

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP) - BMPP6001D

Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

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
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

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/agh-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. However, you must:

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

NOTE

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given);
- You should use the pro-forma to insert your text within each section;
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- 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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Component 1 50%	Area of Professional Practice	Word count
Task 1	Maintaining Professional Standards Leadership and Team-working Wellbeing and Resilience	2500
Task 2	Vulnerability and Risk	1500
Task 3	O.C.P	1000 equivalent
Component 2 50%		
Task 4	Policing the roads Conducting investigations.	2500
Task 5	Personal study/learning plan	2500 equivalent
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Task 1

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

Critically 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) and to what extent group dynamics are shaped by wider organisational cultural norms.

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 demonstrating an understanding of organisational justice in a policing context (Code of Ethics, policies, procedures, protocols or legislation).

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

When it comes to team work, in this job being able to work effectively as part of a team is vital in not only being able to deal with calls but also to help with personal development when it comes to learning to be an effective police officer, when you are young in service. In this essay I am going to be looking at team dynamics and how they can impact upon working within the police service.

By working as part of a team that works cohesively together results in teams working more successfully where it can increase self-esteem and reduce anxiety (Tobin, 2020). In the police working as part of a team and working towards a common goal is something that happens on a daily basis when it comes to responding to calls and supporting each other. There have been many theories and models used previously to try and explain team cohesion and team dynamics and how they can be developed (Curtis and Walz, 1990).

In 1965 Tuckman developed a theory which looked at team cohesion and how teams can develop in order to become more cohesive (Tuckman, 2020). Tuckman split the process down into 5 phases, Forming, Storming, Norming, Performing and Adjourning. He states that in the forming stage is when people will initially meet can people can be either excited and eager or can be anxious. It is important that at this stage there is a leader as no one is sure of their role within the team. He states that

this stage can vary in length depending on the people involved as it involves getting to know the people in your team and becoming comfortable with those you will be working with.

After this comes the storming stage which where issues can arise and some teams will not be able to work effectively together. Everybody has a different work ethic and way in which they work best, and when it comes to working within a team, this can cause some conflict and problems. Another thing that may arise in the storming phase is that there can be a challenge in between people over their authority in the group or the roles that people have, which can leave people questioning their place in the team. In policing this can be quite apparent when you are young in service and start working with a shift that is already quite established and you need to establish where you fit in with the team. This can be a nerve racking experience as not only are you trying to get a grasp of learning a new job, but also trying not to disrupt the team dynamic that already exists as this could impact the team dynamics.

The third phase in his model is norming which is where everything starts to calm down and people expect others in the group and start to feel comfortable enough with each other to provide support when needed. Although this is a good place to be as a team there is the chance of the team returning to the storming stage as the team face different challenges that could cause problems.

When the team reaches the performing stage this means that the team is able to complete tasks effectively and if people leave or join, as the majority of the team is able to work efficiently together, then there will not be too much disruption to the way in which the team will work. When it comes to the police having a shift that is able to work effectively as a team and provide support to colleagues is vital. Although it is common for officers to move shifts, retire or have new police officer join, by having a stable foundation within the group allows for the day to day running to continue whilst adjusting to the change.

The final stage is the adjourning stage which occurs for many teams where by there is no longer a need for the team to be in place. Although this does not happen very often in the police it can occur if a shift is not working effectively due to team dynamics and conflicts with individuals and can result in several movements of officers. Once this has happened this would mean that the new team would have to restart at the forming stage so they can get to know each other and develop effective work relationships.

Another model was developed by Belbin (2020) where he believed in order for a team to work effectively together, there are nine team attitudes that are vital to have. Belbin believed that when you are in a team, if you have an understanding of what your individual role is, then you will be able to bring more to the team and be able to improve on your weaknesses and your strengths to become a vital member. Then by each individual being able to understand and improve on their role within the group, it will create a more balanced and effective team. Although Belbin identified 9 key roles he split them into three main groups, Action Orientated, People Orientated and Thought Orientated.

Within the action orientated roles he split this into three main roles, the Shaper, the Implementer and the Completer-Finisher. Belbin believed that the Shaper is a person who looks to develop each member of the group and challenge them in order to get the best out of them. The shaper will also make sure that the group is considering all possibilities and encourages team members to reach their goal. Belbin stated that the implementer of the group will be the person who will get things done based on the teams ideas and solutions. Lastly in the action orientated part of the group is the completer-finisher who are the people who will ensure that the goal is reached and everything is completed by checking that there are no mistakes, and as they are usually perfectionists, will concentrate on the minor details and make sure everything is complete by the deadline.

In relation to the people orientated roles, this again has been split into three main roles, the Coordinator, the Team Worker and the Resource Investigator. The coordinator is in essence the team leader and there to provide support and guidance to the rest of the team. They tend to acknowledge the unique qualities of each team member and are able to delegate job efficiently. The team workers are those provide support within the team to ensure all can work together to reach the goal and focus on developing team cohesion and effective team work by helping those who need more support. The last role in this group is the resource investigator and they are those who look at all the options that are available to them who go out of their way to develop relationship with outside sources in order to assist the team with completing their goal.

The last group discussed by Belbin is the thought orientated roles, which includes the Plant, the Monitor-Evaluator and the Specialist. The plants role in the group is to bring new idea and suggestions on how to complete the goal, but generally they prefer to work by themselves as they struggle with communication. The monitor-evaluator often look at the ideas proposed by others in the team and weigh up the best approach before the team commit to an idea. Lastly the specialist are those who have specialised skills or knowledge that are needed in order to reach the goal and because of this are seen as the expert in the team.

All of these traits I believe can be quite apparent in some individuals and are key things that are needed in a team in order for them to function effectively. When it comes to policing having people on your shift that have some of these traits can be vital in the way in which you work together and answer calls. Belbin and Tuckman have both taken very different approaches in how they believe team cohesion can be developed in order to create the most effective team possible. Belbin takes more of an approach that in order for a team to work effectively, you need to have a variety of people with different skills and roles, whereas Tuckman believes that a team needs to take time in order to get to know each other and establish each other's skills, before allowing time to develop the best way in which they can work together in develop a great team cohesion.

I think that being able to use a combination of both models is important when it comes to enhancing a team's performance as it is not only important to know what each person can bring to the team, but it is also important to allow the team time to develop a working strategy that allows every member of the team an opportunity to show what they are capable of an improve on their strengths and weaknesses.

After Belbin's developed his model including the nine roles needed for an effective team, Honey took this model and developed it further into what he believed would develop the most effective team (Falmouth University, 2020). He developed Belbin roles into five main roles that he believes are the most important. These are the Leader, Challenger, Worker, Thinker and the Helper. Honey believes that the leader ensures that the team has a clear vision of what they are doing and ensuring everyone is involved in the process, the challenger are the people who can see a variety of solutions to the problem and will come up with ideas on how the team can do better, and the worker will focus on the task in hand and are proactive when looking to achieve the goal that has been said. The thinker is good at coming up with ideas and also help to develop other team members ideas and lastly the helper are those who support other team members to make sure everyone understands what is going on and ensures that everyone is involved. These roles I believe are evident in policing as it shows how people may work differently in order to deal with an incident, but with the support, guidance and experience from other members of your team, you will be able to deal with the incident effectively and get the best outcome possible.

Although having these models to analyse how individuals can work best together is insightful but there is a chance that inter-personal conflict can occur and this can have a huge impact upon how the team will function effectively. This occurs when there is conflict between members of the team and this can occur for a variety of reasons such as a clash of personalities, different outlooks on how things should be dealt with or could be as a result of a misunderstanding (Raypole, 2020). These are things that can be addressed in the workplace, although when considering working in the police not all solutions would necessarily work. For example, in workplaces one way to deal with this would be to have nothing further to do with the individual that there is conflict with. Obviously within the police and working with the same shift to deal with incidents on a daily basis, this is not something that would be possible to do. Also if you are not able to work effectively as part of a team and this is apparent to those who are looking at how you deal with incidents, such as members of the public, this would not come across as being professional if you are actively avoiding a person on your shift as this could then impact upon how you deal with incidents. Another way in which you can deal with inter-personal conflict is to be accommodating towards the other person. This can be seen as being the bigger person as you are putting them before yourself to prevent any further issues from occurring.

When it comes to working within the police and working as part of a team, we also have to consider our professional standards and ensuring that these are maintained at all times as it is important that we are seen as representing the force when dealing with incidents and aiming to improve public confidence in the police. When you become a police officer you are aware of the code of ethics and the standards that you have to abide by not only in work but also in your private life. As police officer you have to ensure that you are setting an example to other members of the public and in order to do this and look professional at work it is important that you can get along with and work well with the members of your team. If you are unable to do this cannot respect and work alongside your colleagues you are not following the policing standards.

Teamwork is an important part of working within the police as without having a supportive team behind you it can become challenging when trying to deal with more complex offences. Having a team that can work effectively together but also be able to adapt quickly is another vital part that is needed in a job where every call is different and with new people joining shifts and people leaving. It is important that as an individual you are able to recognise what needs to be done and what you can bring to the team, in order to get the best results. From all the models that I have looked at, I can see how depending on your workplace how these models can be effective in getting the best out of the team. When it comes to policing, there is not the luxury of being able to spend the time getting to know each other and establish which role in the group would suit you best and suggested by Tuckman. I can see how this could potentially be of benefit when you are new to policing and joining your first shift as you will take time to adjust to the job and establish where your place is within the shift, but that will be whilst there is already a fully developed team who work cohesively together. But in relation to Belbin and Honey and their models for teamwork, it can be quite apparent on shift with certain members having a defined role, such as those having been in the job for longer would be seen as the leader on shift as they will have more experience that they can use to assist others.

By being part of a successful team that is not only able to work effectively together but are also able to support and guide each other through obstacles and challenges, and allow each other to develop their strengths and weaknesses will boost team morale and in return have a positive impact on individuals wellbeing. It will also result in individuals becoming more resilient as with the more experience they get with dealing with different types of offences, the more confident they will become with being able to come to a solution.

Word count: 2529

Task 2

Relevant areas of the National Policing Curriculum: Vulnerability and Risk

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour and reflect on what happened.

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

Critically evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm.

Explore what works in relation to tackling repeat victimisation and repeat offending.

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

ANSWER:

Dealing with victims of crime is something that as police officers you have to deal with on a daily basis. But when it comes to some victims, they can be more vulnerable than others and can be more at risk of repeat victimisation and as a result will need more support. In the police there are a variety of agencies and support networks that we have available to us in order to provide people with support whether that be in relation to their current living situation or in relation to their mental health. We are able to refer people to numerous agencies in order to provide them with further safeguarding all in an attempt to prevent them from becoming a further victim of crime. In this essay I will use an example of an incident that I have dealt with in order to explain the importance of supporting and safeguarding vulnerable victims in order to reduce the likelihood of repeat victimisation as well as providing them with valuable support.

Since working in the police, there have been numerous calls that I have attended where there have been a vulnerable victim that needs more support. For example, it could be a mental health call, where they have contacted police as they are unsure on what to do and it is clear that they need more support on their daily living. We also have calls where we have people who are repeat victims of crime who also need further support in order to try to stop this from continuing. One incident that I have dealt with involved an elderly woman, who is known to police due to ongoing issues with multiple neighbours in the block of flats, but on this occasion she stated that she had been assaulted by her neighbour whilst she was out doing her shopping. Upon looking at the history of the calls from the female, it appeared that there had been multiple calls in relation to the same female causing issues within the flat and on multiple occasions she had been abusive towards the

victim, it was clear that she was at a repeat victim and more needed to be done in order to try and prevent this from occurring again. The call for this incident stated that the victim had gone to the shops near to her address and on the way back, she had seen the other female walking towards her. She then stated that the female has approached her, pushed her to the wall and hit her with her walking stick. The victim has then returned back home and contacted police. I arrived at the address shortly after the call had come in, and when I entered the address I asked the victim what had happened and she looked at me blankly and seemed to be confused as to why police had attended. This raised concerns with me as she had only contacted police 30 minutes prior to me attending, but could not recall that at all. After I had reminded her of what she had stated in the call, she still seemed confused but could give a vague account of what had taken place. I asked her if she had any injuries as a result of the incident or any medical conditions that I needed to be aware of. I then asked her if she needed any support but she just stated that she did not want to live there anymore. So I informed her that I could contact the housing association to see they would be willing to support her with applying to move as well as informing them of the ongoing issues that were present with the residents of the building.

After speaking to the victim, I attended the location in which the offence had allegedly taken place to establish if there were any witnesses or CCTV covering the area that may show exactly what had taken place. Upon reviewing the CCTV in the area, you could see both females attending the shop and returning home but there had not been any confrontation between the females nor did any assault take place. From this it was clear to see that nothing had taken place and the female needed a referral to be made as it was unclear if there were any medical conditions that we were not aware of that may be causing her to have potential memory issues, as well as trying to get to the bottom of the ongoing issues that she had with the female to establish if there was something that could be done to try and prevent any further incidents. That along with the female's age would mean that we would consider her to be a vulnerable victim, and there would put her at risk of being a vulnerable victim which was made apparent due to the numerous calls whereby she has been the victim of ongoing issues.

When it comes to dealing with victims of crime and those who are at risk of repeat victim, there are referrals we can make and agencies or departments we can contact who are able to provide this support. From a policing perspective when we have contact with someone who we believe is vulnerable or could do with more support or guidance, we complete a Public Protection Notice (PPN) which gets sent to social services who can share the details with who they believe will be able to provide the best support as long as the person that the referral is in relation to has provided consent for this to happen. Within a PPN we are able to list the call we attended, the outcome of the call and the concerns that officers have in relation to the individual and what support we believe they would benefit from or if there is anything that the individual has specifically asked for. If a person is a victim of crime, a referral can also be made to Connect Gwent who will contact the victim a short time after the incident to establish what support or guidance they feel that they need since the incident has occurred and again they are able to pass the individuals details on to an agency or department that can provide them the best support. With both Connect Gwent and the PPN, once the referrals have been

submitted, they will contact the individual to discuss with them what can be done in order to give them the best support possible if they would like to accept it. Although as police officers we are able to put referrals in for individuals, this can become a frustrating process, as there are many people in society would benefit from further support from agencies but will refuse the support and continue to rely on the police service even though we are not specialists in providing long-term support for vulnerable people. With vulnerable people that regularly come into contact with police, if they are not willing to accept support from specialist agencies, that leaves police to manage vulnerable people by ensuring that they are effectively safeguarded and continue to place referrals for them, until they feel that they are at a point in which they are comfortable to accept the support available to them.

There are many reasons why someone may become a repeat victim of crime. One reason may be due to event dependence where by someone is more likely to become more vulnerable towards being a victim of crime again once they have already been a victim of crime. And unfortunately the more crimes they have been a victim of, the higher the chance is that they will continue to be a victim of crime. Another reason could be due to heterogeneity which is when an individual or household can become more desirable to criminals due to their lifestyle and has no correlation to if they have previously been a victim of crime (Tseloni and Pease, 2020).

Just managing those who are considered vulnerable in society is not the most efficient way to safeguard people, but without them being willing to accept the support, as police officers our hands are tied as to how much we are able to do. For those who are willing to accept support in order to try and prevent them from becoming a victim of crime again, the support is there for them. Neighbourhood officers are able to work alongside vulnerable victims especially if there are community issues/neighbour issues that need to be addressed in order to lower the risks. This can be a long process and nothing will change dramatically overnight, but with continued support and guidance for those that need it, then hopefully the victim will be able to have a better outlook on life and that they do not feel that they will become a victim of crime again (Daems, 2005).

Word count: 1478

Task 3

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

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

This is recognised by the university as work that is fully supporting this module BMPP 6001D; Policing in the Workplace 3 and in signing it will be equivalent to 1000 words towards the 5000 words equivalent total for component 1.

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

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

Signed: __ *E. Roach* _ _ _ _ _ (Learner – electronic signature accepted.)

Date: __13/08/20 _ _ _ _ _

Task 4

Relevant areas of the National Policing Curriculum: Policing the roads and conducting investigations.

Critically evaluate 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.

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

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

When it comes to policing, although responding to calls as response officers is our main job, there are many other parts of our job that can be vital in assisting other departments by gathering information and intelligence to tackle the more prevalent criminal activity that is present in society, and this needs just as much attention as the calls we get from the public. In order to tackle the more prevalent crimes in society, a lot of work needs to take place, to ensure that we have sufficient evidence before any action can be taken. This can be done in a variety of ways and one such way involves gathering information and intelligence on the individuals involved or suspicious activity before being able to take any action against them. In this essay I am going to look at the process of gathering information and intelligence as a police officer, the process this has to go through to be seen as reliable and how this can be used to disrupt criminal activity, as well as looking at how it can be utilised by roads policing and how ANPR camera can be an extremely useful tool in disrupting criminal activity across the UK.

Gathering information and intelligence is something that as a response officer you are able to do as part of your daily job, as you may attend calls where there is some suspicious activity taking place or attending an area that is a current hot spot for inquisitive activity. It could be that you see a person or a vehicle associated to someone who is known for that type of offence. It could also be if you are attending several similar calls in a short period of time, involving the same people who are known for a particular offence and they are seen driving a new vehicle or that a new person is starting to associate themselves with them, or it could simply be that a member of the public approaches you and provides you with information. Although gathering intelligence may appear to be a simple process, in order to get this information and intelligence to be disseminated to the appropriate departments for them to utilise it, it needs to be evaluated to consider how reliable the information is. When entering a new piece of intelligence into the police system, there are several things that you need to consider and state in the entry to establish if it is a strong and reliable piece of evidence, or if more investigation needs to be done first. You need to consider where you have got the information from and how reliable the

source of the information is, as it could be a known offender trying to give you false information, or a neighbour who is having ongoing issues and trying to get the other moved. This is also covered by looking at how reliable they have previously been when providing officers with information as well as deciding what you intend the information and intelligence to be used for after it has been released. This is because depending on the information you have received, it could be that you are gathering intelligence to be put towards carrying out a warrant, that you want a warning notice given to a driver who has been witnessed driving irresponsibly or that you just want other officers to be made aware. Once this has been established, the information can then be disseminated to the relevant departments for them to continue to develop the intelligence (College of Policing, 2020).

When looking to gather intelligence there are other ways in which it can be sourced. This can involve looking open sources such as the internet and social media sites, consulting with a covert human intelligence source (CHIS) who is paid by the police for gathering intelligence or from undercover officers. (National Crime Agency, 2020). Using a variety of sources to gather information in relation to a certain individual or individuals as the evidence started to become more reliable and helps to give you the justification to place markers on vehicles if you are looking to intercept someone linking to a larger scale offence.

The aim of gathering intelligence is to build a bigger picture of criminal activity that is taking place in society that is not always as obvious in day to day policing such as human trafficking and county lines issues. These are still types of criminal activity that happen in society, but as working as a response officer and only dealing with calls made by the public, it is not something that we come across very often and because of this can be something that we overlook at times and do not realise how vital intelligence is in being able to look at the bigger picture. With all intelligence that is submitted it is then used in order to help with things such as gathering evidence to complete warrants on address or for an organised crime group mapping. Crime group mapping is used by the national crime agency to collate all information in relation to active organised crime groups with is then used to establish which groups have a higher risk score that need to be prioritised by police (College of Policing, 2020).

This is an example of intelligence led policing that means that you act on the intelligence and information that the police already have in order for police to have a pro-active approach to policing (Cope, 2020). In an ideal world, officers would be able to look at the intelligence that there is and with support from other departments to gather further information, offences and offenders could be identified and dealt with much sooner than they are now. This is due to police have a more response approach to incidents as police will respond to a call after an incident has happened rather than preventing it to happen in the first place, although preventing all crimes is not possible. Instead intelligence is more likely to be used to support a plan that has already been discussed/planned but the further intelligence helps to support the justification needed.

Although intelligence is mainly believed to be used in relation to a certain individual, it can also be used in relation to a location or intelligence can also be placed onto vehicles that are either associated with an incident that has occurred and also

vehicles that are linked to a specific individual. The intelligence that can be submitted in relation to a vehicle can vary from anti-social driving to suspicion that the vehicle is involved in drug dealing and other serious offences. By having this information on our systems in relation to the vehicle, when it comes to officers completing vehicle checks, we can be made aware of any potential activity that may be occurring. This would mean that if you have stopped a vehicle due to the manner of driving, if there is intelligence in relation to anti-social driving it could mean that a potential warning needs to be issued, or if there is intelligence in relation to potential drug dealing using the vehicle, it could help to justify carrying out a vehicle search.

Once information and intelligence has been reviewed and shared it is available for officers, and it can be used to assist in trying to identify and locate offenders. One way in which intelligence can be used is in relation to vehicles. When intelligence has been linked to a vehicle, when a search is carried out on a police system, this intelligence will be shown. Depending on what the police concerns are in relation to the vehicle, it is possible to place markers on vehicles so that they could be tracked to an extent. Markers are typically placed on vehicles when you are looking to locate a specific individual or track a vehicles movements. This is usually done by local response officers when they are trying to locate a missing person if it is believed that they have left in a vehicle or when officers are trying to locate an outstanding offender from a serious offence. Then if a marker is no longer needed, it can be removed from the vehicle. When markers are placed on a vehicle, in order for police officers to be able to locate the vehicle, ANPR cameras need to be used as that is how we can establish which roads the vehicle is using.

Automatic Number Plate Recognition cameras are located on roads all across the UK. When a vehicle drives past an ANPR camera the number plate is automatically read and checked against the police national database to establish if it is a vehicle of interest (has a police marker against it) or not. If the vehicle has got a marker on it, the local police authority will be alerted to it and can respond as appropriate depending on the marker the vehicle has. All vehicles that pass the camera, whether it has a marker on it or not, the information is stored in relation to what time and which camera the vehicle has passed as it may have been involved in an incident or become vehicle of interest at a later date, and if so this information can be accessed. (College of Policing, 2020).

ANPR cameras are becoming increasingly more effective in locating offenders and reducing crime. ANPR cameras can be used for a variety of things including serious organised crime, vehicle law enforcement and improving road safety (Civica, 2020). When a vehicle has gone past a camera and its information has been collected, this can be used for a variety of investigations such as locating stolen vehicles, tracking the movements of a vehicle involved in an offence or to identify vehicles in a location at a specific time (College of Policing, 2020). When it comes to more serious offences involving organised crime groups and county lines offences or crimes that are happening across different police forces, ANPR camera can be vital as once intelligence has been gathered in relation to a vehicle potentially involved in an offence and potentially a marker placed on the vehicle, you can then look at the routes that the vehicle has been traveling recently to establish if there is a regular route that it takes. If you have got sufficient evidence to suggest that they are responsible for being part of an offence and you are confident that they will be taking

a certain route at a certain time, then utilising roads policing to carry out roadblocks can become effective.

Even though these can tactics can be extremely effective against locating offenders who are involved in serious offences. They can also be extremely effective when locating offenders for lower level offences. By carrying out simple ANPR camera hits with your force can point you in the direction an offender may have travelled, or assisted with trying locate potential witnesses to an offence. Although roads policing may not be a part of the job that appeals to all officers, it can be an important part of the job and can be an extremely vital in locating individuals. Combining roads policing with the gathering of information and intelligence can be an extremely helpful way to take a proactive approach in policing and aim to reduce crimes before they happen. Taking a more proactive approach to policing is something that I believe needs to happen more, although having worked on response I appreciate that this is something that is extremely difficult to do, as after responding to calls from the public and completing the paperwork, casefiles and referrals that need to be done, you are very rarely left with anytime in order to take a proactive response to policing. Dependant on the force that you are in, there are different departments that are there to look at the information and intelligence that has been submitted and are able to act on this. For example in Gwent Police we have specialist departments that solely focus on tackling drug crime and will collate all the intelligence we have on an individual and look to develop and act upon this. Without having specialist departments and effective roads policing, we would not be able to act against tackling the most serious offences in the country.

Word count: 2250

Task 5

Personal Study programme / Individual Learning Plan

The first learning outcome identified in the accompanying module descriptor (BMPP 6001D) asks that you formulate and implement a personal study programme to further enhance the development of your professional police practice. A template has been added for an 'Individual Learning Plan' that you can use for this task.

This task differs from the PDP that you have completed in your previous workbook 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.

2500 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 5000 words equivalent total for component 2.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
KNOWLEDGE							
Knowledge of offences when attending calls for carrying out arrests			9		5		Become more confident in dealing with calls and read up on offences I am unsure on
Knowledge of points to prove for completing statements			9		6		Ensure I look at the points to prove prior to completing statements
Knowledge of case file assembly for completing handovers		7			5		Assist with completing more handovers and case files to become more familiar with what is included.
Knowledge of the court process and what a trial at		7		4			Talk to experienced colleagues and learn about the court process

different courts entails for officers							
Giving evidence in court		7		4			Talk to experienced colleagues and learn about the court process
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Improve first aid skills			9		7		Continue to practice and improve on first aid skills
Dealing with offenders and handcuffing techniques			9		8		Continue to assist other when dealing with offenders and practice handcuffing techniques
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Completing case files			9		6		Continue to assist others with completing case files to gain experience
Using the 3 cautions			9		6		Gain more confidence in using the appropriate caution
Attending calls and identifying offences			9		7		Continue to attend calls and become confident in identifying offences

Bibliography

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

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