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BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 3 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 1	Wellbeing and Resilience	1250
Task 2	Decision-making and Discretion Vulnerability and Risk Public Protection	1750
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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)

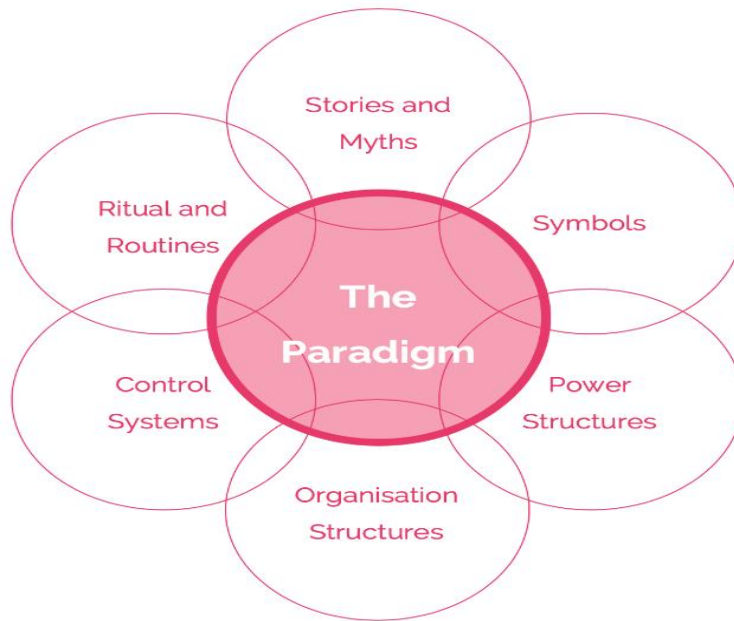
ANSWER:

Since having achieved independent patrol status, I have noticed that Police Officers in general have somewhat different characteristics to those who do not work within policing roles. Police Officers are expected to have certain values which are in line with the Codes of Ethics which underline the Standards of Professional Behaviour (College of Policing, 2021).

A publication produced by the Chartered Management Institute (CMI) defines Organisational Culture as “the way that things are done in an organisation, the unwritten rules that influence individual and group behaviours and attitudes” (CMI, 2015).

There are numerous different theories and approaches used in order to understand organisational culture. Johnson and Scholes (1992) developed one common approach in 1992, the “*Cultural Webb*” (Johnson, Scholes and Whittington, 2005). Both Johnson and Scholes (1992) recognised six different but connected elements, which form what they referred to as the “*Paradigm*” (Johnson, Scholes and Whittington, 2005). Johnson and Scholes (1992) would promote their developed model to organisations, companies and managers when trying to implement change, by identifying and analysing the six key elements (Johnson, Scholes and Whittington, 2005).

I will outline these elements and reflect on how they are relevant within my role and how I have ensured to minimise the impact on my wellbeing.



'Cultural Web Model' diagram adapted from (Johnson and Scholes, 1992)

Stories – Past and present events or happenings which people speak about whether inside or outside company/team (Johnson, Scholes and Whittington, 2005).

On reflection the most common version of this I have experienced is when Person A tells a story about Person B, which plants a pre perceived expectation of what Person B's personality traits and characteristics are. There have been numerous times whereby I have been informed of a negative story about a certain individual, however, have then formed the complete opposite opinion myself. In order to manage my own wellbeing, I have learnt to ignore these stories/opinions and to not be drawn to any un-experienced based opinion on another's traits.

Rituals and Routines – Behaviours and actions exhibited on a daily basis that are considered acceptable by un-endorsed standards (Johnson, Scholes and Whittington, 2005).

Within my organising this would be any act or action which is commonly known as the "un-written rule". The most common and known version of this is when teams who are on the morning shift arrive to work 30 minutes earlier than their shift start time in order to allow those who are approaching the end of a night shift to finish their shift on time. This is not something that is an organisational requirement, but almost a local agreement among Police Officers in order to relieve one another from night duties. This is more of a good will gesture, due to the physical toll night shifts can have on you. The positive impact this has on wellbeing is that the gesture is then reciprocated.

Symbols – This could be considered as any visual representation (Johnson, Scholes and Whittington, 2005).

All response officers are required to wear a uniform. Mainly in order to be identifiable to members of the public as a Police Officer. In terms of organisational culture, on reflection, there are certain front-line officers within the same team that conform to a certain colour of their tactical vest. Some shifts wear the Union Jack badge with a thin blue line through it as a crest/badge. As part of my response shift, my supervisor expects all frontline officers to have on their stab proof vests and to be in hi-visibility tactical vests and not to wear any other coloured vest (e.g., a black vest). For unknown reasons there is a distinct difference in the quality of the black tactical vests compared to the hi-visibility ones. I personally find the black vest a lot more comfortable and of a better quality, however, due to the requirement set out by supervisors this is not an option on my team. This in my opinion is a negative, as presentation of the uniform is considered over the comfort of the officers.

Organisational Structure – From reviewing the literature, Johnson and Scholes appear to use this section to refer to the “*unwritten power and Influence*” (Johnson, Scholes and Whittington, 2005).

This can be defined by the rank structure of Police Officers; this defines who makes and influences decisions and ultimately who is valued more. Without analysing the rank structure of Police Officers as this is more suited to a later element. When looking at a specific region, response shifts are full of Police Constables of the same rank. This organisational structure element can be broken down further into each response officer’s skill set. For example, when a Police Constable who is negotiator trained and dealing with an incident whereby this skillset is required, the negotiator will take primacy in immediate decisions and requirements as they are trained in this area to a higher level than others. A further example I have experienced would be whereby a Student Constable who is a trained response driver will be higher valued than a Student Constable who is not, simply due to the skill set obtained and the requirement of the role. There are numerous examples of this whereby someone of the same rank or even lower rank can have a higher influence on decisions dependant on their skill set. One of the most common versions of this at the higher levels of the rank structure would be any form of tactical advisor (TACAD) i.e., a firearms TACAD. In terms of my own wellbeing, this ensures that your opinion in your trained field is considered. I have been able to showcase previous experiences and knowledge when dealing with intelligence led investigations which in turn allows me to feel a valued member of the team.

Control Systems – This element is outlined as the means in which the organisation is controlled (Johnson, Scholes and Whittington, 2005).

Within Policing, these are referred to as “*The Standard Operating Procedures*” or commonly known as SOP’s. These are general guidelines set out by the organisation when dealing with anything of a specific nature. These could be certain requirements set out, for example the use of body worn video when dealing with domestic incidents for frontline officers, the requirements for each missing person’s report to have been risk assessed and many more. My organisation has a set page on our intranet that allows us to access all policy and procedure documentation.

Power Structures – Within policing, this element would be based on rank structures. Having the structure of rank, makes it clear to all employees who has the

influence and overall say on decisions made operationally and on the organisation as a whole. I have personally experienced two officers of the same rank coming together with two different ideas to solve or deal with a specific issue. As one does not out rank the other, they will then refer to an officer of greater rank, to have the overall decision on what action is best. This works as a positive as it is a way of removing interpersonal conflict within a team, and a way of coming to a conclusion.

To conclude, there are numerous risks of conforming to organisational culture within the police service. I have found in order to manage my own wellbeing and build resilience I must have knowledge of, and understand of what organisation culture is. This involves how not to be drawn into the negative aspects of it. When considering the stories and rituals elements, a phrase I have been told by a more experienced colleague is *"judge as you SEE, not as you HEAR"*. This in simple terms reminds me NOT to be drawn into and take what is in essence a subjective opinion as fact. This then in turn will negate the increased risk of interpersonal conflict within a team, which in turn increases productivity and job satisfaction for me.

(1310 words)

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:

Throughout the course of this task, I will be reflecting on a domestic related incident, and the decisions I made in the complex and unpredictable circumstances that arose.

For the purpose of this task, I will utilise the 'GIBBS' Model of Reflection (Gibbs, 1988) to structure my reflection of the incident.

A member of the public (who for the purpose of this reflection will identify as 'The Reporting Person') made the initial call to the emergency services directly to the ambulance service, not to the police. This immediately presented difficulties as the information had been passed to me third hand and came with very little evidential detail. The Reporting Person stated to the ambulance service, that they had witnessed an unknown intoxicated person (genders removed) assaulting another person. They described the assault by stating the person had their "hands around" another person's throat and was "strangling" them, and that they had then gone into an address. The Reporting Person provided no exact location other than one of the main roads of the area I police that has a large number of terrace houses and flats.

Following my attendance at the location and multiple enquiries in the area, I managed to establish some time later who 'The Victim' was (for the purpose of this reflection, from this point onwards, I will refer to this person as 'The Victim'). I attended the home address of The Victim. As I now knew their identity, I located The Victims details on a local intelligence system and established that they are a high-risk repeat victim of domestic violence, The Perpetrator also lived at the same address. Further information had since come to light that The Victim had been seen

running from the address. No one knew where The Victim had fled too, or, if they had since returned to the address. I attended the property and knocked the door, to which there was no reply. There was a light on upstairs but no sign of any movement.

Due to the nature of the assault reported. I considered and applied the National Decision-Making Model (NDM) (College of Policing, 2014) in order to make an accurate and informed decision, on whether to force entry into the address.



'Code of Ethics' diagram adapted from (College of Policing, 2020)

The information I had was that The Victim, whom is a high-risk victim of domestic violence, has been seen to be strangled in the street. The incidents' location was known at this stage to have been directly outside The Victims property. The Victim was then seen entering this address with a person (who for purpose of this reflection, I will now refer to as 'The Suspect'). The Suspect had since been identified as the co resident of the address and the high-risk aggressor of domestic violence towards The Victim.

On assessing the threat, risk and developing a working strategy. The priority was to ensure that the matter was brought to a safe and early resolution. This was by means of and prioritising locating The Victim.

Whilst at the address I considered my powers under Section 17 of the Police and Criminal Evidence ACT 1984 (Legislation.gov.uk, 2017). This Act and section give Police Officers the power to enter and search any premises lawfully under specific reasoning (Legislation.gov.uk, 2017). In this case, I was considering Sub-sections 1(b) arresting a person for an indictable offence, and Sub section 1(e) saving life or

limb (Legislation.gov.uk, 2017). The offence I was considering at present was Section 47 Offences Against the Person Act 1861 (Legislation.gov.uk, 2004).

My other option or contingency, depending how matters unfolded would be the arrest of The Suspect first, in order to implement immediate safeguarding measures prior to locating The Victim.

I instructed the other officers who were present with me, to inform me immediately of any movement from within the address as this would provide me with further grounds to enter. There was still no reply and no movement from within. As a final point of call and due to one member of the public stating, they had seen The Victim leave the address. I called the phone number listed for The Victim. The Victim answered. The Victim informed me that no persons were in the address and that The Suspect had been picked up by an unknown person and their whereabouts were currently unknown. I then made the decision that there was no longer any requirement to gain entry to the address, as the information and intelligence known at this stage had negated any lawful reasoning under Section 17 Police and Criminal Evidence Act 1984 (Legislation.gov.uk, 2017).

I located The Victim at an associate's address; this was approximately a mile away from where the alleged incident had taken place. On review, I was content with the decisions I made and actions I took up to this point and how I implemented the National Decision-Making Model (NDM) (College of Policing, 2014).

I spoke to The Victim in person and The Victim refused to provide any information regarding the incident. I then spoke to The Victim's associate (I will refer to this person as 'The Associate' for the purpose of this reflection). I knew at this moment that The Associate did not witness the incident as this had already been confirmed. I made the decision to speak with them privately, as I held the belief The Victim had potentially disclosed something to them. I captured the whole exchange on my police issued body worn video camera for evidential purposes. The Associate confirmed that The Victim had disclosed what had happened, confirming the events reported were correct and adding that The Victim had been thrown on to the floor. The Associate informed me of injuries which had been covered by The Victim prior to my arrival. I then returned to The Victim in the other room who was conversing with my colleague. I could see The Victim in obvious discomfort whilst continuing to touch the back of their head. The Victim then stated they had fallen to the floor but provided reasoning that contradicted other witnesses' accounts, denying any assault had occurred. I could see a visible lump to the back of The Victim's head and discussed the importance of being checked by a medical professional due to the obvious head injury. I updated the ambulance service with this information and The Victim's location. The Victim refused any medical treatment and stated she would say the same to the ambulance.

Due to the obvious head injury, I considered the powers and policies under The Mental Capacity Act 2005 (MCA) (Bryant and Bryant, 2019). As described by Bryant and Bryant, The MCA 2005 aims "to protect vulnerable people aged 16 years or over who do not have the capacity (ability) to make their own decisions" (Bryant and Bryant, 2019). In short, this power provides me (Person A) with the authority to

consent on behalf of (Person B) to medical care or treatment (Bryant and Bryant, 2019). Under Section 5 of the MCA 2005 (Legislation.gov.uk, 2005), I must ensure that steps have been taken to establish that The Victim in this instance does in fact lack the capacity. In order to assess this, on this occasion I asked basic questions surrounding this incident and the reason police were called. This enables me, without the knowledge of The Victim, to establish if they are in fact able to hold a coherent conversation, whilst staying relevant to the subject matter. From experience, the triggers I am looking for and recording at this stage are; their tone, whether the responses are direct or staggered (i.e., confusion, denial), nonverbal cues such as erratic movements or complete closed behaviours. This allows me to begin the decision-making process and gain the information and intelligence needed to make affective decisions, whilst keeping the needs of The Victim a priority. I offered The Victim to be conveyed to hospital by myself and a colleague. They declined.

The decision as to whether to use the power covered by the MCA 2005 (Bryant and Bryant, 2019), was made easy due to the behaviours exhibited by The Victim. I did not deem it justifiable, proportionate, necessary or ethical to utilise this cited power, as I deemed The Victim to have capacity.

Following my interaction with The Victim and the disclosures made to The Associate, I made the decision to still arrest The Suspect. I made this decision due to the safeguarding concerns I had for The Victim, given the initial report, and the injuries evidentially sustained by The Victim. Following the review on the local intelligence system of previous incidents involving both parties I deemed it a requirement to arrest The Suspect in order to safeguard The Victim and progress the investigation as a victimless prosecution. I also put requests through to the public protection unit for consideration of review, for the possibility of a patrol strategy depending on the disposal decision. Following the arrest, I returned to The Victim, who declined again to provide a positive statement. The Victim provided a signed pocket notebook entry to that affect and confirmed they would not assist the police in any way or support prosecution.

To conclude, I am very content with the decisions I made throughout the course of this incident and how I applied the National Decision-Making Model (College of Policing, 2014) and rationale for each decision made. I recorded my decisions and actions with use of my own duty statement, and on the local intelligence system. I am confident that should the situation arise again in the future, I would apply the same tactics and procedures. The consequences if I were to not apply the tactics implemented could have posed a serious risk to The Victim, via means of putting them at a high risk of serious harm. The Victim was offered Victim Services referral and also to be assigned an Independent Domestic Violence Advisor (IDVA), however, The Victim declined.

(1653 words)

Task 3

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

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

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

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

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

ANSWER:

During this task, I will evaluate the theories of team dynamics as a means of developing team cohesion and will consider why inter-personal conflict can occur within a team. I will outline a number of strategies which can be adopted to enhance individual and team performance.

What is a team, the Cambridge English Dictionary defines the word team as “a number of people who act together as a group, either in sport or in order to achieve something” (Cambridge Dictionary, 2021).

Not all individuals who are part of a team will get on with one and another. Individuals will have their own characteristics and skills that they can use and develop over time in order for the team to become more effective. A well-known and useful basis used when discussing the subject of team development was a framework proposed in 1965 by a psychologist named Tuckman (Tuckman, 1965). Tuckman identified five stages of group development; Forming, Storming, Norming, Performing and Adjourning (Tuckman, 1965).

Forming – This is the initial stage of the framework (Tuckman, 1965). Also known as the initiation phase. During this stage of the framework, the team begins to initiate their relationships and establish team ground rules. All team members during this stage are strangers (Tuckman, 1965). Therefore, each individuals first impressions are important at this stage (Tuckman, 1965). According to a study conducted by Okten (2018) it is proposed that stigma related first impressions result in reactions such as avoidance (Okten, 2018). This implies that depending on the first impression each team member has of one and another; if negative, it can greatly affect the team’s ability to function effectively at the early stages (Okten, 2018).

Tuckman suggests is where the leader then must take action and interject to avoid such tendencies (Tuckman, 1965). Each member of the team very much focuses on the leader who needs to adopt a directing style of leadership. This will help in breaking down interpersonal barriers as general formalities are preserved at this stage. During this stage a leader must be seen as someone with the information and ready to direct and answer queries. Each individual's roles within the team are unclear and tolerance levels are often tested.

In evaluation, employers should focus on employing great leaders, which can improve team cohesion from the outset.

Storming – Stage two of the framework, Tuckman (1965) suggests this is to be one of the more difficult phases. Whereby each member of the team will still likely view themselves as an individual as opposed to a member of a team (Tuckman, 1965).

“Group members become hostile toward one and another, as a means of expressing their individuality and resisting the formation of group structure”
(Tuckman, 1965).

Often team members can become more concerned with how their leader views them and what their role is within the team (Tuckman, 1965). It can often lead to each individual team member reviewing one another subjectively and more often than not, in a negative light (Tuckman, 1965). This is where cliques and factions can form and some members of the team can become isolated and to feel like outcasts. During this phase, interpersonal conflicts can arise (Tuckman, 1965). Within a response policing team, there are numerous different types of characteristics within each individual (e.g., varying service lengths, genders etc.). Therefore, it is highly unlikely that all individuals will get along and/or see eye to eye with one another. Within previous literature, Tuckman (1965) labelled this phase as “intragroup-conflict” (Tuckman, 1965). The leader during this phase must help the team focus on their goals to ensure emotional issues do not distract them individually (Tuckman, 1965). The leader should display a coaching style of leadership (Tuckman, 1965).

Norming – This stage of the framework is considered to be one of the most positive stages (Tuckman, 1965). According to the literature conducted by Tuckman (1965) in this stage “development sequence in small groups” (Tuckman, 1965).

“A stage following the stage of intragroup hostility in which the group becomes unified and is characterised by the existence of a common goal”. (Tuckman, 1965).

This stage as suggested by Tuckman (1965), is whereby interpersonal conflicts have been resolved, each team member knows their role and what is required (Tuckman, 1965). In this phase, team members begin to appreciate and understand one and another's strengths and each member's role within the team. As stipulated by Wilson (2007) within literature titled “Bruce Tuckman ‘s Team Development Model” (Wilson, 2007), companies and teams at times can fail to reach this phase for over fifteen years. It suggests that business and teams can still be successful

prior this phase however tensions are still present (Wilson, 2007). An article published by Mind Tools (2021) stated that team members are proven to hold a shared greater commitment to the team's goals, and generate a stronger productivity output (Mind Tools, 2021).

Within policing, due to the numerous changes that occur from department to department, it is highly unlikely that each team will reach this stage of the framework. As Police Officers are more prone to challenging behaviours, due to their role with society, this suggests that inter team conflicts are highly likely. A teams group cohesion ensures that all members of the team are aware of what is required and their responsibilities. Due to the nature of a response officers' role, being a fast paced with dynamically changing risks, group cohesion cannot always be achieved.

Performing – In this stage of the framework according to literature produced by Wilson (2007);

“The team is now a powerful engine running with all its cogs turning” (Wilson, 2007).

The team as a whole within this stage are viewed as to be following a structured process and working together to achieve its goals (Tuckman, 1965; Wilson, 2007). The team are seen to be following a shared vision and there is a high degree of autonomy (Wilson, 2007).

Within a response policing team, to reach this stage would be very difficult, as alluded to the above, teams can remain within the storming stage for many years. Due to this, the importance of good leadership within a response team is paramount. The leader of a response shift will naturally adopt a delegating style of leadership, which enables each individual officer to make the basic and necessary decisions required to carry out their role. The leader will still monitor these decisions and interject where necessary. This is simply due to how dynamic the incidents response officers deal with are. More often than not, split second decisions are needed to be made, which does not allow time for the officer to refer to their leader for guidance.

Adjourning - This stage of the framework was applied later as Tuckman (1965) alluded to the fact that teams will disassemble once a project end (Tuckman, 1965). Wilson (2007) suggested that this may be an emotional period as team members may feel a *“Sense of loss”* as the relationships formed come to an end (Wilson, 2007). Within policing, staff and officers move from shift to shift, department to department on a regular basis. It is almost expected by each individual officer that they will not be working alongside the same individuals for long periods of time.

In evaluation of the above theory, there are numerous points made by Tuckman (1965) and Wilson (2007) that can adopted into policing teams, however, there is very little comparison between this and for example a university. It would not fit as closely. A university establishment can set goals for each lecture, week, term etc. Whereas in policing each incident is very dynamic and has forever changing circumstances.

When going into a working day as a Police Officer working on a response shift, it becomes very difficult to plan your days' work as you have to prioritise the emergency calls via the extent of perceived threat, risk or harm. Every day is different to the next. Some days you are back-to-back with calls. Due to this and the variety of calls Police Officers attend, it is not always possible to complete or achieve set goals. For example, a response supervisor may ask for X number of vehicles to be stopped due to a drink drive campaign. This type of goal/ target is not always possible to achieve due to the potential high volume of calls received during the course of a shift which take a higher priority.

It is quite common for response supervisors not to set specific goals/ targets due to the risk of further interpersonal conflicts. For example, if one person on the shift is at the bottom of a leader board, this could cause them to feel isolated and not as capable as other team members. Those who are at the top of the leader board, could individually view themselves as superior to their team members. Therefore, I do not see a police response shift ever truly leaving the "storming" phase of this framework. Simply due to the common occurrence of "newcomers", the inability to minimise interpersonal conflict and the lack of ability to set small specific goals/ targets.

As noted in the above evaluation, interpersonal conflicts can occur within a response policing team, and can occur in any team. One of the most common means of interpersonal conflicts I have witnessed has stemmed from disagreements on how to deal with incidents. Whether it be dealing with conflict, making a decision to arrest or the use of discretion.

A well-known model used within policing is the CUDSA model (NHS, 2004). CUDSA model is a mnemonic that has been broken into five different stages of an approach in order to manage a conflict situation (NHS, 2004). The five stages are; **Confront** the conflict by acknowledging there is one and that it needs to be resolved (NHS, 2004). **Understand** and actively listen to all points of view and positions (NHS, 2004). **Define** the issue at hand (NHS, 2004). **Seek** for and attempt to find mutual and alternative solutions (NHS, 2004). **Agree** on and implement the best possible outcome (NHS, 2004).

On review, this conflict model appears more applicable to a situation that involves only two people. This model is something that is applied to most conflict situation that arise between two persons within a policing incident as a response officer. These conflict situations can also arise within the team and often lead to a simple compromise on one person's part in order to resolve the conflict.

(1734 words)

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 task, I will explain how information and intelligence can be used in the disruption of criminal activity by effective policing of the roads. I will outline how the Automatic Number Plate Recognition (ANPR) system can be used as a resource when disrupting criminal activity. According to the National Crime Agency (NCA) intelligence is "information that has been analysed to assess its relevance and reliability" (National Crime Agency, 2021).

Police forces collect information that is deemed necessary and proportionate for a policing purpose. According to the College of Policing the information is collected in one of three ways: **Routine Collection**, **Tasked Information** and **Volunteered Information** (College of Policing, 2015).

Routine Collection is simply a way in which an officer or police staff member will receive information and document it as part of, and whilst conducting their general duty (College of Policing, 2019). An example of this would be whereby someone has been stop searched, or something as simple as being on someone's doorstep speaking with them, and a strong smell of cannabis comes from within the property. The information is generated from general and all policing duties (College of Policing, 2019).

Volunteered Information is collected from members of the public, community groups or partner agencies (College of Policing, 2019). This kind of information can be received via any electronic means or any format. A common pathway for the police to be in receipt of volunteered information would be via the 101 system directly to the police control room. Often members of the public contact 101 (police non-emergency line) in order to report matters to the police whether anonymously or not. An example of partner agencies could be social services for any form of public protection matter.

Tasked Information as stipulated by the College of Policing is that of which is the priorities collection of information (College of Policing, 2015). This is information that can be obtained by CCTV systems or ANPR systems. An example of this would be, a vehicle which is known to be used in criminal activity in a specific area, the vehicle is not stolen and the driver of said vehicle is the registered keeper, who resides in a separate county. The driver is known to travel in and out of areas. Through use of the ANPR system, intelligence can be gathered to show the time and route taken to travel from area to area.

Each piece of information that is provided to the police that is considered intelligence will be submitted and evaluated under a system. This system is known as the 3x5x2 process. The intelligence reporting process is standardised in order to keep a cognisant process and audit trail, as often intelligence is shared with neighbouring forces or potentially partner agencies. A Code of Practice under the National Intelligence Model was produced by the Home Office (College of Policing, 2018). It is stated that this Code of Practice outlines the responsibilities of police forces in relation to the National Intelligence Model's application (College of Policing, 2018). Part of the literature produced outlines the requirement of Chief Officers to produce a target profile when targeting criminality (College of Policing, 2018).

The requirement states, "a detailed analysis of an individual or network should contain sufficient detail to enable a targeted operation or intervention" (College of Policing, 2018). The code goes on to outline the importance of assessed valuable intelligence when implementing any form of tactical response (College of Policing, 2018).

All information, regardless of its source or method of receipt, will be subject to confidentiality restraints upheld by general data protection laws. As per the policing code of ethics, personal information cannot be shared freely. Each basic command unit within South Wales Police has its own department of Local Intelligence Officers. Their role is to effectively make decisions on the relevance and significance of each intelligence report submitted. They will then carry out further checks to establish any link or relevance to any existing intelligence report submitted. The Local Intelligence Officers will then sanitise and disseminate the intelligence to the relevant recipients whilst conforming to the legislation under the Human Rights Act 1998 (Legislation.gov.uk, 1998).

Assessed and sanitised intelligence can reach operational response officers in two main ways. The first is via their local intelligence system. This is not a model or framework; this is simply the system that each individual police force employs as a database to input their information. From reviewing publicly available resources, there are eleven UK Police Forces that use a system called 'Niche RMS' Intelligence System (Police Life, 2021). It is stated within the literature that "Seven of the 25 largest police forces in the English-speaking world use Niche RMS" (Police Life, 2021).

An example of a way in which intelligence can be given, is via the Police Control Room. An operational officer can request local intelligence checks be conducted on a person, vehicle or property via the control room or via the personal issued mobile

phone device. This can help identify all of which are suspected to be involved in a crime simply by conducting a search on the forces employed local intelligence system.

Another way in which operational response officers can receive intelligence is via the Police National Computer (PNC). According to ACRO, which is a body founded by the Association of Chief Police Officers, the Police National Computer is a system which stores and shares criminal record information across the United Kingdom (ACRO Criminal Records Office, 2021). This enables operational police officers to carry out checks on persons or vehicles on a national level. For example, a vehicle which is involved in organised crime such as drug smuggling. As this offence is commonly linked to cross Police Force boarder offences. Intelligence markers and what are called “STOP” markers can be placed onto PNC, in order for this intelligence to be shared on a national level. The force who inputs the information in most cases can only view information stored on their own Local Intelligence Systems.

As a way of effectively policing the roads, the National Police Chiefs Council developed a three-year strategy “Policing our Roads Together 2018-2021” (NPCC, 2018). The aims and objectives set out by this strategy were to achieve; safe roads, free from harm, secure roads free from the threat of serious crime and terrorism and efficient roads that promote public confidence and satisfaction (NPCC, 2018). As an approach, this strategy outlined the importance of the implementation of the PIER (Prevent, Intelligence, Enforce, and Reassure) approach (NPCC, 2018). An example of whereby the PIER approach can be applied is whist policing the road network to combat drug smuggling activities conducted by organised crime groups. The preventative measures would include regular patrols of the road network areas which are considered more rural. Utilising intelligence led policing which could include the monitoring of ANPR camera activations to establish routes taken by such groups in vehicles. The enforce element would include stopping such vehicles. The final element of reassurance would be producing effectiveness to the senior management team, who in turn can publicise the results.

Automated Number Plate Recognition (ANPR), as stipulated by the College of Policing can help identify a vehicle in question based conducting a simple search a number plate (College of Policing, 2021). ANPR information can assist investigations and present alternative lines of enquiry. The National ANPR Service (NAS) is a single tool which supports relevant persons who meet the requirements for its access, as it records and stores the location for all types of ANPR cameras in a standard format (College of Policing, 2021). It is recommended that ANPR be considered where a vehicles number plate is known, as it can assist greatly when such vehicle is involved in an incident or investigation. ANPR can provide information of a specific vehicle’s movement, however, it cannot identify who the occupants are within the said vehicle. This also must be considered whilst compiling evidence for investigations, as the vehicles occupants must also be evidenced. An example of another use of ANPR would be what is commonly referred to within police intelligence teams as “Convoy Search”. For example, an organised crime group who is targeting high end vehicles in an area. These offences are often committed by such groups who are based a distance away from the area, which

means they have to travel by vehicle to get to the target area. When dealing with reports of stolen vehicles that have just occurred, and have occurred within early hours of the morning. Part of the investigation strategy would entail the consideration of the low traffic volume along the road network. ANPR searches would be conducted on the stolen vehicle, and activations will outline the route taken along the road network. Searches will also be conducted on the vehicles that are following the same route and are within a short distance and effectively travelling in convey. This is a useful tool in potentially identifying suspect owned vehicles as this will often unveil such vehicle coming into the target area before leaving.

The college of Policing outline the “Basic Knowledge Requirements” expected of investigators (College of Policing, 2021). These are as follows;

- To understand how ANPR works,
- To know how the information can be accessed and analysed to assist in the investigation.
- To understand that other companies, services and local authorities, may hold ANPR data, which is not part of the National ANPR Service, this means investigators must retrieve this information in the same manner as retrieving CCTV.
- Know how to present ANPR data as evidence whilst taking into account is sensitivity
- Know how to use ANPR data to address gaps in investigative intelligence.

The National Police Chiefs Council (NPCC) produced what they referred to as a “factsheet” in April 2016, which outlined that “there are 246,000 miles of roads in Great Britain and an average of 1 camera every 27.3 miles” (NPCC, 2016). A more recent publication by the NPCC stated that there are approximately 13,000 ANPR cameras national in the UK, which submit an average of 55 million ANPR reads per day (NPCC, 2020).

To conclude, ANPR is a fantastic tool for both investigators, intelligence officers and operational response officers to disrupt crime and police the road network. Often ANPR can assist forces early collaboration with cross boarder pursuits or crimes committed with the use of vehicles. ANPR cameras can show a vehicle leaving and entering force areas which enables a partnership approach amongst police forces to be implemented in order to disrupt serious and organised crime.

(1747 words)

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	
Building of complex case files which are required to be submitted to the CPS. I have an attachment booked in with the HUB in late January 2022 which is where this process will be looked into in depth			9		6		Develop knowledge of the type of files required whether a GAP or NGAP file. Due to my current role, there are minimal opportunities to progress complex files as the HUB will often take ownership. I look forward to working in the HUB as this will assist in my development.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	

Interviewing and prisoner processing (including disposal methods).			10		7		I have had very minimal experience interviewing prisoners, simply due to the often nature of offences I have arrested for and dealt with. Often lower-level crimes have been dealt with via alternative disposal methods whereby I have been guided by my supervisor. I would like to develop in this area in order to expand my knowledge of disposal methods as this will allow me to deal with matter appropriately.
EXPERIENCE Confidence when dealing with traffic related matters. Files and incidents in general.	Low 1-4	Med 5-7	High 8-10 8	Low 1-4 4	Med 5-7	High 8-10	Dealing with traffic related offences have been very few and far between and as such I feel I have a low confidence in this area simply due to the lack of experience. I have had very little experience in reporting persons for road related offences and can only recall one occasion. Potentially to identify these sorts of offences requires a more proactive approach, however due to the restraints of a response officer going from call to call, this cause implications when trying to develop in this area.

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