



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

Learner name: _____

Learner's University Registration Number:

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.*

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1250
Task 2	Decision-making and Discretion Vulnerability and Risk Public Protection	1750
Task 3	Maintaining Professional Standards Leadership and Team-working	1750
Task 4	Policing the roads Information and intelligence Conducting investigations	1750
Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
	Bibliography	

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:

By having achieved independent patrol status within South Wales Police as Student Police Officer certain organisation cultural factors have an impact on policing. This essay will reflect on how policing organisational cultures such as the Rank structure, the disciplines of the police, and the Code of Ethics impact policing. (Bryant and Bryant, 2021, P.73). The definition of organisational policing culture is '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.' (Mamatha and Geetanjali, 2020). These cultures have affected my well-being and resilience

There are 43 police forces in England and Wales. (College of Policing, 2020) These police forces are referred to as 'disciplined organisations.' This refers to self-disciplined individuals who are employed as police officers but also how the police force represents certain job roles within their force such as having a rank structure. (Bryant and Bryant, 2021, P.33) The ranks are organised in a hierarchical fashion involving the role of receiving and issuing orders. (Bryant and Bryant, 2021, P.33) For example, the ranks within South Wales Police are sergeant to an inspector to a chief inspector to superintendent to chief superintendent to assistant chief constable to deputy chief constable to finally chief constable. Some police force ranks may vary (Bryant and Bryant, 2021, P.35).

This was not a big change and did not have a significant impact on my resilience or well-being as I have experience working in an organisation with a rank structure in place. I have also worked in various professional jobs where there isn't a rank structure in place. In my experience, I would prefer a rank structure due to the clear outline of job roles and responsibilities. It allows clarity while problem-solving. As well as the police have been labelled as disciplined for the rank structure, they are disciplined in ways such as for uniform upkeep, polishing boots, equipment, and vehicle checks, and showing respect to senior officers by standing up in their presence. This affected my resilience as becoming independent is difficult to remember and understand everything. As well as polishing the boots was a

problematic task. In my experience, I couldn't find the time between shift work and university study at first. However, after 1-2 months of being independent, I got to know my schedule and started to habit stack by, 'adding a new behaviour to my daily schedule by stacking it on top of an existing habit.' (Campaigns, 2023).

By applying Borton's model of reflection which is described as exploring what? so, what? And What now? While applying self-reflection (Lifehack, 2021). On reflection I did not have time between shifts to prepare my uniform up to the standards and, if I didn't comply I would either have a meeting with my line manager about the standards of uniform cleanliness causing a feeling of anxiety. I decided to use habit hacking by stacking the habit of polishing my shoes between night shifts on top of the habit of watching daytime TV.

This improved my well-being due to the anxiety I was having at the start of my tour of duty of senior officers noticing my unpolished boots. This was affecting my well-being but after taking some advice from my other colleagues, conforming to the organisational culture of having polished boots and using habit stacking this problem no longer affects my wellbeing at work.

The police must comply with The Police Code of Ethics set out by the college of policing in July 2014 (Bryant and Bryant, 2021, P.73). The Code of Ethics is the inner core of modern-day policing, and all officers must conform with the Code as a professional standard. The Code of Ethics is central to the National Decision-Making Model and the Professional Police Standards, as the principle of policing is comprised of the Code of Ethics. (Bryant and Bryant, 2021, P.73). These are all models used by the police to ensure that officers do not dip below the ethical standard of public expectations. (Bryant and Bryant, 2021, P.76).

While being independent it was difficult to understand and learn all the models and apply them to day-to-day policing. As a new officer, it was difficult and nerve-racking to be able to make decisions without thinking about the risk of it being the wrong one and the consequences of not conforming to the Code of Ethics. On reflection by using the Borton's Model of Reflection (Lifehack, 2021). I understood that I was getting anxious about the decision-making regardless of the status of an independent officer. This would affect my resilience and well-being by not wanting to go to calls with people with less experienced than me and getting a sinking feeling when I updated calls. I attended with the anxiety that I may have made the wrong decision. I then understood that by using these Models it would in day-to-day policing I was able to justify anything I did in the course of my duty. To improve this, I learned the Code of Ethics so that I may use it without any aid as it is at the heart of most policing models.

This allowed my anxiety to eventually ease, and I gained confidence in my decision-making and become more proactive in making decisions in policing. While I was completing updates, I would work my way through the Code of Ethics just as I did while I was responding to the incident to have confidence in my decision. This process also improved my work/life balance as I didn't have anxiety or urges to check my laptop or work while I was on rest days.

Learning the Code of Ethics has taught me to how to retain my values as an officer. By applying my core values of equality and diversity, integrity, and openness to change to my policing. I intertwined my core values with the code of ethics resulting in a positive atmosphere within my working team. Due to the officers on my team having similar core values to myself and the Code of Ethics, workplace conflict decreased, and the alignment of goals and vision increased allowing the workplace to become a positive place. (Baumgartner, 2020). It also allows changes in the organisation to be welcomed and therefore has affected my resilience in a positive manner to which I want to go to work, and I want to work for mine and my colleagues' goals due to the assurance and confidence it builds on my personality.

In conclusion, as an independent officer in South Wales Police, I feel confident in how I manage my work, uniform upkeep, and the discipline of the organisation and manage organisational culture well. As well as by applying Core values to my work I feel that it has made my experience in police to date enjoyable and a positive workspace that my team and I can share. Due to the changes, I have made and the reflective practice that I applied in my police career my well-being and resilience has been affected in a positive light.

Word count: 1181

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:

Domestic violence is an incident or pattern of incidents of controlling, coercive, threatening, degrading, and violent behaviour, including sexual violence, in most cases by a partner or ex-partner, but also by a family member or carer.' (Womens Aid, n.d.). These are the majority of calls that response police respond to, and it is essential to use the National Decision Model to make critical decisions while investigating an incident. (College of policing, n.d.)

The National Decision Model (NDM) is a framework that consists of elements that will assist police officers to make a decision (College of Policing, 2014). The elements are; the Code of Ethics – which is explained by (Bryant and Bryant, 2021, P.73) to be another framework used by UK police forces as a code of conduct. Gather information and intelligence; by using the information at hand can start to form a decision. (College of Policing, n.d.) Assess threats and risks and develop a working strategy; this is assessing the situation, identifying any risks, and considering objectives and outcomes (College of Policing, n.d.). Consider powers and policy; police officers have certain powers guaranteed by the public to serve and protect the public, and these should be considered when making a decision. (Bryant and Bryant, 2021, P.83). Identify options and contingencies; by identifying different options you are making a detailed approach to what action should be taken. (Bryant and Bryant, 2021, P.83). Take action – at this stage, you should conduct the decision made and review what happened. (Bryant and Bryant, 2021, P.83)

The NDM is designed around the Code of Ethics. (College of Policing, 2021.) This ensures that all decisions made by police officers are ethical, fair, and respectful. An example of a few elements of the Code of Ethics includes, Integrity – always taking

the right route, respect – every person an officer deals with will be respected, and openness – making sure an officer's actions are open and honest. (College of Policing, 2021.) These elements are the Standards of Professional Behaviour. (Bryant and Bryant, 2021, P.83).

While being stationed at Port Talbot Police Station in response as a police officer, I was called to a report where a father and son have alleged to be fighting at their address. As I and my colleague arrived at the incident, we could hear shouting coming from the address. We both entered the address and found a male in the kitchen with blood running down his face and an injured forehead. There were no injuries on the father however he was very upset. I then resorted to my training and started to use the NDM. By using the Bortons Reflection tool (Lifehack, 2021), to reflect on the above incident. The Bortons reflection tool is three questions; what? So, what? And now what? This question will help review the decisions and actions taken at the incident.

The Second part of the NDM is to gather information and intelligence. This will be available through police systems, witness and victim accounts, CCTV, etc. (College of policing, 2016). Referring to the domestic incident that I responded to, the information and intelligence at hand were that the male with the bloody face had mental health issues and suffered from severe depression and PTSD due to a previous career in the military. The intelligence on the father was previous occurrences with this son where an assault has taken place, however, the father was always linked to the aggrieved, this intelligence was accessed through our police Samsung phone on NICHE.

The witness which was the father's wife also informed us of her son's post-traumatic distress order and what has happened. She explained that she and her husband has come home, and her son has started to argue with the father and started hitting himself in the face, she explained that the arguing has triggered his PTSD.

The third element of the NDM is to assess the threat and develop a working strategy. This would be by assessing the situation including the risk of harm or threats that appear to be present. (College of Policing, 2021). Officers should consider the objective of the decision for example; how serious would it be? what could go right or wrong? What am I trying to achieve? (College of Policing, 2021.) Referring to the domestic incident that I responded to, I then started to develop a working strategy and look at the threat opposed. I noticed that the male with a bloody face was very upset, to solve this we separated the two parties involved. I also did this to achieve an initial account from the father without influence from the other male.

The fourth element is to consider any powers, policies, or legislation that could apply to the report. (College of Policing, 2021.) Referring to the domestic incident that I responded to at this point the father has given me an initial account that matches the wife's account. There did not appear to be any offences outlined. The verbal altercation has taken place indoors and injuries caused to the male were self-inflicted. However, it is SWP policy to take positive action in domestic incidents and to separate both parties. (College of Policing, 2015). However, I did consider arresting him to prevent a Breach of the Peace. (Legislation.gov.uk, 2022).

I decided against this due to another place of safety that the son and father outlined which was his uncle's address. I justified that this was a better option due to the son being safeguarded with somebody that he knows and trusts. The son has never been in contact with the police before and making this PTSD trigger negative contact with the police could have an effect in the future where the son would be reluctant to come to the police for help.

The fifth element is to identify any options. The officer should consider all options available, any limits to the information at hand or resources that are available, and then act on the decisions that they came to. (College of Policing, 2021). Referring to the domestic incident that I responded to, after speaking to the male with the injured face he explained that he is getting extensive medical attention to deal with the condition. For safeguarding reasons, I then applied first aid, uncovering a small cut to his forehead which would only need a plaster to treat. He explained that he could attend his uncle's address to stay the night to give both parties a 'cooling off period.'

The last element is to take action on the decision made at the scene. Officers should consider if any persons need to know of the action taken. They should then record their actions and monitor any results of the decisions. Officers should then review the incident over what impacts the decisions made on the situation. What went wrong and went right? And is there anything that would be different in that situation? (College of Policing, 2021). Referring to the domestic incident that I responded to and by using the NDM, I decided to remove the male after first aid was administered with the advice to attend the GP/hospital in the morning if symptoms get any worse. Officers then delivered the male to his uncle's address where the uncle agreed to safeguard him until he finds a more permanent place. I then put a high-rated public protection notice in for further safeguard and to notify any agencies involved with the male that this incident has happened. This would also notify any agencies that could offer the father/family any safeguarding measures to support them. (College of Policing, 2021)

On review and reflection on this incident using Borton's Development Framework, reference (Lifehack, 2021). The problem in this incident was the son's trigger to PTSD has made him act out. My role was to safeguard the parties involved and take positive action. I did this by removing the son from the address and leaving him in the care of another family member while outing relevant paperwork to safeguard and support him in the future.

This shows that every person involved needs the help and support that the police and other multi-agencies can offer. The parents need long-term support on how to handle their son's mental illness and the son needs long-term treatment on how to manage his mental illness.

During this incident, I made a bias that the father had assaulted the son due to the injuries on the son's head and the shouting between both parties. However, on further investigation, the outcome was the son had self-inflicting injuries due to triggered PTSD. This was found out due to the mother's initial disclosure which meant I had to change my decision process from arresting for domestic assault to safeguarding a mentally ill person.

For active improvement in future domestic incidents, I will make a conscious effort not to be biased or assume what has happened. Not planning from an assumption that can cloud my judgment when attending reports and when using the NDM to make a decision. (College of Policing, 2021) I will also explore all the options that are available to me and use the third element of the NDM; to assess the threat and develop a working strategy more effectively.

By using Burton Developmental Framework to reflect on the domestic incident (Lifehack, 2021). The problem was that the son's PTSD was triggered, and this caused an issue between the son and father, my role is to problem solve and safeguard any person by taking positive action. By me taking positive action and deciding to remove the son from the address by using the NDM, achieved an immediate decrease in the threat, harm, and risk posed to any persons at the address. This gave time for the family to breathe and come up with a long term solution with the help of multi- agencies. This shows that the family wants to help thereby agreeing to the temporary separation and by consenting to a PPN shows a willingness to improve, this was the outcome that I intended to happen. However, I will improve on my unconscious bias toward the father, and I wish that I came to the decision quicker than I did. I will improve this by experiencing and attending another domestic incident report where I take the lead as an officer in the case.

Word count: 1713

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:

There are five models for understanding team dynamics. These listed are The Tuckman Linear Model of group development, the DISC Model, The GRIP Model, the Thomas – Kilmann conflict mode model, and the Lencioni Model (Last, 2019). These models are applied in certain workplaces to help support a team to perform efficiently and manage situations or/and crisis sufficiently. (Last, 2019)

Working in a team setting can have benefits such as being more creative and productive by challenging a new task with different skill sets (Hadley and Mortensen, 2022). However, research carried out by (Hadley and Mortensen, 2022) suggests that teams underperform, regardless of the resources and skills that they have access to. This could be due to issues with coordination and even in the strongest of teams. It's often that competition would arise between members. This possibly could be a reason why teams cannot achieve progress.

The Tuckman Team Model was created by Bruce Tuckman around 1965. This is seemed to be the most used theory among teams. (Last, 2019). Four different stages of the model include forming – This is when the team members are getting introduced to each other, making good impressions creating shared expectations, and building trust. (Last, 2019). The next stage is storming – this is where boundaries and expectations are created and challenged by members as they learn more about each other. They will start to contribute more ideas. As the team learns more this is where roles start to form however conflict is more likely at this stage due to different characterises and personality clashes. (Last, 2019). The next stage is norming – This is where each member should know their role and ensure that work

is flowing correctly, however at this stage it is important to check that workflow is the case as well as problems come to the surface of the members do not understand their role. This also outlines clarity within the team with what job fits each team member, this is important for establishing responsibility and accountability while dealing with a situation or problem solving (Last, 2019). The next stage, the performing stage – is when the team is established, and they worked together on several successful projects. The positive point about this stage is that less time should be spent on projects due to the team having the ability to move quickly and tackling tasks efficiently. (Last, 2019). Finally, the stage of adjourning – this is when the team may slip up and go their separate ways, but when another member joins the team, the cycle will restart. (Last, 2019).

GRIP Model was created by Richard Beckhard in 1972. This model is more adapted to work in athletic/sports team settings however can be applied to workplace or professional settings. It is split up into four stages that are effective in creating sufficient teamwork to reach set goals. (Last, 2019)

The first stage is for the team to set goals. Every member of the team must understand and commit to achieving the goal set out. However, the team must come together and establish trust and make the effort to achieve the goals. (Last, 2019)

The second stage is outlining every team's member role, every person knows what role they play and what to do, and how they are held responsible and accountable. (Last, 2019)

The third stage is interpersonal, this means that the team must have ground rules and effective communication. They must collab when required and become flexible and sensitive to each other when conflict arises in the team. (Last, 2019)

The fourth stage is the processes, at this point, the team should have a system for how decisions are made and by who, how problems are solved, and how conflict is solved if raised. At this stage, the team should good workflow and system in place on how to complete projects and be able to work efficiently and effectively to achieve the goals set out in stage one. (Last, 2019)

Interpersonal conflict may occur in the workplace between two or more members of the group regarding issues around work, assignments, or projects or hindrance to one's personal professional goals. This would result in some upset or tension between the member of the team. (Raypole, 2020)

There are many reasons why interpersonal conflict can occur in the team as explained (Risser, 2022). Different behavioural styles and individual personalities may clash with others based on their work habits, communication practice, or tone of voice/expression. Other team members may fail to follow the team norms such as displaying unacceptable attitudes which ignore the team goals or rules. Or performance deficiencies in their outlined role in the team. (Risser, 2022)

120 top teams around the world were analysed and the findings showed that most senior teams agreed that had set obvious boundaries. However, when conducting more research into this book when the team member was questioned to describe their team less than 10 percent agreed with the member on it causing conflict and argument. (Wageman, 2008)

Adopting a model such as the two above can be beneficial to getting the tasks done and achieving set goals. (Toward a Respectful Workplace, n.d.). However, as proven conflict can still occur. According to (Toward a Respectful Workplace, n.d.) you can build a cohesive team by becoming a model team member that a person would look up to, supporting other team members and asking uncomfortable questions in a neutral setting, and implantable team building and short breaks for welfare reasons.

Teamwork in the police is crucial due to the effects of it increasing safety. Strengthen communication. Improve overall effectiveness and boost morale. Bergner, L. (1997). Working in a well-functioning team gives the opportunities for the members to support each other emotionally and professionally.

Supervisors and team members should be coherent with the Code of Ethics. For example, treating a person fairly and with respect. (Bergner, L. 1997),

Considering, there are times when team dynamics within the police service will fail to comply with professional standards requirements such as if police staff does not take care in keeping accurate records of how they exercise the given powers that are outlined by legislation. (Bergner, L. 1997), Such as acting responsibly in exercising the right to have reasonable care to prevent loss of life, injury to any persons, and loss or damage to any property. (Bergner, L. (1997).

As well as team dynamics may result in failure due to breach of confidentiality, Police staff must treat information access and respect or take the route outlined to disclose such information. Such as sharing information with other multi-agencies for a legitimate policing purpose. (local.gov, n.d.). This article outlines a story regarding police officers sharing 'inappropriate messages' via WhatsApp social app resulting in a misconduct hearing. There are many examples such as this where police staff is involved are the misuse of sharing information through team WhatsApp groups, which results in, misconduct hearings. (Police. Conduct, n.d.)

Challenging improper behaviours as well as reporting it can result in team dynamic failings. (local gov, n.d.) Police staff is expected to follow the Police Professional Standards. This also includes if a member of the team is deemed to be not meeting those standards, then it is the team's duty to challenge those behaviours accordingly. There are other routes to be taken such as reporting. ([local gov](#), n.d.). This should be taken if the misconduct is serious or if the person feels as if they cannot directly challenge another person such as they may be in a more senior role to them or the confidence is not there.

Failing in challenging the report could result in a misconduct hearing. ([local.gov](#), n.d.)

There are several pieces of legislation as to when police can use force such as the Criminal Law act 1967, The Police and Criminal Evidence Act 1984, Common Law and the Criminal Justice and Immigration Act 2008 and European Convention on Human Rights (Bryant and Bryant, 2021, P.360) Police officers should not use force unless the using force would have a lawful objective, such as arrest or prevent damage or loss. If there are other means and without risk assessing the threat, risk, or harm. Considering this there are examples where police teams have used excessive force. Such as (The Guardian, 2022) article outlines an incident where two Metropolitan Police officers had a misconduct hearing due to excessive use of force and were therefore charged with assault.

There are other examples, but all mentioned can cause failings in the team dynamics this does then have a ripple effect on the police service as a whole team and causes mistrust through public and police relations. This will result in the police force getting portrayed as a failing of professional standards, and a code of ethics. (Bryant and Bryant, 2021, P.37)

In conclusion, depending on what challenges and characters a team member has depends on what team model may be best fit for their circumstances. Many teams dynamic models will guide in how to form an effective team and have positive team dynamics. However interpersonal discussions and conflicts will arise due to different characteristics and behavioural styles, etc. It is about how the leader of the team will arise and deal with the interpersonal conflict and suppress the issues that have come to light. There are also evidenced sources within this essay to explain that not all team dynamics models are effective as there are certain teams in the police service that are not effective in terms of team members breaking legislation or 'cutting corners.'

Word count: 1758

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:

The police gather intelligence and information that can be used in the disruption of criminal activity. Certain tools can disrupt criminal activity on the roads. This can be accomplished by using ANPR (automatic number plate recognition) cameras. (Police.uk, n.d), There are 43 police forces in England and Wales. (GOV.UK, n.d.). People will travel between forces and within their forces, in certain cases, these people will be traveling to commit crimes or have a welfare issue for which the police are concerned such as county lines or missing persons. (National Crime Agency, 2018)

The police gather information in different ways such as by reporting calls or social media, etc. Intelligence is only defined when that information has been sanitised. The sanitising process would be that information goes through a process where the information comes from multiple sources, some may even be confidential. This information would need to be recorded, graded, and then evaluated to determine the intelligence within the information. (Bryant and Bryant, 2021, P.542)

Neighbourhood policing, response policing, and other operational front-line policing departments will use front-line police officers to gather intelligence and information on the residents that live in the destined area. (National Crime Agency, 2019) Local policing teams would be the main source of obtaining intelligence through the communities, as they spend most of their tour of duty deployed in the community where they can approach and talk to members of the public or where they can observe the problems and hotspots in their area. (Bryant and Bryant, 2021, P.542) The Police National Computer (PNC) is where intelligence and information are stored and shared between forces in England and Wales, or other systems are used for sharing relevant information between multi-agency organisations. (claims.co.uk, n.d.)

The police have another way of obtaining information to be sanitised into intelligence such as vehicle information can be obtained under the Proceeds of crime act 2002,

(legislation.gov, 2002). This act places a duty onto the person who handles this information in the DVLA to report any suspicious activity that may be noticed, such as a person noticing person parking in suspicious places or not paying parking tickets or paying off a large sum of tickets in one lumpsum that has grown over a certain amount of time. (legislation.gov, 2002)

All 43 forces in England and Wales use ANPR cameras to detect crimes and gather information on road users. As a vehicle passes the ANPR camera it automatically scans the number plate and checks against any persons of interest to the police. (Police.uk, n.d), All information is stored, including road users who are not in the system or people who are not of interest to the police. There is certain law in place such as the National ANPR standards for Policing and Law Enforcement, and the National Compliance and Audit Standards for Law Enforcement ANPR. This ensures that the persons accessing the ANPR system will only be for a policing purpose. (Police.uk, n.d),

ANPR cameras are used in fixed locations that are not disclosed to the members of the public and certain police personnel due to the data protection risk posed. As well as the effect wouldn't be as efficient if personnel who are committing crimes via the roads knew where the camera was located. (Police.uk, n.d),

All police officers have the power to stop a road user in a mechanically propelled vehicle under S163 of the Road Traffic Act 1988. (Bryant and Bryant, 2021, P.459) The officer does not need to have any suspicion or belief that the driver is involved in criminal activity. Officers must be in full uniform and give a direction that is clear to the driver to stop. However, ANPR helps identify any persons of interest for an officer to stop the vehicle. This allows better use of the traffic departments time due to target hardening. (Bryant and Bryant, 2021, P.459)

ANPR can be used to identify areas where most road criminality occurs. Due to ANPR intelligence being used at a local level of policing, it can make clear any behaviours and issues that may arise within certain areas, such as mountains being a suicidal hotspot or the M4 being a hotspot of county lines. (College of Policing, 2014.)

County Lines is a term used to describe organised crime groups or gangs illegally trafficking drugs and illegal goods from the cities to more rural areas, this is where they will then disrupt the drugs. To do this undetected gangs target vulnerable adults and children to traffic or house these items. (National Crime Agency, 2018) This crime will then lead to other serious crimes, such as drug smuggling as they would befriend a vulnerable child/teenager who would be undetectable by the police to smuggle drugs into a different place. These victims will then be used as 'drug dealers or runners.' (National Crime Agency, 2018)

They may do this by befriending, bribes, or using sexual favours to convince impressionable vulnerable children to smuggle drugs. They may also employ vulnerable children and adults to traffic them between cities. Gangs or organised crime organisations do this by using certain mobile or other forms of 'deal-line'. (National Crime Agency, 2018)

Most gangs would use transport such as trains or roads to transport drugs or goods throughout the countries however it will never be the main dealer who deals with the transportation of the drugs/goods it would be the runners. (National Crime Agency, 2018). Intelligence from the runners can be obtained by the local policing teams and it is crucial in the investigation of targeting the head of the gangs. Information such as an address, names, and any information about vehicles being driven by these runners or gang members will need to be collected and sanitised. The runners must attend any houses or places that may be of interest to the police. As well as any sensitive information about the gang leaders that would be valuable to the police investigation. (National Crime Agency, 2019) After this information is gathered and sanitised into intelligence it can be used to detect and disrupt the distribution of controlled drugs or county lines. (Bryant and Bryant, 2021, P.542) This intelligence can then be shared with the 43 police forces throughout England and Wales by using the PNC system. (Claims, n.d.)

Road policing officers will be able to use that intelligence and the ANPR system to be able to stop the vehicle of interest under S163 of the Road Traffic Act 1988. When stopping a vehicle certain intelligence is available such as who is allowed to drive the vehicle insurance and MOT details, TAX details, and any sensitive information about the registered owners such as names and addresses previous involvement with criminality. There will also be markers placed on the vehicle if it has recently been involved in criminality such as stolen or cloned number plates. (Bryant and Bryant, 2021, P.459)

When stopping the vehicle, the officers have power under the S4 Police Criminal Evidence Act 1984 to search the vehicle for anything that they may arise reasonable grounds to suspect there is evidence that may be involved within the course of a crime. (GOV.UK, 2019). However, when searching officers should keep an open mind as to what is evidence. Any controlled drugs, weapons, etc. Officers should consider using more suitable police resources such as a dog handler or Crime scene Investigation for forensic opportunities. Officers should also consider that upon a search if they find other evidence that relates to other crimes such as controlled drugs paired with fraudulent bank cards or number plates to deal with appropriately. (Bryant and Bryant, 2021, P.459)

(HMICFRS, 2020) carried out full research to determine how effective intelligence leads roads police in deterring serious crime. They discovered that in 2018 the NPCC placed a new strategy on road policing such as the 'fatal four' to make the roads safer, make the road free from serious crime and terrorism, and work effectively to gain the public trust. However (HMICFRS, 2020) found that most forces in England and Wales did not adopt this strategy. They also found that they could not supply any evidence or plan that they have put in place to help reduce the number of deaths on the road and increase the number of criminals intercepted. The study also outlines that road policing and multi-agency partnerships such as councils were not as involved in the policing of the road, meaning a disjointed relationship between agencies and difficulty in communication when reducing road deaths and disrupting criminal activity on the road. (HMICFRS, 2020)

However (HMICFRS, 2020) found that West Midlands Police completed the opposite and adopted the opposite such as implementing the 'fatal four strategies' and

building relationships with multi-agency partnerships and adopting a strategy to have information and intelligence-based briefings with intelligence gatherers on the front line. ANPR and PNC was used as a tool of interest in certain serious crimes in the area. They also planned their patrol routes as a result of the intelligence. (HMICFRS, 2020) found as a result of this study a positive decrease in road deaths and an increase in the disruption of serious criminal activity. (HMICFRS, 2020)

In conclusion, road police officers have an advantage when implementing intelligence-led road policing by using tools such as PNC, ANPR and front line intelligence gatherers in order to disrupt serious criminality actively as proven by the study implemented by (HMICFRS, 2020.) By planning their routes around the intelligence available they can have a higher possibility of intercepting serious crime. This will lead to officers being able to stop and search the vehicle, seize any drugs, weapons, etc, and make arrests if applicable.

Word count: 1603

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	My knowledge has significantly improved since becoming independent. However there is still situations where I do not know the answer. Going forward I will continue with my research and university tasks to help develop myself.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I am up to date with my training, and I feel as I South Wales Police have given my a all the tools and skill I need to be able to develop myself further. I will do this my learning

							from my colleagues and keeping up to date with training.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Due to my length in service I have not had much experienced dealing when with all incidents however to improve this I will attend as many calls I can, and became double crewed with a more experience person than me to learn from their actions.

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.

Baumgartner, N. (2020). Build a Culture That Aligns with People's Values. [online] Harvard Business Review. Available at: <https://hbr.org/2020/04/build-a-culture-that-aligns-with-peoples-values>. (Accessed: 22/02/2023)

Bergner, L. (1997), 'Building Teamwork Among Officers', Law Enforcement Trainer, Volume: 12 Issue: 6, URL: Building Teamwork Among Officers | Office of Justice Programs (ojp.gov), (Accessed: 22/02/2023)

Bryant, R. and Bryant, S. (2021). Blackstone's Handbook For Policing Students 2021. S.L.: Oxford Univ Press.

Campaigns, T.M. (2023). Habit-Stack Your Way to More Movement. [online] The Monday Campaigns. Available at: <https://www.mondaycampaigns.org/move-it-monday/habit-stack-your-way-to-more-movement>. (Accessed: 22/02/2023)

Claims.co.uk . (n.d.). The Police National Computer (PNC). [online] Available at: <https://www.claims.co.uk/knowledge-base/police/police-national-computer/>. (Accessed: 22/02/2023)

College Of Policing (2014). National Decision Model. [online] College of Policing. Available at: <https://www.college.police.uk/app/national-decision-model/national-decision-model>. (Accessed: 22/02/2023)

College of Policing (2015). Arrest and other positive approaches. [online] College of Policing. Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/domestic-abuse/arrest-and-other-positive-approaches>. (Accessed: 22/02/2023)

College of Policing. (2014). Risk and associated investigations. [online] Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/investigating-child-abuse-and-safeguarding-children/police-response-investigating-child-abuse/risk-and-associated-investigations#county-lines-child-criminal-exploitation>. (Accessed: 22/02/2023)

College of Policing. (2020). Police support volunteers. [online] Available at: <https://www.college.police.uk/guidance/police-support-volunteers>. (Accessed: 22/02/2023)

College of Policing. (2021). Armed deployment. [online] Available at: <https://www.college.police.uk/app/armed-policing/armed-deployment#national-decision-model>. (Accessed: 22/02/2023)

College of Policing. (2021). Court orders and notices. [online] Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/managing-sexual-offenders-and-violent-offenders/court-orders-and-notices#domestic-violence-protection-notice-dvpo-and-domestic-violence-protection-order-dvpo-section-24-crime-and-security-act-2010>. (Accessed: 22/02/2023)

College of Policing. (n.d.). Responding to hate crimes. [online] Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/hate-crime/responding-hate-crimes#information-and-intelligence>. (Accessed: 22/02/2023)

Legislation.gov.uk. (2022). Public Order Act 1936. [online] Available at: <https://www.legislation.gov.uk/ukpga/Edw8and1Geo6/1/6/section/5/enacted>. (Accessed: 22/02/2023)

GOV.UK (2019). Police and Criminal Evidence Act 1984. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/4>. (Accessed: 22/02/2023)

GOV.UK. (2022). Police workforce, England and Wales: 31 March 2022. [online] Available at: <https://www.gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2022>. (Accessed: 22/02/2023)

Hadley, C.N. and Mortensen, M. (2022). Do We Still Need Teams? [online] Harvard Business Review. Available at: <https://hbr.org/2022/04/do-we-still-need-teams#:~:text=In%20a%202009%20interview%20with%20HBR%20titled%20%E2%80%9C>. (Accessed: 22/02/2023)

HMICFRS (2020). Roads Policing: Not optional. [online] Available at: <https://www.justiceinspectorates.gov.uk/hmicfrs/wp-content/uploads/roads-policing-not-optional-an-inspection-of-roads-policing-in-england-and-wales.pdf>. (Accessed: 22/02/2023)

Last, S. (2019). 4.2 Five Models for Understanding Team Dynamics – Technical Writing Essentials. [online] Bccampus.ca. Available at: <https://pressbooks.bccampus.ca/technicalwriting/chapter/understandingteamdynamics/>. (Accessed: 22/02/2023)

Legislation.gov.uk (2002). Proceeds of Crime Act 2002. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/2002/29/contents>. (Accessed: 22/02/2023)

Lifhack. (2021). What Is Reflective Practice (And How To Get Started). [online] Available at: <https://www.lifhack.org/898491/reflective-practice#:~:text=Reflective%20practice%20is%20the%20process%20of%20looking%20back>. (Accessed: 22/02/2023)

Mamatha, S.V. and Geetanjali, P. (2020). *Founder Leaders and Organization Culture: A Comparative Study on Indian and American Founder Leaders Based on*

Schein's Model of Organizational Culture. IIM Kozhikode Society & Management Review, [online] 9(1), pp.23–33. doi:<https://doi.org/10.1177/2277975219890932>.

National Crime Agency (2018). County Lines - National Crime Agency. [online] [Nationalcrimeagency.gov.uk](https://www.nationalcrimeagency.gov.uk). Available at: <https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>. (Accessed: 22/02/2023)

National Crime Agency (2019). Intelligence: Enhancing the Picture of Serious Organised Crime Affecting the UK - National Crime Agency. [online] [Nationalcrimeagency.gov.uk](https://www.nationalcrimeagency.gov.uk). Available at: <https://www.nationalcrimeagency.gov.uk/what-we-do/how-we-work/intelligence-enhancing-the-picture-of-serious-organised-crime-affecting-the-uk>. (Accessed: 22/02/2023)

Police.uk, (n.d), Automatic Number Plate Recognition (ANPR), [online], Available at: Automatic Number Plate Recognition (ANPR) | Police.uk (www.police.uk), (Accessed: 22/02/2023)

Raypole, C. (2020). Interpersonal Conflict: What It Is and How to Resolve It. [online] Healthline. Available at: <https://www.healthline.com/health/interpersonal-conflict#:~:text=Interpersonal%20conflict%20refers%20to%20any>. (Accessed: 22/02/2023)

Risser, M. (2022). Interpersonal Conflicts: Types, Examples & Resolution Strategies. [online] Choosing Therapy. Available at: <https://www.choosingtherapy.com/interpersonal-conflicts/>. (Accessed: 22/02/2023)

The Guardian. (2022). Two Met police officers charged with assault amid claims of excessive force. [online] Available at: <https://www.theguardian.com/uk-news/2022/jul/13/two-met-police-officers-charged-with-assault-amid-claims-of-excessive-force>. (Accessed: 22/02/2023)

Toward a Respectful Workplace. (n.d.). Boosting Workplace Cohesion. [online] Available at: <https://workplace.msu.edu/boosting-workplace-cohesion/>. (Accessed: 22/02/2023)

Wageman, R. (2008). Senior leadership teams : what it takes to make them great. Boston, Mass.: Harvard Business School Press.

Womens Aid. (n.d.). What is domestic abuse? [online] Available at: <https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/#:~:text=We%20define%20domestic%20abuse%20as%20an%20incident%20or>. (Accessed: 22/02/2023)

[Www.local.gov.uk](http://www.local.gov.uk). (n.d.). Police Staff Standards of Professional Behaviour | Local Government Association. [online] Available at: <https://www.local.gov.uk/our-support/workforce-and-hr-support/police/police-staff/police-staff-council-handbook/police-staff>. (Accessed: 22/02/2023)

Www.policeconduct.gov.uk. (2022). Dismissal rulings for six over inappropriate WhatsApp messages sent by police officers | Independent Office for Police Conduct. [online] Available at: <https://www.policeconduct.gov.uk/news/dismissal-rulings-six-over-inappropriate-whatsapp-messages-sent-police-officers>. (Accessed: 22/02/2023)