

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*
- *You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.*

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Task 1	Wellbeing and Resilience	1250
Task 2	Decision-making and Discretion Vulnerability and Risk Public Protection	1750
Task 3	Maintaining Professional Standards Leadership and Team-working	1750
Task 4	Policing the roads Information and intelligence Conducting investigations	1750
Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

During this essay I will be outlining what organisational culture is within policing and how this has had an impact on myself since I have attained independent patrol status. I will be identifying how this organisational culture has effected my wellbeing and resilience inside and outside of work. I will also delve into the consequences of risk when conforming to organisational culture within the police. I address these ideas and issues raised in this introduction by illustrating strategies I use to maintain my wellbeing and resilience.

Organisational culture is defined as a term used to group the values, objects and expectations withing an organisation or business. The culture highlights how the work environment is structured, employee performances, sense of teamwork and productivity.

According to Indeed, Businesses or organisations determine the organisational culture by setting out a “company mission statement” that applies to all levels of the companies operations. They do this by determining what they value most and use the culture drive to support those values. It maintains that whilst company bosses set out the direction of the organisational culture, the values need to be followed by all employees to reach the organisations goal and form one company identify.

There are clear disadvantages to the police organisational culture that could be observed by the communities in which we police. Although excellent police work happens within all force areas, it is often observed that when a serious injustice happens and the police of a certain force are scrutinised, the negative reactions are often aimed at police in general and not for the individuals responsible. This can be the result of the polices perceived organisational culture, that all cops are the same and thus the negativity is aimed at the whole organisation. As highlighted on Enotes this preconceived notion could be identified from the polices para-military style organisational culture, where adhering to protocol is more important that any one individual. It is observed that loyalty among the ranks is crucial in all aspects of policing, meaning lower service officers demonstrate loyalty by follow orders set by their supervisors. Through this notion it is often observed by the public that the police have an “us verses them” approach to all situations and that the police only protect their own, creating a false mistrust and separation in the relationship between the police and the public. The disadvantage of conforming to policing organisational culture will be group thinking, where newer officers are more likely to go with a decision made by a more experienced officer, because of their experience, rather than voicing their own opinions, especially when they contradict that of the officer with more experience. Allowing this to happen will create an ongoing occurrence where individuals with less experience, will not voice their own concerns and always follow the ideas set by those with more experience. The newer officers will then believe this is the

right way to do things. To overcome this in myself I will always discuss options considered with more experienced officers to find out why they have taken certain actions, not to cause any rifts, but to understand the thought process and reasons for someone's actions, especially when they contradict my own thoughts. I will discuss my own opinions and ask if these would be of any use; in doing this I will have a meaningful conversation with another officer in which all avenues of outcome are discussed and explored.

Amid the negatives outlined within the policing organisational culture there are also some rays of light that can be shone toward its positives. When discussing the pros and cons of policing cultures, Jace Valcore identified that the policing culture signifies an organisation of people who joined the job to make a difference and to help others, it is an organisation of individuals that set about their work conducting meaningful, purposeful and public lead inquiries. The occupational culture offered from the policing organisation offers officers an extended support network in stressful situations; those situations more often than not, individual officers may not be able to confide in their families due to the nature of events, however having other officers who have gone through the same experience will allow officers and staff to take a weight off their shoulders by decompressing with other work colleagues.

This support network has helped myself in stressful situations whereby I have confided in more experienced officers who have offered me support and guidance after stressful jobs. Although having acquired independent status within the police, there are some things that the initial training does not prepare you for and this is where talking to officers with more "on shift" experience can really help in guiding newer officers like myself. By confiding in officers with more experience it really helped me understand that I have acquired all the knowledge I need and that the actions I have taken in certain situations are correct. Although I believe in my own abilities, it was reassuring to receive compliments from the more experienced officers who have then analysed my work.

To help me with my wellbeing and resilience I attend the gym a number of times per week, to work on strength and cardiovascular training. Although I go to benefit myself, working out also has benefits when it comes to working within the police. By having a rigorous workout routine not only improves physical health but can also improve cognitive functions.

When conducting a study on employees who visit the gym regularly, Ron Friedman has found that employees who have visited the gym reported managing their time more effectively, being more productive and having smoother interactions with colleagues.

Through attending the gym personally, I have an improved concentration, sharper memory, lower stress and prolonged mental stigma. All these benefits can play a role in day to day working life where organisational culture plays a big role. Through working out and improving my mental state it allows me to be more mindful of directions given to me by work colleagues, allowing me to process what I'm told more thoughtfully. It allows me to be more confident in my own thought process by thinking with a clear head filled with less stress and have the confidence to ask tough questions. By doing this it allows me to not conform to organisational culture as much by being more confident in my own abilities and ask for constructive feedback less from more experienced officers.

Through this essay I have identified what organisational culture is and its pros and cons within the policing organisation. I have identified how even myself conforms to it but identified how it can also help newer officers settle onto shift. I have then addressed how I attend the gym to maintain my wellbeing and resilience and how this has had a positive effect on my day to day working life within the police, and how going to the gym to improve my mental health can have a positive impact when meeting the obstacle that is organisational culture.

Word count - 1166

Task 2

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

ANSWER:

During this essay I will describe what the National Decision Model is and how it has been used effectively within a policing incident. I will be recalling a domestic incident I have attended and explain the use of the National Decision Model, how I dissected the information given to me by the victim and witness and how it led to the arrest of the subject. Throughout this essay I will highlight the considerations made whilst at the incident and how the details have been recorded. I will also highlight the consequences of my decision making that lead to the arrest of the subject and how that has safeguarded the victim.

The College of Policing describes the National Decision Model as a decision-making model that centres around the police's Code of Ethics and can be used for all decision-making moments. By using the decision-making model, it encourages officers to act in accordance with these codes and use discretion when appropriate. The National Decision Model centres around the Code of Ethics which holds the police's core values and professional standards.

The College of Policing states the Code of Ethics were produced in 2014 by themselves, as its role as the professional body of policing. It sets and characterises meritorious standards for everyone who works within policing. The code was set out by the College of Policing to build confidence and trust from the public by setting ethically and public interest lead practices.

With the code of ethics at the centre of the decision-making model there are five other key elements that build the model. Gathering information and intelligence – when attending the scene, what has happened, who has seen this and what evidence is there to suggest what has happened. Assessing the threat and risk and build a working strategy – is the subject still at the scene posing a risk to the victim's safety, answering this question will outline the working strategy. Consider the powers and policies – do I have a power to arrest given the information collected. Identify options and contingencies – if the subject is at the scene consideration of arrest to be made, if they are no longer at the scene, what will be the follow up plan. Take action and review – with all the information gathered and the risk assessed, options are identified and then taken. If the incident is complex and new information is gathered from the actions taken, then the National Decision Model

may be applied again or as many times as needed. By repeating the process, it allows police to take action in line with policing principles.

Within Sir Robert Peels Policing Principles and Core Values it is stated that the police earn public backing by respecting community principles, winning public approval by hard work and building police reputation. As all victims are different it is important to use the National Decision Model to identify the victims specific needs to build trust and respect within individual communities.

The national decision model is crucial for all police attended calls. With low-risk incidents it could be used just once, but in more complex, higher risk situations the national decision model may need to be used numerous times to work your way through an incident, painting a clear picture of the incident as more information comes to light.

To demonstrate the effectiveness of the national decision model I will describe an incident I have attended and used the model within. I was asked to attend an emergency graded call whereby it was stated over the radio that a female has been the victim of domestic assault the day prior, the female was too scared to ring in at the time as her husband was still within the address. The following day she now felt safe enough to do so after speaking with her friend who also lives at the address and was a witness to the incident. I was also told the subject was still at the address, however, was in an upstairs bedroom, unaware that the police were being called downstairs. The subject has been alleged to have struck the victim to the face and used a laptop charging wire to whip the back of the victim. Information was also passed that there were five young children within the house during the incident and now still. Even prior to leaving the station the national decision model was already considered using the information that was passed over the air. The initial information of the incident has been passed over the radio stating that a victim has been struck and whipped by her husband the day prior, the subject is still in the property as well as a witness, victim and five young children. The risks and threats were assessed, whereby it was decided that more than one officer was needed due to the allegation of assault and the number of persons still in the house. From the information passed a consideration of using a power to arrest the subject was made due to him still being within the house and unaware of the police being called. No power of entry was required as the victim and witness were there to let us in the address. It was also identified that witness and victim statements would need to be taken to allow police to further investigate the decision. As a result, I took two other officers with me to the address to implement the actions considered through the national decision model.

On arriving at the address body worn cameras were activated and we were met at the front door by a female who identified herself as the witness and invited us inside to the living room on the ground floor where the victim was sat and that the subject was still upstairs in his bedroom, unaware of our arrival. As I was lead officer on this incident, I asked for my colleagues to remain by the staircase whilst I took an initial account from the victim and witness in the living room where the five children were also sat. My decision to ask my colleagues to wait by the staircase was also based from a national decision model assessment. The information passed was that the subject was still upstairs, the risk has been minimised as all persons other than the subject were in the living room, so I wanted officers there to stop the male coming down whilst I took an account from the victim and witness. The consideration of arrest was still in my mind however I wanted to check with the victim and witness that they supported police action following an account being given. Further actions would then be taken following disclosure from the victim and witness.

As I have gone into the living room, I have seen the victim sat on the sofa in front of me, whereby she has given me the same initial disclosure that was passed over the radio of what has happened the night previous. She stated that whilst in her bedroom her and her husband began arguing, as she has tried to calm the situation down the male subject has become increasingly irate and punched the victim to the face. As the victim dropped to the floor and grabbed the subject's leg to stop her from being assaulted again. The subject has then picked up a laptop charger that was placed on the bed within reach and whipped her across the back several times to make the female release his leg. The victim has then left the room crying to see her house mate who was downstairs

and to seek comfort from her. This account was also corroborated by the witness who stated she heard the whole incident from downstairs.

I observed a visible blackening eye on the victim and was also shown pictures of the lacerations on her back from being whipped by the charger. With this information confirmed from the victim the national decision model was again considered. The information gathered has confirmed our power of arrest of the male. I have asked for one of my colleagues to come in from the staircase and start making an account on her pocket notebook and to obtain copies of the photos shown to me as well as photos of the victims. I have asked for the other officer to stay on the staircase where I went to him and disclosed what has happened and that we were going upstairs to arrest the male for domestic assault.

I have taken my colleague upstairs with me to the male's bedroom where I open the door to see the subject sat on the bed. I explained to the male the reason for us being in the house and read him the "when" caution stating he is under arrest for domestic assault under section 24 of PACE 1984, the male is compliant, and I place my hand cuffs on him to the rear. Section 24 of PACE states that an officer has a power to arrest without warrant following two elements being required for arrest. Both elements for arrest were met when it was identified that the subject has been involved in the incident and that there were reasonable grounds to believe the persons arrest was necessary. The necessities gave for the arrest were to protect a vulnerable person and to ensure a prompt and effective investigation. When the male was placed in handcuffs, I then searched the male under section 32 of PACE which states a constable has a power to search an individual after arrest however no items were found. I have then escorted the male downstairs and outside to the police vehicle and escorted the male to custody.

As a result of my actions and consideration of the national decision model I have helped a victim and witness feel safe in their home and helped safeguard them and their children from a violent offender. By arresting the male, I have safeguarded the victim from further incidents and helped deter the male from committing future offences. As a result of my decision making the male was unaware of police presence and by keeping officers on the staircase whilst details were being obtained prevented the male from fleeing if he had observed police. By taking another officer with my upstairs has reduced the threat of risk to officers when arresting the male and by leaving another officer with the victim, witness and children whilst this took place left them feeling safe and secure with police presence.

To conclude this essay, I have described what the national decision model is and described its uses. I have detailed the attendance of a domestic incident where the subject has been arrested and the victim and witness safeguarded following the arrest of the individual. Throughout the whole process I have demonstrated my use of the national decision model and the importance of continuing to analyse and reanalyse information through the national decision model as the incident progressed. Through the analysis of the national decision model the subject was arrested safely without any further harm or threat of harm to the victim or witness.

Word count – 1854

Task 3

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

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

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

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

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

ANSWER:

During this essay I will be evaluating theories of team dynamics and how they can be implemented to develop team cohesion, then identifying reasons why some teams perform well and why others fail. I will be highlighting how conflicts can arise and suggest why this conflict can strain a team's overall balance and fluidity and explain why rifts within a team can have a negative effect on the teams' collective goals. I will identify strategies that have been developed to enhance both individual and team performances. I will also be identifying why a low team cohesion within the police force can have a negative effect whilst serving the public in relation to the polices code of ethics, policies, procedures, and principles.

Beth Osborn has described team cohesion as the relationships and behaviours between individual members of a group. The dynamic of these individuals within a team will all depend on how each individual interacts, communicates, or cooperates with one another. How well each individual of a team gets on with one another can have direct influence over a team's cohesion and how well it accomplishes a set outcome for that group.

Teams are made up of individual persons, all these individuals have their own goals, ethical compass, and ideals within that team. What makes great team cohesion is when the individual ideals and goals are aligned with that of others within the group and that of the group's overall goals. Using a simple analogy, if we take a football team, made up of eleven individual persons on the pitch, all of whom have their own personalities and contributions towards the team. When on the pitch players have different responsibilities whilst playing in different positions; such as a striker who's role within the team is to score goals, or a defensive player whose job it is to stop to opposition from scoring; the teams direction as a whole is based on a common goal, to win by scoring more goals in the oppositions net. Team cohesion is built through that common goal each individual is working and contributing towards.

Tuckman's Stages of Group Development is a theory developed by psychologist Bruce Tuckman using five stages that a team may progress through to develop communication and cohesion within a team. The five stages, forming, storming, norming, performing and adjourning are looked at one by one within a group setting, where discussions are had within a group to identify a groups ideals, needs and direction. Forming is where everyone within the group gets together, usually through a

team building exercise, where impressions are built on one another within the group. The storming stage is where goals, expectations and boundaries are challenged, often causing group conflict. This is due to being a stage of the process where ideas are shared and often differing opinions are discussed; individuals' strengths and weaknesses are also identified within this stage. The norming stage is where conflict is resolved through identifying flexible solutions where each team member is given a role based on their strengths and weaknesses highlighted in the earlier stages. Group cohesion ensures that everyone is responsible for their own role within the team. Performing happens when team cohesion is met and a good working ethic within the group is achieved, meaning there is less conflict arising within the group and there is less time needed for the forming or storming stages when new challenges arise. This is because a group ethos has already been implemented and each individual already knows their own advantages and disadvantages as well as those of the other members within the group. Adjourning was a stage later added by Tuckman who observed the separation of members from an established group and how it can affect a team. The separation of established group members would result in the process of the group development having to start again with the addition of new members who need to form and integrate within a new team.

Richard Beckhards GRIP model is another model used to develop team cohesion that outlines four interrelated components of highly functioning teams. The four stages of the model are goals, roles, interpersonal and processes. Within a team the goal is what every individual is striving for, working towards collectively. If goals differ from individuals within the group, it can have a negative effect on the teams overall success. Roles are identified for each member of the team. Each member plays their own part towards the goal and is held responsible for completing that role. The interpersonal stage is the quality of communication required to successfully deal with one another within the team; this reduces conflict that may arise through effective communication. Processes is the final stage of Beckhards GRIP model. Within this stage an established team sets forth to solve problems and address any conflict that has arisen. How the team handles the processes stage directly defines how well the team can complete tasks and overcome obstacles.

When discussing the benefits of team cohesion on its website, The Indeed Editorial Team have identified why cohesion benefits the workplace. It is highlighted that when teams work well as one, the team is more productive and efficiently reaches its goal faster. Team cohesion is an important benefit to a team that improves communication, reduces the need for micromanagement, creates a positive work environment and keeps team members motivated when achieving goals and objectives.

Although benefits of team cohesion have been highlighted and can be a major asset to a team, Tim Segaller has gone on to identify how cohesion in some companies may not be working as well as in others. Segaller observes that as the world of work has become increasingly pressurised on company individuals, as a result a team's function may not be flourishing. Due to a companies high pressured nature it could result in team cohesion and dynamic not be a leading priority for the companies bosses, which in turn creates increased inefficiency, a low morale and a lack of vision created by demand and clashing personalities of lower company personnel.

Conflict in a team may arise in a number of ways which could be beneficial or problematic. Within a cohesive team conflict could arise through the discussion of goals and objectives that are being set forth. A well-balanced team will take this conflict head on and deal with it with a common-sense approach and have reasonable discussions around the objectives. However, within a team that does not poses much cohesion, conflict can arise through several other ways. Personal or emotional issues can arise within individuals on a team when in work that effects the balance of the team. An example of such is a team member not pulling their weight on a group task and other members must pick up the slack; conflicts can arise from the other members who are now not only completing their work but also doing more than others within the same team. Conflict can also arise when communications break down and misunderstandings occur. Working within a team communication is one of the more important attributes needed to work well together. When

communication does not occur within a team a conflict can arise over two group members potentially doing the same work, or that work is not completed, through a lack of communication. An individual's morale can also have an effect on the wider team, if a member attends the group who is negative about the group's objectives or skills, this may have a wider impact and spread through other members also, collectively bringing the groups moral down through one person. There are a number of ways to compromise when conflict arises within a group setting by managers or leaders, who have a duty to fairly resolve the incident so that it does not affect a groups cohesion. To combat conflict within groups managers can either avoid the situation and let the incident settle on its own; a manager can overrule a conflict decision by making the situation end their way; a manager can compromise and meet in the middle with the aggrieved in the conflict; a manager can accommodate the aggrieved by giving in to the individuals wants; finally the manager can come up with a collaborative way to end the conflict which benefits all. Each way a manager or team collective uses to deal with conflict can have a positive or negative effect on the team as a whole, there is no one correct way to deal with conflict within a team, and each incident will have to be dealt with individually to identify what outcome is best for the individuals involved and the team as a whole.

The police code of ethics is a group of standards and behaviours that is expected from anyone working within the police. The code of ethics highlights attributes such as accountability, fairness, honesty, integrity, objectivity and respect among its key principles. As highlighted within this essay the key to working in unison is team cohesion. The police team is set and led by the objectives set out within its code of ethics. All officers and staff are to abide by these codes regardless of rank. As such a police team can hold itself accountable to each other and ensure that team cohesion is met by following the codes of ethics. A failing team, that does not have good team cohesion can fall short of these standards by not holding each other accountable for their actions. As accountability, fairness, leadership, honesty and objectivity are key cornerstones within the code of ethics, each going hand in hand with what a cohesive team is; it is seen that failing to be a cohesive team ultimately fails to adhere to the police code of ethics.

To conclude this essay, throughout I have identified what team cohesion is. I have then identified the GRIP model and Tuckman's Stages of Group Development, which are systems that have been implemented to create better team cohesion. I then go on to highlight the benefits of team cohesion and how conflicts can arise and be dealt with within a team. I then go on to explaining the similarities of team cohesion and the police code of ethics and how failing one, means the failure of the other.

Word count - 1710

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

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

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

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

ANSWER:

Through this essay I will be identifying what information and intelligence is within a policing context. I will then highlight why it is used and how it can be beneficial when used effectively policing the roads. I will also outline a tool used by roads police, the ANPR system, how it works and how it can be used as an investigative resource to disrupt criminal activity.

Information is defined as knowledge obtained from investigation, study or instruction, whereas intelligence is defined as the ability to learn or understand or to deal with new or trying situations. Within a policing context information is the data or details received from victims, witnesses and even suspects through conversations and actions taken throughout the investigation process. Intelligence is the collective of the information gathered that is then analysed and clarified through corroboration. As such in policing terms information is unclarified data, whereas intelligence is clarified data. When writing an article on information and intelligence within the police, Lisa Palmieri described Information as raw data, whereas intelligence is the product of the analysis of information. Palmieri states that decisions should not be based on information alone as it has the potential to scatter resources because not every piece of information is pertinent to law enforcement efforts. Decisions should be based on intelligence led analysis of information, this is to prioritise efforts made by law enforcement following the best leads.

Gathering information and converting it into intelligence has many uses within a policing context. Gathering information enhances officers' productivity by following leads and identifying if a source of information is valid or not. If a source of information proves to be valid or invalid will allow officers to consider reuse of the source when new information arises judging from the previous information gathered.

On discussing why information systems are important Nimra Basit has found that gathering information into a database allows quick access to the data. In doing this a business or organisation can develop a better understanding of its needs by comparing data in such a database. Another benefit of collective data is that it gives an organisation the ability to make better and quicker decisions. This is done by the use of data intelligence tools that gains insights on the data obtained; by observing data trends it is easy for data analysts to identify certain trends that may need to be addressed to fix a problem the business or organisation is having. Basit ultimately finds that the gathering of information allows a business or organisation to meet its goals through the insight that the information gathered allows; as an information system can help set goals, allowing companies to create long and short term objectives.

Roads policing is a specific branch of policing that occurs on roads that involves the management of all traffic related offences as well as other offences that can occur whilst using a vehicle as a mode of transport. Roads policing deters illegal and dangerous behaviour on the road, it identifies offenders and the causes of crashes all whilst preventing other forms of crime. Highlighted in Blackstones Handbook for Policing Students, as well as the obvious motoring offences such as speeding and reckless driving; other forms of crime can be facilitated by the use of a road network such as drug smuggling, human trafficking, child exploitation, shop lifting and burglaries.

To prevent and identify crime on the roads, police officers are able to find key information just by knowing a vehicles registration number. When a vehicle registration number is identified officer can complete a PNC, Police National Computer search. From this search officers are able to access a variety of information such as of who is insured to drive the car and what address the car is registered to. There is also information around if the car is insured and has valid MOT tax as well as the vehicles VIN number. Within this search an action or act marker may be identified from previous dealings with this vehicle, such as drugs being found within the vehicle, requiring officers to act and search the car.

For instance if a shop lift occurs and it is caught on CCTV that the suspect has got away in a specified car; with the registration known to officers, they are able to find out who the suspect potentially can be and where they may be residing by checking the registration number, or by placing an act marker on the car for officers to stop the car in future. For more serious crimes, such as drug trafficking or organised crime activities, if information is known about a suspected organised crime gang member, such as the car they drive; an information marker could be placed on that car for officers to be aware suspected activities the car may be involved in. When discussing markers Zoe Hicks has identified a marker as a red flag registered on the police national database against a vehicles registration plate. When a vehicle registration number is searched that has a marker on it, it flags up that the car could be of interest for a number of reasons. There are several markers that may be placed on a car from the car previously failing to stop for police, the vehicle may be stolen or believed to be on cloned number plates, or that the vehicle is used in antisocial behaviour or criminal activity. Using markers on cars can help disrupt illegal activity when effectively policing the roads. This can be done by identifying cars that have markers on them, for instance, a car that has a marker for known drug activity, officers can then decide around that information as to whether to search the car for further drug offences, depending on the circumstances for why that car was identified in the first place. This deters criminal activity as the criminal will know that the car they use is being monitored, meaning that they will no longer be able to use that vehicle to commit unlawful activities.

To further increase the effectiveness of markers placed on vehicles, ANPR cameras allow even further access to information regarding a vehicles whereabouts and its day to day activities. ANPR stands for automatic number plate recognition. These cameras are placed in multiple locations, covering town and city centres as well as motorways and highways; ANPR cameras can also be fitted to certain police vehicles. An ANPR system works by registering an image of the numberplate of a passing car, with that information being passed to a main database. It works by passing the image of the number plate through the main database and logging which vehicle has passed the camera, giving the vehicle registration number, vehicle type, registered drivers and their addresses, as well as that cameras specific location and the time and date the vehicle has hit the camera. This can help police in locating a specific person who may be wanted in real time by analysing the ANPR camera system to help identify what specific area they may be in at any given time. Markers that are placed on vehicles are also highlighted in the ANPR data. Police can easily identify the routes of known drug dealers by analysing ANPR data and identifying routes that the drivers may take through hitting the ANPR camera systems. This further deters criminal activity through police being able to anticipate where drug deals may occur following the consistencies outlined on the ANPR system.

ANPR can be used in both reactive or evidence led policing, with the ultimate goal of disrupting crime in both instances. For evidence led investigation officers are able to view ANPR data on specific vehicles with drug markers to identify their whereabouts on any given day and identify routes in which the vehicle may travel. If a specific route is continuously taken officers may be able to implement a strategy to intercept a vehicle, knowing where its going to be from the information gathered. For a reactive example, an uninsured car may pass an ANPR camera, in which an officer can be dispatched in the direction of travel that car was driving in to intercept the uninsured driver. Although ANPR is a great tool for policing purposes, its use must comply with the ANPR standards for policing and law enforcement.

Within these standards is the requirements that police must comply with to access ANPR data. As such the requesting of data must be for legal purposes and used for the prevention and detection of crime. Collecting ANPR data is useful for deterring major criminal activity. For organised crime gangs, who may travel in convey, it is easy to establish through ANPR what cars hit the same cameras at the same times. If it is believed that a convoy of criminals is on the move, officers only need to have identified one of the cars and then are able to identify who they may be travelling with by checking if the cars hit the same ANPR cameras at the same time. This in turn deters criminals from being in the same place at the same times knowing that their movements are tracked. ANPR and act markers are great tools to deter crime, however, cannot ultimately eradicate unlawful activities. In order to fully take away the criminal activities officers need to act on the data that is collected from these data systems.

To conclude this essay, I have identified what information and intelligence is in a policing context. I have then gone on to highlight why the gathering of information is useful and how it helps police become more efficient. I then go onto explain what roads policing is and what information can be gathered from effectively policing the roads. I then highlight why this information can be useful to policing the roads and why markers are implemented to deter crime. I have then talked about the use of ANPR cameras, what their uses are and how this further helps police deter crime on the roads more effectively.

Word count - 1670

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	Required:8-10 Rating: 7 Development: Due to only being out of training for 12 months, there is a lot of knowledge I have gained from training, as well as being out on response. However, I have noticed that due to the demand of shift work on response and all the protocols that are required to be learned for shift, the general knowledge of practices and powers,

							taught in initial training can slip. To combat this and continue my learning journey, I have incorporated in my daily activities the use of a mobile app called Brainscape. Brainscape is an app that allows you to create unique memory/ cue cards. Each cue card is split into two parts, the question and answer. The answer is initially hidden to prompt memory whilst reading the question. The cue cards I have created are all policing based and contain a vast number of cards of different powers, policies, procedures, and legislation. Following reviewing a card, the app prompts you to score the card after reading, basing a score of 1-5 judging on how well you recall that cue card. Cards that are scored lower tend to reappear more often when going through the cue cards, to help prompt recalling the information on it. I use the app most days to test and build my knowledge, as well as adding new legislation that I feel would be beneficial to learn and recall.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Required:8-10 Rating: 7 Skills are an essential part of being a police officer. The basic skills

						taught to us in OST are very useful and I believe that I can effectively arrest someone using correct handcuffing techniques, as well as defending myself using the defensive techniques taught to us in this training. The skills that I believe would help me develop and flourish as an officer are not given straight away, such as blue tight driving, advanced search training, MOE, taser courses as well as others. The force offers these training sessions to more advanced officers, within reason, which personally I believe is good as it allows newer officers to hone their initial skills without them taking on too much to begin with. The additional training offered by the force ultimately means each officer can tailor what courses they would like to take to develop their skills. As I want to be a more proactive officer, with the hopes of going into the RPSO team, to develop my skills I would like to obtain the courses and experiences that is required to get on the RPSO team. I believe I am on track to be eligible for these courses as I have shown responsibility for
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							my workload thus far. As my blue light training is set to take place this month, my sergeant has already spoken to me over them putting me on taser and MOE course, following showing competency with my work thus far. As a target, for the next self-evaluation piece, I would like to see what courses I have attained to develop my skills in comparison to the time of writing this.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Required:8-10 Rating: 6 I would like to rate myself higher on this scale from judging the calls I have been to in my first 12 months as an active response officer, but I believe there is always room for improvement. Personally, I have found that the best way for me to learn, especially within the role as a response officer, is learning whilst at the calls in which we go to. The reason for this is they are dynamic incidents, and no two calls are the same. I can recall times within my first 6 months where I would go to calls on my own and think to myself that I have no idea what I am doing, not through lack of knowledge, but through the lack of being experience. 6

						months later I feel confidence has skyrocketed with most calls I go to, confident in my abilities and my knowledge. A way that has helped me develop my experience, and something that I continue to do to learn, is to aim to be the first person to put themselves in an emergency call. I have found this gives me more exposure to the different variety of calls we receive on a daily basis. I aim to put myself into these calls first so that I see the job through from start to finish. I do feel confident in my abilities as a response officer, but ultimately, the only way to gain true experience is through time and this is why I try to expose myself to as many calls as I can to build new confidence and knowledge on each call I attend.
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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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