

## **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***

## Task 1

### Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

**Consider** the risks of conforming to organisational culture.

**Illustrate** your strategies for maintaining wellbeing and resilience.

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

### ANSWER:

Comrade is defined as “Your comrades are your friends, especially friends that you share a difficult or dangerous situation with” – (Harper Collins Dictionary, 2021). Within this answer I will use Johns Model for Structural Reflection to reflect on my personal adaption into police culture and the relationships I have built with colleagues before, during and since achieving Independent Patrol Status. As quoted by ex-Police Sergeant Ed Flosi - “The Thin Blue Line represents a stance that we are all in this together as brothers and sisters. – (Flosi, 2016). Seeing The Thin Blue Line patches being worn by other officers and proudly wearing my own on a daily basis, from day one in the police station I felt a sudden sense of belonging, knowing that I was now part of a wider organisation and community.

Having achieved my Independent Patrol Status my priority was to ensure I did not become complacent with my knowledge and that I would continue to be as eager to learn as I first was and to seek advice from others. The reason why I felt the need to respond in this way was because I’ve always been a dedicated and hard-working person, and it is in my nature to want to better myself and strive in each aspect of my career. I am very mindful that the police service is not only a job, but a community of people that take care of each other and become more like family rather than colleagues. I enjoyed the thought of having a sense of perceived competition between my colleagues for being the most knowledgeable officer on shift. By spending time with individuals on my team, both inside and outside of work I felt like we were building good relationships and there was a great sense of comradery between myself and other officers. The consequences of me being so eager at such an early stage was that I found myself building up a large workload to which I required help to complete. I was very conscious of the impact this may have on my colleagues as I would require support with this workload and I was already aware of how strenuous my colleagues’ workloads already was. The way in which I addressed this was by speaking to my supervisor and colleagues, explaining my concerns and outlining which areas I needed support in. This would then allow me in the future to

attempt and complete tasks independently. By speaking openly about my concerns, I established very quickly that my supervisor and team understood that I was still learning and aware of my workload. Following this discussion, the team offered to support me as much as possible to the point they would take time out of their own work in order to assist me in areas I did not feel confident.

Having already been in initial training for the previous six months prior to joining my team, I had a good understanding of the organisational culture in the police and ways in which certain individuals may not adhere to the values expected from a police officer. It was paramount to me that I adopt the Standards of Professional Behaviour set out by South Wales Police, and ensured that at the forefront of everything I set out to do as a uniformed officer was in line with the Code of Ethics. By retaining my own personal values which I had when working as a Police Community Support Officers prior to becoming a Police Constable, I maintained my professionalism once I gained independent patrol status despite not being monitored by my tutor.

Being a frontline officer, dealing with other people's issues and attending traumatic incidents on a daily basis, I felt the need to ensure I was taking care of myself and my own wellbeing, whilst building resilience to recover quickly from difficult encounters. Since beginning tutorship and achieving independent patrol status I have maintained the coping mechanism skills that allow me to balance a healthy work and personal life. I am very conscious that individuals within the police service take it upon themselves to carry work home with them which in turn may cause issues in their personal relationships. I ensure my work and personal life remain separate, and during my rest days I carry out activities such as personal fitness, dog walking, dates with my partner and socialising with friends and family. By doing these activities with persons who are not in the police service it allows me to take a break from the life of a police officer and focus on my own wellbeing.

Katie Hurley defines resilience as, "Resilience is typically defined as the capacity to recover from difficult life events" – (Hurley, 2019). One of the ways in which I remained resilient when faced with difficult situations in the line of duty was by being honest with myself when I feel I'm struggling. Having been a person who doesn't seek support when needed and trying to remain independent, I now speak to my supervisor and colleagues openly about traumatic incidents within the workplace. I also now speak to family and friends about difficult life events in my personal life on a regular basis. I am now beginning to understand in order to build resilience you need to seek support from those around you. Building resilience and maintaining wellbeing as a Police Officer is a difficult task for everyone. With the understanding that every person you come in to contact with may be struggling with their own issues, it is important to ensure you are listening to what the person is saying. This is important to be mindful of as sometimes it may not be what the person is saying, but how they present themselves. I now take an interest in each of my colleague's personal lives to ensure that if they are struggling in their work or personal life they know I am approachable and always happy to support.

(990 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.

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

### ANSWER:

Fear is defined as 'An unpleasant emotion or thought that you have when you are frightened or worried by something dangerous, painful, or bad that is happening or might happen' – (Cambridge Dictionary, 2021). Within this answer I will be using Burton's Reflective Tool, and discussing how officers place themselves in vulnerable and unfamiliar situations on a daily basis in order to prevent crime and disorder, protect themselves and protect the public. I will also discuss how 'Fear' can be a positive component for officers during these incidents and how fear isn't always a bad experience. The incident I will discuss involves my initial attendance to a report of a Fail to Stop Road Traffic Collision (RTC) which resulted in the suspect being located and arrested for Section 4 Public Order, Failing to Stop and other Road Traffic offenses.

During a steady morning shift, I was in possession of full personal protection equipment (PPE) such as Baton, PAVA Spray, Handcuffs and wearing ballistic vest and conducting routine checks in my sector and briefing myself on incidents which took place overnight. Whilst carrying out mobile patrol in a marked police van a report was received over the radio regarding a vehicle which had collided with a parked vehicle, both driver and passenger were seen exiting the vehicle responsible and making off from the location. Due to the persons making off from the scene, all available units in the area including myself and colleague attached ourselves to the incident and made our way to scene on a Grade 1 response. On route to the incident I conducted relevant enquires by means of radio and mobile phone to conduct vehicle checks on the vehicles involved, persons associated with the vehicles, establishing the driver and passengers direction of travel and any description of persons involved. On arrival to the scene I located the vehicle involved and

conducted a search of the vehicle under Section 1 Police and Criminal Evidence Act (PACE) in order to identify who the vehicle may belong to. Whilst conducting the search of the vehicle I located numerous postal letters which were addressed to the registered owner of the vehicle, therefore I felt it was appropriate to ask a colleague in the Public Support Centre (PSC) to conduct a person check over the radio. Whilst awaiting results of the person check I began speaking to bystanders who were present at the time of the collision. In doing so I was able to gather information on the suspect(s) description and general direction of travel. Whilst speaking to persons present, I was approached by a member of the public walking down the street who informed me that the male responsible for the RTC was currently around the corner in the shop and provided a further description of this male.

Whilst making my way on foot with another officer to the location, I was calm and focused on how I would deal with the situation at hand. I was also mindful of my surroundings should the suspect try to make off again. The situation then changed when the person check I requested came back from the PSC operator, which outlined that the registered owner of the vehicle had numerous warning markers including three previous incidents of assault on police officers, displays extreme violence on arrest and the previous possession of Taser. At this point I turned the corner onto the main high street and located the potential subject situated in the entrance of a shop. I advanced towards the male and utilized tactical communication in order to instruct the male to move away from the entrance on to the pavement so that I had a better visual of him. The subject immediately became verbally aggressive, making comments for myself and my colleague to come to him. Following National Decision Model (NDM) guidelines and the information and intelligence given by the PSC operator, I was aware of the subjects warning markers and was therefore determined to maintain a good amount of distance away from him and utilize tactical communication. The subject had both hands placed in his waistband and was making gestures that he may be in possession of a weapon. Despite instructing the subject to remove his hands from his waistband he continued to make gestures and advanced towards me slowly. My actions at the time were to maintain an appropriate distance from the subject and utilize tactical communication. I also observed my surroundings for any cover I might need to use in order to put a barrier between myself and him, identify if there were any other members of public nearby, to ensure public safety and identify other officers positioning to prevent the subject making off in another direction.

The subject was adamant that he was not going to co-operate with the officers instructions and continued to advance slowly towards myself. My thought process now turned towards assessing the threat and risk the subject was posing to me, other officers and members of the public. When considering the offenders profile behaviour, he was being verbally resistant at the time however his the gestures he was making suggested that he may become seriously aggravated with a weapon. It appeared to me that the subject was looking at impact factors amongst the officers present and singling me out due to the fact I was the only one, out of the three officers present, who was not equipped with a Taser. Being of the mind-set that the male had singled me out as the weakest point I was considering my powers such as Use of Force and what appointment I could utilize should the subject attempt to approach me. By developing a working strategy, I decided to first unbutton my PAVA

spray pouch so I could draw quicker and unbutton my Baton pouch should the PAVA be ineffective. Whilst unbuttoning my appointments I maintained visual with the subject at all times. Seconds later the subject began to approach me with his hands still inside his waistband causing me to back away in order to maintain distance. I backed away slowly on to the highway in order to utilize a parked vehicle between us, however he continued to advance to the point whereby I was situated in the middle of the junction with moving vehicles stopping around me. It was at that point I felt fear as I was positioned in the middle of the highway with no barriers between me or the subject, and my honest held belief that the subject was about to advance on me.

From reading an article on Police1.com, Lieutenant. Dan Marcou quotes, "There is no need to be afraid of fear. It is a natural process of survival. Embrace it and be grateful for the gift of fear" – (Marcou, 2018). When a person finds themselves in a vulnerable or unfamiliar situation, the body's automatic reaction is to fight or take flight. In this situation I was mindful of this and I was determined that should this male advance on me I would not allow fear to interfere with my actions and I would trust my instinct and training on how to handle the situation to the best of my ability.

The subject then suddenly made a dash towards myself and within a second I again processed the NDM model to identify my options when reacting and the contingency plan that would follow. I was aware prior to the male dashing towards me he was within 13 foot of me and therefore within the most effective zone to utilize PAVA spray. Knowing I previously unbuttoned my PAVA spray, my first option was to unholster and spray the subject with the incapacitate spray in order to cause him temporary discomfort and maintain distance between us. I sprayed the stream of liquid in to the subject eyes for approximately two seconds before calling out "SPRAY", allowing other officers and bystanders to be aware that an incapacitate spray had been discharged. I gave instructions to the subject regarding the discomfort he was feeling, as instructed by our officer safety trainers during initial training. I believe if PAVA spray was not utilized at this time by myself, the subject would have caused me serious harm due to the aggressive manner he was in. By taking action and reviewing my decision, it appeared that the subject was temporary blinded by this appointment however remained aggressive and continued to lash out towards officers when approaching him. The subject was Tasered and arrested moments later by officers as he again made attempts to make off in the general direction of the public.

Since this incident I have reflected on my actions numerous times and the alternative options I might consider using in the future. When reflecting on this incident I have considered if my actions were justified, proportionate, legal, accountable, necessary and ethical (JPLANE) and I believe the options I used were fully in line with the code of ethics set out by the police. By considering the outcome that the subject was arrested for the above offences I believe the actions I took were within my own and the public's best interest. Since this incident I have voiced my opinion strongly to supervisors and fellow colleagues regarding the importance of carrying Taser and enrolled myself on the waiting list to be trained in the upcoming year. The consequences of me enrolling on a Taser course could be when/if I am successful

on the course, I will be required to take upon myself the responsibility of carrying and utilizing Taser.

(1590 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).

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

#### ANSWER:

Community Cohesion is defined as “What must happen in all communities to enable different groups of people to get on well together” – (National Policing Improvement Agency, 2009). Within this answer I will be using Gibbs’ Model of Reflection and reflect on how the police service is a community within itself and my own experience of joining and working within that community. I will also be reflecting on my integration in to the team by using The Tuckman Team Theory and reflecting on how I made my way through the model during tutorship, mentorship and independent patrol.

The Forming Stage would be during my first month working on response and getting to know my tutor, team members and supervisor. It is understandable that some individuals might be apprehensive about joining a new team and anxious about what people might think of them, as commonly people do not want to make a bad first impression. When researching studies focusing on first impressions and how quickly people can have an instant opinion of someone new, I came across a study conducted by Willis and Todorov (2006) which involved 245 undergraduate students from Princeton University. Within the article it was stated - “Judgments made after a 100-ms exposure correlated highly with judgments made in the absence of time constraints, suggesting that this exposure time was sufficient for participants to form an impression” – (Willis and Todorov, 2006). This research suggests that new members to a team can be instantly judged by their expression or looks before even engaging in conversation with those persons. To make sure that my first impression within my team was a good one there were a number of factors I considered prior to meeting them. Firstly, I decided that I would make contact with my tutor by email. In doing so I could introduce myself properly and make conversation to schedule a date for me to meet him in person. Secondly, I secured a time and date convenient

for him and the team so I could meet as many persons on shift in one encounter. Thirdly, prior to meeting the team I made sure my appearance was suitable and I arrived prior to the time stated to show punctuality. It is a common theme amongst the police community that cakes are the best way to introduce yourself, say your good byes or pay your penalties. When arriving to meet my tutor and team I ensured I was in possession of a good selection of cakes and greeted each person individually. One of the positive factors about my first encounter with my team was, that by planning my interaction in advance I formed good starting points with each officer and demonstrated a positive demeanour about joining the team.

The Storming Stage would be most relatable for myself between months two and three of working on shift. I will focus primarily on this time frame as it's the most relevant time whereby myself and colleagues were still learning about each other's strengths and weaknesses. During this time I found myself in a position whereby I had built great relationships with members of my team and was confident enough to begin contributing and voicing my ideas during incidents. By giving my opinion at such an early stage, it was my own concern that it may cause conflict amongst shift members as I was still fairly new to the role. Within the police community there is an unwritten rule that the most experienced officer on shift is considered the 'Alpha'. Alpha is defined as "A person tending to assume a dominant role in social or professional situations" – (Ludeman and Erlandson, 2006). Providing a personal opinion towards the 'Alpha' of the team could potentially cause conflict as it may seem as though they are being challenged. However by me voicing my opinion, it proved beneficial as the team I joined were all of the same mind-set that in order for a team to work, each individual must participate equally. Referring back to the beginning of my answer and defining Community Cohesion within the police, when also researching the importance of team work I came by an article which outlined - "Bringing a group of highly-skilled individuals together is not sufficient for teams to be effective" – (McEwan, Ruissen, Eys, Zumbo and Beauchamp, 2017:1) When considering how myself and team work effectively together, we all come from different backgrounds whether it be a shop assistant, police community support officer or student, and we all bring different strengths and weaknesses which unite us to become one team.

The Norming Stage began taking place between months three and five whilst working on shift. I feel this time frame is most suitable for the Norming Stage as from my own observations, I was able to see first-hand how my team were operating now that they had an officer on their team who was being mentored by others. Still having that real hunger to learn and to contribute my own strengths to the team, the members of my team would often give me specific roles during incidents which they knew I was confident in and able to carry out with minimum supervision or support. Having that assurance from my team proved so important for my confidence building as a new officer and gave me the determination to work more effectively and efficiently. During the Norming Stage it is common that persons work independently, but liaise with one another to ensure the work is being carried out correctly. New Zealand All Black legend Kieran Read argues "Only by getting to know the individual can you build a solid collective" – (Read, 2020). From reading Reads' autobiography and the importance of team work, it's clear how alike the comradery between players in a rugby team are to officers on shift. My understanding of the shared similarities

are that like a rugby team, police officers on shift must first get to know each persons' strengths before being able to work collectively together. Once you have learnt each other's strengths it is down to you as a team to liaise with one another effectively to complete tasks and deal with incidents. The difficulties during the Norming Stage is if one member of the team isn't performing to the standard each other member is, it might cause conflict on shift and the breakdown of the system. From observing officers on my shift it was apparent that certain individuals were of the mind set not to contribute as efficiently as others, allowing officers to stretch themselves or take on higher workload's to ensure the task was completed on time. In conclusion the negative experience of the Norming Stage was seeing first hand individuals not contributing to team tasks or the teams overall goal. The good experience that came from this particular incident was seeing the effectiveness of a good team leader which was my Sergeant. My Sergeant worked fast and effectively to identify the issue, address the problem and develop a working strategy to ensure no issues arose amongst team members and each individual was contributing evenly to workloads and tasks.

The Performing Stage took place between months five to present. During this time I have witnessed my team work most effectively together at large incidents, during complex situations and when supporting each other with demanding workloads. By learning each of my team's strengths and weaknesses as well as my team learning my strengths and weaknesses, the team and I have developed a very efficient working strategy for the majority of calls we deal with. Roads Policing, Sexual Offences and Community Policing are amongst the number of areas members of my team and I work most effectively in. Knowledge in these areas allow the team to work effectively as you can liaise with one another quickly and seek advice on areas you may not be confident in. This allows us to deal with situations at hand more effectively and efficiently.

The Adjourning Stage is a common stage within the Policing Community due to the high demand of specialist roles which require officers to leave Response. The way in which I approached the Adjourning Stage was by being in the mind-set that officers will come and go frequently from the Response unit. It is the relationship you build with the individual outside of work which will determine if you feel somewhat emotional about their departure. From being in the mind-set prior to joining my team and response I wanted to from my team as a new recruit, I ensure that now that newer officers are joining my team I am approachable and eager to help in any way I can. By assisting newer officers and engaging at early stages I believe it makes the persons experience of adopting The Tuckman Team Theory that much easier when joining the shift.

(1469 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.

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

### ANSWER:

Automatic Number Plate Recognition (ANPR) is defined as 'Technology used to help detect, deter and disrupt criminality at a local, force, regional and national level' – (Police UK, 2020). Within this answer, I will discuss how Police use ANPR information to disrupt criminal activity as well as the benefits information and intelligence from your community can offer police forces when investigating motor offences and more serious crime.

Uniformed traffic officers are primarily the forefront of the Roads Policing Unit (RPU) and provide local units with vast amounts of support with incidents such as Road Traffic Collisions (RTC's), Anti-Social Behaviour and other road related offences. The RPU not only deal with criminal activities but also the prevention of crime, primarily the 'Fatal 4'. Each year RP Unit across the United Kingdom will perform operations during busy times such as summer holidays, Halloween and Christmas, tackling these four main areas. This includes Excessive Speed, Wearing a Seatbelt, Drink and Driving campaign and use of mobile Phones. .

During 2018, following the original strategy by the Association of Chief Police Officers (ACPO), The National Police Chief Council (NPCC) developed a three year strategy for policing the roads within the United Kingdom. Between the 43 Police Forces throughout England and Wales as well as the British Transport Police, the NPCC prioritised the following areas; Reducing road casualties, Disrupting criminality, Countering terrorism and Patrolling the road. Reducing road casualties can be done by engaging and educating road users on road safety, it could minimise the chances of them becoming a casualty or causing an accident on the road. Being efficient on the roads, police can monitor both minor motoring offences and international crime, and can act on both intelligence and information to target such offences and disrupt areas such as Organised Crime and County Lines. Similar to Organised Crime and

County Lines, Countering Terrorism on the roads is now a fundamental part of policing and preventing the movement of terrorists. In 2010, Usman Khan was arrested after using Roath Park, Cardiff to plan an attack on the London Stock Exchange. When considering policing units are not the only agencies who monitor roads in the UK. Partner agencies such as the Driver and Vehicle Licensing Agency (DVLA), Driver and Vehicle Standards Agency (DVSA) and others all liaise with the roads policing units to assist in vehicle checks, incidents on the roads and other road related matters.

In 2015, Professor Tim Newburn from London School of Economics shared an article on BBC News online titled 'What's happening to police numbers?' Within this article, Newburn (2015) discusses how during early 2010 the Conservative led government reduced funding within the police service causing an unhealthy relationship between the government and the police service. During Teresa May's time in government force, she voiced her criticism of certain aspects within the police including the Hillsborough Disaster and the misuse of Stop and Search Powers. During 2010-2016, funding from Central Government was decreased by almost a quarter, causing an 18% reduction in police budgets, including a reduction in Direct Funding, Special Grants and Formula-Based Grants.

This had a significant impact on police forces and in order to cope with budget cuts the police were required to make changes in how they operated. Despite the fact budget cuts caused police forces to close police stations, reduce procurement costs and staffing, forces began sharing services and information leading to a greater collaboration and rapport. Over the years, police forces within England and Wales have utilised the Police National Computer (PNC) system in order to store and share criminal information between the UK forces and law enforcement agencies. Each force within the UK have specified officers to deal with intelligence on three unique levels. Level 1 intelligence will be Local Intelligence and will be submitted to the Local Intelligence Officer (LIO), who shares the relevant information with Neighbourhood Units and Base Command Units (BCU). Level 2 intelligence is of a larger scale regarding Regional and Force Intelligence. This will be submitted to the Field Intelligence Officers (FIO) who overlooks intelligence being submitted, and may share on a Force basis and liaise with Neighbouring Forces if required. Level 3 intelligence is overlooked by a Single Point of Contact (SPoC) and shares relevant intelligence on a National and International scale, for example liaising with the National Crime Agency (NCA). This may be required for such areas such as Terrorism and Organised Crime.

When researching how intelligence and information can be used by Roads Policing Units to disrupt criminal activity on not only a Local/Force basis but also a National level, I came across a news feed posted by Essex Police on their force website. This article outlines, that from the 14<sup>th</sup>–17<sup>th</sup> of September, 2020 Essex Police officers carried out a successful road policing operation with officers from 8 neighbouring

forces including London Metropolitan Police, City of London Police, Surrey Police, Hertfordshire Constabulary, Hampshire Constabulary, Kent Police, Thames Valley Police and British Transport Police to disrupt criminal activity involving drugs and violent crime. Within the article Matt Hine, Roads Manager for Essex Police, outlined the importance of working with neighbouring forces and support agencies to target criminal networks. These criminal networks are often seen to cross borders and wider areas rather than remaining in one single area. Over the four day operation 230 arrests were made overall, these arrests not only related to Motoring Offences but also Stalking, Harassment and Coercive or Controlling behaviour, Theft, Theft of a Motor Vehicle, and a large amount of weapons, drugs and vehicles were seized.

“We use intelligence gathered from our investigations and information from the community, as well as technology such as Automatic Number Plate Recognition, to target vehicles linked to violent crime”, (Matt Hine, 2020). The understanding I take from reading the Essex Police news article and what Hine (2020) is outlining is that, building relationships with persons within your community as an officer is fundamental for modern day policing. By building a rapport and trust within your community, it allows you to gather intelligence and information that will help disrupt criminality and could prevent crime from occurring so frequently. From gathering information and intelligence and utilizing ANPR as an investigatory resource, police forces across the UK have been able to disrupt criminal activity, and also assist in incidents involving High Risk or Missing Persons to track whereabouts and safeguard.

From a personal experience, utilizing ANPR cameras has become a daily investigatory resource for myself when dealing with incidents such as Wanted Persons or Missing Persons who have access to motor vehicles. One incident whereby ANPR proved tremendously valuable to myself was when dealing with an incident regarding an unknown person causing Grievous Bodily Harm with Intent. After locating and safeguarding the victim who suffered a laceration to the head caused by a hammer strike, I located CCTV cameras from a nearby shop which overlooked the area whereby the incident took place. From viewing CCTV footage, I was able to identify a registration plate from the vehicle the suspect used in order to leave the scene. By passing over the vehicle index to the police control room and looking for any ANPR hits, the vehicle passed an ANPR camera heading west bound on the M4. From liaising with Joint Firearms Units (JFU) and RPU's the vehicle was located, stopped and the driver was arrested within minutes. This highlights the benefits ANPR has as an investigatory resource.

Police constables are less frequently on the beat these days and use vehicles to attend majority of calls due to the higher demand for police. Due to the higher demand for police response officers, the traditional ‘Bobby on the beat’ lost its meaning. The positives of police using vehicles reduced the estimated time for immediate response to incidents, more frequent police presence covering a wider area, and a reduction of crime on the roads. Despite the positive impact policing the

roads had, there have also been some negative implications. One of the negative implications affecting smaller communities, more so as residents are no longer seeing regular police foot patrols within their neighbourhoods. During 2003, UK police forces introduced Police Community Support Officers (PCSO's) as part of their Neighbourhood teams. By being on foot patrol and getting to know people within their neighbourhoods and communities, PCSO's prove tremendously valuable in relation to gathering information and intelligence as they are at the forefront of the police organisation and a regular face amongst their communities. Individuals may be unsure whether to report incidents or share information with police by phone, email or letter. However by introducing the PCSO role, people are beginning to build relationships and trust with their local officers and more likely to come forward to report issue within their communities.

In conclusion, gathering information and intelligence will forever be essential in order for Police to operate. Roads policing and the tactics used in order to prevent or reduce crime in the UK is changing on a daily basis in order to disrupt criminal activity and ensure the safety of all road users. It is fundamental that police forces within the UK understand that although ANPR is a useful resource, it is only an additional investigatory resource. Officers must not forget the importance of traditional policing and gathering information and intelligence by means of observations and engaging with the public.

(1555 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<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 |                                                                                                                                                                                                |
| 1. Knowledge of Traffic Offences |            |            | 8            |            | 6          |              | Develop my knowledge of the different types of traffic offences and the different methods of dealing with each offence i.e. FPN, TOR and Arrest.                                               |
| 2. Case File building            |            |            | 9            |            | 5          |              | Familiarise myself with what documents are required for different offences. What documents need to be completed for each type of Court. And methods of dealing with prisoners after interview. |
|                                  |            |            | 8            |            | 7          |              |                                                                                                                                                                                                |

|                                            |            |            |              |            |            |              |                                                                                                                                                                |
|--------------------------------------------|------------|------------|--------------|------------|------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Packaging and exhibiting items          |            |            | 9            |            | 6          |              | Learn the correct methods on packaging items correctly for best forensic opportunities and continuation.                                                       |
| 4. Sexual Offences                         |            |            |              |            |            |              | Understand the minimum requirements when dealing with victims of sexual offences and Rape. How to achieve best evidence and documents to complete with victim. |
| <b>SKILLS</b>                              | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 |                                                                                                                                                                |
| 1. Taser Course                            |            |            | 9            | 1          |            |              | Book on to an initial Taser Course.                                                                                                                            |
| 2. D1 Van course                           |            | 5          |              | 1          |            |              | Book on to a D1 Van course, allowing me to drive larger vans for larger public order events.                                                                   |
| 3. Tactical communications                 |            |            | 9            |            | 6          |              | Delivering death messages                                                                                                                                      |
| 4. Become more confident when interviewing |            |            | 8            |            | 6          |              | HUB attachment, take notes and volunteer more frequently for statement taking and dealing with prisoners.                                                      |

| EXPERIENCE                                                | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 |                                                                                                                                                                                                          |
|-----------------------------------------------------------|------------|------------|--------------|------------|------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Gain experience in different units outside of response |            |            | 8            |            | 5          |              | By gaining experience with other units outside response, it will give me a better understanding of how I can utilize those units during the wide variety of calls I deal with. I.e. dog unit, TST, NPAS. |
| 2. Providing first aid                                    |            |            | 8            |            | 5          |              | Becoming more confident in my ability during incidents where first aid and defib work is required                                                                                                        |
| 3. Experience during Mental Health incidents              |            |            | 8            |            | 5          |              | Gain experience and confidence when dealing with persons suffering with mental health. Liaising with control room and medical staff                                                                      |
| 4. Stop and Search                                        |            |            | 9            |            | 6          |              | Correct powers of search, levels of suspicion and the documents completed                                                                                                                                |

### **Task 6**

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

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

*This is recognised by the university as work that is fully supporting this module BMPP 5000D; Professional Police Practice 2 and in signing it will be equivalent to 1000 words towards the 8000 words equivalent total.*

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

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

Signed: M D Emanuel

Date: 24/02/2021

## Bibliography

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

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