

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (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 this essay, I will reflect on my personal experiences of organisational culture within the police force and how it has impacted my short time in the role. I will also consider the risks of conforming to organisational culture and discuss the strategies I have used to prevent this having an impact on my wellbeing and resilience.

Organisational culture has been defined in a policing context as ‘the deeper level of assumptions and beliefs that are shared by members of an organisation, that operates and projects unconsciously an organisation's view of itself and environment.’ (Greive et al, 2012) The public perception of the culture within the police force from what I have seen is generally one of negativity. This is described by Charman (2017) who states that ‘policing cultures are almost universally condemned as being sites of, among other things, masculine hegemony, prejudice, discrimination and exclusion.’ However, since achieving independent patrol status my experience of the culture within the force has thankfully contradicted this. On the whole, I have been grateful to find that the majority of my colleagues’ values and behaviours align with my own and on my shift a cohesive team environment has dispelled any fears of exclusion or division. However, what I have noticed about the culture within the organisation is an embedded mood of negativity which is clearly impacting others performance and their ability to be resilient within the role. I believe there are several negative factors that are causing this engrained part of the culture which appears to be passed throughout the force which include high workloads, low staffing levels, long hours and low pay. These mostly uncontrollable factors clearly have an impact on officer resilience and ability to enjoy their role within the force and have at times had an impact on me as well. A

survey conducted by the Police Federation (Chandler, 2020) showed that ‘around half of respondents said that their personal morale was low’ which highlights that this is an issue across police forces. Although these feelings of negativity and low morale should often be temporary, I have found that an engrained culture of negativity has made these feelings harder to shake. There have been times I have arrived for a shift feeling in a more positive mood and by the end of briefing felt deflated by others’ negative attitudes around me. I have also seen on multiple occasions new recruits come out of training with excitement and motivation to get started, only to become quickly disillusioned with the role after spending a short time with others on shift who have already conformed to a pre-set culture. It is behaviour that is clearly infectious and its ability to impact on others is best describe by the Betari’s box model which states:

‘My attitude will affect my behaviour, which in turn will affect another’s attitude and their behaviour[...] This may appear in the signals we send to other people, for example in smiles, voice tone and use of particular words. It also appears in how we act, and in particular regarding other people.’ (Changing Minds, 2022).

This model explains how the moods and attitudes among colleagues can quickly become a culture within an organisation and gives reason to why it is difficult to retain personal values of positivity and enthusiasm in a mostly negative and downtrodden environment. Allowing these feeling to impact me could have a detrimental effect on my ability to perform my role as an officer and in turn reduce the quality of service that I am providing to victims of crime. This opinion is shared by Natek (2017) who states that effects of low morale within a workplace can include reduced productivity, effect relations between colleagues and impact employee motivation to go to work. The risk of conforming to this negative culture is that not only could it impact my own performance as an officer, but it could have a detrimental effect on others working around me who may also be dragged in by a cycle of negativity. As well as this, an already negative public perception of police culture could also be exacerbated by officers who appear to have low motivation and a negative outlook when it comes to dealing with victims of crime. Victims may form the opinion that the police are disinterested in providing the best possible service to them. Bad experiences could further lead to a reduction in community confidence.

In order to retain my personal values, I have had to be resilient and not conform to the engrained negative organisational culture, which at times has been challenging with statistically almost half of my colleagues around me suffering from low morale. That being

said, I have been extremely fortunate with the colleagues I currently have on my shift and the strong rapport we have built within our small team has been a crucial part of me being able to stay resilient in what can be a challenging role. As much as negative moods can be infectious so can positive ones, and on certain shifts where I have found the job draining or demoralising the support of my two colleagues on shift has often been enough to restore my resilience and enable me to push through negative moments. I have found that making light of certain difficult situations with my colleagues is a good way of detaching myself from the reality of some of the calls that we as a shift attend. This by no means takes away from the severity of certain scenarios, but I personally have found this an effective coping strategy in order for me to maintain my wellbeing within the job. Talking through personal and joint experiences with my colleagues and discussing our thoughts about them is a helpful way of reducing mental load and provides a form of therapy when debriefing unpleasant calls. Allowing all of the thoughts and stresses associated with attending calls to build up unaddressed would have a determinantal impact on any officer's resilience, which is why from what I have seen many officers take advantage of team comradery as a way of reducing the impacts of work-related stress. This rapport between officers is one of the more positive aspects of organisational culture that I have experienced since being out on response and I believe it could be built upon even further in order to instil a more positive culture throughout the force. The benefits of a building a cohesive team unit are described by Bergner (1997) and have been shown to 'increase safety, improve effectiveness, strengthen communication, boost morale, and make a police department more successful.'

If more officers were to buy in to a mindset of positivity over time, it could make a significant improvement on the organisational culture within the police as a whole. This would in turn help with the individual maintenance of wellbeing and resilience allowing officers to better push through difficult periods that are almost certainly going to be present as part of the role. In future, I will try to adopt a positive attitude while in work in order to enhance not only my own resilience and performance, but of those around me as well.

(Word Count: 1194)

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 essay, I will reflect on my decision-making process whilst in attendance at an emergency call involving allegations of domestic violence. I will discuss how I assessed the risks involved throughout the incident and how I used this as information to rationalise the actions that I took. I will also evaluate the consequences of the decisions that I made and reflect on the outcomes of my actions.

Whilst working a night shift on response, myself and my colleague were requested to attend an emergency call to a flat in Chepstow. The circumstances of the incident were passed to us over the air with the control room stating that a teenage girl had reported that her father had been physically violent towards her mother and that the argument was still ongoing. In my first year as a response officer, I have found that dealing with incidents of a domestic nature makes up a large percentage of the calls that we receive. This is unsurprising with statistics showing that in the UK with police recorded 845,734 domestic abuse-related crimes in England and Wales in the year ending March 2021 according to *(The Office for*

National Statistics, 2021) and, as appeared to be this case in this incident, females make up 90% of victims of domestic abuse (*Murphy, 2022*).

As we do for every call, my colleague and I began working through the National Decision Model (NDM) in order to structure our response to the incident based on the current information available to us. The NDM is a decision-making tool used by officers which consists of six elements; gathering information and intelligence, assessing threat, risk and harm, establishing what powers and policies are available to the officer, assessing options and contingencies and taking action and reviewing the outcomes (*College of Policing, 2014*). The first stage of the model states to gather information and intelligence, so to do this I requested the control room run checks on the address we were due to attend to see who lived there, any previous occurrences at the address and any relevant warning markers or flags that may be stored on police systems. This information would help us assess the risk to those involved and also the potential risk to ourselves. On this occasion, there was no further information available to us as there were no previous incidents on police systems. As a result of this, our risk assessment was going to be solely based off the fact that we had received a call of physical violence meaning that the situation was more unpredictable and therefore complex.

When attending incidents, constantly assessing the risk is paramount. The level of risk involved can change in any moment based off new information gathered or a person's actions at the time. This highlights the importance of dynamic risk assessment in order to effectively maintain the safety of yourself and others in unpredictable circumstances. 'A dynamic risk assessment involves assessing risk in developing and changing situations [...] With a dynamic risk assessment, you can continually assess to allow for unknown risks and handling uncertainty'. As we only had minimal information relating to the incident, we would need to reassess the risk on arrival based off the circumstances presented.

When we arrived at the address, we were greeted by the caller who ran out the front door of the flat and stated that her father was upstairs and had been abusing her mother. She stated that he had hit her face and had grabbed her by the neck. I asked the caller to remain outside in order to ensure her safety and I proceeded to go into the flat and locate the others involved. As I reached the top of the stairs, I could see both the mother and father on the landing and they were having a calm conversation. Based upon the information provided in

relation to an assault, I was conscious of the risks of physical violence to myself and others. However, due to their current presentation and the support of my colleague who was close by, I deemed that risk too be low. Again, this highlighted the importance of dynamic risk assessment as at this moment in time the risk was low enough for me to be able to intervene and obtain the circumstances of what had taken place. Using the next stage of the NDM to assess my powers and policies, I was conscious that I would already have a power of arrest based on the allegation of assault already made. However, I was keen to gain an account from the mother before jumping to such action. I was also aware of my power to use force if required under Section 3 of the Criminal Law Act 1967 in order to facilitate the arrest. To properly record these crucial first accounts, I used my body worn camera to capture them as this could later provide crucial evidence. Both the mother and father then explained to me that nothing had happened, and their daughter was prone to making these types of allegations up. By looking at the mother, I suspected that something wasn't quite right as she seemed frightened and looked extremely flustered. I took the decision to separate the parties and requested that the mother go outside with her daughter and speak with my colleague which turned out to be a crucial decision. With this, the father said something to the mother in Romanian as she was walking down the stairs and I heard the daughter shout 'He's telling her not to say anything'. Neither myself nor my colleague speak Romanian so we were unsure if that was what had been said but we were alerted to the fact that there may be an element of coercive control involved. Women's Aid (no date) describes coercive control as 'an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim'. With already having this knowledge, myself and my colleague were both aware of the risks now present towards the potential victim and took this information into our decision-making process and acted accordingly.

I remained upstairs with the father in order to give my colleague time to speak with both mother and daughter uninterrupted. Whilst speaking with the father, I noticed he smelt like alcohol and was slurring his words which suggested he was intoxicated. This further increased the risk to others if he were not to be removed from the property. After further consulting the NDM and considering my options and contingencies, I had made the decision in my head that I was going to arrest the male for assault regardless of what was disclosed to my colleague. The risks of not doing so and leaving the male in the address with his wife and daughter were too great and simply removing him from the address and taking him to a different location would not be a sufficient safeguarding action to protect his family. Due to

the fact the male was calm, I allowed my colleague a little more time to establish if any other offences had taken place before I did so. Moments later, my colleague came up the stairs and informed me that the mother had not only disclosed assault to her but stated that she had been physically and mentally abused by her husband for the entirety of their twenty years marriage. This highlighted the importance of the decision to separate the parties as it gave her the chance to speak freely without the fear and pressure from her husband. Going forward, this is something I will always try and do when attending domestic incidents. The consequences of not doing this could mean a victim of domestic abuse is not able to disclose this information, leaving them in a vulnerable situation.

Due to the disclosures made, I moved to the final stage of the NDM and took action by arresting the male for assault and coercive control. I then removed him from the property to therefore remove any immediate risk. I knew that, between myself and my colleague, we had the initial disclosures captured on body worn video, but we were aware we would need to return to obtain a full MG11 statement in order to correctly document and record the full extent of the abuse. I would also complete a DASH form used to grade the level of risk for victims of domestic abuse. On our return, both mother and daughter stated that they felt if the suspect were to be released with bail conditions, they would be at serious risk of harm to which I agreed. Although the immediate risk had been removed, by once again using the theory of a dynamic risk assessment it was reasonable to expect that there would be further risk upon the male's release. Using the scores from the DASH form to provide a risk assessment, I graded them at a high risk of further abuse. I then recorded this in a public protection notification report and sent it to my supervisor and also shared it with social services. Recording these details and risk assessments is important in order for the victims to be provided with the correct safeguarding and support that they require. Not correctly documenting the severity of incidents of this nature could leave victims vulnerable due to a lack of intervention from police and partner agencies.

In this case, the abuse had been so extreme that the mother and daughter requested to move away from the area as they did not want to be located by the male when he was released from custody. I considered the use of a Domestic Violence Protection Notification, however, due to the offender almost certainly having bail conditions, I took the decision that it would not be required. I did however make the decision to submit a Multi-Agency Risk Assessment Conference referral in relation to the mother and daughter. This allowed the

relevant support agencies to be aware of the incident and get involved in helping protect and safeguard the victims. As a result of this referral, the victims were moved by Women's Aid to a refuge away from the area in order to reduce the risk of any harm when the suspect was released.

` The use of the NDM throughout this incident allowed myself and my colleague to justify all the decisions we made and provided us with the platform on how to approach and handle the situation presented to us. The consequences of not following this model could mean my decisions stray away from being logical or ethical, so for this reason I implement the NDM at all calls that I attend. I also use a dynamic risk assessment at all incidents due to the ever-changing circumstances of response calls. In order to protect myself, my colleagues and members of the public I will continue to do this at all future calls that I attend.

(Word Count: 1832)

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:

This essay will evaluate how team dynamics play a part in developing team cohesion and how interpersonal relationships within a team can enhance overall performance. I will examine theories of team dynamics and how they can be used to understand relationships within groups. I will also consider how poor team dynamics within the police service can lead to a failure to comply with professional standards set out by the code of ethics, policies and procedures and legislation set out by the force.

Team dynamics play a crucial role in developing positive team cohesion. According to Myers (2013) 'Team dynamics are the unconscious, psychological forces that influence the direction of a team's behaviour and performance'. They are made up of the characteristics of individuals within the team, the working relationships formed between the individuals and the working environment that surrounds them. Team cohesion comes as a result of team dynamics and can be defined as 'the strength and extent of interpersonal connection existing among the members of a group. It is this interpersonal bond that causes members to participate readily and remain motivated to accomplish the set goals.' (CFI 2022). Strong and compatible team dynamics are required in order to achieve successful team cohesion leading to a positive impact on performance. There are many theories relating to team dynamics that attempt to explain the phases required for groups of individuals to

become a cohesive unit which I will now evaluate in further detail and apply to a policing context.

The first theory I am going to evaluate is Tuckman's Stages of Group Development which describes four stages in which a team may progress through before becoming a cohesive unit. These stages are Forming, Storming, Norming and Performing (*Tuckman, 1965*). A fifth stage of Adjourning was later added to the model.

The theory states that in the 'Forming' stage individuals are trying to get to know each other and make a good impression. In a policing context, this could be when officers first arrive on shift. Making a good first impression on new team members can be crucial in order for personal relationships and trust to be built. Often on a response shift, teams are ever changing, with people leaving and new people arriving. Bonds between officers can already be built before officers arrive on shift making it important to try and form good relationships early. Failure to do this may leave an individual isolated within a team, creating disjointed team cohesion. By excluding individuals, teams also run the risk of going against the guidance of the Competency and Values Framework set out by The College of Policing (2017) which states officers must be inclusive and work collaboratively with each other. Forming strong bonds with team members is the foundation of creating positive team cohesion.

Tuckman then states that teams move into the 'Storming' phase of development in which they may run into interpersonal conflicts. Interpersonal conflict is defined as 'any type of physical, emotional, professional, or personal type of conflict between individuals' (*Orechwa, 2022*). This can occur within a team for multiple reasons including clashes of personality, differences in opinion or ideas and improper conduct by individuals. Any officers becoming involved in any of these types of behaviour may find themselves in a breach of the Code of Ethics set out by the College of Policing (2014) which states, officers must treat colleagues with 'respect and courtesy' and 'behave in a manner, whether on or off duty, which does not bring discredit on the police service'. Due to the nature of the police officer role, long hours, stressful situations and fatigued individuals can lead to moments of conflict between officers. It is important to recognise that managing conflicts is not easy and often, if they cannot be resolved, it can lead team members to leave and new members coming in. This places teams back in the 'Forming' phase. To stop this from happening, teams can use approaches to manage conflicts in their infancy to prevent them escalating to unresolvable levels. In the police force, supervisors monitor and attempt to resolve conflicts among shifts, but officers should also take it upon themselves to implement measures to find

solutions to their own conflicts. A model that can be used to do this is the Thomas and Kilmann's Model (1974), which uses five main approaches to managing team conflict 'Competing, Accommodating, Compromising, Avoiding, and Collaborating'. It works on the theory that by having healthy competition, accommodating other's ideas without compromising your own, compromising on your own opinions in order to listen to those of others, avoiding negative issues and focussing on the positives and collaborating together in order to benefit the whole team and build respects amount colleagues. Linking back to Tuckman's 'Storming' stage, by applying approaches such as this model on a response shift, many conflicts may be resolved before they have chance to become detrimental to the team. Moving on amicably from these conflicts is key and being able to 'harness the constructive potential of conflict and compromise in this stage is important to progressing to the next stage.' (Tuckman, 1965) By officers being open-minded and impartial, these conflicts can be used to the benefit of the team and help enhance individual and overall performance.

Once initial conflicts are resolved the theory states that teams will then move into the 'Norming' phase, where 'people work independently, but check in with team mates frequently to make sure workflow is efficient and effective' (Tuckman, 1965). Response officers are often required to work independently as part of a larger overall team investigation. Officers know their own role within the investigation and use good communication in order to ensure the effective and efficient progression of the investigation being undertaken by the shift or team as a whole. By individual officers knowing their roles, investigations can be progressed quickly and to the required standard, enhancing the service received by the public.

In the fourth stage of the theory, teams reach the 'Performing' stage whereby solid interpersonal relationships have been built and clear roles and expectations have been defined. In order to build on this further, teams may implement strategies to enhance individual and team performance. Strategies proven to improve performance include setting goals and measuring performance against them as well as celebrating when they are reached (Cook, 2022). Response shifts may set goals to get positive outcomes on investigations into criminal offences. Offenders being arrested and charged not only provides justice for victims, but reward for teams working on cases and gives officers individual satisfaction that the work they have put in was worthwhile. By working as a team and gaining positive outcomes, morale on shift increases and as a result so does team cohesion. Positive culture within a shift only enhances its effectiveness and efficiency therefore improving the ability to deal with the challenging situations officers often find themselves in.

The additional 'Adjourning' stage of the theory can be seen in a response policing shift, with officers moving to other roles within the force or changing areas. Interpersonal relationships are separated, often leaving teams having to return to the forming stage of the theory. This in my opinion is one of the largest issues the force currently faces when it comes to team cohesion. Shifts do not work together long enough in order to develop working relationships before being dismantled and having to start again.

The second theory I am going to evaluate is the DISC Model, developed by Dr William Moulton Marston (1928). While Tuckman's Stages of Group Development focuses on the lifecycle of team development, the DISC Model focuses more on the characteristics of the individuals within the team. It separates individuals based upon their traits and aims to predict their behaviours as a result.

The model splits personalities into four categories: Dominance, Influence/Inspiring, Steadiness/Supportive and Compliance/Conscientiousness. Within these four categories, each has certain traits to expect from a person. As an example, a person who falls into the Dominance category may be associated with being results oriented and direct. Whereas a person who falls into the Influence/Inspiring category may be more people oriented and optimistic. Teams will almost always be made up of individuals who fall into different categories and these variations in personality can sometimes lead to conflict. Someone who is results oriented may not see eye to eye with someone who is more people oriented. Unless these conflicts of interest can be resolved the impacts of these differences can lead a team not to function. Within the police force, officers' personalities fall into different categories, and it is important for team cohesion and for the culture of the shift that these differences are embraced and utilised rather than allowing them to cause divisions between officers. Often at calls it can be beneficial to have multiple personality types present in order to effectively deal with the scenario presented. Certain offenders react better when an officer is supportive towards them, and this can help diffuse situations and prevent them from escalating. Other offenders may react differently to this, and it may require a more dominant officer to step in and take charge of the situation in order to resolve it. If managed correctly, having multiple personality types within a shift will overall enhance team performance. Resolving conflicts quickly realising that the benefits of different personality types outweigh the negative implications, will almost certainly have a positive impact on team cohesion.

Although this model is useful in showing how people's differing strengths and personality types can come together to great a cohesive team, it could also be detrimental to someone's development or even self-esteem if they're labelled as being the 'conscientious'

one for example. For example, an officer openly labelled as being cautious may overly conform to this expectation, restrict themselves from broadening their experiences and therefore potentially hinder their performance and development. It is important to recognise that this model is a reductive perspective but in reality, people often show elements of each trait depending on what situation they are faced with.

Compatible team dynamics and positive cohesion are vitally important when it comes to having an effective and efficient response policing shift. Without these factors being in place, the culture within the shift can quickly become one of negativity, the quality of investigations and service provided to the public will fall below the standards that are expected, and officer safety when dealing with incidents can be compromised if total teamwork is not displayed. Due to the high turnover of response officers, finding enough consistency within shifts to allow strong team cohesion to build is difficult. That said, I have been fortunate to join a shift that seems to have implemented many of the positive aspects of the models and approaches that I have discussed above.

(Word count: 1793)

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

Explain how information and intelligence can be used in the disruption of the more prevalent criminal activity (e.g. drug smuggling, human trafficking, child sexual exploitation, counterfeit goods, organised crime groups and 'county lines') by effective policing of the roads.

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

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

ANSWER:

In this essay, I will discuss how information and intelligence is used by police forces in the disruption of criminal activity by effective policing of the roads. I will outline the benefits of using ANPR as an investigative resource in order to assist with the disruption of prevalent serious crimes.

Information provides the base for all police investigations. It is the starting point at which police become aware of potential criminal activity. In a policing context, information refers to 'all information obtained, recorded or processed for a policing purpose' (College of Policing, 2013). Information is collected and recorded, later becoming subjected to a process of evaluation. Once this process has taken place, information becomes intelligence. Intelligence can then be graded by its provenance, accuracy and reliability, allowing assessment of risk and use it to assist in the planning stage of effective response. By obtaining reliable intelligence police forces can use it to disrupt prevalent criminal activity.

This concept of gathering information and intelligence in order to formulate a response to crime is demonstrated by roads policing. Criminals' use of roads ranges from minor motoring offences to international organised crime. The more serious of these offences can include drug smuggling, human trafficking, child sexual exploitation, counterfeit goods, organised crime groups and 'county lines'. Using road networks to transport drugs, stolen items, weapons and vulnerable people is how many of these criminal

groups are able to function. For police, obtaining information and intelligence is key in tackling these types of criminal behaviour. Sharing intelligence between forces is also crucial as the individuals and groups partaking in these activities do not recognise force borders. Often the networks created by these gangs can be far reaching, with some of them being a nationwide organisations using multiple locations across the UK, as well as having efficient transport links covering vast areas enabling criminal activity. An example of this is ‘County Lines’ where ‘illegal drugs are transported from one area to another, often across police and local authority boundaries usually by children or vulnerable people who are coerced into it by gangs.’ (NCA, no date) By gaining intelligence on gangs using road networks to transport illegal drugs, police can attempt to locate individuals involved and arrest them, identify victims of exploitation and provide them with support, as well as seize the illegal drugs preventing them being distributed to potentially vulnerable people throughout the UK.

Although it is widely accepted that effective policing of the roads is required to disrupt criminality by the ways and means described above, an inspection into Roads Policing in England and Wales by HMICFRS (2020) found that many forces policing and crime plans made ‘little to no reference to roads policing’. It also states that across forces ‘the number of dedicated roads policing officers has declined, while their responsibilities for supporting general policing have increased. In some cases, resources have been reduced without any understanding of demand’ suggesting that forces are aware of the importance of effectively policing the roads but are taking minimal action to ensure that this is implemented. Further issued made within the inspection report stated that as a result of the lack of importance being placed roads policing by forces, they are inhibiting their ability to work in collaboration with partner agencies. The exchange of information and intelligence between agencies in relation to dangerous roads and road users was poor as a result. Recommendations were made in order to prioritise roads policing in forces across the UK, which appear to have been recognised by the National Police Chiefs Council in their 2022-2025 National Roads Policing Strategy. Chief Constable Jo Shiner acknowledged that ‘road networks are regularly exploited for criminal gain, and it is imperative the way in which we police our roads also tackles and disrupts this criminality.’ (Shiner, 2022) Breaking up criminal networks that use the roads to facilitate their crimes is the expectation when it comes to implementing effective roads policing.

Police have multiple powers available to them when it comes to the disruption of criminal behaviour under several acts of law. These acts include the Road Traffic Act 1988,

Police and Criminal Evidence Act 1984 and the Misuse of Drugs Act 1971. Within these acts officers are given powers to stop, search and seize vehicles involved in criminal activity. By obtaining reliable intelligence surrounding criminal organisations police can use these powers in order to identify offences and offenders, preventing the commission of illegal activity. For example, if a vehicle associated with criminal activity has intelligence to state that it is known for transporting stolen goods officers have the power to stop the vehicle and search it. Or if the driver of a vehicle is known for dealing drugs, again officers have the power to stop and search that vehicle. Having reliable intelligence allows road police to be proactive in the identification of offences that are potentially taking place on the road networks.

The National Roads Policing Strategy states that forces should use technology and innovation to their benefit in the fight against criminals who use the road networks for criminal gain. There are a vast array of technologies available to assist forces in the effective policing of roads. Technology that has the ability to provide information and intelligence that forms the basis of investigations into criminal behaviour. Intelligence that can then be used to assess risk and develop working strategies to disrupt criminality.

One of the most valuable technologies available to police in relation to roads policing is Automatic Number Plate Recognition (ANPR). This technology revolves around cameras automatically reading the number plate of vehicles that pass them and the data is stored on a national system which can be used by police and other agencies to provide information about potential suspect vehicles. In terms of road policing, it 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 provides lines of enquiry and evidence in the investigation of crime.' (NPCC, 2020) There are currently around 13000 ANPR cameras active in the UK, which include static, mobile, and covert cameras, some with CCTV capability. These cameras are constantly reading number plates and capturing information which can be used to aid roads policing. Per day these cameras produce around 55 million reads per day, which are recorded and stored for a period of up to a year. These records are accessible for police across the country allowing the sharing of information that would not otherwise be available to individual forces.

When crimes are committed establishing if a vehicle was involved in committing the offence should be considered in all police investigations. When no other information is in

relation to an offence ANPR has the ability to provide not only the make model and colour of the vehicle, but possible offender details as well. By ANPR obtaining the registration number of a vehicle suspected to be involved in criminal activity police can use it to potentially obtain driver details, insured persons, and registered keeper's address. Having this information not only opens up lines of enquiry for the investigation, but by knowing who the potential offenders are this allows officers to use police systems to view details such as warning markers and previous history of offending, helping assist with the risk assessment process when planning to arrest these individuals, therefore enhancing officer safety as they can be better prepared for what to expect.

ANPR can also be used to provide time frames for offences, as well as offender movements before or after committing crimes. If a vehicle has been read by an ANPR camera in the area at the time in which an offence has been committed police can use this information to assist in their investigation. Lines of enquiry can be established as a result of a vehicle being in a certain area at a certain time, including possible witnesses of the vehicle or the driver, further CCTV footage from external sources and potentially even facial recognition on those cameras that have built in CCTV. As well as having retrospective benefits ANPR can be used in real time to aid officer response to crimes that are ongoing. Directions of travel for vehicles wanted in relation to offences can be obtained and used by those policing the roads to assist them in formulating a plan to locate and stop the vehicle and potentially apprehend offenders. This is one of the main factors that differentiates ANPR from standard CCTV footage. The very presence of ANPR cameras may also be enough on its own to deter those from considering committing crimes using vehicles. The locations of ANPR cameras are not disclosed, therefore criminals are unaware of where they are increasing the effectiveness of the system. Its existence also provides an element of comfort and security for members of the public, as it can reassure that those who commit crime have a higher chance of being detected and identified.

By using information and intelligence around vehicles suspected to be involved in criminal activity police can use their powers effectively in order to prevent those using the roads for criminal gain. Stopping vehicles, seizing illegal items and seizing vehicles linked to criminal organisations disrupts the ability to commit offences and acts as a deterrent to those giving it consideration. Having a national system such as ANPR allows forces to share information and intelligence aiding the efficiency and quality of response. With criminal organisations such as 'County Lines' covering broader areas, having a national approach to

data sharing means officers across forces have a significantly larger amount of information to draw off that would otherwise not have been known to them. This leaves them better equipped to co-ordinate responses and crack down on criminal organisations using road networks to commit offences. This national approach to sharing information and intelligence could potentially be adopted in other areas of policing in order to increase the amount of information and intelligence available to officers. With many forces having their own independent systems for storing data on offenders there is potential for crimes being committed in other areas to go unnoticed. I believe the benefits of a national system such as ANPR could be utilised and implemented in other areas of policing to improve response.

(Word Count: 1714)

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
	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
KNOWLEDGE By using my knowledge of the law on a daily basis as part of my role as a response officer I believe I have become more confident with identifying offences. I also use this knowledge at situations where offences have not taken place, and can use my			8		6		Having spent a significant period of my time in a city where traffic officers are based, I have had little opportunity to deal with calls in relation to traffic. As a result my knowledge of the legislation around roads policing could be developed further. Specifically, now I am blue light trained I need to focus on legislation

improved knowledge of the law to explain why that is the case.							around 'Failure to stop' offences and the seizure of vehicles.
SKILLS Over the past year I have developed my skills in multiple areas including conflict management and communication.	Low 1-4	Med 5-7	High 8-10 8	Low 1-4	Med 5-7 7	High 8-10	I have been surprised by the amount of times I have been require to perform first aid on individuals in need of medical attention. Due to the difficulty of getting ambulances or paramedics to attend I believe improving my First Aid skills beyond the basics would be beneficial for me when attending calls. Especially as working in a rural area means medical response times can be even longer.
EXPERIENCE Although I have only been a response officer for 12 months in that time I have gained much experience as a result of the calls I have attended. I have also worked in a city and rural environment which	Low 1-4	Med 5-7 7	High 8-10	Low 1-4	Med 5-7 5	High 8-10	In order to gain further experience I need to keep pushing myself and stepping out of my comfort zone. Only by attending more calls and being in different situations will I gain experience. One area I would specifically like to gather more

has exposed me to a variety of different situations. Working rurally has also meant working on my own for a lot of the time, meaning I have had to take charge in most situations I have attended. I believe experience is more about the scenarios you have been in and what you have learned from them, rather than how long you have in service.						experience is the power of stop search under Section 1 of PACE. Being in a rural area the opportunities for stop search are minimal, meaning I have completed very few since being in this area. I need to actively look for the opportunities for stop searches and gain more experience of going through the process of 'GO WISELY' when detaining a member of the public for a search.
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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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