

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 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
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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:

Introduction

During this essay, my goal will be to reflect on the impact of organisational culture in police and how it affects my wellness and resilience. I will consider the pitfalls of adhering to organisational culture and attempting to explain my techniques for sustaining my wellness and resilience. I will also explore how I have maintained my own principles within the context of the larger organisational culture.

Main Body

Organizational culture is made up of norms, values, rules, procedures, symbols, and beliefs that are all organised into a system and deeply embedded in the collective conscience of the organization's members, influencing their cognitive and affective behaviours, as well as their performance in an indirect way. Upon joining the police, it is recognised that new recruits display positive traits such as "intelligence, common sense, dependability, and honesty" (Sanders, B.A, 2003.), however it is important that these positive traits are not lost as they are immersed deeper into policing.

Since becoming independent, not being shielded by a tutor constable and being immersed in a team culture it has become easier to see why individual officers are susceptible to allowing organisational culture to have an impact on their wellbeing and how they go about their daily lives. Brough et al (2016) identified 5 five dominant police organisational culture characteristics: the police family, control, us versus them, masculinity, and subcultural differences. Officers often work a shift pattern, known as a 'set', in which they work over 54 hours a week with a small team. This in turn leads to officers spending more time with their team than their loved ones or friends, leading to team members forming close personal bonds in which colleagues become almost like family members. "The bond of comradeship was such that police officers were expected to lie to cover the misconduct of their colleagues" (Small, M.W. and Watson, R.C., 1999), whilst having obvious benefits such as moral support and team cohesion, this comradeship comes with its pitfalls. There is an expectation of loyalty and solidarity amongst officers, this can be categorised in two different types:

- Horizontal Solidarity – where officers are loyal to their immediate colleagues.
- Vertical Solidarity – where officers are loyal to superior officers and the organisation.

Horizontal solidarity amongst team members can lead to misplaced loyalties which can lead to issues of misconduct if not addressed however it is recognised that there has been a shift towards a 'Code of Self Protection' rather than a 'Code of Silence' (Charman, S. 2017) as there is a renewed focus on the changing of culture within the police force.

Masculinity is another key component of police organisational culture. The public perception of police officers is one that they must be strong and have a stiff upper lip at all times, however they fail to see that officers are human beings and succumb to same effects that a normal member of the public does on a day to day basis. For example, when officers deal with incidents of Trauma. Trauma is defined as "Trauma is an emotional response that is caused by experiencing a single incident or a series of distressing or traumatic emotional or psychological events, or both" (American Psychological Association). Officers are often first on scene to traumatic incidents and are exposed to witnessing horrific situations which, as normal members of the public, they would not have been exposed to prior to joining the job. Examples of traumatic incidents would be:

- Medical Trauma
- Disasters
- Terrorism
- Child Abuse
- Domestic Violence
- Rape
- Death

Officers are exposed to these incidents on almost a daily basis. Traumatic incidents can lead to long term effects on physical and mental health should they not be managed properly, or officers' wellbeing being supported. Officers will often feel a number of psychological & physical trauma including:

- Changes in behaviour
- Difficulty functioning
- Anger
- Depression
- Anxiety
- Social withdrawal
- Emotional numbness
- Difficulty sleeping
- Appetite changes

Since becoming independent I have attended numerous deaths, medical traumas and accidents. However, there are incidents that will stick with officers and affect them ongoing in which they will need to be able to establish and develop techniques to support them through difficult times. I've spent time reflecting over the months since going independent and discovered that it's difficult for me to turn off from the occurrences and trauma I've witnessed at work. As a result, it is critical that I develop appropriate strategies to preserve my well-being and continue to build on my resilience.

Wellbeing is defined by the Oxford English Dictionary as “the state of being comfortable, healthy, or happy.” (Felton, Liz. 2015) Officers can often find themselves being worn down by the incidents that they attend on a day to day basis, so it is key for them to work on building resilience in order to increase their mental and physical wellbeing. Due to the nature of the situations that they see, police officers and individuals who attend traumatic occurrences in general are at a higher risk of developing mental health difficulties. It has thus been critical that I find ways in my own time to cope with this transition and care for my mental health, and as a result, I have embraced tactics that aid in sustaining and positively enhancing well-being and resilience.

My primary method, which still takes some effort, is to talk to family and friends about the trauma I have seen or the issues I'm dealing with. Personally, I don't find it easy to discuss my troubles or what I am fighting with. But the position of a police officer is both physically and emotionally taxing, and I have discovered over the past 16 months that if these feelings are not expressed, the issues get worse. I've noticed a significant improvement in my capacity to cope with the trauma since chatting with family and friends. I have found it important to talk to persons outside of the force however as it can be quite daunting to speak to peers or older in service officers as it can sometimes feel like they are silently judging you as being weak.

When circumstances make us feel threatened or disturb our equilibrium in some manner, our body's defences kick in and trigger a stress reaction, which can cause a range of unpleasant bodily symptoms and cause us to behave differently. We may also feel more powerful emotions. Sleeping troubles, sweating, and loss of appetite are the most frequent physical symptoms of stress. These symptoms are caused by a surge of stress hormones in our bodies, often known as the "fight or flight" reaction. These chemicals, adrenaline and noradrenaline, elevate our blood pressure, heart rate, and perspiration rate, preparing our bodies for emergency reaction. “Doing something physical releases cortisol which helps us manage stress. Being physically active also gives your brain something to focus on and can be a positive coping strategy for difficult times.” (Mind. (Unknown).

My second method of maintaining my wellbeing is by exercise, Physical activity can improve mental health and possibly alleviate symptoms of mental illnesses such as sadness and anxiety. According to the BBC there are 6 main benefits of exercise on mental wellbeing are:

- Boosting Self Esteem
- Stress management
- Aiding Sleep
- Improving Cognition
- Fighting Depression
- Brain Biology Booster

I have found that going to the gym and running has enabled to give me a route of escapism from the trauma and calls that I have seen in the day.

Conclusion

In conclusion I've found how critical it is to implement tactics that promote well-being and resilience. The tactics I discovered have become an important part of my life and have enabled me to become a better Police Officer as a result. I plan to continue implementing these tactics in my daily life in the hopes of improving both my physical and mental health. I have also

noted that whilst it is important to integrate as part of a team, it is important not to lose yourself and your values in doing so.

Word Count: 1323

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:

Introduction

During this essay, my goal will be to reflect on a complex domestic related incident in which I played a key role. I will evaluate the decisions I made and outline the consequences of those decisions.

According to the PNLD, The Domestic Abuse Act 2021 (S1) defines the term domestic abuse. S1 (2) states that Behaviour of a person ('A') towards another person ('B') is domestic abuse if -

- (a) A and B are each aged 16 or over and are personally connected to each other, and
- (b) the behaviour is abusive

1(3) Behaviour is **abusive** if it consists of any of the following -

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse;
- (e) psychological, emotional or other abuse.

and it does not matter whether the behaviour consists of a single incident or a course of conduct.

There have been a number of amendments to the domestic abuse act, which highlights the ever-changing intricacies of criminality which cannot always be seen by members of the public or in plain sight and, unfortunately, this is upward trend with police recording 910,980 domestic abuse-related crimes in England and Wales in 2022; a 7.7% increase compared with 2021. Victims of domestic abuse often live with the abuse for a long time before they gain the strength

and courage to report the abuse “On average high-risk victims live with domestic abuse for 2.3 years and medium risk victims for 3 years before getting help” (Safe Lives, Unknown). Knowing this, it makes it even more important to ensure that officers investigate any domestic related incident to the fullest and explore all possible angles of an investigation before making an arrest.

Main Body

My colleague and I received an emergency call from the control room for a domestic assault in progress. The circumstances of the call were brief, a male had attended at house after being out for a drink in order to see his child, in doing so he had been assaulted by his wife by means of her kicking him to the groin area. The control room operator stated that she could not get anymore information from the male as he spoke limited English. As per the NDM (National Decision Making Model), It is important for officers to gain as much information and intelligence prior to attendance at a call in order to be forewarned of any warning markers for potential suspects or victims or if there any been any previous incidents at an address or involving specific people. I requested the control room perform a check for any previous occurrences relating to the persons and the household as we made our way to the house. Information was passed across the air that there had been a number of calls to the household from concerned neighbours regarding loud arguments however these incidents resulted in no action being taken against either party. With regards to persons linked to the address, the female had no record on the police system however the male did have one previous arrest for Domestic Related Common assault from 2012 with a different partner. “We assess each situation based on its own merits ensuring we are fair and consistent in our actions.” (COP, 2023). Although this information forms part of an initial risk assessment whilst on route to the call, it is important that officers act with impartiality and treat all persons and incidents equally to ensure an effective investigation when they arrive. Knowing this information prior to getting to the call ensured that I was acutely aware of the previous behaviours displayed by both parties, though I was mindful that I did not want it to influence my decision making.

The second part of the NDM asks officers to carry out a risk assessment and form a working strategy. Upon arrival at the address, I could see the male was kicking the door and shouting something that I could not understand at this time. I activated my body worn video at this point as per force policy in order to capture any evidence that could be pertinent to the investigation. My first thought was to ensure that both parties were safe and that the situation did not escalate any further, so I knew I needed to get the male away from the door and down the street. My first action was to use tactical communication to engage with the male, so I immediately called out to him in order to establish my presence at the scene, initially the male did not respond to me as he seemed fixated on the front door of the address, so I called out to him again. My communication style at this point was quite calming and friendly, as I wished to calm the male down, and I knew that by beginning my level of dialogue at this level ensured that I could escalate if I needed to. The male turned sharply and headed directly at me at pace, as he did this, I saw something metal in his hand. It was a dark night, and I could not be sure what he was holding at this stage. I performed a secondary dynamic risk assessment in my head and decided that given the impact factors presented before me, namely the males size, level of assumed intoxication, warning markers and that he may be holding a weapon, that I would use a show of force and draw my PAVA spray.

I then increased my level of volume and directness with the male and shouted at him to drop what he had in his hands, initially he did not react however upon seeing the PAVA and me

pointing at his hands he dropped what I believed to be a chisel. I guided my colleague in who placed the male in handcuffs due to the threat that he had presented. The male did not speak fluent English, so I made the decision to phone language line in order for me to be able to communicate with the male more effectively. As per PACE 1984, I then cautioned the male to ensure that his rights were protected prior to deciding as to the next steps. The male stated that he had gone back to his house after going to the pub with a friend, when he returned his wife would not let him into the address. He went on to state that when she opened the door, they had a disagreement and she kicked him in the groin before slamming the door shut. I then asked him why he had a chisel in his hand, he stated that he was just trying to get the door open. Officers are routinely presented with ever changing circumstances, initially there had been no mention of a weapon in the call however during my time with the police I have learnt to be more aware of my surroundings and people's unpredictable nature.

I asked my colleague to stay with the male whilst I went to talk to the female in the address. Again, I engaged with language line to assist with this conversation as the female only spoke Kurdish. She stated that her husband had come home drunk and let himself into the house and immediately became abusive towards her, he had grabbed her by the throat and began to strangle her, almost passing out. She then kicked him to the groin area and was able to push him out of the house. I asked her why she did not call the police to which she stated that she was more concerned with making sure her children were okay. There were two children in the property that had witnessed the incident. Section 16 of the Youth Justice and Criminal Evidence Act 1999 (YJCEA), as modified by Section 98 of the Coroners and Justice Act 2009, defines a child witness as someone under the age of 18. All child witnesses are considered vulnerable, and as such, they are eligible for special protections. This would normally be in the form of an ABE (Achieving Best Evidence) interview. However, it was key that I got a basic account from the children to corroborate the female's version of events. I arranged for an appropriate adult to attend at the address and spoke to the children individually. Both children had witnessed the assault on their mother and gave a version of events that corroborated hers. As part of any Domestic Related incident officers are required to carry out CCTV and house to house enquiries, this proved to be a key part of the initial investigation as I was able to source CCTV footage from the house across the street, the CCTV showed the male staggering back to the front door and banging on it loudly, it then showed him barging the door and pushing the female against a wall before the door closing.

Based on the information that I had collected I was satisfied that the reporting person was actually the suspect in this matter. The male was already in handcuffs due to the impact factors already presented. I made the decision to arrest the male for Domestic Related Common Assault, Possession of an Offensive Weapon and a relatively new offence, of Non-Fatal Strangulation. This offence came into force in June 2022. The legislation states the following: Section 75A(1) a person ("A") commits an offence if- A intentionally strangles another person ("B"), or A does any other act to B that – affects B's ability to breathe, and constitutes a battery of B. The offence has only come into force a week prior to arresting the male for this offence so I referred to the PNLD to ensure that I had covered all of the points to prove. I arranged for a colleague to stay behind and complete and MG11 with the victim to ensure that we had a supportive complainant. I also requested that a PPN be submitted to ensure that the female and her children received additional support from a multiagency approach. I then transported the

male to custody and approached the custody desk to book the male in. The custody sergeant initially questioned why I had arrested the reporting person in a domestic related matter, as this was quite unusual. I explained to him all of the evidence that I had collected, and he accepted the male in custody.

Conclusion

For me the most important learning from this incident was that officers should not be quick to decide an outcome based on the initial circumstances presented to them. A key outcome for me was that I took the time to consider all information and intelligence presented to me and that of which developed throughout the call. Initially I was presented with a straightforward domestic assault and could have made an arrest based on the initial circumstances however by investigating further and asking the right questions I was able to unearth a different, more serious version of events which resulted in the reporting person being arrested. Furthermore, I learned that I need to continue to be aware of my surrounding and the unpredictable nature of any incident in which I go to.

Word Count: 1866

Task 3

Relevant areas of the National Policing Curriculum: Maintaining Professional Standards, Leadership and Team-working

Evaluate theories of team dynamics as a means of developing team cohesion (reasons why some teams cannot function, theories and models relating to team dynamics, ways to improve team cohesion).

Consider why inter-personal conflict can occur within a team and outline what strategies can be adopted to enhance individual and team performance.

Consider how team dynamics within the police service can result in failing to comply with professional standards requirements (Code of Ethics, policies, procedures, protocols or legislation).

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

ANSWER:

In this essay, I will look at how teams develop and, using Belbin's Nine Team Roles and Tuckman's Model of Team Development as a guide, and explore how inter-personal conflict is almost inevitable within all teams. I will consider the impact of this conflict and what strategies can be implemented by leaders to negate the impact this conflict could have on, not only the team, but the wider organisation including a failure to conform to professional standards.

Whether it be an international sports team, a retail store or a police response team, team cohesion is essential in order for a team to function coherently, to strive to achieve a common goal whilst also upholding the values and standards set. Team cohesiveness necessitates interpersonal connections amongst team members, which aids in participation and motivation at work. However, team cohesion is not natural, it takes time to develop since it is based on trusted relationships and open communication and is reliant on the dynamic or build of the team to be able to flourish. Team dynamics are the subconscious psychological influences that shape a team's performance and behaviour. The nature of the team's task, the personalities on the team, how well they get along with each other, and the setting in which they operate all influence team dynamics. When they enhance the effectiveness of the team as a whole or help each team member perform to their full potential, team dynamics can be beneficial. Poor

team dynamics however could be detrimental, such as when they lead to unproductive disagreement or conflict and a failure to achieve team objectives.

A key consideration of the dynamic of a team is the individuals themselves as considered by Dr. Meredith Belbin in his theory of Nine Team Roles. "A team is not a bunch of people with job titles, but a congregation of individuals, each of whom has a role that is understood by other members." (Belbin, 2010). Belbin's theory said that an effective team is often composed of a mixture of individuals with various, complementing traits. According to Belbin, if a person is aware of their place in the team, they may positively affect the team's cohesion by recognising and enhancing their particular talents as well as their deficiencies.

A team that possesses a healthy mix of behavioural traits will work well together to accomplish the shared objective. Belbin's team roles offer a helpful framework for maximising a team's effectiveness. Leaders may set up their teams such that everyone's abilities are used by considering the strengths and limitations of each member. The acquisition of such a makeup of team members within the police force is not guaranteed due to force being the employer at a head office level, this is where strong leadership is required from ranking officers at a local level as they will be the person managing the individual teams. For example, in a response team it is the sergeant's responsibility as a leader to mould his team into a cohesive unit and, at time when the UK is undergoing a significant uplift in recruitment, there will be an expectation placed on such ranking officers to ensure this happens, sooner rather than later. In failing to do so there is a risk that the team does not conduct their role efficiently, thus having a negative impact on communities and public perception.

The formation and subsequent growth of a team can be seen in four key stages as identified by Bruce Tuckman's Theory of Teamwork 1965. The model described the stages to be forming, storming, norming, and performing. Tuckman's theory is founded on the fundamental belief that teams cannot simply be and that they require time to mature into cohesive units, capable of attaining its primary, collective goal. His theory said that teams must progress through the four distinct phases before they can be capable of achieving organisational goals collectively.

During the forming stage, the team members have just started working together and have not yet developed into a cohesive unit. Each person searches for their position within the group. They are interested in learning what their function will be and how they should carry it out, they try to get to know one another and their own strengths. This is where each person's

assets and flaws are examined and disclosed to one another. During this phase, team members tend to act autonomously so it is an interesting psychological situation, even though there may be good intentions, there won't be any trust as the members are still forming opinions of each other, these opinions often stick with team members in the future. At this stage, it is important that the leader of the group allows enough time for bonding but lays the foundation by directing the approach needed ongoing. There should be consideration for Team Development Interactions at this stage (TDI's) as a means to aid relationship building within the new team. South Wales Police allocate one wellbeing day a year and subsidises an activity for officers to complete as a team in order to help facilitate growth and bonding, I have taken part in one of these days and it certainly achieved those aims. Team building days are proven to increase inter-team relationships, growth and performance in obtaining set goals. (Lacerenza, C. et al 2018).

The next stage is the storming phase, this is where individual personalities begin to show. As such, the risk of conflict increases as individuals vie with one another for increased stature. At this point, power battles begin to develop inside the team and are crucial in determining the group's future performance. According to Lenconi, (2005) there are five common issues that teams experience, these are highlighted during the storming phase: 1. Lack of trust, 2. Fear of conflict, 3. Lack of commitment, 4. Avoidance of accountability and 5. Inattention to results. This stage in the formation of a team is the most vulnerable to conflict and therefore the stage where Lenconi's five points are most influential, a strong leader will try to get the team members to concentrate on the work rather than on internal rivalries. In order for the team to concentrate on the work at hand, they must ensure the members steer clear of interpersonal and emotional concerns. But in order to function as a team, the team members must resolve their interpersonal conflicts. Failing to resolve the conflict can result in the team becoming fractious and failing to move on to the norming phase. This could lead to issues in which conflict overcomes the team, leaders should be mindful that in organisation such as police forces, if this is not controlled and handled effectively it is the public that will suffer leading to a negative perception. In more extreme cases, failure to obtain control of the conflict could lead to occasions where officers fail to conform to the standards expected of an officer as set in the code of ethics or teammates being too scared to report them to professional standards through fear of causing more conflict within the team. Challenging incorrect behaviour is an incredibly essential aspect of professional behaviour standards and can prevent difficulties within a team from growing to the point where formal disciplinary processes are necessary.

The norming phase follows and is named as such because it is seen as the stage of team development whereas the storm of the previous stage begins to settle down. This stage sees members start to come to an understanding and agreement. As everyone in the team is aware of their duties, they begin to accept them, and team members are aware of their position on the group. Now that the group has reached the agreement stage, major decisions may be made in order to advance. The team leader helps the team members progress toward their own objectives within the context of the group activity (Johnson & Suriya, 2002).

Finally, we reach the performing stage, at this stage team members are aware of their ability to work as a cohesive whole. Teams appear to be moving as a unit now that they have overcome subjective differences and learned to compromise their own working methods. Because they have set their own shared goals at this point, teams often don't need much external supervision, a leader should now be able to stand back and delegate tasks effectively.

It is clear that inter-team conflict is inevitable as a team grows. "Inter-team conflict is part of everyday organizational life" (Wombacher, J. & Felfe, J. 2016). A team's ability to resolve internal issues reveals the group's cohesiveness and strength. When team members can openly express their thoughts and perspectives and engage in productive debate, teams perform at their best. Whilst Tuckman highlights that conflict will inevitably happen, his theory does not offer any means to resolve said conflict.

Exposure to conflict is something that is almost a guarantee when joining the police, therefore officers are able to employ varying means to resolve external and internal conflict. Officers are taught methods of conflict resolution in initial training as a means to using communication to end disputes as opposed to using force. As a means of early intervention in inter-team conflict the CUDSA approach may be more appropriate to ensure team cohesion is achieved quicker. The resolution of conflict is a crucial component of creating team cohesion, requires strong management and leadership. The CUDSA framework represents a constructive and cooperative approach that promotes participation and transparency. Using the CUDSA model, obstacles are overcome through problem solving using the following stages:

Confront the issue, acknowledge the conflict, and show willing to resolve it. Understand all perspectives through active listening, clarify positions by making clear statements. Define the problem and agree to welcome change. Seek mutual ground to enable solution generation solutions. Agree and implement the best solution. Conflict resolution models that promote cooperation and communication, such as CUDSA are key and can ensure that any conflict

within a team is turned into a positive that reinforces team values and drives performance (Alper et al. 2000).

In conclusion the application of Belbin and Tuckman's theories highlight the likelihood that a team member's personality and behavioural traits will inevitably lead to conflict, however neither offer a solution to resolve it requiring further identification of strategies to do so in order to enable cohesive working. It is clear that the chance of team disputes is reduced by selecting the correct people, which may increase the team's capacity for success and delivering for the communities that we serve. It's critical to keep in mind that despite functioning as a unit, teams are made up of people with various personalities and skill sets. Despite the fact that these people are distinct from one another, working together may be productive. A leader must value and encourage such individuals to utilise their special skills and characteristics, furthering the chance that a team may function at its best. If team cohesion is not developed, goals will not be met, and even worse, standards compromised and not kept in line with the code of ethics, something that given the current state of perception of police forces in the UK, cannot be tolerated.

Word Count: 1860

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:

Introduction

During this essay I will look to explain how information and intelligence is used by police forces to disrupt criminality and, in particular, how this can be used in the effective policing of the roads. I will also look at how ANPR is used to disrupt criminal activity across the UK road network.

Main Body

Everything we do as police officers is based on information and intelligence. With an accurate information picture, we can effectively target action against the most significant threats and have the most disruptive impact on major organised crime. We collaborate closely with our partners to identify the most serious threats across the United Kingdom. This guarantees that the intelligence we acquire is fully utilised by the UK law enforcement community. Information is classed as data that might originate from any source and is unedited. According to the College of Policing, there are a number of methods for gathering information that may subsequently be turned into intelligence.

Volunteered Information - This generally includes a member of the public volunteering information, usually because they want police to take action, such as information about drug activity in the neighbourhood. It may be in person on the street, over the phone, or in writing, and it could be classified as intelligence if applicable.

Tasked Information - Prioritized information gathering, such as CCTV inquiries, ANPR (automatic number plate recognition), or scanning the Police NICHE database for suspect information.

Routine Collection - Information gathered as part of ordinary policing activities, such as stop and searches, arrests, and reacting to occurrences. The majority of this information will be

relevant solely to regular activities, but there may be moments when it may be important for another policing reason.

“Information consists of bits of data that, when combined and viewed together with relevant background knowledge, may be used to produce intelligence, which informs the actions and decisions of policing organisations”. (Innes and Sheptycki, 2006)

The information collected can be turned into actionable intelligence by using a business framework called the National Intelligence Model (NIM). The gathering, creation, and distribution of intelligence enables choices regarding priorities and tactical alternatives to be made. The NIM operates on three levels: level one is the Local or BCU level, which handles low-value thefts and criminal damage. Level two- force and/or regional, including more than one local command unit, national specialists' guidance, and neighbouring constabularies. Finally, level three refers to significant and organised crime on a national and worldwide scale.

The NIM allows information to be processed generating intelligence to act upon:

- Defining force tactical direction
- Decision making through information gathering exercises.
- Allocation of Police resources
- Developing strategies.
- Daily Tasking

Allocating resources and Tasking are closely aligned parts of police strategic planning. Successful application of the intelligence model ensures that intelligence led policing is at the forefront of the battle against organised crime. However, just as the police use Information and Intelligence to formulate their planning process, so do OGCs and they are becoming even more sophisticated in the way in which they do so, so it is important that police use any means to stay ahead of the game to disrupt criminality wherever possible.

A well-functioning road network is critical to a flourishing economy and, regrettably, what works for business also works for perpetrators of criminality. Criminals will exploit the road network to advance their socially destructive operations, whether it be the unlawful trafficking of persons, drugs, or other counterfeit goods. Roads policing is critical in disrupting criminals who use the road network for illegal gain. Differentiating between "traffic" crimes and other types of crime risks underestimating the importance of police our roads together in combating crime in the community. Offenders will utilise the road network to enable the conduct of crimes such as smuggling, theft, exploitation of county lines, enabling burglary, child sex exploitation and violent crimes.

It is proven that those who commit seemingly minor traffic offences or drive dangerously are more likely to be involved in more serious types of criminality (Bates, L., Alexander, M. and Webster, J. 2022). Therefore, it is imperative that police use these minor offences as an 'in' to enable investigation into more serious crimes. Criminal gangs often use 'Pool Cars' as a means to commit offences such as drug trafficking, a pool car is a vehicle that is shared amongst criminals in order to commit offences and by removing them police are able to deny such criminals a means of committing such crimes.

“Under the Roads Policing strand, we will seek to explore a proposal focused on intelligence sharing, joint planning and coordination between agencies and organisations involved in assuring the safety, security and efficiency of the strategic road network”. (Policing our Road Together, NPCC. 2018)

In 2018 the NPCC formulated a three year strategy specifically designed to deal with those who break the law on the road and to reduce overall risk and improve safety. Within this strategy the NPCC seek to focus Roads Policing Units to deliver reductions of the number of persons killed or seriously injured on the roads and the reduce criminals' ability to use the road network to commit offences by using the PIER approach (Prevent, Intelligence, Enforce and Reassure).

With Organised Crime Groups becoming more prevalent in the UK it is imperative the information is gained, and intelligence is developed to enable a focus from forces to break the back of road based criminality. OCGs frequently have favoured routes of travel on the roadways while undertaking illegal activities, like as drug trafficking, human trafficking, or shipping counterfeit products. They are generally well aware of roads that have ANPR (automatic number plate recognition) or CCTV and will avoid remote or infrequently policed areas. Installing CCTV and conducting organised patrols are excellent methods of diverting activity to places with stronger evidential gathering opportunities, such as major trunking roads. By influencing activity, it is possible to improve information collection possibilities and raise the likelihood of offenders coming into direct contact with the police, for example, through car stops.

Automatic number-plate recognition is a technique that reads car registration plates using optical character recognition on photos to provide vehicle location data. It can leverage existing closed-circuit television, traffic enforcement cameras, or cameras created particularly for the role. Police forces all across the world employ ANPR for law enforcement purposes, including determining if a vehicle is registered or licenced. At the local, force, regional, and national levels, ANPR technology is utilised to identify, discourage, and disrupt criminal activities. This comprises travelling criminals (those who use the road system to evade capture), organised crime groups, and terrorists. ANPR is utilised by police forces across the UK and, when used in conjunction with PNC, to give lines of inquiry and evidence in criminal investigations. When a car passes in front of an ANPR camera, its registration number is scanned and quickly compared to a database of vehicles of interest. Police officers have the authority to stop a car, question the occupants, and, if necessary, make arrests. ANPR has shown to be useful in detecting a wide range of crimes, including the location of persons wanted for arrest or missing, witnesses, stolen cars, uninsured vehicles, and incidents of severe crime.

When it is known or suspected that a vehicle is engaged in an inquiry or an incident, ANPR should always be considered. It can help find lost or stolen cars, identify the movements of vehicles engaged in crimes, aid in the investigation of victims/suspects/alibis, and may be cross-referenced with data from other sources to improve intelligence. While ANPR offers information on a vehicle's movements, it does not necessarily reveal information about a person's travels, and other intelligence, such as digital forensics on a mobile phone, should be used. Of course, organised criminals are aware of ANPR technology and employ a range of evasive tactics such as hiring automobiles, masking number plates, stolen vehicles, cloned plates, and even covering their faces while passing cameras. Unfortunately, ANPR is not perfect, although it may be incredibly effective in gathering intelligence. It should also be mentioned that National Policy (NPCC) requires that the locations of fixed cameras not be made public, as this knowledge plainly benefits criminals.

When considering how ANPR may be utilised as an investigative tool, keep in mind that the bulk of fixed cameras are positioned on highways or 'A' roads. The bulk of OCGs originate in the major UK cities where travel on major highways is required, at least in part. However, as previously stated, OCGs participating in activities like as drug smuggling, child sexual exploitation, and modern slavery are not immune to police intelligence collection, and ANPR

cameras on major roadways may be both a weakness and a strength in some ways. The gangs will go to great pains to create their own intelligence; they will employ automobiles that will not alarm the system, drivers who are young and have clean, and they will get familiar with places where there is a heavy police presence, thus driving criminal activity further underground.

Conclusion

In conclusion, ANPR is a key weapon for disrupting severe organised crime; especially when paired with PNC and targeted efforts of Roads Policing units, nevertheless, like with everything, it should be included into a multi-faceted strategy with partnership functioning to ensure maximum effectiveness. Criminals now have better access than ever to various forms of intelligence and do not need to be particularly IT savvy to access these facilities, aiding the facilitation of internet-based organised crime. There are many aspects of organised crime where ANPR may not necessarily assist, which is concerning; however, as previously mentioned, low level traffic offences are often paired with much more serious criminals and criminality. Forces should be open minded to the advancement of technology in the fight against crime however this should not replace the knowledge and skill of experienced officers but aid them in their efforts.

Word Count: 1642

Task 5

Individual Learning Plan

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

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

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

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

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
KNOWLEDGE							
Building of Case Files. This is an area that I still have a knowledge gap as I have had limited exposure to building complex files.			8		6		Hub attachment will help to build knowledge of GAP and NGAP files. I will also volunteer to support colleagues who are required to complete files whilst on duty.
Sexual Offences		6			5		I have had limited exposure to sexual offences as I am not SOFR trained. This is not an

							avenue that I believe I will follow within my policing career however I would like to broaden my knowledge as, as a frontline response officer, I will inevitably encounter a situation where I will be required to know the correct process to ensure that any investigation is not hampered. I will so by shadowing SOFR trained officers on calls.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Interview skills: Despite completing a number of interviews, I am still quite apprehensive during the build up to them and during them.			8		6		Continue to volunteer to take prisoners that have been handed over at the start of a shift to expose myself to basic and more complex interviews. Again, I believe that a HUB attachment would be beneficial for myself to develop my interviewing skills further.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Traffic offences		7			5		Response officers do not routinely deal with traffic offences and, despite throwing myself into traffic related offences, I am still not 100% comfortable in dealing with them. I have administered road side breath tests and arrested for offences involving drink/drugs however would like to further develop my skills in the traffic environment as this is a potential route I would

						like to take in the future. I would like to have an attachment with RPU if possible.
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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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