

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 3 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 4	Policing the roads Information and intelligence Conducting investigations	1500
Task 5	Individual Learning Plan	1500 equivalent
Task 6	O.C.P.	1000 equivalent
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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.

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

ANSWER:

This essay is about the impact of organisational culture within the police service, the risks of conforming to organisational culture and the strategies I've adopted to maintain my wellbeing and resilience. I will be reflecting about an incident that I attended, and I will be using the Gibbs Model of Reflection (1988)

I have now successfully achieved independent patrol status and in doing so I have learnt more about myself and the police officer I want to be, whilst conforming to organisational culture and maintaining my wellbeing and resilience. "Organizational culture is a system of shared assumptions, values, and beliefs, which governs how people behave in organizations" (McLaughlin and James, 2013). Organisational culture within Gwent police service is the "Code of Ethics produced by the College of Policing which sets out the necessary attitudes and behaviours" (Bryant and Bryant, 2018) of a police constable, the code of ethics lies at the heart of everything that we do. Within the police service there are many different cultures which are built upon individual personal beliefs, experiences, knowledge and personal background.

On occasion I have heard comments from other officers with several years' service, "forget what you have learnt in training, this is the real world now, this is how we are going to do it". Another phrase that I have heard is "This is how we are going to cuff this" This means how we are going to word the updates to avoid picking up a crime. I will now reflect upon and examine, this incident by using the Gibbs Model of Reflection (1988).

Description

I attended a domestic incident whereby third party report was given that they could hear arguing in the house next door. I arrived with a colleague and we split the couple up to gain an account of what happened. They were both extremely intoxicated with alcohol, and both said they had been arguing and believed there were no offences. When we left the address, my colleague said to me "this is how we are going to cuff this" and updated the control room and said "one of them is very intoxicated and they have just been shouting therefore no offences had been committed"

Feelings

After the comment of "this is how we are going to cuff this" I did not agree with this and felt that it went against the force domestic violence policy of taking positive action. Not only this, the risks of what might happen if another incident occurs, we could have prevented this first time around. This made me feel anxious as if there was a re-occurrence after we had left then this would come back not just upon the other officer themselves but myself as well.

Evaluation

The positive thing about this incident is that when I arrived back at the police station, I updated the occurrence to say that it was a domestic incident and that they had an argument, this protected myself in case anything further happened between the couple. Not only this I also maintained the police professional standards of behaviour from the code of ethics of being honest and kept my integrity as I knew I had done the right thing. The negative side of this was that it caused friction and an argument ensued between myself and the other officer, as they were not happy that I had entered that they had a verbal argument.

Analyse

In this situation I can see why sometimes officers want to “cuff” the occurrence due to the number of occurrences that they are investigating. However for me, I believe I am quite ‘black and white’ and that if it is a domestic incident it’s definitely a domestic and if there is a crime within then this needs to be investigated.

Conclusion

For this incident there is not much more that I could have done I felt that I dealt with it professionally whereby phoning the couple the following day to ensure that no offences were disclosed, and that appropriate safeguarding was in place. Within this incident honesty and integrity were compromised here as the Code of Ethics says “I will be honest and act with integrity at all times, and will not compromise or abuse my position” and “I will report, challenge or take action against the conduct of colleagues

which has fallen below the standards of professional behaviour” (Standards of professional behaviour, 2014).

Action Plan

If this incident arose again, I would be more confident upon challenging the officer and saying what I believe should have happen. At the time I had just become independent and felt I did not have the confidence to challenge another colleague. I wouldn't change any of the actions I took after the incident as I believe I did right by everyone.

This incident happened shortly after becoming independent and in doing so impacted on my well-being and resilience. Wellbeing is defined as “the state of feeling healthy and happy” (WELL-BEING | meaning in the Cambridge English Dictionary, n.d.) and resilience is defined as “the ability to be happy, successful, etc. again after something difficult or bad has happened” (RESILIENCE | meaning in the Cambridge English Dictionary, n.d.). Whilst I am in a high pressured role as a police officer I must maintain my wellbeing and resilience as there are many different aspects of the role that can have a detrimental impact upon me; those being the lack of sleep, lack of nutrition, a high workload that can lead to working from home. This can increase my stress levels which could lead to underperformance. So, do I address these issues? Whilst I have been on shift, I have found that at times I have been tired, this has been due to the lack of sleep and nutrition. I have established a sleeping pattern that now works for me so I am no longer tired when working long shifts, I now prepare my food the night before so that when I am out of the station I am able to eat whilst on the move, this has reduced fatigue, has maintained a balanced nutritional diet and the deliver a professional service to members of the public.

In conclusion I am in a demanding role as a police officer and there are high expectations that are required within both the hierarchal structure and the public itself. I take personal pride in myself and my performance and take full responsibility for my actions, and maintain my own health and well-being thus ensuring that I am not under achieving the expectations from within the organisation.

WORD COUNT 1094

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:

This reflection is about a domestic violence incident from which I attended. The decisions that I made were in complex and unpredictable circumstances by using dynamic risk assessment. There were no culture, ethnicity or language issues. I will be using the Gibbs Model of Reflection (1988) in order to discuss.

Description (What Happened)

This incident was originally reported by a third party caller who dialled 999 who then disclosed that she was concerned for the safety of her friend and her children. After the victim contacted her via Facebook Messenger, she stated that her partner and father of the children was going “nuts”, punching the walls and cupboards.

This incident was graded as an emergency. At the time I was double crewed, and we were dispatched to accompany another double crewed unit. I requested that control do a search on the offender, the victim and the address on the Police National Computer (PNC) which is used by "law enforcement agencies use it to access information that will support national, regional and local investigations" (ACRO Criminal Records Office - PNC services, n.d.) This action supports other officers and I by building information and intelligence about the offender and victim to support and safeguard us on arrival. There was no information or intelligence found on either of them or anything on the address. This meant that on arrival we were essentially going in blind as we had no idea who either of them was.

From the moment I received the incident I applied the National Decision Model (NDM) as my guidance to deal with incident which is broken down into six parts. I knocked on the door and the male who answered the door let us into the property.

The first part of the NDM surrounds information and intelligence on attending the incident there was a need for me to gather more as I only had limited detailed that he had punched walls and the victim was very scared. To begin with I split the suspected offender and the victim up to gain accounts of what happened. I dealt with the victim to obtain an initial disclosure, which then gave me more information to what happened and more about the offender, I now knew that previously she had been beaten and strangled by him whilst she was holding the baby. On this incident the offender had caused damage by punching the walls and cupboard doors, and had been self-harming during the night cutting his legs with a razor blade.

The second part is to assess the threat, risk to all those involved and develop a working strategy. The offender is a lot bigger than myself, potentially stronger, I knew that he had previously assaulted his partner and had been punching the cupboards and walls. I had to be mindful that he can be violent but also might be suffering with his mental health making his actions unpredictable. I maintained a safe distance and made sure that I had compliance before engagement from other officers in attendance. The reason behind this was for safety of everyone present in the house; the victim and the children remained in the living room so they remained safe. I assessed the offender's behaviour to see if he was going to be compliant by talking to him giving him basic instructions to see if we would do as I asked, or if he was not going to listen to me. However, the offender said "you are not arresting me in my own home"

The third part is the consideration of powers and policies, within this incident I used Section 3 Criminal Law Act 1967 (CLA 1967) which allows me to use force that is reasonable in the circumstances for a lawful arrest (Criminal Law Act 1967, 1967) S117 of the Police and Criminal Evidence Act 1984 (PACE) and Common Law if I felt that I would need to defend myself by using a pre-emptive strike. I considered the offenders mental health, however as the offence of criminal damage had taken place, his mental health comes second in accordance to force policy and that the criminal offence must be dealt with first off and then. The College of Policing say that "the investigating officers should recognise that the law presumes all suspects to be sane and to be legally accountable for their actions, unless the contrary is proved in court". This is an underlying principle of the criminal justice system (Crime and criminal justice, 2016).

The fourth part is to identify options and contingencies. I had a few options available to me, I could arrest him for the offences committed or I could arrange a voluntary interview, but, by doing this I would be leaving the offender with the victim as he did not have any other residence to go to this would impose the risk of more harm to her, I decided that the only way to safeguard the victim and the children was to arrest the offender. As I knew whilst the investigation was ongoing bail conditions would be placed on the offender meaning that the offender could not attend the address or contact her directly or indirectly.

The fifth part of the NDM is to take action and review. The offender was arrested using S24(3) of the Police and Criminal Evidence Act 1984 which If an offence has been committed, a constable may arrest without a warrant (a) anyone who is guilty of the offence or (b) anyone whom he has reasonable grounds for suspecting to be guilty of it. (PACE - arrest without warrant - constable, n.d.). During the arrest verbal and non-verbal communication was used to explain to the offender what the next course of action was. However when this was explained and handcuffs were going to be applied the offender became hostile and said "I am not getting arrested in my own home" he brought his hands around to the front and interlocked his fingers. I then reviewed the NDM and considered the fourth part, I needed to use unarmed defence tactics such as pressure points so the offender would release his grip, also that I may have to use my PAVA incapacitant spray. As I and fellow colleagues tried to release his arms to get his hands behind his back, he pushed one of my colleagues. We managed to get compliance using reasonable amount of force and then applied handcuffs to the rear, this was to prevent escape or any further injury or violence to anyone.

The final part of the NDM is the Code of Ethics which outlines the standards and behaviour of a police constable and policing principles. Two examples where I have utilised those behaviours is use of force and respect. At this incident I used force that was reasonable, proportionate and necessary to effect the arrest, and treated everyone there including the offender with respect whilst using my policing powers lawfully.

Feelings

My initial thoughts prior to attending this incident was, hopefully, there will be no injuries sustained. Further thoughts about the demeanour be of the offender and will I need to use force ineffectively dealing with the incident? Other considerations were will anyone at the address need medical assistance. I knew that on my initial attendance my main priority was to protect the victim and the children.

Evaluation

Overall the incident well managed and contained and the offender was arrested, with the victim and children fully protected. Referrals to Public Protection Officers were submitted for the victim and offender to receive support from relevant agencies. One area that could have been more efficient was the arrest. The offender resisted arrest and a colleague was assaulted, compliance should have been obtained from the offender using verbal communication asking him to place his hands to the lower of his back before he was approached. When the offender was released from custody bail

conditions were applied whilst a charging decision was pending from the Crown Prosecution Service.

Analysis

The victim here did not want to press any charges for the criminal damage or assaults caused by her partner. She was more concerned in safeguarding her children and wanted him out of the house and was worried that his actions could result in her children being taken away from her or losing her home. She wants him to have a positive relationship with herself and their children, so the referrals made to social services have helped in receiving the appropriate partner agencies to help everyone get the support they need.

Conclusion

In conclusion to this incident, the victim did not want to press charges and would not make a statement. However officers body worn video footage were activated on arrival which captured the initial disclosure of the assault and officers took photographs of the damage, these were submitted to the Crown Prosecution Service to see if we could get a victimless prosecution. All information was gathered within the guidelines of Management of Police Information so that it has been stored in a single place, this also means that other officers can access the actions taken at previous incidents. Furthermore, the police service can use previous cases to disclose to the Crown Prosecution Service when determining whether to charge an offender. If I made the decision not to arrest the offender, then I could have left the victim and children at risk of serious harm. This action may affect the victim's decision to report any future

incident with possible reluctance too as they may feel nothing was done at the previous incident.

Action Plan

If I attended a similar incident to this one I would refer back to this and view the actions that officers and I took to effect arrest and submit the appropriate referrals to social services this action would allow the family to get support for their relationship, children and the offender for support for his mental health.

WORD COUNT 1649

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:

This essay is about conflict, theories of team dynamics and how they can be used to develop team cohesion. I will be outlining why some teams cannot function and what strategies can be adopted to enhance an individual and team performance. I am also going to explore how team dynamics within the police service can result in failing to comply with professional standards requirements.

In 1965 a psychologist called Bruce Tuckman developed a model called 'The Tuckman Team Model. (Tuckman, 1965) (Last, n.d.) The model goes through five stages (forming, storming, norming, performing and adjourning) the first stage is self-explanatory, the storming stage is where any conflict or underlying issues arise are ironed out. Once this has been resolved norming begins to settle, the team then move onto performing achieving targets. The team then progress to adjourning where they can then go and work independently but then come back and work as a team.

“Team cohesion happens when a team remains united while working to achieve a common goal. Being a cohesive team means that not only group goals are met but everyone feels like they have contributed to the overall success of the group.

Individuals on a cohesive team tend to focus more on the entire group rather than their individual selves and are more motivated to work towards the team goal”.

(Team Cohesion in the Workplace | Russell Tobin, 2020). This is further supported as in 1979, Francis and Young defined a team as "an energetic group of people who are committed to achieving common objectives, who work well together and enjoy doing so, and who produce high quality results" (Friedley and Manchester, 2005)

Using the Bruce Tuckman Theory can help to develop team cohesion and improve dynamics within a team. Team cohesion can be disrupted by people leaving, people joining or personal problems that can change a person's attitude and can put an atmosphere over the rest of the team. Another team building model called The Four Cs of Team Performance which are, Context, Composition, Competencies and Change suggests that context is the need for teamwork, type of team needed and the culture, structure, and systems that support teamwork. Composition is the team members skills, experience and motivation as well as the team size. Competencies is the team's ability to solve problems with communication, make decisions and manage conflict and finally change, the team's ability to monitor its performance and make changes as needed. (Dyer Jr., Dyer and Dyer, 2013). Both models will improve team cohesion if supervisors can understand where the team dynamics are failing and make changes from within.

Conflict can also be good within a team, according to Raypole interpersonal conflict refers to any type of conflict involving two or more people. There are six different types of interpersonal conflict (Raypole, 2020)

1. Pseudo Conflict – a misunderstanding leads to a difference of opinion, the people involved in the conflict believe they have different goals when they have similar goals,
2. Fact Conflict – this happens when two or more people disagree over information or the truth of something
3. Value Conflict – this is when personal values lead to a disagreement.
4. Policy Conflict – This conflict happens when people can't agree on a problem-solving strategy or action plan in each given situation
5. Ego Conflict this happens when neither person back down from an argument or accept a loss.
6. Meta Conflict – this is when you have conflict about your own conflict.

Conflict can also occur when there is a difference in opinion with a policy or procedure. On a shift of police officers there are officers who have years of experience who will say “now you're out of training school things are done a lot differently”, the new probationer may not agree with the actions taken as it does not adhere to the policy or procedure, by challenging the decision, the experienced officer begins to feel their experience and time served is not respected and can cause friction in a team. However, Thompson says that “it's a myth that conflict destroys teamwork”. In fact, most people are much happier when there's an open dialogue about the issues they're facing. Conflict that's avoided or suppressed is

much more likely to damage team relationships, and that's because differences can fester. People feel disenfranchised when they feel their views are being unheard or ignored". (Thompson, 2019)

Conflict can also occur within a team due to people's personal previous experiences, knowledge, previous job or roles, education and upbringing. These create a person's values and beliefs and how they feel a situation should be handled which potentially can be different to another which can cause conflict. Personalities can also cause conflict within a team, the two types of personalities are introvert and extrovert and these are defined as:

- Introvert: An individual in whom exists an exaggeration of the thought processes in relation to directly observable social behaviour, with an accompanying tendency to withdraw from social contacts. (Freyd, 1924).
- Extrovert: An individual in whom exists a diminution of the thought processes in relation to directly observable social behaviour, with an accompanying tendency to make social contacts. (Freyd, 1924).

In situations where there is an introvert and an extrovert, the extrovert will tend to dominate the introvert as stated they tend to withdraw from social contacts they will back down from their own decision or opinion. Where two extroverts are present, they will look for dominance over the other causing an ego conflict whereas two introverts are more likely to cause fact and value conflict.

It is important for employers, managers and employees to recognise these traits and have an understanding of what may cause conflict and animosity within a workplace environment and have an effective strategy to prevent them or have an early intervention strategy. Scuderi says that “at some point in our professional lives, most of us will have to deal with people we just don’t like or can’t seem to get along with. A clash of personalities is most likely at the root of these conflicts. Despite our best efforts, we sometimes just can’t seem to make it work. The unfortunate result is that the quality and enjoyment of our work suffers, and our stress levels skyrocket. In most cases when personality conflicts happen in the workplace, the entire team is disrupted as well. (Scuderi, n.d.)

Whilst developing a team and building team cohesion everyone can help enhance an individual’s performance, it is important to recognise when someone has done something well, but also identify where something can be improved and creating targets or goals, however when these are set, they need to be specific, measurable, attainable, relevant and time bound, these are what are known as SMART targets. There is no point in creating target or goals if the individual can’t achieve them and is unable to see progress, this will be detrimental to the team and they will give up. Whilst developing a team it is important to identify who are the strong and weaker members in the team, this is so that either further training can be provided or extra help can be sourced to the weaker members to get them to the same level as the stronger members of the team, additionally the stronger members of the team can support them where needed. Whilst team dynamics are forever changing a safe environment needs to be created so everyone can have their say and voice their own opinion so that everyone’s values are heard and that those who tend to shy

away can be heard. Point six of interpersonal conflict, the Meta Conflict is about your own conflict where you don't speak out and afterwards you wish that you had. Creating this environment would help reduce this type of conflict within team.

Police services throughout the United Kingdom face challenges daily, ranging from the decisions they make in stressful situations whilst also being held accountable to the public while performing their duties. From these stressful situations police officers are known to develop what is known as a 'dark humour' as a coping strategy, this can be challenging for a new probationer police officer as sometimes the comments or jokes made over an incident could fall below professional standards. "Studies show that humour is being increasingly accepted as a strategy to cope with stress" (Moran and Hughes, 2006) but if the humour begins to show characteristics of a crime then it would need to be challenged. Being part of a team is important and can upset team dynamics by reporting the behaviour however police culture is driven by the Code of Ethics and if the jokes made are overheard by an outsider that fall below professional standards and you have not acted, you are just as much to blame as you have not challenged the behaviour of that officer you would be held just as accountable.

In conclusion to this essay having an understanding of what makes a strong team, using team building models, and recognising behaviour within a team can create a more unique stronger team. A team that has common values and goals whilst having shared interest will create a stronger team, sharing experiences and knowledge which will in turn help other members of the team. A team needs to also value a

difference on opinion and be able to discuss a possible outcome so that everyone in the situation is happy with the outcome.

WORD COUNT 1570

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:

This essay considers how information and intelligence are used to help disrupt criminal activity such as serious organised crime, human trafficking and county lines in roads policing. The reason why information and intelligence shared between police services is effective and how police services uses Automatic Number Plate Recognition (ANPR) as an investigative resource when disrupting criminal activity. This essay demonstrated how ANPR helped in the investigation to locate criminals in Gwent.

Both Information and intelligence are gathered from different sources, information is normally from a source that needs no confidentiality constraints or protection. It is overt information, such as a call from the public advising the police of an occurrence. Whereas intelligence is generally considered to be information derived from many sources (some confidential) that have been recorded, graded and evaluated. (Bryant and Bryant, 2018). A source can materialise from Police Community Support Officers, Police Officers, general public, community meetings or from a Covert Human Intelligence Source (CHIS). Once the information has been received it is the put through the 3x5x2 process which will then determine how the information will be shared.

The 3x5x2 process:

Stage 1	Stage 2	Stage 3
Reliability of the source	Reliability of the intelligence	Distribution
1. Reliable 2. Untested 3. Not reliable	A. Known directly B. Known indirectly but corroborated C. Known indirectly D. Not known E. Suspected to be false	P. Lawful Sharing Permitted C. Lawful sharing permitted but with conditions.

(Bryant and Bryant, 2018)

An example of how this works is as follows. A bar person has reported that on Tuesday's a regular customer drives to the pub and consumes five pints of beer and then drives home. Stage 1 would be graded as untested if this is the first time they have reported this to the police. Stage 2 would be A (known directly) as they know the person as a regular and stage three would fall under P (Lawful sharing permitted). Conditions would only be put on if the information was sensitive; for example, if it related to a police officer.

The National Intelligent Model (NIM) was introduced in 2000 which is used to determine priorities for policing. There are three levels of NIM model:

- Level 1 Basic Command Unit (BCU)
- Level 2 Force and Regional
- Level 3 National which deal with the more serious organised crime.

Strategic Tasking and Coordination Group (Strategic T&CG) meetings are held to discuss priorities to police, which are influenced by government objectives, local objectives, and performance objectives. These meetings are held to determine priorities to policing, so if intelligence is shown that car crime has risen in an area police services will be tasked to reduce this. These meetings are also used to identify offenders, suspects and targets (Bryant and Bryant, 2018).

In 2011 the Police National Database (PND) which contains information about people (offenders and suspects) objects (eg stolen vehicles) locations (eg

addresses of offenders) and events (eg crime reports) (Bryant and Bryant, 2018). By utilising the PND and disseminating intelligence out to other police services creates a more cost effective police service therefore saves money and less strain upon resources.

When disrupting crime roads policing plays a huge part and reliant upon information and intelligence received, especially surrounding crimes such as county lines. County lines effects more than just one specific area, it effects the country, therefore sharing of information and intelligence is important through the PND. Using the NIM model this would be a Level 3 crime and would be dealt with by linking in with the National Crime Agency.

According to the National Crime Agency (NCA) in December 2018, drugs are being moved around the country in the following ways, 25% by Private Car, 16% Hire Car, 14% Bus/Coach, 4% Pool car and 1% by taxi. This makes a total 60% of drugs being moved to consumers the final 40% is by train. The NCA suggests this is due to the recruitment of minors. (County Lines Drug Supply, Vulnerability and Harm 2018, 2019). These are likely to be children who are not old enough to drive. Police services use a specific type of technology which is called Automatic Number Plate Recognition (ANPR). By identifying these methods of transport police services can identify vehicles and companies that are being used to commit offences and therefore submit information such as car registrations, which then can be marked on the ANPR system. Roads police teams can then attempt to stop the vehicles and conduct a search. Police have powers under the Police and Criminal Evidence Act 1984 such as section 1 which allows a constable to search a person or vehicle for stolen or prohibited articles and Section 23 Misuse of Drugs act to search a person or vehicle for a controlled drug.

The National Police Chief's Council (NPCC) say that ANPR technology is used to help detect, deter and disrupt criminality at a local, force, regional and national level, including tackling traveling criminals, Organised Crime Groups and terrorists. (ANPR, n.d.). ANPR can be used to develop intelligence as they record the number plate of vehicles so patterns and trends can be established to where the vehicle has

been, how long it has been there and how many times a week that vehicle travels to a location.

Whilst ANPR is used to help to disrupt criminality on a more serious crime, it can also be used effectively by road traffic officers on a local level. The vehicles are equipped with ANPR cameras to assist locating vehicles that are being driven on a road with no insurance, expired MOT's, stolen vehicles or vehicles with intelligence linked to them like driving under the influence of drink or drugs. Police services use lots of technology in the prevention criminal activity, but they are also reliant upon police officer's knowledge of their local areas to knowing where criminals can travel to without hitting ANPR cameras or CCTV. These areas can become hot spots for crime but not only that, communities can then become target areas for other crimes.

When police services are using the ANPR system they must work within the guidelines and the law. When using the system these laws must be followed as they are strictly restricted by law and police guidelines (The police use of Automatic Number Plate Recognition, 2012):

- The Data Protection Act 1998 (DPA)
- The Human Rights Act 1998 (HRA), in particular provisions giving effect to Article 8 of the European Convention on Human Rights that requires respect for private life.
- Association of Chief Police Officers (ACPO) (2006), Guidance on the Management of Police Information
- Serious Organised Crime Agency (SOCA), Statement of Information Management Practice
- Regulation of Investigatory Powers Act 2000 (RIPA)
- Protection of Freedoms Act 2012 (PoFA)

This is an example of how roads policing can disrupt criminal activity with which I was involved in:

On 29th July 2020 Gwent Police announced that twelve dogs had been stolen from addresses in Gwent and published a media appeal for more information. (Police, 2020). Gwent Police; This was also shared on the Gwent Police Facebook Page. Many people commented on the post with one post stating “You have been contacted again today about the men in a white Renault van Reg XXXX XXX taking photos of people houses and marking properties in Ebbw Vale” (Police and Tarr, 2020). With this information it can be developed into intelligence, a marker can be put on the ANPR systems so when that specific registration number goes through an ANPR camera, the relevant departments are notified and positive action can then be taken to stop this vehicle with the drivers being questioned or searched. Utilising the Area Support Unit (ASU) police officers were able to track the movements of the van through ANPR systems across Gwent allowing officers to locate the van and bringing the van to a controlled stop. As there was intelligence linking the van to the stolen dogs a section one police search was conducted upon the persons and van.

On conclusion, by having effective use of the 3x5x2 model, Police National Database and technologies such as ANPR roads policing can effectively disrupt criminal activity before they arrive at their intended destination. They can bring offenders to justice denying them further use of the roads and making them safer for other road users.

WORD COUNT 1378

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	
Public Order			8		6		Identify the difference from a S4 and S4a of a public order offence. Also, what identifies the offence of an Affray. I have found at times I have confused and arrested the person for the wrong offence.

Case Files			9/10		5		Write case files in Chronological order and check for spelling, grammar and punctuation. Identify what is needed in different types of CPS Files
Traffic Offences		7		4			As a response officer and not being blue light trained, I don't deal with many traffic offences but it whilst double crewed it is still important for me to develop knowledge around 165a RTA, S4 Driving or being in charge when under the influence and drivers licence offences. Also, when seizing a vehicle that has been used in an offence what power I am using to seize.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Pressure Points			8	3			When dealing with conflict situation I must remember when attempting to gain compliance that I can utilise pressure points to assist.
Officer Safety Training			10		7		Ensure Continued Personal Development and remember what skills I've been taught and put into practice. I am currently booked onto a Taser course which will broaden my knowledge around the NDM powers and policies.
Blue light course			10	1			I'm currently not trained and awaiting a course start date. This will allow me conduct more proactive police work when working night shifts, looking to conduct stop searches on vehicles and people. It

							would also further help my colleagues when I am single crewed getting to an incident quicker.
Interviewing			9		7		Remember to use open ended questions and fully exhaust a topic area before moving on. I have reflected upon a couple of interviews and wished I asked a certain question and identify more challenges. Use the PEACE model to the full potential.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Domestic Violence incidents			10		7		Attend more domestics as they are the most incidents that I attend and deal with on a day to day basis, remember the age and what constitutes a domestic situation and exhaust all lines of enquiries on an investigation.
Disposal Methods			8		5		Issue fixed penalties for alternative method of disposals and minor offences where arrest may not be needed. Remember there are disposal methods such as community resolutions, Youth offender services women's aid and 18-25 services.
Conflict			8		6		Attended more public order incidents to help build on tactical communications five stage appeal and restraint procedures. Also to gain more awareness of my surroundings and maintain officer safety.

Roads Policing			8		5		Attend more road related offences and issue fixed penalties and TOR's where applicable. Also, to learn how to deal with collisions and the actions to be taken.
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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: Josh TROTT (Learner – electronic signature accepted.)

Date: 25/09/2020

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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