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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Having achieved Independent Patrol Status, **reflect** on the impact of organisation culture within policing on your wellbeing and resilience (organisation change, retaining personal values in a wider organisational culture).

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The achievement of independent patrol status following my initial training and tutorship period marked an important part in my career as a police officer. This not only symbolized my competence and ability, but it also provided a sense of progression. I have also come to appreciate how the organisational culture within policing can have an impact on an officer's wellbeing and resilience. I had initially developed coping strategies to improve my wellbeing and resilience during my initial six months training. However, I needed to re-evaluate and build on new strategies for maintaining this following my achievement of independent patrol. In this task I will be expanding on these points, reflecting on the organisational culture within policing, and the risks associated with conforming to that culture. I will also be outlining my new strategies for maintaining resilience in such a pressured environment.

Firstly, I must state what is organisational culture. Dewar (2025) called organisational culture the base of success for a company. It affects how employees collaborate and progress and includes the collective attitudes that align with a common task. In 2002, Kiely and Peek completed a study that focused on meaning of quality of service in British policing. Findings showed that police culture had changed to focus on service quality to the public (Kiely and Peek, 2002). This is evident in the policing purpose of South Wales Police which is to prioritize victims, protect the vulnerable and pursue criminals. That is the essence of the service we provide to the public; we are charged with these three objectives, and a quality of service translates well to these points.

With an understanding of organisational culture covered, how does this impact on the wellbeing and resilience of employees within an organisation? An experience that can be attributed to organisational culture is burn-out. Burn-out is a result of high workplace stress that is not effectively managed, it results in such things as energy

depletion, a negative mindset towards an employee's job and reduced performance (World Health Organization, 2019). In policing, officers can experience burnout in many ways, in my own experience I found that the constant demand of front line officers to get to as many calls from the public as possible, thus increasing officers workload and limiting the time in-between for a break or rest, for me, caused a negative mindset in the workplace on many occasions and impacting my overall resilience. This can create a domino effect within the team and across other departments, thus creating a resentment between dispatchers who are tasked with sending officers to call, and the front line officers who are required to attend. Fenn and Bullock (2021) wrote an article covering the organisational culture of an English constabulary. Fenn and Bullock used interview data to assess police officer's perceptions of community based policing. Firstly, community policing focuses on creating partnerships with communities to allow a problem solving approach rather than a law enforcement approach. Fenn and Bullock found that while officers had an appreciation for community policing, they felt it was under appreciated when compared to other specialized teams. It was found that the cause of this was due to the organisational culture favoring a law enforcement approach, this resulted in community officers experiencing low self-esteem and thus creating a lack of commitment to the role of a community officers (Fenn and Bullock, 2021). This reflects the feelings I was experiencing as a front line officer and the demands to meet specific targets.

Wong (2018) studied the outcome of employees creating facades of conformity in the workplace and how it influenced satisfaction in the workplace. Wong found that when workers create this facade it had a negative impact on their overall satisfaction in the workplace. Thus, leading to exhaustion and workers wanting to leave the workplace. Wong stressed the importance for leadership to recognise this issues in order to better understand the feelings of their workers and create team cohesion (Wong, 2018). I mentioned previously that my experience of negative mindset in policing related to the demand from leadership to answer as many calls as possible in a working day to lessen the total demand and leadership therefore not recognising the issues or feelings of front line officers. The risk of conformity in this instance would be for officers to heed the demand of leadership to continue answering calls, without addressing the mental impact on officers and the increase in workload, which can also impact on mental wellbeing, as officers would end up with a sense of drowning within the workload. It is vital for leadership to balance the demand of police with the wellbeing of the officers.

There has been extensive study into the connection between organisational culture and the performance of its employees. However, there is little evidence on how the organisation culture impacts on the workers wellbeing in the workplace, which can impact on workplace performance (Kim and Jung, 2022). This lack of findings presents difficulties for an organisation to implement strategies to reduce workplace stress and improve wellbeing of employees (Kim and Jung, 2022). With this study in

mind, it is important for officers to create their own strategies for building wellbeing and resilience. In my own experience of building such resilience I found that my previous attempts during my initial training period were not effective enough to maintain my resilience since achieving independent patrol status. I have thusly needed to implement new strategies to further enhance my resilience. I have always found comfort in my training and have been able to forget the stresses of a working day by entering a gym and exercising. However, when adjusting to the difficulties of shift work, I found sticking to a routine difficult. Therefore, I looked to my experienced colleague for advice on how to adjust to this demand, and in doing so was invited to an athletic club which included membership in the many gyms held within police stations. This greatly helped with creating a new routine, as I had only needed to slightly alter the times, I would leave for work in order to train at a gym, with it being located at my place of work. Communication with colleagues also played a vital role in my wellbeing, as I was able to train with other members of the team and learn from their strategies for maintaining wellbeing and building resilience in the demanding environment of a police officer.

In conclusion. I have found that organisational culture in policing can have a profound impact on officer's wellbeing and resilience. Following my achievement of independent patrol status, I have come to appreciate the negative impact it can have on wellbeing, such as stress and worker self-esteem. I have also come to understand the risk with conforming to organisational culture, and how this can also negatively impact on the resilience of officers, answering demand is important, but this must be shared with all teams to ease the burden and individual workload. It is also important for leadership to understand and appreciate the impact organisational culture can have on its workforce and implement strategies to better help with officers' satisfaction. It is also important for officers to have their own strategy for combating the stresses of this high pressured career, it cannot fall solely on leadership, officers must take accountability for their own wellbeing and ensure systems are in place to leave the stresses of work in the workplace and not take this home.

Word count: 1239

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:

Police often find themselves in difficult situations where complicated decisions must be made. These decisions can frequently be based on conflicting or insufficient information. In addition to this, police officers occasionally will face situations where decisions are made when the individuals involved in the incident will intend to mislead them or attempt to mislead them. Naturally it would not be uncommon for the outcome of the choice made to result in a less than desirable outcome (College of Policing, 2013). To assist with this issue, the police service implemented a unified national decision making model, to provide a framework for all involved in policing, where decisions are reviewed and challenged, both during the incident they are responding to and after. The national decision making model includes the code of ethics which is the center of all decisions made. Police officers are encouraged to follow the code and utilise their discretion where necessary (College of Policing, 2013). In this essay I will be reflecting on an incident where, owing to the use of the national decision making model, my own discretion, and the utilisation of a dynamic risk assessment, I was able to adapt to a challenging situation. I will also reflect on how the decisions made during this incident had an impact on the outcome, and what I would do differently having reviewed said outcome. I will be using academic research to support this essay, and my reflection of the incident shall be completed using Borton's reflective model (Borton, 1970).

When utilising the national decision making model during my initial tutorship period, I was often supported in my decisions by my tutor. Having achieved independent

patrol status, I have had to learn to adapt to situations where I could be on my own. After achieving independent status and being transferred to my new station, I had been attached to an outstanding low risk domestic incident that had been outstanding for a number of days due to the victim not answering calls from police officers. Domestic abuse is a priority for police forces. Officers who attend these incidents must have an understanding of the importance of their role in safeguarding victims of domestic abuse and take positive action (HMIC, 2014).

I familiarised myself with the circumstances of the call. It was a third-party report of an argument that occurred between ex partners. The female involved in this incident I will be referring to as the “victim”, she had been living alone, the ex-partner, who in this essay I shall be referring as the “subject”, visited the home address of the victim unannounced, which lead to a minor verbal altercation which continued to escalate. This got the attention of the third-party reporting person who phoned through their concerns to the police, however, once officers arrived at the scene of the argument, the subject had left the area and the victim refused to engage with police. The incident remained open for police officers to conduct a welfare check on the victim. The incident became more complicated following my attendance to the address. Initially the incident had no indication that the subject would be at the property, so I had attached myself single crewed to the call, however, after attending I was faced with both the subject and victim being present, both were intoxicated and irate at my presence, as this was one of the first single crew calls post tutorship, I felt a sense of intimidation when faced with these two. Inevitably I called for another officer to assist, and after separating both parties we found an offence of criminal damage had been caused and an arrest was made of the subject.

There is a great importance on police decision making skills, this is due to the decisions often having an impact on people’s lives. The decisions made by police must respect human rights and take into account ethical principles when interacting with members of the public (Wood et al. 2024). Decisions made by police is a continuous and evolving process, as officers receive information at varying speeds, and sometimes incomplete (Harman, Zhang and Greening, 2019). Decisions may also need to be made multiple times often with the same decision being made, this allows for officers to learn from experience. It is important to note that police can be forced to make decisions in unpredictable and changing situations (Harman, Zhang and Greening, 2019). With this in mind I will now review decisions I made during this call and how I utilised the national decision making model to achieve a positive outcome.

The address I was to attend had no warning markers for me to take note of and therefore it was deemed suitable for a single crewed unit to attend. This initial review of the call formed the first section of the national decision making model, which is to gather information and intelligence, and as such also allowed me to make an assessment of the risk and develop a working strategy, which is the second part of the national decision making model (College Of Policing, 2024). Upon my arrival to

the address I immediately noticed that the front door to the property was open. Along with this new information, I could also overhear a verbal altercation coming from inside of the property, of which a male voice could be heard alongside a female's voice. It was at this stage that my assessment of the risk began to alter based on the new information, however, the altercation did not appear, at first, to be concerning, and therefore I proceeded without calling for additional units. This decision to go forward alone was the first of many decisions made during this incident that would have an impact on the outcome. On reflection, at this stage I would have called for an additional unit to assist me, but I continued without it at this stage to gather further information.

It was important for me to be able to utilise a dynamic risk assessment during this incident, especially with what was to come following this initial finding. A dynamic risk assessment is a continuous process of identifying and analysing risks in real time (Page, 2023). Once I made myself known to the occupants of the property I was greeted at the door by the victim, who was visibly irate, however this was not initially at me, so going back to the national decision making model, my assessment of the risk did not change from the previous new assessment of two individuals arguing. However, she was immediately followed by the subject, who, when noticing me at the door, became aggressive towards both myself and the victim. My assessment of this risk immediately increased as the male showed aggression towards me. The subject was also heavily intoxicated, which also increased my assessment of the risk. People's reaction to alcohol are different, with some being likely to become more aggressive after consuming (Higley, 2025). It was at this stage that I decided to call for an additional unit, as I became aware of the fact I was alone faced with an aggressive subject and a victim who was also upset and irate with no way of discovering what had caused the argument. The wait time for the additional unit felt longer than it actually was, as during the time I had to utilise my communication skills, which I had developed in training as emphasis is put into officers to use conflict management to increase public safety utilising active listening skills and verbal and non-verbal communication and negotiation skills (College of Policing, 2020).

When the second officer arrived at the property, we separated the two parties and took accounts on what had occurred. In thanks to my communication skills, I had calmed the aggrieved subject and built a rapport with them, so I spoke with them while my colleague spoke with the victim. I walked with the subject into the kitchen of the property which did initially increase the assessment of the risk as there are a number of sharp objects kept within the kitchen, so I needed to continuously review the situation and manage the aggression of the subject. I asked for a person check to be completed by putting a message into the log of the incident, this was to avoid aggravating the subject and would also provide me with further information on who I was dealing with. The checks came back and provided a warning marker for the subject, who was known to police for prior offences but was known specifically for

assaulting emergency workers. Using the NDM, I had to reconsider my assessment of the risk as it had now increased with my safety at risk, at the time I felt nervous, I was with the male on my own with my colleague in another room, so using the next part of the NDM, I had to consider my powers and policies should the male become a threat to my safety or others. Per GOV.UK (2011), police have the power to use reasonable force, should there be a realistic prospect of the subject becoming violent or trying to escape. This can involve the use of handcuffs (GOV.UK, 2011).

My colleague entered the kitchen area where the subject and I were communicating and informed me that the subject had caused damage to the wall of the property. From my earlier gathering of information and intelligence, I was aware that the property belonged only to the victim, and that therefore the subject had committed an offence by damaging property belonging to another (Legislation.gov.uk, 2011). At this stage I utilised the next section of the NDM which is to consider the powers and policies. Police have a power to arrest when an offence has been committed and anyone who is guilty of suspected to have been guilty of an offence (legislation.gov.uk, 1984). After discussing this with my colleague we considered the options available using the NDM and, as per the police stance on taking positive action in domestic related crime (HMIC, 2014), we came to the decision that an arrest was appropriate. The subject cooperated with the arrest in thanks to mine and my colleagues use of effective communication skills and conveyed to custody, which provided safeguarding for the victim as a means of separating the two parties.

In conclusion, this incident provided an example of how early calls for assistance could be vital when taking into account the safety of officers and highlighted the risks of attending domestic related calls when single crewed. However, it also emphasises how important effective conflict management and communication skills are when dealing with individuals. It was a great learning experience for me, there were time where I felt concerned for my safety but also showed that the knowledge gained from my initial tutorship period was useful in dealing with the subject in this incident. This incident also further evidences how police continuously use the NDM, with each section of it being constantly reviewed, a number of times during this incident I had to reconsider the threat and risk assessment, and also attempt to gather further information to assist in bringing a positive outcome to the call.

Word count - 1862

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:

When considering that the career of a police officer can bring with it varied and sometimes difficult working days, it is crucial that effective teamwork is implemented. Police officers are charged with keeping the public safe and maintaining professional standards. In order to deliver an excellent service, officers must collaborate. A team dynamic is how members of said teamwork with each other and how they interact (Harris-Gray, 2023). Team cohesion is defined as the level of unity amongst team members and how connected the members are with each other. Team cohesion includes the ability of members to work together towards a shared goal, the mutual trust and commitment to achieve these goals (HR Lineup, 2024). In this task I will be covering some theories and models on team dynamics, such as Tuckman's Stages of Group Development and Lencioni's Five Dysfunctions of a Team. When the dynamics of a team fall apart conflict can emerge between members of a team, which has a profound impact on the success of a team and impacting on the conduct of individuals within a team. I will also be looking into the reasons why some teams fail to function and what strategies can be utilised to improve team performance. I will then discuss how positive and negative team cohesion can have an impact on the professional standards held by South Wales Police.

There are models that have been created to assist with understanding team dynamics. One of the earlier and most popular models was developed by Bruce Tuckman in 1965, titled Tuckman's Stages of Group Development. Tuckman (1965) first developed the 'forming', 'storming', 'norming' and 'performing' as a means of breaking down how teams develop over time. Later, by collaborating with Mary Ann

Jensen, Tuckman added the 'adjourning' in 1977. The 'forming' section of this model focuses on the very start of teams familiarising themselves with other members and the environment in which they will be working together. Tuckman (1965) also adds that testing the limits of social interactions as members learn how to work together. In policing, you find this most common in the early stages of training, where a large number of new recruits are put into classrooms with individuals they had not met before and learn how to interact with one and other whilst also familiarising themselves with the role of a police constable.

The second part of the model 'storming' encompasses the conflicts that can arise from such teams. In policing, this can often be evident in how some officers may disagree with how other officers handle certain police incidents, or even how supervisors expect an officer to complete a task. This can create tension within teams and lead to difficulties in performance. De Dreu and Van Vianen, (2001) wrote that the performance of a team and the individual satisfaction of working in said team can suffer when conflict arises, this can relate to interpersonal issues to personal taste. The study conducted in this article found that the avoiding response to conflict had a positive impact on performance, whereas collaborating and contending distracted from the task and therefore hindered performance (De Dreu and Van Vianen, 2001). This is further evidence for Tuckman's model that conflict is a part of teams. Tuckman's (1965) third stage is 'norming' stage is where team cohesion develops. Roles within the team are established in this section and members form trust and respect with one and other. Initially the final stage, 'performing' focuses on the teamwork aspect, where team begins to work together effectively, and conflicts are resolved constructively relating to a higher performance.

As previously stated, in 1977 Tuckman collaborated with Jensen to create a final stage of team development 'adjourning'. This is where teams complete an assigned task and disband. Team members have opportunity to reflect on the success of the team and progress in their career. In policing you find 'adjourning' in police task forces, which are formed for a single task. It is often temporary with one assigned leader with the objective of accomplishing a singular objective (Owsinski, 2023). Tuckman's Stages of Group Development is a useful model, it comes with the advantage of identifying specific challenges teams would face, it also provides a concrete strategy to address them (Komar, 2023). There are, however, some disadvantages to using this model, one being the oversimplification of the complexity of team dynamics, the model takes the assumption that teams progress through stages in a liner way, which may not always be the case (Komar, 2023) and possibly not always suitable for policing.

The second model I will explore is The Five Dysfunctions of a Team (Lencioni, 2002). This model is interesting as Lencioni (2002) states that all teams have the potential to be dysfunctional and explores each type and level in order to improve the

function of a team. Lencioni (2002) details five potential dysfunctions of a team, these are as follows:

Dysfunction (1): Absence of Trust

This can occur when team members lack the ability to admit mistakes or weakness with other members. It shows a lack of vulnerability and explores that team members should feel comfortable amongst each other in order to effectively communicate (Lencioni, 2002). This level of dysfunction can be resolved through effective and open communication, as well as transparency within the team.

Dysfunction (2): Fear of Conflict

Previously I touched upon De Dreu and Van Vianen, (2001) research where they found that an avoiding response to conflict relations in teams can lead to positive task performance. Lencioni (2002) states that this can lead to unresolved tension when members avoid difficult or challenging communication. It is the duty of chief officers to develop a culture where officers and police staff are empowered and encouraged to challenge and report inappropriate behavior or poor decisions (College of Policing, 2023). With this code of ethics, it would encourage officers even in the earliest stage of their career to have an open dialogue for constructive criticism, thus bringing a solution to this dysfunction.

Dysfunction (3): Lack of Commitment

When members of a team are not motivated to engage in discussion, they will not commit fully to team decision making, thus leading to delays in outcomes and second guessing (Lencioni, 2002). An involvement of an entire team in discussions can ensure clear objectives and better commitment to the task.

Dysfunction (4): Avoidance and Accountability

Where team members hesitate to challenge the actions or behaviors of other members or even team leaders, this can have a negative impact to the overall success and image of a team (Lencioni, 2002). As part of South Wales Police's values, we should be proud and professional in everything we do (South Wales Police, 2024). According to the model, this dysfunction can also lead to professional misconduct as inappropriate behavior or poor performance goes unaddressed.

Dysfunction (5): Attention to Results

This occurs when members of a team put their own career development ahead of the team's collective objective (Lencioni, 2002). This can often be dangerous in policing as officers might put too much focus on their own achievement rather than the safety of public or objective of a team. Which, if enough officers think the same way, can lead to poor public perception and professional standards.

This model comes with the advantage of helping supervisors understand the needs to the team and how to adjust to their leadership style (Komar, 2023). However, like the previous model, this also comes with some disadvantages, the first being that the model may not be applicable in all situations and all teams. It also, much like the

first, oversimplifies the complexity of team dynamics (Komar, 2023) but does support leaders to consider how to improve team dynamics.

I have covered two models of team dynamics, each of which touches upon the inevitability of conflict arising within teams and how this can cause dysfunction within a team. Looking at interpersonal conflict, we first must understand what this is and how it is caused. This type of conflict refers to a disagreement involving a minimum of two people, this can be common in more diverse workplaces, where team members would have differed values, personalities and interests (Grimsley, 2015). These conflicts can also be attributed to poor communication, high demands of the team and unclear roles (Grimsley, 2015). This interpersonal conflict can translate to poor team performance as a whole. Team members would suffer from a reduction in morale and productivity, some even choosing to leave the role and leading to high turnover for the employer. In policing, officers often work in difficult and high-pressured situations, this can lead to frustration, which in turn would impact on relationships with other officers.

To overcome this, there are strategies that can be implemented. Agrawal (2012) found during a study in 2012 that effective teamwork would require members of a team to see the team as a unit with a common goal. Agrawal wrote that team members who identify with one and other are more likely to realise that they have similar goals. In a journal completed by Daniel J. Sucato in 2020 found that several key principles are required to enhance team performance, and these include having team members who share a common goal and have the ability to voice their thoughts an opinion, this helps members of a team really feel they can contribute to an effective team (Sucato, 2020). The journal is covered from a healthcare perspective and states that such implementations can leave to improved lives of the patients they care for (Sucato, 2020). This conclusion can also be mirrored in policing, where an effective team, that is empowered to voice their own opinions and challenge aspects of the job they disagree with can improve the way police protect the public, thus improving safety.

In conclusion, it is vital to understand team dynamics to better increase overall team cohesion. This is especially true in a high-pressured role such as a police officer. Models such as Tuckman's Stages of Group Development Model and Lencioni's Five Dysfunctions of a Team provide an insight into how conflicts can arise within teams, and how these can negatively impact on team performance. In policing, recognising these models and implements strategies to overcome conflict can be vital in the early stages of training, where new recruits from vast backgrounds are introduced and have to work together. This can also be evidenced in the use of task forces within the police, these temporary teams include officers from different departments who may have never been introduced and are required to work together to achieve a common goal. If team cohesion can be achieved by creating a team dynamic that focuses on accountability, transparency and trust, then officers are able

to not only deliver a great service to the public they protect, but also uphold the values held within the code of ethics.

Word count: 1806

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

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

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

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

ANSWER:

The effective use of information and intelligence is crucial to the police. Per the Chief Constable for North Yorkshire Police in 2022, she stated that intelligence is the lifeblood of policing and other forces across the United Kingdom. Police across the country utilise intelligence to prevent crime, detect crime and shape operational activity, it can also identify suspects and bring criminals to justice. The Chief Constable goes on to say that intelligence comes in different forms, from the monitoring of CCTV to the use of Automated Number Plate Recognition (North Yorkshire Police, 2022). With this statement in mind, it is clear how information and intelligence can be used in the disruption of the more widespread criminal offences such as drug smuggling, human trafficking, child sexual exploitation, counterfeit goods and organised crime groups which include county lines operations. Utilising the technology afforded to the roads policing departments in the UK, traffic police are able to be proactive by utilising the information and intelligence gathered on these criminal activities, as these criminal organisations require the use of road networks to commit the prior mentioned offences. By utilising such technology as the Automatic Number Plate Recognition (ANPR) can be an advantage in monitoring and gathering information on these organisations, enabling police to create strategies or operations to target these organisations before the crime escalates. In this task I will be reviewing how police utilise information and intelligence as a means of disrupting and preventing serious organised crime, and how the use of roads policing plays a crucial role in this disruption and the technologies they have at their disposal to monitor and catch these organised criminal organisations.

Intelligence is information that is reviewed to assess its reliability and relevance to the subject matter. And there are many ways in which we collect information to turn

into intelligence, these can be from an open source, such as social media, law enforcement partners, security and intelligence agencies and members of the public (National Crime Agency, 2019). In the UK we use the National Intelligence Model. Maguire and John (2006) wrote a paper which looked into the police transition into a targeted intelligence lead approach into crime. The concept which was dubbed "Intelligence Led Policing (ILP) was created to analyse risks and problem solving methods rather than the old reaction style that police were known for (Maguire and John, 2006). Maguire and John continue and discuss that there would be an initial hesitancy towards this detection and analysis approach to crime, based on UK government push towards a response to community fears and perceptions. However, Maguire and John wrote that the National Intelligence Model, which is now utilised by all forces in England and Wales, can not only assist in a proactive approach to crime, but also the reactive element, though continuing to prioritise and evidence-based approach and focus on community safety (Maguire and John, 2006).

In order for intelligence to be utilised in the prevention of serious crime, it must first be analysed for its relevance; in order to do this the National Intelligence Model includes the 3 x 5 x 2 system which is applied to intelligence to grade it (College of Policing, 2022). The system first grades intelligence on the source of information. This is graded as reliable, when the source is believed to be competent, Untested where information has not previously been provided by the source or previous has not been substantiated and not reliable where there are reasonable grounds to suggest the source is not reliable (College of Policing, 2022). The next stage of the system is how the information became known to the source. The grading for this section is as follows according to the College of Policing (2022):

- Known directly to the source. Information which is obtained first hand.
- Known indirectly to the source but corroborated. Information which, while not witnessed by the source, but is reliable based on separate a separate source.
- Known indirectly to the source. Applies when information has been shared to the source by another.
- Not known. Where there is no means of assessing the information.
- Suspected to be false. There is reason to believe the information provided is false.

The final part of the 3 x 5 x 2 system covers how intelligence is disseminated. These are split into two gradings; Lawful Sharing Permitted (P) – This means that for intelligence to be submitted it must have a policing purpose and a legitimate need to receive it. Lawful sharing permitted with conditions (C) – This permits dissemination however it requires the receiver of the intelligence to observe conditions of the sharing (College of Policing, 2022).

Prior to looking at how intelligence can be used to combat these organized crime groups, we must first look at what they are. An organized crime group consists of a group of individuals who work together on a regular and continuous basis to co-ordinate criminal conduct with intent of financial gain (HMICFRS, 2022). Organised

crime groups are usually involved in more than one criminal activity, and each of the crimes feeds into the other. Hence why information is so vital, as it is turned into intelligence for actions to allow police and partner agencies to get a clear understanding of the scope of the organised crime groups (CrimeStoppers, 2020).

Innes and Sheptycki published a research article in 2004 whereby they identified the shift of police crime control strategies. Innes and Sheptycki observed that organised crime had become central to police work and that police were looking more into disrupting this criminal activity, rather than the prior response approach (Innes and Sheptycki, 2004). A three year case study later published by Kirby and Nailer (2013) looked at how the growing power of these organised crime groups posed a danger to the police departments limited resources. Kirby and Nailer found that while a proactive intelligence led approach were effective in identifying prolific offenders, the responses still related on enforcement tactics, which would often yield insufficient outcomes at a significant cost (Kirby and Nailer, 2013). Kirby and Nailer continued to write that, despite these initial findings, the use of the intelligence led approach become much more effective, as they wrote that the impact of the tactic was evaluated using criminal conviction data and police intelligence prior to the police operation and used the same data two years later to study its effect. Kirby and Nailer (2013) found that the tactic was effective in reducing the threat of organised crime groups and delivered results with a more cost effective method than had previously been utilised (Kirby and Nailer, 2013). This study shows that with effective intelligence gathering, police are able to effectively utilise it in order to bring these organised crime groups to justice.

In order to proactively monitor and disrupt these organised criminal groups, police within different areas of the country would look to monitor how these groups travel around the country. Most of the criminal activity committed by these groups would make use of the road to conduct their activities. Per the College of Policing (2023), one way in which these organised crime groups to commit these criminal offences is the use of the road. Intelligence is used to disrupt this criminality along with roads police conducting road checks (College of Policing, 2023). One technology which assists the police in the detection and disruption of such criminal activity is the use of the Automatic Number Plate Recognition (ANPR). ANPR is a useful tool, especially when used to identify a vehicle of interest based on the vehicle registration number against our database records. It is a tactical technology used to disrupt, prevent and detect criminal activity (College Of Policing, 2023). Following a vehicle passing an ANPR camera and being flagged as a vehicle of interest, a police traffic officer can intercept and stop the vehicle to check for any evidence and, if appropriate, make arrests (GOV.UK, 2025). However, ANPR is not just used to identify a single vehicle, as with organised crime groups there is likely more than one vehicle involved in the criminal activity, therefore ANPR can be used to monitor these vehicles of interest, and any other vehicles that may be taking the same routes. Per GOV.UK (2025) "A record for all vehicles passing by a camera is stored, including those for vehicles that

are not known to be of interest at the time of the read that may in appropriate circumstances be accessed for investigative purposes” (GOV.UK, 2025). This allows the police to use ANPR in a pro-active manner increasing the ability to disrupt criminal gangs.

In conclusion, intelligence can be an especially effective tool when utilised to monitor and disrupt criminal activity, especially so when monitoring the activities conducted by the ever growing organised crime groups across the country. The national intelligence model is a useful tool to utilise and provides a standardised framework for how information is collected, reviewed for its relevance and disseminated for monitoring. After an adaption period, police around the UK began to shift towards a more intelligence focused approach to accurately monitor the crime groups and create strategies for disrupting their criminal activity. This intel led approach has proved effective to police and showed positive results in disrupting criminal activity for these crime groups. Police have also utilised the valuable ANPR cameras as a means to capture vehicles that are known to police and are of interest by capturing the vehicles registration number. It is also used to monitor routes of criminal groups and capture if other vehicles are following the same routes. Information and intelligence are part of everyday policing, officers receive information on a daily basis and turn much of this information into intelligence used for action.

Word count – 1619

Task 5

Individual Learning Plan

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

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

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

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

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Appropriate use of the out of court disposal methods when considering offences committed. Such as, restorative approach, conditional cautions and the youth offending referrals.			8		6		Familiarise myself with the options for out of court disposals, like the use of the restorative approach. The crown prosecution service sets out clear guidelines on when and how to utilise this power. The use of conditional cautions can also be an

							effective process that requires offenders to comply with conditions as set out in the Criminal Justice Act 2003. Consider the National Police Chiefs Council (NPCC) guidance on youth offending and criminalisation, the guidance to avoid unnecessary criminalisation.
Explore the different agencies that work with police during road traffic incidents			9		6		There are a number of agencies that work alongside the police in certain events. I will look to review the options in each incident to consider the assistance that would be effective at the time. For example, the use of Driver and Vehicle Standards Agency in road traffic incidents in providing educational courses for drivers. Fire and Rescue Services assists in major collisions to move vehicles and close highways. And the use of the local highway authority to support police in incident management and providing traffic information to public and media.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	

Awareness of the types of evidence required for a case and how to properly store and exhibit these into a case for court.			9		6		Review the Crown Prosecution Service and its guidance on how to exhibit evidence into a case for court and the types of evidence that are exhibited into a case file
The use of stop and search powers.			10		5		Become more confident with the use of the stop and search power under section 1 of the Police and Criminal Evidence Act 1984 and review how and when to utilise this effective power and how to correctly and accurately record the circumstances to evidence the grounds I would have to utilise this.
Develop good communication and conflict management skills.			8		5		Practice effective use of conflict management skills. Due to a work related injury I have been restricted for a number of months and have not had the opportunity to utilise this skill. I will review the college of policing for extra learning in preparation for returning to active duty.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	

Conducting voluntary attendee interviews of suspects.			8		5		Review the National Police Chief Council's guidance on conducting voluntary interviews of suspects. Familiarise myself with when this is best utilised and how to arrange and book these interviews and the process and the code of practice that covers this process. The Police and Criminal Evidence Act Code C covers when a person attends a police station or elsewhere voluntarily along with other information of what can be used such as body worn video and when an arrest is appropriate.
Conducting searches of premises for evidence relating to an offence.			9		6		Review the powers afforded to police when needing to search a property. Such as the Police and Criminal Evidence Act 1984 Section 32, where a officer can search a property belonging to an offender immediately after arrest as long as the offender was in the property during or immediately before arrest. Section 18 of PACE covers when and officer enters a searches a property

							after an arrest which is controlled or occupied by a suspect as long as they have written authorisation to conduct the search. I have not had sufficient opportunity to conduct these searches and would like better experience in this field. As well as what to seize and where the best places to search are.
Powers of police relating to road traffic offences.			8		5		I have had little experience when it comes to dealing with road traffic offences and utilising the powers available. I will review the suitability to issue a Traffic Offence Report to summons a driver to court and when to issue a fixed penalty notice. This will become valuable when I complete my standard response driving course.

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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