle passes through the ANPR camera, the registration is read and instantly checked against a database of vehicles of interest”* (Jackson, 2021). ANPR is now a well-established tool that all police forces use to fight crime and incorporates the latest technology with smarter thinking style of policing. They provide the police *“with essential vehicle movement details on roads across the country helping to target thieves, drug dealers and cut crime”* (Griffin, 2015).

As criminals are now using the roads more to complete their illegal criminal activities, it is important that the police respond to this and the way to do this is investment into their road policing units. The purpose of the road policing unit is ultimately to patrol the roads across the United Kingdom and reduce road casualties, disrupt criminality, and enforce the rules of the road. Effective roads policing has an impact on all areas of criminality in reducing the number of offenders using the road for crime and at the same time, effective road policing is pivotal to ensuring the community feels safe. Road police officer make up around 4% of the total police force in England and Wales. *“It’s about time the law enforcement got as organized as organized crime”* (Stoler, 1984). As this is the case, the investment and use of ANPR is a great asset to officers and by working with intelligence teams whilst utilising ANPR technologies, police officers are now catching up with criminals and becoming as coordinated as they are. In the never-ending search for ways to combat crime more effectively, one thing that is clear is that the ideal solution to preventing crime from occurring is to prevent it from occurring in the first place.

With technology constantly developing with time, criminals are continually trying to avoid getting caught by police. Nowadays, most people use public roads to travel around, and this is the same for criminals. Vehicles are used to commit their crimes, and this is the same for both the petty criminals as well as the more prevalent criminals. Both need to travel and move around to commit their crimes whether they be driving without insurance, involved in shop theft, or involved in the more serious crimes like country lines, drug smuggling and human trafficking. An example of this is the Yorkshire Ripper, Peter Sutcliffe. Sutcliffe was stopped by two officers and was arrested *“after checks found that his car had false number plates on”* (McCann, 2020). Whereas this happened back in 1981, criminals are still using this technique of changing the appearance of vehicle known as *“cloning a vehicle”* to try and avoid police detection. The use of ANPR is used to assist police and a simple stop check following the vehicle being checked using one of these cameras, could potentially lead to police gathering intelligence and stumbling upon further and more serious crimes such as Peter Sutcliffe.

ANPR cameras are at a fixed location but can be mobile where they are usually attached to roads policing vehicles. This technology has developed over time and a great source of intelligence gathering as it recognises the vehicle registrations of all vehicles that pass one of its cameras and this

information can then be stored. *“The introduction of fixed ANPR camera sites across the force area and the introduction of the Intelligence Support Unit to monitor them 24/7, has turned this road policing tool into a resource with valuable intelligence and investigative opportunities for officers”* (Police Professional, 2008). I am inclined to believe this statement and can use my own experience in policing to back this up. I attended a call whereby an expensive luxury vehicle was stolen and as my area borders two other police forces, Gwent, and Dyfed Powys Police, it was unknown where the vehicle may have gone. By utilising ANPR technology, I was able to see a hit for that vehicle showing it had passed a fixed camera in the Gwent force area and therefore this gave me a direction of travel for the vehicle and this intelligence could then be passed to the relevant force to pick up. With this being passed across, the Gwent road policing team were informed and headed to the general last known location. The stolen vehicle then activated a mobile police vehicle, and the officer was alerted to the offence. The vehicle was subsequently pursued, recovered and the suspect who was part of an organised crime group was arrested. I am certain that if this technology and intelligence resource was not available, then this stolen vehicle may never have been seen again. In 2018 alone, there were *“10.1 billion number plates scans across the breadth of the country, generating 203 million hits on vehicles of interest”* (Griffiths, 2020). The following statement by Harriet Evans sums up the importance and need of both fixed and mobile ANPR cameras. *“Having the ANPR device in the cars is as good as putting a red arrow above the vehicle which should be pulled over”* (Evans, 2021).

In conclusion, the introduction of Automatic Number Plate Recognition or more commonly known ANPR cameras as an investigative resource to disrupt crime is fundamental and essential to allow officers to carry out their jobs and keep up with criminals as they become more organised. ANPR can be used in two ways, either as a proactive line of enquiry for live investigation or as a reactive tool to search through the database of registration “hits” to build intelligence by monitoring vehicle movements. Good sources of information and intelligence can be effective in policing and have a positive outcome for both the police and the victims of crime. If good, reliable intelligence is submitted and disseminated to officers to act upon, then this can result in the disruption of criminal activity, no more so than the combination with ANPR technology to target criminals using the roads. By effectively and proactively policing the roads, this is a good opportunity for police forces to work together to disrupt and effectively respond to the more prevalent criminal activities such as drug smuggling, human trafficking, and county lines. This is because as in their description, all require movement around the country to work and if the police can counter this movement, then this will help reduce the amount of crime on the roads and in the communities.

(1423)

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 want to develop my knowledge around road traffic related incidents as I have an interest in this department and wish to hopefully join in the future.			8		6		I already have a good understanding of this department and the types of offences but to further my knowledge, I will need to complete my attachment in this department and will attend as many traffic related offences as possible when on response.
I would like to further my understanding of a public protection notice and the reason behind why it is so importance to submit one following certain calls and also			9		7		I already have a high level of understanding of how important the submission of a PPN is, however following my “PPU” attachment and spending a day with the department who assess and

how they gets assessed and graded.							critique these referrals, I will then have a better appreciation of the process and it will also assist me in the future when I submit a referral as I know what is required to assist the process.
I want to improve my knowledge around case file building and learn how to properly respond to CPS memos and action plans.			8		6		In order to do this I will complete my hub attachment in February and I will take as much knowledge and experience from my tutor in this time. I would also like to follow a case file from start to finish with the CPS, acting upon their actions plans and memos.
I want to develop my knowledge around attending court as an OIC and around giving evidence in court.			8	4			I have already attended Cardiff Crown Court as OIC in a case and worked with the prosecuting barrister however I did not have to give full evidence, but I could still use this experience to take as much information as I could from the barrister to assist me in the future. I will also ask the more experienced members of my team who have attended court as OIC on many occasions. I did plan on sitting in on a court case before I had to go to court as OIC in a case but this was thwarted by the COVID-19 pandemic.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
I want to complete my initial response driving course which will then allow me to respond to emergency calls whilst activating the blue lights, this will be that I will not have to rely on colleagues to drive constantly.			10	1			I have now booked onto this course and will be completing it in April.
I want to complete a taser course and become a taser trained officer as I believe it will help me respond to			10	1			I have spoken to both my shift sergeant and Inspector and expressed my interest in becoming a taser trained officer. I have spoken to officers who already carry

the more serious calls and assist my team.							taser and have been in situations where I have assisted with a taser officer taking lead on the incident.
I would like to complete my station intoxilyser course as I believe this will assist my team as there is only one officer who has completed this and it will also assist me as I wish to join the road traffic department when places become available.			10	1			I have asked my fellow colleague and sat in whilst this procedure is completed, and I have taken notes which I believe will assist me when I eventually book onto one of these courses when they become available to myself.
As I have an interest in the roads policing unit, I would like to complete the relevant package to gain access to the ANPR intelligence system to assist my development.			8	1			I will look to complete the relevant course package and speak with the road policing unit when I complete my traffic attachment.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
I want to experience completing a contemporaneous interview with a suspect as I have not yet attended a call where this option would be possible.			9	4			I am aware of the process and have been present when colleagues have conducted a contemporaneous interview however I have taken all this on board and will complete one when the option is available to me.
I would like to experience more complex interviews with suspects.			8		5		I have already completed a complex interview with a suspect that I arrested for three offences against three victims, one offence being a sexual offence involving a child. This interview was a good experience to deal with on my own but with my hub and CID attachments to come, I would then be able to gain experience from seasoned officers who deal with these types of interviews on a regular basis and would be able to learn and plan from them for future interviews.

I would like to experience and attend more calls single crewed to build confidence in my ability to make decisions for myself and develop as an officer.			9		7	I have dealt with many incidents already single crewed however I would still like to attend some calls on my own as this will increase my personal development as an officer. It would also help me prepare for roads policing unit as they are mainly single crewed whilst on shift.
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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: Ryan Wedlake (Learner – electronic signature accepted.)

Date: 03.04.2021

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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