

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.

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 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:

In my answer, I am going to look back over my policing career since I achieved Independent Patrol Status. I am going to reflect on organisational cultures and discuss the impacts it can have on a person. I will be looking at any potential risks of following an established organisational culture that exists within the workplace. Lastly, I will be describing my strategies for maintaining my wellbeing and resilience within my working life.

To aid me in my reflection, I will be using a model known as Borton's Reflective Tool. This tool has been described by John Dabell (2018) as being created in 1970 by a Terry Borton, the model is documented within his book '*Reach, Touch and Teach*'. He further adds that this model acts as a framework for reflective practice.

"Organisational culture is the way that things are done in an organisation, the unwritten rules that influence individual and group behaviour and attitudes. Factors which can influence organisational culture include: the organisation's structure, the system and processes by which work is carried out, the behaviour and attitudes of employees, the organisation's values and traditions, and the management and leadership styles adopted" (Managers.org.uk, 2015)

Wellbeing is described by the Oxford Dictionary (1989) as being happy in life and in healthy condition.

Oxford Learner's Dictionary (2022) states that resilience is;

"The ability of people or things to recover quickly after something unpleasant, such as shock, injury, etc."

(What) When I first went to the station that I was allocated, it quickly became obvious to me that there is a strong organisational culture that already existed within the police force. There was also a subculture that was not malicious in anyway, it carried the weight of "the new guy can make the teas" and this was an unwritten rule that everyone followed.

Being the new person on shift, it is easy to feel the pressure to conform to such a rule as you do not want to build a bad reputation from the start. Further-more, new officers on shift are put with experienced officers to allow sufficient time for them to adapt to the new working environment.

(So what) I can recall going to incidents where these experienced officers would tell me “we don’t do it that way”, after I have attempted to deal with a situation as per my training. This immediately made me aware of the potential risks of following the ‘norm’. An example of this could be found when I completed a PPN (Public Protection Notice).

A PPN is a form completed by various agencies South Wales Police (2015) describe a PPN as “A document which summarises the vulnerabilities of victims”

In training we were shown how to complete these PPN’s as per the ‘gold standard’ expected by the police force. Upon getting to shift, I was made aware that the PPN’s are not completed in the same way as per my training and that the way they complete them are much more time efficient. However, it was apparent to me that the way of the organisational sub-culture has influence the shift to complete the PPN’s the way they do, could result in information being missed or simply inadequate information being passed. This in turn could have an impact of the support that could subsequently be offered to a person who is in need. As a result of this, a person may feel that the police have not been a good support network and thus not report an incident to police again. The before mentioned could also paint the police in negative image and effect public perception and levels of community engagement.

(Now what) Due to this, I did not follow the sub-culture that was exposed to me. Subsequently, a short time after the organisational sub-culture was forced to change as new policies were introduced meaning the ‘gold standard’ was always required. This shows the level of influence that a sub-culture and organisational culture can have on new starters and the peer pressure that can accompany it. I believe in my own personal values and morals too much to conform to the pressure of doing a job ‘sub-standardly’. I have always wanted to work in the police, and I put full commitment and effort into each day. I want to provide the best levels of service to the community that I serve which I knew I may not be doing if I conformed to the sub-culture within my station.

The pressure of conforming to an organisational culture can take time to fully adjust to. It can put further pressure on a person who is already facing a potentially large workload. This is why it is important to develop working strategies to aid you in maintaining one’s wellbeing and resilience.

For me, I find that the best practice for maintaining my wellbeing is identifying factors that could affect it. One of the largest factors on a person’s wellbeing is stress. This is more apparent when working within the police as the nature of the job and the high workload can easily cause a person to develop high levels of stress. The most important thing for me is to identify when I am feeling stressed and then implement techniques that I find to reduce my stress which include exercising.

The Mayo Clinic (2020) state that exercise can reduce stress as it actively increases your endorphins which are your brains 'feel-good' neurotransmitters. They further add that that exercise acts as a 'meditation in motion' as it allows a person to focus on only thing, this in turns reduces a person's stress. Lastly, they add that exercise can improve a person's general mood, increasing levels of self-confidence and mood which help you relax and lower the signs of stress.

Another technique I use is to ensure my work-life balance is healthy. The Mental Health Foundation (2021) states that poor work-life balance is created by demanding work culture and has a bearing effect on a person's mental health. For me, when I come home, I switch off from work related issues which allows me to relax. This means that I have time to get adequate sleep and time to eat food worry free, which ultimately keeps me wellbeing healthy and reduces stress.

The last area I am going to discuss is developing resilience. Developing resilience could be arguable one of the most important trait. The nature of the job means that police officers need to deal with traumatic events a lot more than the average member of the public. As such a survey completed by the University of Cambridge found that nearly 1 in 5 police officers have symptoms of post-traumatic stress disorder (PTSD). Due to this, I found that dealing with things 'head on' was the best approach for me. I would speak to my colleagues and voice any of my concerns or issues and ask for their help should I need it.

Another aspect of the police which helps deal with traumatic events is the police's 'dark humour'.

“It is a bona fide coping mechanism which can contribute to the resilience, health and wellbeing of emergency services personnel but one which, to the uninitiated, may appear callous and uncaring” (Lincoln University, 2015)

This is technique that is never shared with the public. It is a totally inhouse coping method which allows police officers to find an aspect of a traumatic event humorous and in turn, making it much easy to deal with as you are able to disconnect from the reality of what you have dealt with. I find this technique useful when dealing with any aspect of death as its naturally a dark time for any person.

Word count: 1273

'All references used, can be found in more detail on the bibliography title page'

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:

In this answer I will be reflecting at a domestic related incident that I attend and will reflect on how I made my decisions using dynamic risk assessing tools. I will discuss the social and legislative contexts as well as any issues that I faced. I will evaluate how I utilised the National Decision Model, rationalised my decisions and recorded the incident.

To aid me in my reflection, I will be using a model known as Bortons Reflective Tool. This tool has been described by John Dabell (2018) as being created in 1970 by a Terry Borton, the model is documented within his book '*Reach, Touch and Teach*'. He further adds that this model acts a framework for reflective practice.

I attended an emergency call which stated that a male was being assaulted by his wife. Upon arriving at the incident, I was instantly aware of social context issues. The home was owned by both offender and victim and live together. Further-more they had 14 year old child together. I have begun to speak with the male who stated that he did not phone the police, he wanted to know why the police had come to his address. I have explained the circumstances of the call received. I was then made aware that it was the neighbour who had phoned the police. I needed to explore in detail with the male if any offences had occurred. I wanted to get as much detail as possible as in a legislative context offence such as assault could have been completed. The male stated that he had a verbal argument with his partner, a few doors were slammed but nothing further. Upon delving into this more, there had been no criminal damage caused, and no offences had been committed. There were no cultural or ethnical issues so my decision was to separate the parties for the night

to allow time to cool off. This was done by the female going to her friend's house for the night. I then completed a Domestic Abuse, Stalking and Honour based violence (DASH) risk assessment with the male, this was documented and sent to partner agencies for their attention.

The DASH risk assessment has been defined by Saferfutures.org.uk in 2022 as:

"DASH is a risk assessment that is a tried and tested way to understand a person's risk. DASH standard for domestic abuse, stalking and 'honour'-based violence. The questions are based on extensive research of domestic abuse."

The completed DASH risk assessment is then reviewed firstly by the officer and given a grading of standard, medium or high. This is then sent to a supervising officer who reviewed the DASH and puts a grading on it with a rationale. The DASH is then sent to social services who may feel the need to offer additional support to the victim.

In the event that the grading is high, a Multi-Agency Risk Assessment Conference, commonly known as a MARAC referral, would be completed. As stated on 'Safe Lives' website in 2021, a MARAC is a meeting to discuss all high risk cases with representative from the police, health, child protection, Independent Domestic Violence Advisors (IDVAs) and more. The case is discussed and then as much safeguarding is given to a victim and an action plan is developed.

I will now evaluate how I used the NDM to reach my decision. The College of Policing describe the National Decision Model as:

"Decision makers can use the NDM to structure a rationale of what they did during an incident and why" (October 2013)

The core of the NDM is the Code of Ethics. These are moral and professional ethics that must be adhered to. The next stage is gather information. This was done by speaking with the male and getting the information of what had happened. With the information that I had I then looked at the next stage, 'assess threat and risk and develop a working strategy'. I was able to use to quickly see that there was minimal threat or harm to any person. Due to this I then moved onto the next stage 'consider powers and policy' I was aware that no offences had been committed and as such I had no power or policies to consider. This led me onto the next stage of options and contingencies. I identified that even though no offences have been disclosed, I still needed to safeguard the victim and further reduce any potential risk. My options were to remove the female from the property, my contingencies were covering where could she go, such as a friend's home or another family member's home. I also considered that if she refused, then ask the male could he go somewhere for the night. This finally led me onto the last stage, taking action. The female agreed to leave the house and go with a friend. Therefore, my rationale was that all risk was removed, and the victim was safeguarded.

The somewhat obvious consequence was that the female was removed from her home address which could have caused an inconvenience for her, furthermore, I had no power to keep her away from the address.

Next I will look at vulnerabilities, any person who is subjected to crime does not necessarily mean they are vulnerable.

Vulnerability is defined by the College of Policing as:

‘ A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care or protect themselves or others, from harm or exploitation.

Vulnerabilities can be identified at many incidents that police are called to attend, but this is more so for domestic related incidents. A domestic incident can be a high risk situation which required immediate police attendance to prevent any harm or further offences being committed. A domestic incident could also be a low or standard risk situation such as a historic offence being disclosed.

Domestic related incidents are on the rise. According to the Office for National Statistics (ONS), Meghan Elkin, an employee of ONS, released a report on 24th November 2021 that stated that: *“In the year ending March 2021, the number of domestic abuse-related incident recorded by police in England and Wales (613,929 incidents) increased by 6% compared to the year ending March 2020 (581,649 incidents)”*

This shows one of two possible reasons. The first possibility is that the amount of domestic abuse has increased as per the figures tell us. An alternative to this is that the police have become more aware of the domestic incidents and are now reporting more than previously. The exact cause has not been document within their findings.

The role of a police constable is changing constantly. The nature of the job still has a focus on law enforcement but now they are becoming a ‘jack of all trades’ and have just as much responsibility on safeguarding people. Frontline officers deal with a wide array of incidents and people so it is crucial that they have a strong understanding of cultural and ethnical backgrounds as well as the social elements. This is to allow an officer to deal with any dynamic situation that arises.

A frontline officer is regularly the initial contact to a vulnerable person. It is imperative that the relevant support is called for in the form of signposting for partner agencies such as social services.

National Police Chief’s Council (NPCC) have developed a ‘National Vulnerability Action Plan’ (NVAP).

“The NPCC bring police forces in the UK together to help policing coordinate operations, reform, improve and provide value for money” (NPCC 2022)

NVAP was created by Karen Manner originally in 2018, then added to in 2022. It has seven key themes which include; Earlier intervention and prevention. Protecting, supporting, safeguarding and managing the risk. This is completed by initially responding to a call to the police, due to a domestic incident occurring there are set protocols that we follow. This is namely in the form of completing a risk assessment known as a Domestic Abuse Stalking and Honour based violence risk assessment. This allows officers to establish any known risks to the vulnerable person and ensure that the best safeguarding is given to them.

The key theme the NPCC note is information, intelligence and management information followed by effective investigation and outcome. This theme is important

as we would check the previous history between the persons involved to see if something has happened before in which the police have been called for. This is could result in the DASH being graded a higher risk.

The next points that the NPCC cover is leadership, learning and development and communication. All of these points are important as they would allow an officer to take control of a situation and fully understand the circumstances of the incident. It is important that learning is always taken away from each incident as it will ultimately enhance the service that an officer provides. The key to all of this would be communication. Understanding not only the verbal communication but having knowledge of key signs to look out for with a person's body language. This is importance as a study by the University of Texas has found that communication is 55% nonverbal cues such as nods or gestures, followed by 38% vocal communication such as sighing or grunting and that only 7% of communication is conveyed using words. This highlights the importance of understanding all communication elements when dealing, not only with a vulnerable person, but any person in general.

The NPCC's National Action Plan also published 5 overarching principles which I believe are important to the effectiveness of police intervention. In summary; recognising and responding to vulnerability requires working together with partners. Next is that vulnerability comes from a person and the situation they are in. Following on would be to empower a vulnerable person to seek their own support network, whether that's partner agencies, friends or family. The subsequent point then is that prevention reduces harm and demand. This would be done by the officers dealing with the situation to the best of their ability, encouraging the vulnerable person to engage fully with partner agencies such as social service. Excellent safeguarding advice would allow the vulnerable persons to feel safe in their own home, with enhanced security measures such as CCTV or additional locks on the doors and windows. This would result in the police potentially not being required as the risks have all been mitigated. The last principle is that to respond and recognise to vulnerable people, a change in culture is needed across the whole support network.

Word count: 1761

'All references used, can be found in more detail on the bibliography title page'

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:

In my answer, I will be evaluating theories of team dynamics which will include looking at developing team cohesion. I will be looking at reasons why some teams cannot function, models of team dynamics and ways to improve team cohesion. I will then be considering why inter-personal conflict can occur and look at strategies that can be utilised to enhance performance. Finally, I will be considering how team dynamics within the police may result with failings of complying with the professional standards requirements.

Developing a strong team cohesion has been studied by numerous people over the years. In 1965 Bruce Tuckman published his findings in a paper named "Developmental Sequence in Small Groups" (communicationcache.com 2001). In this paper, Bruce explained his theory on the stages of forming groups. This process involved four set stages to the developing of a team. A few years later in 1977 Bruce added to his original findings and with a co-author Mary Ann Jenson, they added that further studies led to a fifth stage being formed.

The now five stage theory consists of the following: forming, storming, norming, performing and adjourning.

In summary the forming stage is the initial phase when the team become acquainted with each other and begin to establish ground rules. There is often minimal team aims or goals meaning that the group often rely on a leader to guide them.

The second stage has been named the 'storming' stage, this is when the team builds confidence, and the individual persons begin to show their personalities. It is documented that at this stage, the team still see themselves as individuals and conflict around interpersonal issues may arise. The team is still not functioning as one at this stage and there may be no clarity on the aim of the team. Often individuals may resist control and challenge their leader.

The third stage of Bruce Tuckman's theory is the norming stage. This is the point when the effectiveness of the team begins to increase as the team activity look to work in harmony and resolve any issues. They begin to develop a working style that works for the team and now recognise that working together means that they can achieve more. The team begins to develop an identity with individuals now having roles and responsibilities which in turn means that the team begin to get motivated. Social elements begin to form, and individuals may start to engage with social activities outside of work.

The fourth stage has been named the performing stage. This is the point when the team have a shared vision and have the same aims. They are now working together in an open and trusting environment and any conflicts that arise tend to be resolved in a positive way meaning that the team's performance tends to not be affected.

The final stage, stage five is the adjourning phase. This is when the team begins to disassemble, this is when the team reflect on performance and identify individuals' contributions. The team will not become demotivated as the team dynamics are shifting.

According to Indeed.com (2022) they identified 10 ways to improve a team's cohesion. These include 1) encouraging communication as this essentially allows a team to perform better overall and able to be open with each other meaning that any conflicts are reduce. 2) team-building activities, this allows for relationships to develop and boosts self-esteem. 3) structure goals, this means that the team know and understand their roles and responsibilities, this means the team will work better together. 4) Training and development as this allows members of the team to feel confident in their ability and thus improve their productivity. 5) celebrate success. This identifies when the team has worked well together and get recognition for it. 6) Building trust. This is a vital elemental to a good team; trust allows people to work well but more importantly will ask for help when needed. This means the team keeps the standard of the work at a high. 7) Values, looking at the values of the company and team to allow them to work in solidarity. 8) Empowerment. This gives member a feeling for responsibility which will increase the team's cohesion. This in turn will improve the working environment and general performance. 9) resolving conflict. This should be an obvious resolution as removing any and all conflict will improve a team's cohesion, meaning they work together without issue. 10) team members, selecting suitable individuals for the team from the start means that all of the before mentions methods can be become additional points of learning and development.

Sometimes no matter how much intervention is put into a team, there may be reasons as to why the team may never bond. According to TalentQ in an article they posted online in January 2021, there may be three reasons to why teams will fail.

Reason one is mistrust.

"Mistrust is the have doubts about the honesty or abilities of someone"
(Cambridge Dictionary, unknown year)

Reason two is misfunction.

"Misfunction is to fail work or operate correctly" (Cambridge Dictionary, unknown year)

Reason three is misalignment.

“Misalignment is parts of a machine or a structure that do not fit together correctly, which causes problems” (Cambridge Dictionary, unknown year)

If a team has any of the above within their working environment, it would be difficult for team to bond, this ultimately means that the team will simply not work.

Next, I will be talking about interpersonal conflict, according to Study.com (2021) they define it as a person or group interferes or frustrates another in their efforts to achieving a goal. They also add that there are three components: behavioural, cognitive and affective.

The behaviour component is when someone is interfering with the objective of another. An example would be if someone is bugging another during a phone call or destroying reminders that one has created. This can have a serious consequence within the police force as it could affect the professionalism that the victim sees and could be let down the service they receive.

Next is the cognitive component. This is when there is a disagreement or difference between a person's goals. An example of this could be that senior management team of the police may wish to spend money on a new uniform, but officers may prefer the money be put into further staff.

Finally, is the affective component. This is essentially that any conflict that arises causes a person to feel emotional about it, such as being angry or frustrated. This could have a detrimental effect on an officer, as if an officer is overcome with emotions due to a workplace conflict, they may not be able to perform their job to the best of their ability.

So, we have looked at interpersonal conflict and the issues it can raise. Next, I will discuss a model that could be used to resolve such conflict. The model I refer to is CUDSA.

The CUDSA model is often used by the NHS and police to help a person manage and deal with conflict. I will now explain the model and how it can help within the police

C – Confront conflict – this is acknowledging there is conflict and looking to calmly defuse the situation.

U – Understand each other's position – this is in essence, talking about the issue raised and listening to both sides.

D – Define the problem – repeating back to the person, the issues they have raised. It shows that you have an understanding of their point of view. It then allows for a compromise to be made that satisfies all involved.

S- Seek a solution – reaching that compromise between the persons involved. Meaning that each person feels like they have had a 'win'

A – Agree an action – this when the decision is made with the compromise and then it is completed and this removing the conflict.

This framework can be used to by the police as it would allow teams and shifts to speak to each other and explain what they have an issue with. Using this CUDSA model, a solution could be founded that all would be happy with.

The last consideration I wish to discuss is a team dynamic and how it could result in failing to comply with professional standards. To begin, a team will be motivated by intrinsic and extrinsic factors. An example of extrinsic motivation would be something an individual would receive such as money or status. An example of intrinsic motivation would be a sense of belonging or achievement. These can affect how a team, work and ultimately, how they perform.

These motivations or lack of motivations along with other factors could hinder an individual or team to a point where they are not completing their job and/or duty to the best of their ability and with lack of care for the job it would affect the service they provide.

This could cause failing to occur that is directly linked to professional standards. These failings could come in the form of not complying with force policies and procedures. This could have a bearing effect on a victim or any other person that has an involvement with an investigation. An example could be that any domestic incident we attend, certain policies must be completed. This come in the form of a compulsory DASH (Domestic Abuse Stalking and Harassment) report to be completed as this is used to establish any know risks and is used to grade the severity of the offence in question. This is turn could affect how police deal with the situation and how the victim is safeguarded. If an officer fails to complete this mandatory form, then the police would be potentially putting that victim as risk of further incidents

Further-more a team's dynamic could fail on professional standards due to poor knowledge or support. This is referring more so to a new officer who joins a shift. Without a good support network an officer may develop the incorrect way to deal with incidents and as such fail to conform to very important, core principles such as the code of ethics which is at the core of the National Decision Model (NDM)

In short, the NDM is a tool used by police to establish the best course of action and/or used to justify their actions.

What my considerations have shown me is that the balance to keep a team motivated can sometime rely on a strong leader, but more so, on the individuals who make up the team. A strong team cohesion makes for a better working environment and give motivation which leads to better service being delivered. The understanding of recognising interpersonal conflict and how to deal with it swiftly will help keep the team working together.

Word count: 1789

'All references used, can be found in more detail on the bibliography title page'

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 my answer I will be explaining how information and intelligence can be used to aid the police and ultimately disrupt criminal activity. I will be looking at intelligence and its potential way of being sourced, I will then explain how the ANPR system is able to assist officers on the front line.

Criminal activity can vary from minor offences right up to the most serious offences. An option that any offender may wish to consider is using the roads to either move around or use them to transport illegal items. The roads are a vast network of multiple options which in Wales alone covers 35,019.20KM (StatsWales, 2021).

All police forces have dedicated roads policing units who focus on deterring road users breaking the law. Their presence on the roads can aid keeping road users safe and deter people taking unnecessary risks and putting themselves and other roads users at risk.

The majority of these dedicated roads policing units have a camera system on their vehicles. This camera system is also located in various places on the roads network. This system is called Automatic Number Plate Recognition, or more commonly known as ANPR.

ANPR consists of a camera that is linked to a computer. Whenever a vehicle passes the camera, the camera records an image which in turn is read by the computer which is able to check the vehicles registration mark or VRM. (National Police Chiefs Council, 2016)

ANPR works by taking the image of the vehicle as mentioned above and then cross checking the vehicles VRM with a database. This database holds a wide array of information that could include any markers on a vehicle, such as a drug marker for previous possession which would allow the officer to be aware of the drivers previous and could allow them to take a different approach. This database can be

amended and added to, this ensures the information on there is up to date and relevant.

ANPR has a wide host of benefits, many have already been mentioned, but the system also allows the police to prevent crime by targeting criminal who use the road networks as it can highlight vehicles of interest. This ultimately can provide the police with tactical options to target crime in the forms of disrupting, preventing or detecting the criminal activity. This in turn would put more trust in the police and increase the public's perceptions and confidence.

ANPR is a very versatile tool to assist the police focus on serious organised crime such as human trafficking or 'County Lines'.

County Lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries. This is usually done but exploiting children or a vulnerable person who may be coerced by a gang. The people being forced to do this are often subject to fear of or actual violence. (National Crime Agency, unknown date)

As previously mentioned, the ANPR system uses a database of information which is cross checked each time a vehicle goes by a camera. The information within the database and the general information used by police officers to deal with their local areas can be obtained from a range of sources. Most information that is passed to the police is passed as intelligence which then needs to be reviewed before being distributed to officers.

Intelligence can come from sources such as members of the public reporting to the police, covert human sources or directed surveillance, whereby a person is watched by police to take note of their movements and activities. Intelligence can also come from intercepted information such as monitoring phone calls or emails. Intelligence can come from a person, personal data or be being subjected to intrusive surveillance such as eavesdropping devices or remotely accessing a person's computer or devices. The main point to make from this is that intelligence can be obtained by many means, however, other than members of the public passing information, the police would need authority to use the above from the Investigatory Powers Commissioners Officer (IPCO)

"We independently oversee the use of investigatory powers, ensuring they are used in accordance with the law and in the public interest." (IPCO 2022).

Gathering the intelligence must only be for a policing purpose. The reasons for holding the intelligence must be on a legal basis as the police will, collect, record, evaluate, share and retain the information for a number of reasons. To name a few, the reasons to retain would be to protect a person's or property, preserve order, prevent an offence being committed and ultimately to bring offenders to justice.

Police Intelligence can be collected by routine, tasked, or volunteered information. Routine collections would be obtained by the daily duties of an officer's such as

attending incidents, arresting or stop searching. This would be noted down and submitted as intelligence by the officer if there was anything to note.

Tasked information comes from a direction from the police to obtain any intelligence. This can come from the CCTV, ANPR or a CHIS (Covert Human Intelligence Source) this is usually a member of the public who can provide information to the police.

The final collection method was volunteered information. This is usually from members of the public. This is often passed to police without it being requested or required, as the public would surrender this information in the hope that something is done about it. This leads me onto my next topic as information and intelligence can be sourced from open or closed Sources.

An open source is information that is widely available but may not be accurate, reliable or valid (College of Policing, 2022). Open sources are a useful source of information as that can help gain an understanding or an issue whilst understanding the potential impacts of any social or demographic changes. This allows for the police identify any factors that may impact on crime or general disorder. Open sources are widely available such as using online news but could carry a money fee or membership to use. As the information may have come from an unknown original source, it is vital the information is audited and corroborated by supporting information.

A closed source is information which has been obtained through restricted access, an example of this could be the police crime recording system (College of Policing, 2022). This source of information is usually deemed to be reliable.

All of the information that the police obtain must go through a process to check the information and assess it for its policing purpose. This ensures that the police only hold and share information that is proportionate, necessary and legal. A tool that is utilised by the police is the National Intelligence Model (NIM).

“The NIM is a business framework which provides structure in a police investigation to process information and turn this into actionable intelligence”
(Paige Keningale, 2020)

The NIM is in a nutshell, a model that police can use to aid them when assessing information, they receive. The model is centred around the code of ethics which ensure that a person is not mistreated or subjected to anything that hinders any human rights. This tool is effective at aiding the police target criminal activity and as such make proactive decisions to disrupt the activity.

Human rights are safeguarded by the Human Rights Act 1998 which sets out numerous rights, which include the 10 basic human rights such a right to privacy and a right to life. (UK Government, unknown date)

The final item to discuss is an intelligence report. This report is used to submit and evaluate information and manage the dissemination of intelligence. This report uses the information provided and puts it through a set structure known as 3x5x2. The

first number 3 refers to the source and its reliability, either; reliable, untested or not reliable. The 5 refers to the information assessment which includes, A – known directly, B – known indirectly to source but corroborated, C – known indirectly to source, D – not known, E – suspected to be false. The final number, 2 refers to the handling codes of the information which is either 'lawful sharing permitted' or 'lawful sharing permitted with conditions'.

The intelligence report is a very effective tool used by the police as it allows the information passed to them to be processed to establish the reliability of the information and allows for the police to make better decisions and ultimately be more proactive. This could mean that they could target people who may have been previously unknown to the police. Further-more information may allow for links to be made any known associates or vehicles a person may have access to. This could result in effective disruption of a criminal's activity when they chose to use the road network.

Information passed to the police may be used by another police force too as the intelligence report works on 3 levels. Level 1 is intelligence that often affects local areas with crimes such as low level criminal damage or low value thefts. Level 2 is a force or regional intelligence, and level 3 is serious organised crimes which may affect the nation. This shows how the intelligence report can be used to maximise the police's ability to target the criminals across the nation.

Intelligence based policing often has products that are deliverable. These include a strategic assessment, tactical assessment, subject profiling and problem profiling. These areas allow for an overview of current and long term issues that are affecting or likely to affect a force or area, this means that the police can always be aware of any known issues and proactively work to target them. This also allows for any information that may be missing or required to get a fuller picture of an issue which could affect how the police deal with that particular issue, by knowing what information may be missing, means that work can be done to obtain it to ensure that any decisions are based on full picture which could include a subject's profile.

In summary, serious organised crime is often committed by using the roads network to facilitate their activity. I have discussed how modern technology such as ANPR can assist the police to target and disrupt criminal activity by effective policing of the roads. I have explained how information and intelligence is gathered and how it is processed and disseminated using the NIM and 3x5x2 reports. I have explained how the police are able to use this newfound information or intelligence to proactively target the criminals and effectively police the local areas and the road network.

Word count: 1765

'All references used, can be found in more detail on the bibliography title page'

Task 5

Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 5000D) asks that you create an individual learning plan to meet your identified needs through reflection upon your continuing practice. This shows confidence in your ability to manage your own learning in response to evolving circumstances in the workplace.

This task differs from the PDPs that you have completed in your previous workbooks in that this learning plan allows you to assess what level you believe you are in key knowledge, skills and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

1500 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

It will count towards the overall equivalent word count of 8000 words expected from this module.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I believe that the force would expect an officer's knowledge to be vast. At this time, I have put myself as medium as I believe that I have gained knowledge from all of my training and general interactions with members of the public. This is an area that needs to continuously be improved as laws can often change. Members of the public will often come to the police and have expectations that the
			X		X		

						officers will have the answers they are seeking. This is why I believe that this area is something that will never be 10/10 as there will always be something to learn. I will continue to keep learning by completing my day to day job role and completing any training courses that are made available to me, in addition to the university work.
SKILLS	Low 1-4	Med 5-7	High 8-10 X	Low 1-4	Med 5-7 X	High 8-10 As above, I believe the expectations of the force are that all officers have a wide array of skills and are able to deal with any developing situation. For myself, I believe I am currently medium. The force is able to teach you the basic, mandatory skills such as officer safety training etc, however, I believe that most of an officer's skills will come from actually dealing with different incidents and learning the most effective way on how to deal with them. Due to this, I believe that this is something that cannot be taught as such but comes with doing the job and building from actually real life experiences. A point to focus on would be to ensure that the basics are always correct and then use this as a basis for building my own personal skills which will be developed over time.

EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I believe that experience is something that the force cannot reasonably expect you have. This is gained by the length of service an officer has and their exposure to a variety of incidents. This is, as above, something that will naturally occur overtime. You may have opportunities to further one's development and open new doors that could house a whole new experience, however this is something that as a officer in a probation period may be have full access too. This is why it is important to take any opportunity and ensure that I put full commitment into it as this will ultimately benefit myself. This could also then benefit my team or force as I may hold answers to something that a person may require. Due to this, I don't feel that this is measurable and will only development as the length of service increases.
		X			X		

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

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