



Prifysgol Cymru
Y Drindod Dewi Sant
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BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 3 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 4	Policing the roads Information and intelligence Conducting investigations	1750
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 the impact of organisational culture within policing on my wellbeing and resilience. I will do this using Borton's Model of Reflection (1970) as depicted by John Dabell. This enables me to illustrate in 3 stages what I have done to overcome a hurdle in my path and the continuous evaluations of my actions moving forward into the future. I will also consider the risks of conforming to organisational culture within my organisation, illustrating my strategies for maintaining my wellbeing and resilience since achieving independent patrol status within my policing organisation.

Since achieving my independent patrol status, I have found myself being faced with numerous challenges. These include attending a dynamic variety of incidents individually and as a team. Also dealing with heavy workloads which can be very strenuous and difficult.

On top of this, as I was seen as the 'rookie' on my shift, I found myself being subject to new cultures within my organisation some which are positive and negative. I understood changes were inevitable within my role as a constable, so I ensured I retained my own personal values, which is always to maintain a gold standard of professionalism both on and off incidents and set good examples to be followed with the 'Code of Ethics' at the forefront of all my decisions. Most of all, to maintain good mental and physical health by developing my own strategies, placing my wellbeing first and improving my overall resilience.

Borton's model of reflection (1970) as depicted by John Dabell is a model summarising a continuous fluidity throughout a reflective process where there is no beginning or end. The model describes how no part of the 3-stage process can exclude another and is vital to a reflective process when analysing ones thought process behind dealing with tasks ahead and the ways in which new ideas can be implemented through analytical thought and planning. (Dabell, 2018) The first stage of the reflective process is, 'What?'.

I established since leaving my tutor hub and being integrated onto a team with other new and long-time serving constables, things were different from training and the shift had its own close-knit bond that influenced the behaviours, attitudes, and dynamics in which all work was completed. I understood the station I joined had its very own organisational culture and in order to feel a part of the team, I would have to adopt the same working dynamic of the existing culture.

Organisational Culture summarised is the deeper level of assumptions and beliefs shared by all members of the organisation. In policing, it can be unique as members have the power to enforce the law. (Grieve, Harfield and MacVean, 2007). Defined Organisational culture is the "Unwritten rules that influence individual and group behaviour and attitudes." (Chartered Management Institute, 2015). Considering this, I paid close attention to my team's structured working culture and discovered two dominant organisational cultures. These were 'Power Culture' and 'Person Culture'. Power culture is where power is delegated and concentrated around a few people, however there is little bureaucracy and decisions are often made quickly. (Dougsguide, 2011b) also 'Person Culture' is where individuals see themselves as superior to the organisation (Dougsguide, 2011a) in this case officers with big personalities and believing in their own abilities rather than seeking the aid of Sergeants or Inspectors.

When I first joined D relief, I felt isolated and unwelcomed. I was primarily an unfamiliar face that could potentially disrupt the working dynamic of the team I was joining. I was eager and enthusiastic to help the shift and deliver the best working standard I possibly could. In some cases, I was told by members of my shift I was 'too thorough' and I would 'Burn out' if I was to continue the way I was. I discovered the 'Ritual and Routine' of D relief was to be more relaxed with regards to eagerness, delayed response to attending incidents and lower standard of work development. Defined, Rituals and routines are "The daily behaviour and actions of people that signal acceptable behaviour." (MindTools, 2009). In my case this was the shift telling me what they deemed acceptable. This discouraged me to perform as I usually do and second guess my way of working.

The second stage of Borton's model of reflection is 'So what?', I understood that the shift consisted of constables who have heavily influenced the shift and have become desensitized to work constables perform over long periods of time. This has led to the shift adopting 'bad habits' which juxtaposes the standard work against my own personal values, effecting my wellbeing and confidence in my abilities to perform. Maintaining my personal values, I ensured whilst on and off incidents the 'Code of Ethics' was at the very pinnacle of all my decisions. College of policing summarises this as the aim to support each member of the policing profession and deliver the highest standard possible (College of Policing, 2014). I didn't want to let the negative impacts of organisational culture impact my ability to perform. Sherman summarises this stating "an organizational culture that doesn't value quality work gives the employees no reason to strive for quality" (Sherman, 2019).

Considering this, I developed coping strategies whilst trying to meet the demands of my shift. My first Strategy was finding 'Peer Support' from a member of my team that I felt comfortable with. Peer support is regarded as a great way to support resilience and wellbeing within a role. American Addiction Centre's article on 10

Benefits of Peer Support suggests approaching a person who has walked in your shoes, is an effective way of getting this support as they understand your role and what is required of you. (American Addiction Centers, 2016)

Nesta's research on The Impact of Peer Support states Peer Support can make you feel less isolated and like you have someone to relate to (Khan and Redding, 2015). In my case, I found this to be true as speaking with a colleague about these issues helped me feel accepted and understood, therefore, happier in my team.

It was important I had methods of improving my wellbeing outside of work, providing me an opportunity to destress and take my mind off the pressures I was facing. This mainly consisted of different types of exercise, such as golf. Golf Digest's article on the Mental Health Benefits of Golf states a 2009 Swedish Study found those who play golf's life expectancy can increase by five years (Levins, 2020).

The article suggests this is due to golf producing endorphins, but it's also referred to as 'green exercise'. Green exercise means you are connecting with nature which is proven to reduce stress and restore those suffering with mental fatigue. (Levins 2020) I found whilst I was playing golf, I could clear my mind and enjoy the scenery and company of other like-minded individuals. My mood was improved, and I felt rejuvenated before returning to work.

The final stage of Borton's Model of reflection is 'Now what?'. Throughout my policing career, I will continue to approach those with more experience than me and listen to advice they provide. I will challenge behaviours I believe will impact me from completing my work to the highest possible standard. It's imperative I do these things as I can learn from those who are already in the role, and if I don't challenge organisational cultures that are detrimental to overall team performance, it could lead to our force's standards slipping and our victims not getting the support they need. This ultimately effects public confidence in a constable's capabilities to meet public demand. I will continue to seek solace in exercise and the outdoors, via playing golf and going for walks with my new puppy I have recently purchased.

I have learnt organisational cultures will always be present in the police, and there is always a risk of falling into these cultures, some of which are good and bad. However, through the strategies I have developed, I believe I've found a way to maintain my wellbeing and resilience, not letting the stresses of these cultures impact my performance as a constable, or my overall happiness as a person.

Word count: 1367

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 talk about a Domestic Violence related incident whereby the victim disclosed 10 years' worth of domestic abuse, consisting of multiple offences. I will speak about proactive steps I took using the 'National Decision Model' as my debriefing tool to capture the rationale for the decisions I made and how I am accountable moving forwards. I will also discuss my considerations for recording details of the incident whilst beginning an early investigation. Finally, I will discuss how my decisions had an ethical approach, highlighting consequences of my decisions whether good or bad. I'll also consider whether I would change anything reflecting on my experience dealing with this incident. During this essay I will use Borton's Model of Reflection as depicted by website Physiopedia (Physiopedia, 2016) which consists of three stages 'What, So what and Now what' to encapsulate my thought processes during this incident.

The first stage of Borton's Model of Reflection is 'What.' I was alerted to a call regarding 'Domestic Violence', where a female had walked from her home with her friend and was heading to a local police station in my area. I was informed by the control room that the call was graded as an emergency on the grounds that the victim's long-time partner was the perpetrator, and it was unclear if he was following her, or what offences had been committed. I was informed the demeanour of the victim on the 999 recorded call was hysterical, fearing for her safety with constant crying. I immediately left to attend another station local to the Ebbw Vale area to meet with the victim. I began to utilise the 'National Decision Model' to formulate decisions and tailor my actions as to what I thought was best in line with force policy and procedure and what I felt was the best way to safeguard the victim and protect her from any further harm.

Blackstone's handbook for policing students summarised the 'National Decision Model' stating it seeks to provide the policy basis and ethical underpinning for deciding to act or not. (Bryant and Bryant, 2019, p.80) The college of policing then elaborates on this further by stating "the main priority of decision makers is to keep in mind their overarching mission to act with integrity to protect and serve the public" (College of Policing, 2013).

The 'National Decision Model' consists of 6 individual elements which assists in the structure of rational decisions, the 6 elements are, 'The Code of Ethics' which is central to all decisions in policing, gathering information and intelligence, assess threat and risk and develop a working strategy, consider powers and policy, identify options and contingencies and finally take action and review what has happened. Blackstone's further highlights however how sometimes officers would need to work outside of standard procedure and use of the National Decision Model if the circumstances required so but rational and justification is necessary for all actions which are taken. (Bryant and Bryant, 2019, p.80).

When I met the victim at the local station, I began to utilise the 'Gathering information and intelligence' stage of the National Decision Model. I discovered that the female identified herself as White Welsh and her first language was the Welsh language. The victim however chose to communicate in English.

The victim remained emotional and distressed. Her heightened emotions made her difficult to calm. I proceeded to lower my tone and speak slower so I could be understood and seen in a more positive light. I paused often after asking questions to allow her time to process the questions I was asking. A video by Jonathan Bradshaw highlights how a person's tone of voice can connect with their audience and grasp the full attention and better connect and influence people's perceptions of you (Bradshaw, 2016). This also falls directly in line with 'The Victims Code, Right 1 – "To be able to understand and be understood" (College of Policing, 2021).

I activated my 'Body Worn Camera' following police policy, which allowed me to capture early evidence and a first account from the victim which could be reviewed if required. An article by a company called Body Worn Camera reinforces my decision to do this by stating officials can "look back at the captured footage for a highly accurate account of the events in question." (Body Camera, 2022). This also allowed me to enact Right 2 from 'The Victims Code' which is "To have details of the crime recorded without unjustified delay" (College of Policing, 2021).

I built a rapport with the victim, and she informed me she had escaped from her home address after being subject to years of controlling behaviour where she couldn't go outside, see family or friends and be subject to abuse via derogatory terms to herself image and 'Gaslit' to make her believe as if she was the one doing everything wrong. I considered Section 76 of the Serious Crime Act 2015 which is the offence of 'Controlling and Coercive behaviour (Legislation.gov.uk, 2015). The female had shown me injuries inflicted an hour prior to her contacting the police. She sustained bruising to her ribs and legs from being struck by objects thrown at her by the perpetrator from around her household. These injuries amounted to 'Actual Bodily Harm' or ABH contrary to, Section 47 - Offences Against the Person Act 1861 (Legislation.gov.uk, 2011a). There was also a significant gash with clear

broken bone amounting to 'Grievous Bodily Harm' on her right forearm, contrary to Section 18 – Offences Against the Person Act 1861 (Legislation.gov.uk, 2011b).

The victim advised me she was 6 months pregnant which made her extremely vulnerable. Vulnerability is defined a person who "is unable to look after themselves, protect themselves from harm or exploitation" (Jen, 2018). This would ultimately assist me in determining the risks to the victim and best course of action moving forward.

The second Part of Borton's Model of Reflection moving forwards is, 'So what.', I began the next part of the 'National Decision Model' which was the assessment of threat and risk and developing a working strategy. I recognised that the disclosures made by the victim required immediate action. I requested ambulance to attend my location due to the injuries that the victim had sustained and monitored the welfare of the victim at all times. This is directly in line with 'The Code of Ethics' where I was selfless and fair, acting with integrity and gave the victim the respect she deserved. (College of Policing, 2014).

Furthermore, I completed a full DASH which stands for "Domestic Abuse, Stalking and 'honour'-based violence", which would assist in determining the level of risk towards the victim. I graded this as 'High Risk' as the risk and danger to the victim was clear and imminent without swift positive action being taken. A consequence of not taking positive action is the victim could make a complaint about her rights not being met in line with 'The Victim's Code'. Right-12 states not to dismiss the victims' feelings if she feels any of her 12 codes have not been met and she has not been treated fairly. (College of Policing, 2021) As a direct result this would likely affect public confidence in policing and impact the wider community negatively, especially if the investigation at hand is in the public interest.

The powers and policies as well as the options and contingencies I was considering was to arrest the perpetrator for the offence which had been disclosed by the victim to me under 'PACE (Police and Criminal Evidence Act) CODE G'. Code G summarised by the College of Policing allows for the prompt and effective investigation into a person's conduct if it is felt the person may intimidate, threaten, or contact the witness or victim. (College of Policing, 2015). This was necessary as it would allow the victim to feel safer and improve engagement with police, disrupt the pattern of behaviour that the victim has been subject to and give a clear indication that the victim is being taken seriously in this matter. This is summarised perfectly by the college of policing where they state it sends a clear message to perpetrator that the victim is not alone, and the behaviour is unacceptable. (College of Policing, 2015).

I had to bear in mind the potential risks of my decisions, College of Policing makes use of this stating that "Harm can never be totally prevented" and "decisions should be judged by the quality of the decision making" (College of Policing, 2013b). I ensured I put other support measures in place such as, making sure the victim could stay at an alternative address with a family member or close family friend and monitored her constantly, providing regular updates on the investigation, in line with 'Victim's code' Right – 6 , which is to be provided with information about the ongoing investigation and any prosecution. (College of Policing, 2021). If this was not in place the victim could be at significant risk of further contact or abuse from the perpetrator,

leading to a negative reflection onto the police itself where the victim could feel as if she was not supported enough after trusting police with the information she had disclosed. An article by FindLaw captures this by saying that the victim could withdraw from making a formal complaint and no longer support police action over fears that the victim does not feel protected enough by police when the attacker is released or played a significant part in their life. (FindLaw, 2018).

The final stage of the 'National Decision Model' was action. I discussed with my Sergeant the best way forward was to arrest the perpetrator as a priority and to impose bail conditions so the investigation could continue positively. The use of bail conditions as summarised by the College of Policing can offer significant protection for the victim as it allows the conditions to be enforced against the perpetrator if breached making the victim safe. (College of Policing, 2015). As a direct result of my seeking swift positive action, the perpetrator was located and arrested at his place of work by another team who were directed to his location by myself, whilst I stayed with the victim and continued to safeguard and support her. No human rights were breached at any point and all of my decisions had 'The Code of Ethics, Standards of Professional behaviour and Victims Code' at the very centre.

Which now leads me onto the last part of Borton's model of reflection 'Now What.' I found even though my decision making was swift, it was effective. I safeguarded the victim and reassured her, placing trust in the police's ability to support the public. Next time I would not draw directly from this experience as previous experiences aren't always the best way to deal with new incidents which present their own issues which need new plans and ways to be tackled. This has been learnt from my previous experiences when dealing with similar issues. The rationale for all my decision was to place the victim and her safety first and I am happy that my decision would be able to stand up to scrutiny in the future. Evidence Based Policing by the College of Policing encapsulates this well stating to always "review and use the best available evidence to inform and challenge policies, practices and decisions." (College of Policing, 2022).

Word count: 1895

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:

I will evaluate the theories of team dynamics for the assistance of developing team cohesion in my role as a police officer, the reasons some teams cannot function and theories I consider relevant to my discussion. I'll consider Interpersonal conflict and how this can occur within my team, incorporating strategies which can be adopted to improve individual team performance. Finally, I'll consider the imbalances a team dynamic could face, resulting in failing to comply with professional standards in policing.

It's essential for every team to perform to the highest standard as this reflects on the organisation. Policing strives to have members from all backgrounds and varied experience, allowing teams to bond without discrimination. Bad team cohesion can lead to members feeling less valued having decreased confidence and ability to complete tasks and workload, reflecting negatively on the public perceptions of the force and its capability to meet public demand. Considering my own police force, Gwent Police focuses on wanting "residents, businesses and visitors to be confident in our ability to prevent and tackle crime" (Gwent.police.uk, 2022). It explains how 'Protecting and Reassuring' the public and working alongside the communities, keeping them safe is at the forefront of its goals. (Gwent.police.uk, 2022).

An effective team must have a strong leader. Leadership as defined by Peter Northouse in his book of 'Leadership Theory and Practice', states a leader or leadership is someone that "influences a group of individuals to achieve a common goal" (Northouse, 2012, p.5) Furthermore, leadership doesn't reside in the leader alone but is the transactional event between the leader and the followers. (Northouse, 2012, p.5).

It's known teams take time to develop into an effective workforce. Bruce Tuckman identified a useful framework/theory when considering this. An article by e-learning

online summarises the idea surrounding this model. You couldn't expect a new team to form and perform to their best capabilities but yet expect each member of the team needs time to adjust themselves to other members and interact with their working culture. (The e-learning network, 2020).

Tuckman's theory highlights 5 stages: Forming, Storming, Norming, Performing and Adjourning. Forming, is where the team establishes ground rules. Members of the team will avoid conflict in this area, to avoid giving negative first impressions to other team members. Beslan highlights the importance of the stage is to allow members to become acquainted and build the ground blocks to work together. (Belsan, 2013). Storming focuses on the team gaining confidence in their abilities. This is usually where confrontation and interpersonal conflict begins. Interpersonal conflict is where two or more people have any type of conflict. An article by Crystal Raypole elaborates further on this, stating no matter how severe or mild the conflict may be, people have their very own personalities, values, and attitudes towards problem-solving. (Raypole, 2020) Different types of Interpersonal conflict can include, 'Pseudo conflict' which is usually misunderstanding between members of the team who think they have different goals, when they are the same. 'Fact conflict' is where two or more people disagree over a disputed fact or view. Finally there is 'Value Conflict' which is conflict over different personal values, for instance, pay scales and abortion rights.

Addressing Interpersonal conflict at an early stage is one of the most advantageous things a leader could do for their team. An Article by Rian Thomas, a conflict management practitioner, addresses this stating the first half of the conflict cycle is always the best as it is still an early phase and leaves more time for team members to atone for their wrongs and adopt a feasible solution. (Thomas, 2004). This is reinforced by iEdutNote an online article highlighting the positives of interpersonal conflict suggesting it allows social change, inspires more group creativity, shares and respects more opinions and changes decisions which are being made but also highlights negatives proving it can impact productivity, lead to members feeling devalued or leaving the group and mental health concerns surrounding the work at hand. (iEdutNote, 2019).

From a policing perspective the 'Standards of professional behaviour' and the 'The Code of Ethics' are linked to team dynamics. There's a required standard every individual and team must follow to represent the best interests of the police. The college of policing encapsulates the Code by referencing that it defines exemplary standards and behaviours to be followed and how it encourages personal responsibility and exercise professional judgement. (College of Policing, 2014c). Blackstone's refers to breaches of the Code being dealt in a variety of ways, either from peer or group challenges through police regulations. (Bryant and Bryant, 2019b, p.75). An example of Police regulatory power being in line with a breach of the code would be Regulation 13. Defined Regulation 13, "a constable may be dispensed with at any time if the chief officer considers that he is not fitted, physically or mentally, to perform the duties of his office, or that he is not likely to become an efficient or well conducted constable." (Legislation.gov.uk, 2011c). This falls directly in line with the 6th 'Standards of Professional behaviour' which is 'Duties and Responsibilities' where Constable has to remain diligent in the exercise of his or her duties and responsibilities. (College of Policing, 2014b).

If team dynamics don't place 'The Code of Ethics' and 'Standards of Professional' behaviour at the centre of their decisions, this can result in failing the wider community, placing less public trust and confidence in officers and the forces capabilities to perform for the public, ultimately leading to a community who is less willing to engage in crime prevention over fears of not being taken seriously or being let down. A thesis by Jonathan Jackson and Ben Bradford on public trust and police legitimacy highlights the public cares for Constables that follow rules and makes decisions in a transparent and accessible manner as this "is more important to people than obtaining outcomes that they regard either as fair or favourable to themselves." (Bradford and Jackson, 2009).

During the storming phase of Tuckman's Theory of team development, before entering the other three phases, an effective leader should implement 'Conflict Resolution' and strategies that can be adopted to enhance individual and team performance and improve the team's cohesion. The conflict resolution: CUDSA Model is an effective way to aim towards a desired outcome. It allows leaders and individuals to compromise but not so much that the individual using the process feels dissatisfied with an outcome. A YouTube video by a representative of a company called 'Breathe Personal and organisational Development' explains how the five areas of the model cannot be ignored but work in a linear way to one another. The first being to 'Confront the conflict' acknowledging that it exists, the second being 'Understanding each other's position' and arguably the most important part as it allows for everyone to stop talking about themselves adjectively and look at the facts instead. Thirdly to 'Define the problems' ensuring all parties are ready and willing to co-operate. Fourth, to seek a solution mutually compromising and generating alternatives and lastly 'Agreeing action to resolve' issues and implement best practice solutions moving forwards. (Breathe Personal and organisational Development, 2018).

Drawing from my own experience with regards to the CUDSA Model, I found the Model to be an effective way to allow me not only to feel included and valued as part of my team but also to present new ways and ideas moving forward which would benefit the group as a whole to a mutual outcome. I 'Confronted the conflict' I was experiencing and aired my feelings towards a matter telling my leader that I did not feel valued enough within my team as my ideas were not being taken on board with regards to a project which we had to complete for a school visit in my local station area on community safety and early crime prevention. The leader and I spoke about our shared goals and focused on the task at hand. Being open and honest, I informed my leader that I did not think it was appropriate to continue in the manner that we were as the group tasks were very one sided. Collectively we defused the situation and I also listened to the leaders' views where he thought he would take more initiative as he had more experience in the field with regards to this aspect of the role. Together we defined the issue and decided we would both have to change how we worked; we sought the solution of delegating roles to each individual person to have their own say on the matter allowing them focus on each of their own strengths. Ultimately the new implementation of working dynamics changed the overall outcome of the project and allowed myself and other members of the team to focus on our strengths taking responsibilities away from the members who were weaker in specific fields and delegating them to the members who were potentially

stronger in that field. This allowed the team to feel more motivated and happier with their individual roles.

After the storming phase, Tuckman's Theory then focuses on the 3rd Phase which is 'Norming'. This is usually where the team develops an identity and delegates roles and responsibilities, so motivation levels naturally increase. This is where the team and individual performance begins to increase positively, and more strategies can be adopted to increase individual and team performance ready to move onto the 4th phase of Tuckman's Model which is 'Performing'. An article by the Indeed editorial team has highlighted the area of most importance to improving Team Cohesion, summarised they state how encouraged open and active communication allows for members of the team voice their concerns and resolve conflict more efficiently. Also using team success if a good indicator to heightened morale and allows members to be seen as a collective group rather than individuals which could impact the group negatively or be seen as favourites. Finally giving members of the team authoritative power in the team could allow for members to take more responsibility over goals and actions in the group unifying them more as team to work together but this list was not exhaustive. (Indeed Editorial Team, 2021).

With good strategies for improving individual and team performance in place this then makes way for the 4th phase of Tuckman's Theory which is 'Performing' in this stage there is a clear high degree of independence with disagreement being positively resolved. "The team begins to work as one cohesive unit in an efficient and productive manner". (Belsan, 2013). The 5th and final stage of Tuckman's Model is 'Adjourning' the stage covers the final moments of a group's existence and the uncertainty about individuals' future begins until the cycle is rebooted at the forming stage once more.

To conclude, after evaluating the theories of team dynamics, I believe that Tuckman's theory is an effective model to reflect on when developing team cohesion, I also feel that the CUDSA model is an effective way of managing interpersonal conflict as it allows for the leader to listen to the teams' individual needs and compromise to a position where the desired outcome can still be achieved but the team develops a dynamic that works best for everyone. There will always be issues with some dynamics where professional standards may not be met and team standards may fall below the requirement of their organisation, however I feel that with good involvement by all team members working collectively, the desired outcome can be achieved.

Word count: 1912

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 explain information and intelligence and how it can be used in the disruption of more prevalent criminal activity via means of effective roads policing and I will look at outlining ANPR (Automatic Number Plate Recognition) and how this can be used as an investigative resource when disrupting criminal activity in line with policing the roads.

Forces across the United Kingdom established Roads Policing as an active deterrent to stop users of the road breaking the law and to keep roads safe. Disruption of criminal activity is at the very core of all policing and falls directly in line with the 'Pelian Principles' or more so principle one, "To prevent Crime and Disorder" (The Crime Prevention Website, 2013). William Joseph the writer of an article surrounding roads policing highlights a specific quote referenced from Chief Constable Anthony Bangham who stated, "The public expect us to deal with those who break the law to help reduce road risk and increase safety" (William Joseph, 2022). The main role of a roads policing officer is to investigate and prosecute offences through intelligence led policing and to prevent loss of life and injuries on the roads. The 3-year strategy plan as released by the National Police Chiefs Council (NPCC) highlighting their objectives, one of the highest priorities being to ensure safe roads. Summarised in the plan, it states their priorities are to identify high harm routes of travel to motorists and how Automatic Number Plate Recognition systems or ANPR will assist in the detection and disruption of criminals utilising our roads for crime. (NPCC, 2018). Furthermore the plan then also highlights how the National Roads Policing Intelligence Forum (NRPIF) aids in joint working between UK police forces and partner agencies in the reduction of criminal activity. (NPCC, 2018).

An effective road network is essential to a thriving economy however, an article on roads policing from the government examines how unfortunately criminals thrive on the road network, Furthermore stating that criminals use the road network to

facilitate and commission crime whether it be county lines exploitation, gang violence, human trafficking, and smuggling. (GOV.UK, 2020).

Information and intelligence can be one of the most important ways to disrupt criminal activity and this can be received in a number of different ways. Blackstone's reflects on this by stating how information can be obtained from a simple call from the public or a policing incident requiring officers' attendance and how many serious and organised crime that result in successful prosecution have their origins in good intelligence. (Bryant and Bryant, 2019c, pp. 522-523).

The National Intelligence Model and or NIM, is focused around using intelligence and determining the key priorities for policing. Blackstone's summarises this well stating how it's a validated model of policing representing the best practices in the use of all intelligence to help fight crime. (Bryant and Bryant, 2019d, p.536). The key and prioritised function of The National Intelligence Model is to task and co-ordinate process. This ultimately determines "Operational response to crime and disorder and prioritizes intelligence requirements." (Bryant and Bryant, 2019d, p.536). Examples of this include serious car crime and the related 'Hot Zones' where this is prevalent the most and county lines, where intelligence provided can lead to vehicles being used in the commission of the crimes can be monitored and or tracked. Effectively The National Intelligence Model is key to keep the engine running in the policing world.

The police use a 'Intelligence Report' to submit and evaluate information and to manage the dissemination of the intelligence which has been submitted. This allows a "a shared confidence between law enforcement communities and partner agencies." (College of Policing, 2015b). Utilising this report, it can be tested to check the reliability of evidence being provided by the source and also allows intelligence and investigating officers to gather evidence required to act on the deterrence of crime. However, no matter the source of information all intelligence should be risk assessed accordingly prior to the information being developed for action. "Intelligence collection is a continuous process and there may be specific requirements for its recording and use." (College of Policing, 2022b).

The information in the report should always be clear and understood without any other need to refer to other sources, but this can be an option if similar sources are available. Grading of the information relies on a 3x5x2 system when the sources produces the information. The Source can either be 1. Reliable, 2. untested and 3. not Reliable. The intelligence can be, A: Known directly, B. Known indirectly by corroborated, C: Known Indirectly, D: Not known and E: suspected to be false and finally the handling codes of the information provided can be either P, Lawful sharing permitted or C, Lawful sharing permitted with conditions. At all times however organisation "must have measures in place to make sure the correct identity of the source is not revealed". (Nafn.gov.uk, 2022).

When it comes to intelligence, a reliable source is one that if information believed to be competent and generally reliable. This can be in many forms. A power point by Nafn.gov.uk Data and intelligence services highlights how this can either be human intelligence, scientific, technical and or forensic source. (Nafn.gov.uk, 2022). One such source that can be used reliably for information and intelligence and the overall

deterrence to crime is Automatic Number Plate Recognition or ANPR which is a technical support. A nonreliable source or one which is suspected to be false would be for example would be a CHIS (Covert Human Intelligence Source) engaging in criminal activity and then reporting on the people he or she has been engaging with in order to try remain innocent in the police's eyes.

ANPR as summarised by the RAC online is technology that reads a vehicles registration plate to create location data which can then be used for law enforcement purposes. (RAC, 2020). This technology can help to deter and disrupt criminality on a national level with the system not being limited to just one specific area of interest. It effectively plays an advanced role in building information and intelligence to assist in the disruption of Road Related Offences and Serious Organised Crime Groups utilising the road networks.

ANPR provides a tactical option, whereby it can disrupt, aid in the prevention of crime and detect criminal activity which in turn increases positive public perceptions and confidence in the police's capabilities. ANPR registers vehicle registration plates against database records allowing it to be tracked. A RAC online summarises, once a vehicle passes a camera, it has a tag generated against it and every other camera the vehicle passes will have the same tag allowing it direction of travel to be tracked and journey times calculated. (RAC, 2020). ANPR can be static, moveable, mobile and covert and provides a wide range of opportunity to be used in the reduction of crime.

In 2021 Northamptonshire Police put ANPR to great use of the course of a 3-day operation. The operation was nicknamed 'Operation Jaguar'. It consisted of months of preparation and planning and constabulary utilised over 50 officers from specialist and operational positions to use ANPR's capabilities to tackle the forces priorities which included Serious and organised crime and Knife crime to name a few. The director of intelligence for the force even stated the operation was "executed flawlessly by the officers within the Force's Intelligence Bureau, and I am really pleased with the results." (Northamptonshire Police, 2021). The operation highlighted the dangers ANPR posed to criminals using the roads for criminality. Furthermore, summarised from the same article Northamptonshire Constabulary clarify despite the costs, the results speak for themselves in the effectiveness of the ANPR system and it has placed a "Ring of Steel" around its force area for preventing and deterring crime. (Northamptonshire Police, 2021). The operation in total led to 143 vehicles being stopped, 26 arrests being made for varied offences, 44 vehicles being seized alongside 76 traffic offences being identified and 34 searches being completed on vehicles. (Northamptonshire Police, 2021).

A further look into ANPR shows that the Metropolitan Police are also conducting their own investigations with targeting the disruption of county lines and drug gangs at the centre of it work. An online article by Sky News certifies that ANPR intelligence was used to aid police in arresting over more than 200 people across England and how officers from Surrey, Essex, Kent, Hertfordshire, and British Transport Police to name a few were involved. (Sky News, 2020). Over 22 knives and 54 vehicles were seized with 60+ drugs and illegal items being confiscated, which highlights the effectiveness that ANPR has against Serious Organised Crime. Home Secretary

Priti Patel at the time stated “We are coming after you” following the focused success of the operation and capitalising on County Lines. (Sky News, 2020).

ANPR is a great contributor to public confidence as clearly referenced. It provides a visible presence to those using the roads allowing for proactive patrols by officers issuing intelligence lead information from the camera’s detectors. With strategic road networks like the M4 and M5 Corridors covering more than “4,300 miles of motorways and major ‘trunk’ A-roads” (Gov.uk, 2014) motoring offences can be reduced, which will improve public safety. Furthermore, this will reduce more prevalent crime as officers conducting simple traffic stops and utilising powers under legislation such as Section 163 of Road Traffic Act 1988, which is the power to stop a vehicle instructed to do so by a constable (Legislation.gov.uk, 2020) and Section 4 of the Police and Criminal Evidence Act 1984, which is the power to stop vehicles in connection of indictable offences to locate and offender or witness (Legislation.gov.uk, 2019), could mean stopping a vehicle used in serious and Organised crime for drug smuggling or county lines removing it from the equation and disrupting the organisations network.

In conclusion, I have explained how Information and intelligence can be used in the disruption of more prevalent crimes and criminal activity such as drug smuggling, county lines and other organised crimes. I have also outlined how ANPR is also an excellent resource in the prevention and deterrence of crime through its use of information and intelligence to assist police in the deterrence of criminal activity and disrupting crime. There are also other sources which can be used to help in the reduction of crime, but I feel ANPR is one of the most innovative and well represented ways in which policing is evolving to combat and ever-changing criminal underground.

Word count: 1751

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: Below in the grid I will utilise the ‘SMART Mnemonic’ as referenced by (MindTools, 2016).

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	
1. Developing a knowledge surrounding Case Files and work included for CPS.		7			7		To Familiarise myself with NGAP and GAP files and continue to seek peer support regarding their construction, More so develop and research more in to a MG6 Series and Streamline Disclosure. If feel this is an area of importance and should be achieved with 6 months and I have set

							myself a task finalisation date of January 2023. I will seek peer support in this area including supervisory review to ensure that this fields continues to be a strong improving area once completed and so that I can improve on other areas if required.
SKILLS 1. Developing skills surrounding research on Serious Organised Crime and gang activity and strategies these can be dealt with.	Low 1-4	Med 5-7	High 8-10 8	Low 1-4	Med 5-7	High 8-10 8	To Research different methods and of Serious Organised Crime and how this area is policed. To take time and have attachments with the Serious Organised Crime team to expose myself to experience in a new field and help towards my development needs by potentially assisting with crimes whilst on attachment. More so County Lines, Roads Policing, Human trafficking, and Modern-day Slavery. I feel this is an area I want more exposure too as these are fields I am interested in for the future. I have set myself 1 year to try and get more exposure to this field under my belt and have a finalised date of January 2024.
EXPERIENCE 1. Developing more	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	Practice the process of stop and search and

experience surrounding Section 1 and 23 Stop and Search.		10		8	the exercise of powers making sure no legality is breached during the process and to make sure all details are recorded in the correct manner after the search has been completed. To delve more into PACE (Police and Criminal Evidence Act, 1984) and The Misuse of Drugs Act 1971 to familiarise myself more with Sections 1 and 23 surrounding Stop and Searches and to apply my self willingly to calls involving potential searches. The time frame I hope to achieve this by will be 6 months' time as it allows for a breadth of time to experience multiple potential searches and finalisation date for this to be achieved being more comfortable in this area will be January 2023. I will seek to use colleagues and my sergeant for feedback and assistance if required to re-evaluate so I can move forward.
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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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