



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 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:

What?

At the end of March 2023, I achieved Independent Patrol Status after being tutored on a Neighbourhood Policing Team before heading to Response. I would acknowledge and consider the fact that the values and overall policing aims are different on Response from Neighbourhood Policing. In this essay I will reflect on my first few months on response and without a tutor after achieving Independent Patrol Status. I will do this by using Borton's Reflective Tool (Borton, T (1970) Reach, Touch, Teach) to structure my reflection.

I have found Response to be an area of policing which is about 'keeping your head above water' by keeping up with ever increasing demand. I have found that I have a lot less time to take care and effort with dealing with people after incidents and the overall issues facing the community I work in. This is different to Neighbourhood Policing as I would have a lot more time to get to know my community and target specific issues within the area. Moreover, in Neighbourhood Policing, you will likely be appreciated more for being pro-active, whereas on response, you might not be as appreciated for being proactive and creating extra work as you will likely pick up more work for your team and supervisors as well as committing yourself as a resource to paperwork instead of answering calls which is our primary job role. An example of this is that on Neighbour Policing Teams, you would be expected to look for and carry out Section 23 Misuse of Drugs Act warrants in intelligence hotspots whereas on Response, that is unheard of due to the amount of work and resources required. A study which is referenced in a paper written by Anthony A. Braga in 2019 concluded "The extant evaluation research suggests that hot spots policing is an effective crime prevention strategy." (Braga A and others. (2019a). 'Hot spot policing of small geographic areas: effects on crime: An updated systematic review'. Oslo: Campbell Collaboration) This supports my belief that targeted or problem orientated policing has longer term benefits than response policing.

So what?

This is an issue I have identified since joining the Police as I expected to be more pro-active in the community. I have since found out that being pro-active can often be to the detriment of my colleagues due to the how resource intensive it can be. This can be a difficult conundrum to wrestle with as I would like to spend more time doing things that matter instead of completing what I believe to be running around putting out metaphorical fires when I attend instances instead of putting measures in place to prevent them. I understand the implications this can have with the people I deal with as I am not providing the quality of service that I would like to. An extract from a review written by Joshua C. Hinkle supports my belief. "The results of this updated systematic review suggest that POP is associated with a statistically significant overall reduction in crime and disorder of 34%. (Hinkle, J (2020) 'Problem orientated policing for reducing crime and disorder: An updated systematic review and meta-analysis'). POP stands for Problem Orientated Policing. This extract also suggests that my role in the Police is not one that offers much progress in crime reduction. I am aware of the impact my attendance at a call can have on an individual and how what my actions are upon attendance can affect the individual(s) I am dealing with. I am also aware that if anything serious or significant were to happen to the person down the line, my actions following the incident I attended at the time will be scrutinised and that I may be called upon to answer for my decisions at a later date. Whilst this is a worthwhile reminder/incentive to safeguard people, it also provides a need to make sure that when if and when I am held accountable for my actions, I can say I have done my very best as I know that the difficulties I mentioned previously in regards to resources and time to be pro-active and help people and not wanting to create extra work for my colleagues who are already busy will not be adequate excuses for doing all that I can. I have identified early on that I need to be able to say that I have attempted to do all that I can for people despite inconveniences even if the job itself does not allocate the right amount of time and resources to making it easy to help people.

Now What?

To counter act the expectation to carry out my job role without creating more work for myself, my colleagues and my supervisors, I do my utmost at calls where I have genuine belief that there is more that I can do for the victim or whomever else that is more than just my attendance. For example, I will always look at potential safeguarding potential for the victims by enquiring further than what may be necessary to make sure that the people I am dealing with can feel protected or reassured. These safeguarding options and procedures include public protection notification forms, victim focus referrals and early help referrals. I also attend incidents armed with a list of agencies that aren't Police related so that I can rest assured that I have given all the advice and help I have available even if there is not much I can do on the criminal justice side to help these people. I believe that that this is a good alternative when there aren't the desired number of resources or police

powers at my disposal to stamp out ongoing issues for individuals who require additional help. I am aware that a large number of occasions, any reasonable person can deduce that somebody has committed an offence but there is not enough evidential material to support any sort of criminal charge meaning that the victim could be let down. To help ease my conscience in relation to this, I will always do my best to make sure the right amount of safeguarding is put in place to at least help prevent any further issues and to allow the victim to believe that it was still worth calling the Police. An article written by Ford, K., Newbury, A., Meredith, Z., Evans, J., Hughes, K., Roderick, J., Davies, A. R., & Bellis, M. A states “A proactive early intervention approach from the police and other services is required to respond to, and support, vulnerable individuals.” (Ford, K., Newbury, A., Meredith, Z., Evans, J., Hughes, K., Roderick, J., Davies, A. R., & Bellis, M. A. (2020). Understanding the outcome of police safeguarding notifications to social services in South Wales.) The Police Journal, 93(2), 87–108. The article does go on to state “. Processes for the identification and management of vulnerability by the police should be reviewed where only a small number of individuals are responsible for a large number of notifications, as this indicates that the current system does not adequately support those in need.” (Ford, K., Newbury, A., Meredith, Z., Evans, J., Hughes, K., Roderick, J., Davies, A. R., & Bellis, M. A. (2020). Understanding the outcome of police safeguarding notifications to social services in South Wales.) The Police Journal, 93(2), 87–108. However, despite the fact that not every referral may help everyone, at least I can say I have done my bit and it is then up to the other departments and agencies to bare the responsibility for anything that could potentially go wrong in the future.

I now also engage more with Public Protection Units and partner agencies such as Social Services to make them aware of ongoing issues. I also make sure to make Neighbourhood Policing Teams aware of ongoing issues as I mentioned previously that they have more time to spend to target ongoing issues.

Word Count: 1319

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 be referring to and reflecting on a domestic incident I attended a few months ago whereby the circumstances of the incident kept changing forcing myself to constantly reconsider the National Decision-Making Model. To recall my thought process and my emotional responses to the incident, I will be using the Gibb's Model of Reflection (Gibbs, G. (1998) Learning by Doing: A Guide to Teaching and Learning Methods. Oxford Brooks University, Oxford.) I will use this on multiple occasions throughout as the situation was ever changing therefore, so was my thoughts and feelings which affected my decision making.

Earlier this year, I and another colleague attended a 999 call which was graded by out Public Service Centre as requiring urgent attendance. The summary of the initial information we were given was the caller's name and the address of where they were calling from and that there was a request for Police with a large commotion in the background. We were also told that the caller was a domestic violence victim. The call line was cut. Through my limited experience as a Police officer, this is usually indicative of a domestic incident. I have dealt with a large number of domestics and there were no indications that this would be a significant one as of yet so I was not worried at the time. I will admit looking back that I may have been complacent. It would have been helpful when considering the National Decision Making to have had more information in the first instance, however, based on our information. Our information and intelligence was stated as above. We assessed the threat and the risk which was that due to a commotion being heard and that the

caller was a victim of domestic violence, the caller could be in imminent danger of violence. We were also aware of force policy that states that positive action should be taken even if the argument is verbal. This is when we considered powers and policies which included arrest if any violence disclosures were made or to have the potential offending person removed from the property overnight. We also considered force policy that body worn video would have to be utilised to make sure any disclosure and police actions are recorded. We made sure our cameras activated once we attended and to be ready for whatever may be occurring at the address. When we arrived, we used our initial viewing of the address to help gauge the level of danger, the chances that a crime has been committed and any exit points that we or the offending person may use. After reflecting on our initial attendance at the incident, I do not believe we did anything wrong or could have improved on based on the limited information we had. However, I will admit that I was complacent, and this could have affected the level of attention and significance I gave to the call when I attended as I am aware that complacency at calls can place me in danger. In a book written by Beau Cisco, a veteran officer, about complacency in high-risk environments it states "This event also is an excellent example of what I like to call investigative blindness, which is the unfortunate mindset of officers to think that once they have identified the type of case/crime they are working, it is difficult for them to conceive that there are other things happening also." (Cisco, B. (2020) Stay Ready)

Once at the address, it was quickly apparent that a domestic incident had occurred. There were smashed alcohol bottles and some hand fist marks on the offending husband's award cupboard. We could see that the woman was in tears and that the offending male was clearly wound up and intoxicated. We immediately took each party into a different room to avert any risk of further incidents occurring. I spoke to the woman who disclosed to me that he had gotten drunk, screamed and shouted at her kids who were upstairs, smashed his glass alcohol bottles in the kitchen and punched a hole in his own cupboard. She said she did not wish to complain about him to Police but that she wanted to break up with him and have him gone. I was aware that the offending person was spoken to by my colleague. Due to my assessment of the offending person to be calm after he was spoken to, the fact he was not being aggressive at the time and he was willing to go without being prompted, I did not believe I had the power of arrest. He also technically did not commit any offences. My feelings based on the information was that we would have to take positive action and remove the male from the property to prevent any further incidents occurring as per force policy. This is outlined on the College of Policing website. "In cases where there are no apparent grounds for arrest, sometimes the victim just wants the perpetrator to leave the premises temporarily or the situation can be defused by removing the perpetrator from the location." This is the decision I decided upon as I did not, at the time, believe I had powers to arrest. I also took into consideration the fact that there were children living at the address when I made my considerations.

He left shortly after to attend his mother's address with his belongings.

On most occasions, this would have worked, and my overall conclusion is that I made the right decision based on the powers I had at the time. I believe I would have done the same again based on his behaviour at the time and what disclosures were made.

Shortly after, I was completing Domestic Abuse, Stalking and Harassment questions with the victim as per policy when we attend a domestic incident. During this, the offending male called and texted her in an offensive manner. I politely reminded him over the phone that even phone contact is not allowed as it could amount to harassment as it was unwanted. The defending male took offence to this and started giving me verbal abuse over the phone. It was clear that he was further intoxicated. He then rang continually, asking why the Police van was still outside. At this point, I was feeling concerned about what would happen if I left the address and I knew that I could not be confident that he would not turn up at the address after we leave. I could see that the threat level to the victim was escalating as he was getting more and more angry over the phone. Due to the details mentioned above, I believed that there was an arrest necessity to protect the victim by arresting the male to prevent the breach of the peace. I offered to meet the offending male at a neutral location and then arrested him to Prevent a Breach of the Peace.

I believe that based on the options I was left with due to the offending male's behaviour, I made the right choice as I could not leave the address in good conscience after witnessing his behaviour over the phone. In conclusion, I think I made the correct decision, in line with force policy and utilised the National Decision-Making model. I did appreciate the experience after the event as it provided a good learning opportunity for me to test my knowledge of policing powers, however, at the time, due to the ever-changing circumstances, I was afraid that I would make the wrong decisions. I do not believe there was anything else I could have done whilst attending the call. I put in forms that will be shared with partner agencies to protect the victim and her children and took positive action by removing the offending male from the address. Thankfully, the victim and her children were made subject to MARAC (Multi-Agency Risk Assessment Conference) due to this. This was a good outcome as the information was shared to social care, housing, probation etc. This means that the victim may receive better help moving away from the offending male. The Devon County Council page refers to the benefits of a MARAC referral. "After sharing all relevant information about a victim, representatives discuss options for increasing safety for the victim and turn these options into a co-ordinated action plan. The primary focus of the MARAC is to safeguard the adult victim." (Devon County Council (Date unknown) Domestic and Sexual Violence and Abuse) This is

another example of me using my relevant powers to comply with policies set out by the Home Office and South Wales Police.

Next time, I will not be so complacent when arriving at an address as I am aware that if the offending male was more violent, I could have been in serious danger by underestimating what was behind the front door. I would also attempt to split both parties immediately but be in a place where I can easily ascertain the welfare of my colleague on his own with the offending male as I wasn't able to on this occasion due to the building layout. As well as the above, I would also consider applying for a Domestic Violence Protection Notice or Domestic Violence Protection Order. I would say that this wasn't considered on this instance due to lack of co-operation from the victim and truthfully speaking, with my experience level at the time. I would not have been able to confidentially work out how to go about applying for one and what would be needed.

Word Count: 1598

Task 3

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

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

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

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

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

ANSWER:

Team dynamics are an extremely factor to consider when evaluating cohesion and identifying the underlying issues in relation to behaviours and productivity. During this essay I will be referring to and discussing team dynamics and evaluating reasons as to why teams may struggle to function, team dynamics in general and ways to improve team cohesion. Team dynamics can be affected by a number of both positive and negative factors such as personality types, leadership styles, negative prior perceptions of other members and other issues. The need to consider and understand the types of team dynamics and the effect it can have on a team is important for most groups working towards a goal. However, it is arguably more important for jobs such as the Police where people from different backgrounds and working pasts come together to work in a job that can have a fairly big impact on the lives of members of the public. My essay will include evaluating Tuckman's theory of stages of group development. I will also consider potential inter-personal conflict as well as potential strategies to combat conflict and improve performance. In addition, I will also consider and look at how at failing team dynamics can result in issues in work that may cause the behaviour or expected professional standards to fall below what is requested.

The Tuckman theory is a theory based on social development of teams or groups. It was developed by L. Tuckman in 1965. The theory consists of five stages which represent the processes from a group forming and the eventually adjourning. The Tuckman theory of group development is useful in scenarios or circumstances

whereby a group of people with a relatively common goal/ objective are tasked with working together for the first time in that circumstance. The Tuckman theory consists of five stages which are in order as: forming, storming, norming, performing and adjourning. Each of these stages represent a further progression in the dynamic of the team whereby the team will deal with conflict, deciding leadership and the individual roles of the members of the team.

The first stage is 'Forming'. This is when the team initially comes together collectively. The team will start to get to know each other and this is the start of the interpersonal and team dynamics beginning. This initial starting period is where the individual members will discover and assess what the overall goals and objectives of the group are and what the expectation of each member is. This initial stage is the overall foundation of the dynamic of the team and sets the stage for the later stages of team development. At this stage it is important for teams to consider the risk of inter-personal conflicts and different personalities affecting the team dynamics which subsequently affect the success of the team in regard to hitting their objectives. Individuals can also have their own issues whereby they can be confused or have difficulties dealing with team dynamics. "The team needs clarity and connection more than anything else at this stage." (B. Ferguson, 2021)

The storming stage of team development is where team members start to express their personalities more than initially and this is where differences between team members become more evident. The social and actual leadership starts become more prominent and the responsibilities and roles of each team member start to become declared. This is where issues between team members start to occur. "Conflict or friction can also arise between team members as their true characters – and their preferred ways of working – surface and clash with other people's." (MindTools, date unknown)

The norming stage is where the team starts to function more as a team by resolving conflicts and establishing cohesion and a general sense of understanding. The team become more acquainted and understanding of the strengths and weaknesses of their team members. There are more communications and the team cohesion will have improved. This is the stage where it is practical for teams to continue with this level of understanding as to reach to the performing stage.

The performing stage of group development represents the peak performance of the team. This stage is where the team collaborates well. There is also clearer trust, communication and understanding between the team members. This stage also represents the highest level of productivity and success. There are still issues and conflicts. However, they are dealt with a lot better than during previous stages. "There is a clear and stable structure, and members are committed to the team's

mission. Problems and conflicts still emerge, but they are dealt with constructively.” (Principles of Management, date unknown)

Lastly, the adjourning stage relates to a stage in which the team disbands. This could be for a range of circumstances including reaching the shared objectives or due to operational or extenuating demands which cause the team to have to part ways. This can be difficult for teams who have grown good working interpersonal and team cohesion to have to start again somewhere else and to also lose the bonds they have formed.

This theory of team development and how team dynamics form and evolve matches the Police well as team's are ever changing and everyone has different lifestyles and personalities. This can be difficult to create team cohesion, especially if the supervisor is not permanent and changes as frequently as the subordinates. For police teams to progress well, there has to be better consistency in regards to staying on teams that they work with instead of being moved to different teams and departments to suit operational demand.

Interpersonal conflict is an easy counter-productive symptom of teams that come together to achieve a certain goal where said team is comprised of people with different communication styles, personality traits and different ideas as to how to achieve the goals for which they have come together to achieve. Lack of understanding when it comes to responsibilities, leadership and roles within the team can add to the inter-personal conflict among the team.

The most common causes of inter-personal conflicts within teams trying to achieve goals include confusion or misunderstanding over the jobs they have been assigned or disagreements over how they will be completed. Individual performance can also cause conflict as other team members may accuse an individual of not being as productive as the rest of them. This can lead to resentment and further socially based inter-personal conflict between the individuals on the team.

Ascend conducted a survey whereby they looked 1,000 managers and 76 companies around the world in an effort to identify the main causes of interpersonal conflict. They concluded that the four main causes were “communication differences (39%), opaque performance standards (14%), unreasonable time constraints (16%), and unclear expectations (22%).” (Ascend, 2022). This study argues the point that the majority of the reasons for interpersonal conflicts arise from confusion and misunderstandings or from personality differences between individuals. However, it also adds to the options of reasons as it shows that productivity of individuals and pressures of the job which include time constraints can be another reason.

This has a negative effect on the overall team cohesion and productivity of the team as people unconsciously lower their productivity as their 'hearts aren't in it' anymore or they may actually withdraw from the project or team all together.

There are several strategies to consider when thinking of reducing inter-personal conflict amongst a group of people.

A supervised honest and clear dialogue between individuals who are dealing with inter-personal conflicts between each other can help 'clear the air'. Honesty between these individuals and a chance to relay their concerns or grievances could, in theory, help them understand each other's strengths and weaknesses better and allow each other to come to agreements which will help allocate their time to roles more suited to each other. This could also be considered as the collaborative approach. An open and honest conversation may also help diminish any negative assumptions they may have about each other. This also allows for compromise which is another strategy for dealing with inter-personal conflict as it allows for the 'meet in the middle' approach. This helps the individuals involved in the conflict believe that they are both benefitting from the resolution of said conflict. However, depending on the level of the inter-personal conflict, compromise may only be a short term solution. "It's true that the conflict gets resolved temporarily, but lingering thoughts of what you gave up could lead to a future conflict." (Communication in the Real World, date unknown) It is also always good to have a conflict resolution role assigned to a certain team member. This is usually assigned to a supervisor or team leader. In more established settings, it may be a department likened to human resources.

Team dynamics in the Police service are a crucial factor to consider given that the majority of roles in the Police include being involved in a team of some capacity. This is crucial to consider as whilst team dynamics can result in a well adjusted team that is very productive, it can also be a source for negative behaviour amongst the team as a result of those dynamics. It is difficult to number and go into the amount of reasons and what the reasons are as to why the team dynamics can cause individuals to dip below the expected professional standards. However, the common reasons include the fact that the hierarchical structure of in the Police can cause an environment whereby officers are expected to conform to the culture within that team. Sometimes the culture can be one that falls below professional standards if the individual personalities on the team are as such that poor behaviour is not challenged. A new officer may be more likely to pick up habits and behaviours from older members of the team that do not conform to the ever adapting professional standards expected of the Police in this current day and age.

Team dynamics within the Police may be as such that there is loyalty to their colleagues whereby they may not challenge or just downplay instances of professional misconduct. It is easy for this to occur as, for most teams, they spend more time together than they do with their families in a lot of instances and have

dealt with situations that most of the public do not come across. It may be prudent for supervisory to take extra consideration for team dynamics within the Police to assure that peer approved misconduct is not allowed to occur within teams. Christopher Harris released a study whereby he concluded that an officer would be more likely to adhere to professional standards and codes of conduct if they are placed on a team of individuals who are likeminded in adhering to professional standards as opposed to the being place on a team of individuals with the opposite behaviour. "Sorting officers into problem and non-problem groups did not appear to accurately reflect the underlying heterogeneity in officers' propensity for deviance." (C.Harris, 2010)

In summary, it is especially important for team dynamics and the potential effect they can have on productivity and professional standards in general as, if left unchecked, they can result in instances of misconduct becoming more common or unchallenged.

Word Count: 1872

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

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

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

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

ANSWER:

In this essay I will be researching and writing about information and intelligence and how it is utilised by Police in general to prevent and decrease criminal activity and protect vulnerable people in society. However, I will more significantly and specifically research and explain how information and intelligence is used to disrupt prevalent criminal activity including county line organised crime, drug smuggling as well as more directly victim associated crimes such as human trafficking and child sexual exploitation. I will also research and outline how automatic number plate recognition can be used by Police to investigate criminal activity when vehicles are used to facilitate criminal activity.

Information and intelligence is a crucial tool that is used by Police and other agencies to be pro-active in relation to protecting vulnerable people and also to disrupt criminal activity. "Today intelligence-led policing is considered one of the most important law enforcement philosophies to effectively fight and prevent crime." (E. Fritsvold (Date unknown) What Law Enforcement Leaders should know about Intelligence Led- Policing (ILP)). Information and intelligence can be passed by partner agencies such as NSPCC, NHS, Ambulance Services, Social Services etc who deal with the public in their respective capacities and roles who get told information that wouldn't be told to Police. This is usually completed by ways of MAPPA or MARAC whereby partner agencies come together to collate information and intelligence with the view of protecting vulnerable people and disrupting the offenders who mean to cause harm to those people or engage in criminal activity in general. This can help make policing on the road effective as intelligence on an individual which is provided by other services may provide Police with an idea of where a perpetrator is operating and what their modus operandi is, e.g., trafficking.

The DVLA is a good example of a partner agency which can directly assist Police with intelligence as much of the data they hold is added to the Police National Computer (PNC). PNC is vital to Police tackling road related prominent organised crime as it is an easy and convenient way to conduct checks on persons and vehicles who are known to PNC all over the UK. It shows insurance details, driver details and displays markers on certain people or vehicles as to whether they are wanted, the vehicle has been stolen etc or whether the vehicle has been used in connection with organised crime. This is especially helpful on the roads as it can help disrupt county lines type crime as the information and intelligence kept on PNC thanks to assistance from the DVLA covers the UK. The College of Policing website refers to agencies such as the DVLA and states "Much of the data it holds is on the Police National Computer (PNC), which in turn updates details held by the DVLA such as lost/stolen reports and disqualified drivers" This is an extremely powerful tool for Police, especially Police who engage in roads policing or organised criminality as it allows officers to find potential details for a driver in front of them before they have to engage the driver. The same stands for parked cars a check on PNC with data provided by the DVLA allows officers to identify a stolen car which was years before.

However, the equally or arguably more valuable form of information and intelligence is what comes from the public. The public are more likely to witness or be informed of prevalent and/or organised crime as they would be more likely to know people who are involved or become involved in that activity themselves. The public are the eyes and ears of the Police. There are many ways in which the public assist Police with information and intelligence. When victims report incidents, it helps Police gather a picture surrounding that individual and the offender which can indirectly lead the Police to coming across wider prevalent criminal activity.

Another way in which the public can assist the Police in disrupting prevalent criminal activity is by providing Police with information directly. This can be via means such as Crime Stoppers and emailing or phoning 101. When Police are provided with information by the public, the level and accuracy of that information needs to be risk assessed and graded via a system known as 3x5x2. The accuracy of the information that is being received can be partially gauged by evaluating the source of the information and how well that information is known to the source. This is as some people can be well intentioned and other people may make false or malicious reports to Police.

It is important to grade the quality of information and intelligence so that actual good quality information in relation to crime can be provided to Police so that it can be actioned, and resources are allocated correctly. "Intelligence grading is a fundamental step in the intelligence collection process. Intelligence is graded so that any individual reading it can have the confidence to rely on it" (S.Adams (2020 The 5-minute guide to the intelligence grading process and it's application in OSINT).

Information and intelligence from members of the public can allow Police to be made aware of county lines routes, significant offenders or criminality organisers, the vehicles they use and even the victims or witnesses of such criminality that is conducted by use of roads/highways.

An article in the journal, Policing: A Journal of Policy and Practice which discusses the Police National Database which is shared between UK Police forces and is built upon intelligence sharing describes the intelligence led system as "to also act as a national information source for organized crime and organized crime groups (OCGs), including county lines, modern slavery, and human trafficking." (R. Phythian (2022) Policing: A Journal of Policy and Practice, Volume 17) This is relevant as intelligence that has been received by the public and sanitised by intelligence on Police systems and developed by investigation is shared on these databased and shared with other forces with a view to disrupt criminality that spans over a national scale and various Police borders. This helps roads policing officers prevent organised criminality from utilising roads and county lines to commit crime.

A good example of intelligence disrupting road related crime is that if a Police officer has come across a vehicle driving erratically or is in a location at a time known by Police to be used for criminality, a check on Police systems of the number plate may provide markers to show that it is involved in criminality which further provides Police with grounds to stop the vehicle and potentially uncover evidence of prominent organised crime.

Automatic Number Plate Recognition (ANPR) can also be a great investigate resource for tackling criminality but more specifically criminality that utilises the roads such as county lines or trafficking. Automatic Number Plate Recognition is utilised via cameras on main roads such as motorways, carriageways and other popular roads that are popularly used by road users. These are usually government funded cameras. These cameras essentially take a photo of every vehicle that passes it and takes note of the number plate. Dependant on the quality of the camera, it can also take a decent photo of the driver. The location of the car is also added to a database. Police UK states that data is kept for up to one year. ANPR is also intelligence that is utilised across the UK so Police forces can access camera data from outside of the force areas. "ANPR data from each police force is stored together with similar data from other forces for one year." (Police.UK (date unknown)). This is beneficial for Police as it provides potential possible routes for organised crime groups that engage in county line related criminality. A potential to view data for vehicles registered to a certain offender or for a vehicle specifically associated with crime can be good intelligence data for Police to disrupt criminality and allocate resources to specific areas at as specific times. For example, if ANPR finds that a specific road is used by a vehicle that is suspected to be involved in criminality at specific times by organised crime groups. Police could theoretically place Police units at that road and be a lot more assured that they could intercept that vehicle. The ability to intercept vehicles currently involved in criminality is further assured as ANPR can provide live updates as to vehicles' whereabouts as when they are added to the "hotlist". When speaking in relation to the increased arrests in areas with ANPR deployed, the former Minister of State for Policing, Security and Community Safety, Hazel Blears stated "What is more, the majority of these arrests were not motoring offences but were instead for criminal offences such as drugs, theft or to enforce an outstanding arrest warrant." (H. Blears (date unknown))

Police UK also states that "At present ANPR cameras nationally, submit on average around 60 million ANPR 'read' records to national ANPR systems daily." (Police.UK (date unknown)). This is extremely beneficial for Police in disrupting road related criminality as it provides Police with a massive data pool for a massive number of vehicles that may need to be investigated for various offences..

ANPR is also a great intelligence tool for Police in relation to placing offenders at a location at a specific time as well as helping identify a driver of a vehicle at a specific

time and location as it photographs the vehicle and the offender (dependant on the photo quality). This is a useful tool for disrupting criminality as it also assists in the slow time investigations into organised crime groups and can assist in gathering evidence to be used in court against offenders.

The main and significant issue with ANPR however, is that whilst fixed camera locations are not disclosed and there are mobile cameras on Police vehicles, organised crime groups can make educated guesses where Police vehicles may be situated with ANPR and would also eventually figure out routes to avoid ANPR cameras and still get to their desired destination. Number plate cloning has also become an issue for Police as organised crime groups use duplicate registration plates to avoid being picked up as a vehicle of interest on ANPR. The plates will usually be swapped sporadically to avoid the cloned plates becoming of interest and picked up on ANPR. "Data suggests there are around 13,000 cases of number plate cloning every year in England and Wales, up from 4000 in 2018." (Hagerty, 2023)

Word Count: 1745

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 have marked this based on my general knowledge of Policing. Whereas I feel confident going to calls on my own since achieving Independent Patrol Status and dealing with the subsequent investigation. I know that there are areas of Policing where I know hardly anything such as traffic, organised crime, licensing and the post charge process.
			X	X			

							In my role as a response officer, I would like to know more about the pre and post charge process of court especially with higher priority cases that are dealt with by CID or the HUB. As part of my probation, I will have to do an attachment with the HUB and CID so I am looking forward to picking up these skills there.
SKILLS	Low 1-4	Med 5-7	High 8-10 X	Low 1-4 X	Med 5-7	High 8-10	I have decided this mark based on my attributed operational skills such as being blue light qualified, taser qualified, method of entry qualified etc. Due to the operational set up, there is a long waiting list for courses to obtain these qualifications. A taser would allow me to attend more calls with colleagues of similar experience instead of having to only attend calls with officers with years in service as they are the only ones taser qualified.
EXPERIENCE	Low 1-4	Med 5-7 X	High 8-10	Low 1-4 X	Med 5-7	High 8-10	At this time of writing, I have only had a year of operational policing under my belt. I am aware that the experience will come and only improve as I perform my role as a Police officer. This will improve my operational capabilities and confidence when making

						important decisions as knowledge is power. I only see myself improving from this stage..
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