



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

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

**Workbook title: Competency Based
Workbook 2 (PCDA)**

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

In this answer I will look to explain what organisational culture is, my experiences of this since achieving Independence Patrol Status, and what impact it has had on my wellbeing and resilience. I will also look at what risks I have identified with conforming to this culture and the strategies I have already implemented, in order to maintain my wellbeing.

I will break these questions down into smaller questions, in order to reflect on each, by using Borton's Reflective tool (Borton, 1970), and asking What? So what? And What now?

Organisational culture happens everywhere and in a variety of different cultures. It helps shape the work ethics and styles of how tasks are completed or managed. It can manipulate moral, or public perceptions on an organisation. Schein (2009), cited in Nair and Lekshmi (2020) describes organisational culture as "the main force binding its members together". Ultimately it is how an organisation operates, all the way from the head management, down to the workers on the ground. All contributing to different elements of the organisation.

The police are no different when it comes to their own cultures. Whether it being the styles in which their uniforms are worn, and some officer's hatred over wearing the custodial helmet, or the infamous 'cake fine', for whenever an officer makes an error.

Deal and Kennedy (1982) cited in Carvalho *et al.*, (2019) describes organisational culture as "a complex set of shared values, beliefs, assumptions and symbols that are reflective in behaviours", all of which can be seen when looking at the culture of the police. One of the shared values from almost all the officers which I have met, and worked with, is the want to protect people. Many officers, pride themselves as being protectors and will eagerly put themselves in harm's way in order to uphold that value.

There are hundreds of examples of police officers demonstrating bravery, by doing just that, including officers in Port Talbot who apprehended an aggressive male who

was trying to attack an officer with a knife. (ITV, 2022). However, this value can sometimes misguide some officers and have them chasing, more exciting calls, and being less enthusiastic towards less adrenalin fuelled calls. For example, an emergency 999 call, explaining that, “someone is breaking into my house”, would see many officers racing to the incident, in order to protect the victim and apprehend the assailant. Demonstrating a huge amount of energy and eagerness to take charge and do everything they can to assist with the incident. However, a call explaining, “someone has written a nasty message about me on Facebook”, may be met with avoidance by some officers and not engaged with the same energies as other calls.

The so what from this is, some victims may not get the same response time from police, even when the call is graded the same category and viewed as having the same threat, risk and harm associated to it, requiring the response time to be equal.

The Independent Office for Police Conduct (2022) annual report on police complaints for 2021/22 found that the biggest complaints, related to the “delivery of duties and service”, which includes, the “speed of response”. Meaning that victims were complaining about how long it took some police officers to respond to their initial, emergency call.

As a new, keen and eager police officer, this has a huge impact on one’s mental resilience and overall wellbeing. If members of the team, are less likely to respond to calls due to the nature of the call, but I maintain my own personal values of delivering the same, equal service, to victims, then I will inherently respond to more calls than other members of the team.

On one hand, being a new officer and responding to as many calls as you can, is good for development, however on the other hand, it can lead to fatigue and burn out, early in the job.

Maslach and Jackson (1986) cited in Gomes et, al., (2022), explains that burnout can lead to “job dissatisfaction” and “reduced organization commitment”. Meaning that if a new officer, was to overexert themselves, causing fatigue and burn out, then they could lose interest in the job, possibly even causing them to leave as a result. If I, or other new officers, choose to conform to this mindset, of being selective in the calls they attend and only attended calls that sounded interesting, then this could cause upset within the team, or promote laziness, work avoidance and overall unprofessionalism.

New officers and especially myself, need to take as many opportunities to self-develop as they can. Exposure to a variety of different response calls, interesting or not, need to be experienced in order to help the officer to mature in the new role. Recognising the need to develop, but also, not take on too much, too soon, is important. And maintaining a good relationship with my team’s manager, the sergeant, is vital to ensuring the work balance is right. Speaking regularly to the manager, to ensure the work is progressing well, helps to maintain my wellbeing and promotes my resilience within the work environment.

Personally, I understand that I enjoy being under pressure and I like to be busy. I volunteer for as many calls as I can, and I try to take the lead and initiative whenever there is an opportunity. However, I have also experienced a busy workload, with multiple investigations undergoing at one time, restricting me to the desk in order to progress the investigations.

The Independent Office for Police Conduct (2022) annual report on police complaints for 2021/22 also found that many complaints, were from victims, complaining of a “lack of updates” from the police.

This is demanding, and takes a lot of time, ensuring that a professional relationship is maintained with the victims, and updates about the investigations are being communicated regularly. This means that I have to, at times, be selective in the calls I respond to, and opt to sit back and let others respond, in order to continue and progress my workload.

In conclusion, I looked at what organisational culture was and how it has personally affected my wellbeing and resilience. I recognised that every, emergency response call, needs to receive the same eagerness, energy and professionalism as the next one. And the risk to conforming to the culture, of being selective in which calls I attend, due to how exciting they are, is harmful to my own personal development and to the reputation of the police.

I have identified that maintaining a good relationship with my manger, communicating regularly and ensuring that calls are delt with fairly, is important, to ensure, I avoid fatigue or even burnout. Ultimately, being aware of my workload and balancing this with my desire to answer calls to progress my development, is vital to ensuring I maintain a good work balance and maintain my wellbeing and resilience and overall, continue to enjoy my new role as a police officer.

Word count = 1164

Task 2

Relevant areas of the National Policing Curriculum:

Decision-making and Discretion, Vulnerability and Risk, Public Protection.

You must choose an incident, for example a domestic related incident, and reflect on how you made decisions in complex and unpredictable circumstances using dynamic risk assessment.

Give a brief description of the problem including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Evaluate decisions made during the incident and your use (or otherwise) of the National Decision Model. Explain the rationale behind your decisions and your considerations when recording details of the incident. Consider your ethical approach to the decision. Outline the consequences of your decision making.

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

ANSWER:

In this answer I will describe an incident where I had to make decisions during a complex incident where multiple parties were at risk and the situation continued to escalate. During this answer I will also look to evaluate the decision that I made, the rationale behind my decision and the overall consequence of that decision. I will discuss the National Decision Model, and how I utilised this model, to aid with multiple dynamic risk assessments, that were made during the course of events.

Multiple reports came in from the public, explaining that a large fight had broken out in the street, involving a group of teenagers. All available police units, including myself, responded to this call to ascertain, quickly, what was happening. It transpired that one of the teenage males had been stabbed with a knife, and there was an armed suspect at large with a knife unaccounted for.

The Office for National Statistics (2023) explain that police incidents involving knives have decreased by 8% since before the COVID 19 outbreak in 2020, however have risen 11% since 2021. The COVID 19 outbreak effected trends of statistics, however the 11% increase from 2021, shows that incidents involving knives are back on the rise. Being aware of this statistic is important for police officers, as it effects their dynamic risk assessments when attending calls and communicating or confronting certain individuals. Understanding that a knife threat might be a very real concept, means officers may take bigger precautions, in order to prevent risk or injury.

During this particular incident, the radio was extremely busy with updates and reports, from traffic officers, firearms officers, dog handlers etc, all trying to help in the search for this outstanding suspect and the knife. During this chaos, another call

came in for an elderly male, who had been knocked down by a group of teenagers, in the same area. There were also reports of a knife mentioned in the text of this call, with no more information available and the reporting person no longer speaking to police.

I attended this report, with a second colleague. It was late at night and dark, with extremely heavy rain coming down, making it very difficult to see and communicate at the scene. Immediately we could see an elderly person laying down in the middle of the road, with blood coming from his head. Also, there was a large group of teenagers, taking shelter under a nearby shop entrance. I turned on my Body Worn Video, to ensure the events were captured and also to aid myself in recording the incident at a later date. Incidents like these can be confusing, so having a way to make sense of it all can be a huge benefit, when detailing certain events.

My colleague ran to the elderly male, while I went to speak to the group of teenagers who all seemed intoxicated through alcohol and were very emotional and energetic. This made it difficult to communicate with them. There were outcries from people, screaming that someone was running around the streets with a knife, but no one could give any detail surrounding this. During the confusion, a young female began screaming and swearing aggressively. She then threw her arms in the air and began storming towards the police van, which was between us and the elderly male.

This female continued screaming and swearing and then began banging the side of the van with her hands. All while making her way towards the vulnerable male and my colleague.

I took a pause to assess the current situation and conduct a dynamic risk assessment. At this point, I used the National Decision Model (College of Policing, 2023a), to help formulate my risk assessment, by starting with, gathering as much information and intelligence, in order to help plan my next course of action.

The female was intoxicated, upset, becoming violent and was quickly making her way towards an extremely vulnerable, injured person, who was still on the floor in the rain. There was an armed suspect at large, and the teenagers I was speaking to, referenced a male with a knife and therefore may have critical information towards this person's location, and ultimately his arrest, or worse, the male could be hidden amongst the group.

Next, was to assess any threats and risks and to develop a working strategy. The elderly male was immediately at risk from this female and, although these teenagers mentioned a knife, no further information had come to light at this time, meaning during these precise moments, the elderly male was deemed the greater risk. The teenagers could be spoken to after the greater risk was dealt with. Also, there was no indication that the suspect was amongst this group, therefore it was not proportionate or ethical at this time to prioritise this over the elderly male.

I decided to disengage with the teenagers and focus on the female. I considered all my powers and policies at this time. From a legislative context, I had powers of arrest. Due to the female's language and threatening behaviour, causing harassment, alarm and distress to those around her, she could have been arrested

under section 5 Public Order Act 1968. Also due to the current situation and the risk someone could be harmed because of her actions, she could have been arrested under common law, to prevent a breach of the peace.

Armed with this knowledge, I then identified options and contingencies. I planned to firstly engage with the female by shouting towards her, hoping to gain her attention and direct her towards me. When this didn't work, I quickly made my way towards her, in an attempt to stop her before she reached the male. My options were to speak to her, and try to calm her down, or immediately detain her, using the powers I identified earlier. As a contingency, I had my colleague close by, and as an alternative, I could ask for assistance over the radio.

I decided to take action. I reached out and grabbed the female by her arm. She immediately spun around, and with a closed fist, swung for my face. I was able to avoid any connection and managed to grab her arm. The situation had escalated, and I required my colleague, leaving the elderly man on his own. Between us, we were able to place handcuff onto the female and she was then arrested for section 5 of the Public Order Act 1986. She was then detained and placed in the rear of the police vehicle.

However, the situation escalated further, requiring me to make another dynamic risk assessment. The female began kicking out in the back of the van. Kicking and banging the van, risking an injury to herself. Also, the large group of teenagers, who were friends with the female were unhappy that their friend had been arrested. They surrounded the van, me, and my colleague, and the situation was getting out of control.

I conducted another dynamic risk assessment, using the National Decision Model, and made the decision to call for assistance over the radio.

Evaluating what had happened from the beginning, I still believe separating from my colleague and speaking to the group of teenagers was the right thing to do. I had trust in my colleague that they could deal with the casualty and at that immediate moment in time, we did not know who this group was, what their involvement was or whether or not they were a threat to the elderly male, us, or anyone else.

The decision to engage with the female, when she became unpredictable, I also feel was the right decision. The female was acting irrationally, and this caused a great deal of risk to the elderly male. The decision to leave her, posed too much risk to both the elderly male and my colleague who was trying to support the male.

Ethically, the call was for the elderly male, and therefore safeguarding the male was the number one priority, however the threat from the outstanding armed suspect could not be ignored.

I do believe however, that I should have asked for assistance earlier. When I identified that I may have to detain the female, and one of my contingencies was to use my colleague, this was the moment I believe I should have made the request.

The consequence of that decision meant, I pulled my colleague away from the elderly male, which left him vulnerable. And due to the situation escalating from the upset, group of teenagers, meant there was no one left to support him.

If I had made the decision earlier, and called for assistance from other police officers, the male would have had support throughout the incident, up until the paramedics arrived, meaning less overall risk for the male and less overall risk for us, dealing with the female.

In conclusion I looked at an incident where I had to make a dynamic risk assessment, during a complex and everchanging incident, where the situation continued to escalate. During this, I spoke about the social and legislative issues surrounding the incident, including the powers and policies identified and used in the arrest and detention of the female aggressor. I discussed and evaluated the decisions I made on the day and looked at the consequences of those decisions. I also looked at what could have been done better and how I could have improved the situation.

Overall, I feel the situation was handled well. However, going forward, I will be conscious, not to hesitate, when asking for further units. Asking for further units is typically used for when a situation has become out of control. However, reflecting and evaluating this incident, asking for further units before the situation became out of control, would have been the wiser and safer choice, and reduced the risk to those involved.

Word count = 1647

Task 3

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

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

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

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

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

ANSWER:

This answer will look to explain different theories of team dynamics and look to evaluate them in order to develop team cohesion. It will discuss issues around some team's performance, how inter-personal conflict can affect this and ways to improve a team's ability to operate and deliver effectively. Finally, this answer will consider the risks associated with team dynamics and the failing of professional standards.

There are many companies and industries that operate with the use of teams, rather than relying on a single individual. Morgan et., al cited in Duygulu and Ciraklar (2008) defines a team as "distinguishable set of two or more individuals who interact independently and adaptively to achieve specified, shared and value objectives". This is important as it describes everyone within the team as an individual with a shared objective. When we look at team dynamics and ways to help develop team cohesion, it is important to remember that teams are not one large, functioning robot, but actually a makeup of independent individuals, with their own thoughts, actions and outcomes.

In 1965, Bruce Tuckman developed a theory, explaining the different stages of a team's interactions, (Bonebright, 2010). The theory broke down the different stages of the team's development, from the first time meeting to the final time, when the team part their ways. Tuckman initially broke these stages down into the titles, forming, storming, norming and performing, but later, after some further research, added the final stage, adjourning.

The stages follow the team through their evolutions and pinpoint different areas for leaders and managers to be aware of when trying to develop team cohesion. The initial stage, forming, is all about the team getting to know each other, the leader

and understanding and questioning the task set before them. Nanda, Papathanasiou and Zandoná (2023) describe the forming phase as, “developing a group identity” and a time for “questioning”. Jones (2019) explains that the initial phase is important as it can either “create a success and harmony amongst team members” or lead to “failure to achieve the desired outcome”. This puts the emphasis on the leaders to ensure that, whenever there is a shift in a team, whether a new member joins or a new team form altogether, then a close monitoring of the forming phase is import, to ensure the team get all of their initial needs met. This can help simulate the team’s initial bond and help them progress onto the next stage of Tuckman’s model.

The second stage, storming, is where the team first starts to challenge the boundaries of the leader and each other in a way of expressing their individuality. Bonebright (2010), describes the phase as “a time of intergroup conflict”. This stage is important to be aware of, because if it is not addressed, it can lead to a team failing to function correctly and ultimately, fall apart.

The West Chester University (2022) describe some of the displays from the storming phase as, “power struggles and clashes” and a “lack of progress” from the team. It also suggests that the team require “clarity” and “ground rules” from the leaders, to help it move away from this challenging phase and into a more accepting and developing phase and start working together as a team. Teams within the police are changing constantly, with new managers being promoted, people moving into different departments or new police officers joining the job. The Police and Crime Commissioner (2023) explained that “over the last three years we have recruited 870 new officers”. With this amount of change, the storming phase of Tuckman’s theory is happening constantly, and that can cause the risk that some teams, without proper intervention by their leaders, could fail to work well together and ultimately fall fowl to misconduct.

If a team is failing to work together effectively, due to a number of interpersonal conflictions, then a leader, not always the team’s leader, may have to intervene in order to restore peace and order within the team and ultimately progress their productivity. Barki and Hartwick (2004) cited in Rocha and Correa (2020) describe interpersonal conflict as a “negative emotional reaction to perceived disagreement” but continue to explain that “effective management” of interpersonal conflict can lead to “better results”.

One way for managers, leaders or even members of the team, to help resolve some interpersonal conflict is with the CUDSA model (Breathe Personal and Organisational Development, 2018). The model gets the user to confront the conflict and understand each other’s position, then define the problem and seek a solution. Finally, the model suggests the users, agree actions to resolve the defined issue. Resolving issues is essential for the team, to ensure they remain productive and focused on the goal. If the team can resolve their conflict, they can then progress onto the next stage of Tuckman’s model which is called norming.

The third stage, norming, is where the team begin to find common ground and work together toward their shared task, they “find ways to create harmony among each other” (Jones, 2019). In the police, and other jobs where change happens

frequently, the norming phase can happen quickly and it can even be felt that sometimes, it goes back and forth between the storming and norming phase until it eventually settles. This can be because the constant change in team members or leaders.

The fourth phase is called the performing phase. This stage of the Tuckman model is when the team are operating at a high level of performance. Conflict is at a minimum and everyone is working well to achieve their shared aims. Tuckman (1965) cited in Bonebright (2010) describes the group in this phase as a “problem-solving instrument”, meaning the group works so well together at this point, they are almost a functioning tool to be used. However, this stage may also find members of the group beginning to get too confident and potentially taking added risk, because of their knew found productivity. Jones (2019) explains that “group members tend to bend the rules during this stage for the benefit of all”. In a policing context this could mean that victims could be at risk, due to any corners cut, or rules bent. Officers could be liable for misconduct or even fall under the bracket of criminal offences.

The police hold themselves, and their team, accountable with the code of ethics (College of Policing, 2023b). A structure of rules embedded within the workforce which help to keep its workforce from falling fowl of misconduct. However as previously described, teams are made up of individuals, and therefore occasionally, these individuals may take large risks or make poor decision which can lead to misconduct, dismissal or even find themselves under the criminal justice system. When this happens, it can brandish the whole police, as one team, and effect the reputation of the police.

A Metropolitan officer was found guilty of misconduct when he was found to have used excessive force during a stop and search incident, where the officer was in plain clothes (BBC News, 2024). The misconduct hearing found that the officer had lied in his report, detailing that he could detect a strong smell of cannabis coming from the car, however the car doors and windows where closed and when the person and vehicle were searched, no drugs or drug paraphernalia was found. Examples like this effect the whole team. Whether it be the small team, that particular officer was part of, or the police as a whole, the incident will affect the reputation of everyone who associates with the officer that was found guilty.

Tuckman’s final stage of his team development theory is called adjourning. This is where the team look at dispersal, either due to the end of the task, a re-structure or simply due to so many changes within the team, that a whole new group of individuals are now present (West Chester University, 2022). This could be met with celebration and joy, or it can also leave individuals feeling sad or upset, depending on the underlining reason for the change. However, Choi and Thomas (2005) cited in Salas, Vessey and Landon (2017) explains that “membership change”, can be “positive or negative” and that it can “stimulate creativity and benefit performance”. If the shared value remains, but a new team is formed out of the remains of an old team, then this can promote a new energy of eagerness and performance. Forcing the older members of the team to re-visit Tuckman’s model and restart the norming and performing phase.

One of the limitations of Tuckman's model, identified by Rickards and Moger (2000) cited in Bonebright (2010), is that the model "lacks a complete explanation of how groups change over time" or it does not address what happens if a team was to fail in their task. As mentioned previously, there is considerable change within the police. From 2022 to March 2023, 9,200 officers left the police service, (Dearden, 2023), meaning teams everywhere within the police would have felt change to some degree. Tuckman's model does not address this constant change but yet, only address the initial, linear stages of one team's initial start to finish.

Another model for understanding team dynamics is Richards Beckhard's, GRPI model which was later adapted by the sporting world to the GRIP model (Last, no date). The model puts the initial emphasis on ensuring everyone understands and is commit to a shared goal. Sport Conflict Institute (2024) explains that having goals helps the team to have, purpose, direction and vison, which can help focus the team on their direction moving forward. The model then talks about roles and ensuring everyone understands their role within the team. Interpersonal relationships are mentioned and finally the process of how decisions are made, addressed or solved (Lucas, 2022).

This theory can be useful as it is short and direct. However, Tartell (2016) describes its limitations as "static, providing a picture of team performance at a specific point it time", meaning that the theory does not follow the course of the team or does not allow for any deviations from the theory of a stationary team. When teams like the police, are changing constantly and facing failure due to budget cuts, or individual misconduct hearings, then the GRIP model does not allow for that. However, it can be used as a good reminder for leaders. If the team has faced a loss, then reminding them of their shared goals and their commitment to those goals could help in bringing the team back together.

In conclusion, I have evaluated different theories of team dynamics, and more specifically, looked at Bruce Tuckman team developed theory, Richards Beckhard's GRPI model and how these models are used as a guide to identify and develop team cohesion. I have considered when and why interpersonal conflict can occur within a team, and strategies to help enhance a team's performance through the CUDSA model. I have also considered how team dynamics can lead to failings with professional standards within the police and identified examples of failings from police officers and described how this can affect their surrounding team.

Word count = 1852

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:

This answer will look to explain the difference between information and intelligence and how it can be used to disrupt criminal activity, more specific, by policing the roads. The answer will also look to outline what Automatic Number Plate Recognition (ANPR) is and how it can aid in the investigation of criminal activity and support the disruption of said activity.

Palmieri (2005) describes information as being "raw data", meaning it has not been processed or evaluated for its quality or reliability and so it is difficult to make any informed decisions from this, at this point. It goes on to describe intelligence as the "product of the analysis of information", meaning once the raw data has been analysed, it can be used by individuals to help formulate future decisions or actions. This is important as it helps differentiate between the two, and helps us to understand which is untested, and potentially unreliable, and which has been analysed and therefore have further backing and understanding behind it, possibly making it more reliable to be used.

Information itself can be obtained in 3 different ways (UWTSD Moodle, 2023a). Firstly, via routine collection, for example, a police officer attending a response call and obtaining people's names, phone numbers etc, and generally building a picture of activity at the incident. Secondly, tasked information which can be requested via a number of different sources, for example, requesting CCTV footage or phone call records. Ratcliffe (2020) explains there may be as many as 5.2 million CCTV cameras within the UK, meaning here is a lot of information available just with CCTV alone. Finally, volunteered information. This type of information can be gathered through word of mouth or the community voluntarily sharing the information to whoever it concerns. Police Community Support Officers (PCSO) primary role is to work within the heart of the community, building relations with different social groups and gathering valuable information from members of the public, which can aid in

high value, future decision or taskings (South Wales Police, 2024). They can use a combination of all three methods, whether it be talking to the community and having information volunteered across, collecting CCTV or attending a neighbourhood dispute and learning valuable information about who people associate with or who they have grievances with.

All three of these methods can be used to help build up a wealth of information, which can later be used as intelligence to help focus and support an idea, theory or tasks. In the policing context, acquiring multiple forms of information surrounds the use of drugs, for example, may help to build an intelligence picture which could later lead to warrants, arrests and even prosecutions. For example, Warwickshire Police (2024) recognises the importance of raw information and even offer a financial reward (supported by Crimestoppers) towards any information which ultimately leads to an arrest and future charge.

Roads policing also have their own methods of acquiring information, which can later be used to help aid making risk assessments or fuelling investigations. ANPR is a technology that reads multiple numberplates and pinpoints that vehicle at a certain location. This information can then be used by the likes of traffic management and research groups, and more prevalent, law enforcement groups (RAC, 2000). HMICFRS (2020) talk about how this information is “needed” in order to help “protect its communities”, meaning that, understanding what is on the roads, and being able to understand their movements is vital to policing investigations. Greater Manchester Police (2023) reported a record number of vehicles, being linked to criminal activity and seized, with to the help from ANPR. It stated, “ANPR is a key tool in these successes, helping to detect, deter and disrupt criminal activity”.

North Yorkshire police explained that in 2018, ANPR directly led to the arrest of 727 suspects across Yorkshire (Copeland, 2019). It also describes an incident where, ANPR along with the National Police Air Service and Roads policing, were able to locate and find a moving vehicle which was linked to the kidnap of two children. This ultimately led to the arrest of 3 people. ANPR is a tool of information that can be used to assist multiple other resources in the detection and possible prosecution of persons conducting criminal activities and using the roads as a means to conduct that activity.

The roads within the UK can be described as a “conduit for significant amounts of criminality” (UWTSD Moodle, 2023b), meaning, some of the more prevalent criminal activities will require the use of the roads, in order to conduct their operations. Types of criminals actively for example, the transport of drugs over county lines, require the movement of drugs from one area to another. By policing the roads, remaining visible and proactive, it disrupts the criminal activity, making it harder for them to continue their operations, because they have to actively avoid detection.

The Crown Prosecution Service (2022) define Organised Crime Groups (OCG) as, “planned and co-ordinated criminal behaviour and conduct by people working together on a continued basis”. This definition explains how sophisticated criminals can be, by planning and working together for a common criminal cause.

Interpol (2024) go on to say that organised criminal networks are involved with, human trafficking, drugs, illegal goods and weapons etc. Being aware that OCGs can be involved with such a wealth of different criminal activities, organised and working together with other people, means that it needs to be tackled with a variety of partners and resources, in order to combat them effectively.

(UWTSD Moodle, 2023b) mention that an “intelligence led partnership approach between Roads Policing Units and other police forces/departments, is often the route to tackling serious criminality.” The sharing of information between policing departments is vital in remaining ahead of the criminal. If there is intelligence suggesting that drugs, for example, are being moved from one area to another, then this can be targeted on the roads.

In 2021, North Yorkshire police were successful in arresting 20 people and seizing £10,000, all connected with county lines, by working in partnerships with the British Transport Police (BTP), Road’s policing and other departments (Conner-Hill, 2021). Due to intelligence, a vehicle was stopped and searched on the A1. It was found to contain a large amount of cash, a meat cleaver and a stash of cannabis. All three occupiers were arrested for various offences including suspicion of vehicle theft. In the same operation, a vehicle was stopped out of concerns for the way it was driving and after noticing a smell of cannabis, the vehicle was searched. A large bag of cannabis was found, and two males arrested as a result. Due to the immediate information and concern for the way a vehicle was driving and the intelligence about a stolen vehicle, roads policing was able to intervene and disrupt criminal activity on these two occasions.

Other criminal activities that make use of the roads, include human trafficking. Justine Carter, Director of Unseen, explains, “there is around 100,000 people in the UK in modern slavery” (Unseen, 2023). These victims can be from all around the world with the most common countries being Romania, followed by India and Vietnam. These victims are smuggled into the UK and then exploited by organised criminals for the use of human trafficking, including sexual exploitation, forced labour and domestic servitude (Home Office, 2012). The Home Office and Scottish Executive (2007) gave a definition of human trafficking, and within that definition it explains the “transportation or transfer of persons”, “for the use of exploitation”. This could be via any means of public transport or private transport on the UK roads.

Transporting victims illegally into the UK, via the roads, for the use of human trafficking is dangerous and can lead to death. In 2019, 39 Vietnamese migrants were transported in the back of a lorry trailer, destined for the UK, but tragically died in the trailer, and later found in Essex (BBC News, 2021). By targeting criminals like these and continuing to remain intelligence led, this can help to prevent incidences like these and deter others from attempting it. In 2021, a Turkish truck driver was arrested after his vehicle was stopped by police traffic officers. Officers searched the vehicle, due to intelligence, and found 16 people in the trailer (Kwai, 2021). The 16 people were unharmed, and the driver was arrested for suspicion of attempting to smuggle people to France from England.

The National Roads Policing Strategy (2022-2025) has focused their strategy on four main pillars, with one of those pillars being tackling crime. (National Police

Chiefs Council, 2022, cited in the College of Policing, 2023c). This demonstrates the level of priority that policing places on tackling crime on the UK road, including crimes such as human trafficking. Chief Constable Jo Shiner, Nation Police Chiefs' Council lead for Roads Policing explained, "by targeting those causing the most harm on our roads, will create opportunities to enable the detecting and prosecution of the most serious crime" and "the most effective way of doing that is by using our resources". (National Police Chiefs Council, 2022).

Through the use of raw information, being acquired, whether this be from a police officer witnessing a vehicle in the use of criminal activity or a search to find a vehicle linked to a suspect, this can all feed into the intelligence picture for roads policing. If traffic officers, who patrol the roads, have intelligence to support them, then can target the most serious crimes, by using their resources and creating the opportunities that Chief Constable Jo Shiner spoke about.

In conclusion, this answer has looked at what information is and the various ways in which it can be acquired. It has also looked at what intelligence is and how it can be used in the detection, prevention and prosecution of criminal activities. The answer has looked at how PCSOs can support in the gathering of information and how things like ANPR can also support an intelligence picture for Road's policing to target prevalent criminal activity, like human trafficking, drugs and organised crime groups. As described in the answer the roads in the UK are a conduit for criminal activity. By feeding the Roads policing group with intelligence and working in partnership with multiple departments and multiple forces, it can help in the disruption of criminal activity by effectively policing the roads.

Word count = 1723

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	
CASE FILE BUILDING		X		X			As a response, police officer, I am required to submit case files to the Crown Prosecution Service (CPS). These are to ask for advice and in order to charge suspects. Since my time on response, I have only completed one full file, which did not make it to CPS as the witness and victim both withdrew. The process of building the file made me realise how detailed the process is and how little knowledge I currently have in their creation. They require a number of different forms, statements, documented evidence etc, all as important as the next. I am due to attend an attachment to the HUB which is a department which deal with criminals and investigations after the point of arrest. These focus on interviews, statement writing, building case files and attending court. All of which would benefit me greatly in my knowledge and development in these subjects. This goal is something me and chain of command support as it will greatly improve my policing knowledge, abilities and make me a more well rounded officer. It is measurable as I am required

LEGISLATIONS			X		X		to do this as part of my probation and, relevant and timely as I will be attending this attachment very soon. Legislation is changing constantly and there is old legislation and intricate legislation that is detailed and confusing. I feel I have a good grasp and understand of some of the more commonly used parts, such as common assault, theft, criminal damage, to name a few, however, have lesser experience with others. Learning, experiencing and dealing with other legislations will be good for my development as a police officer. Working with other departments, for example the Public Protection Unit, will help develop my understanding. The Public Protection Unit cover a wide range of departments from the Missing Persons department, MOSOVO, Child Protection etc, all covering widely different areas which have their own legislation. Completing an attachment with this department will help my understands and development when it comes to different legislations. This goal is something I personally strive towards because it will help me feel more confidence going to response calls. Having a better understanding of different legislations will help me to make quicker and more accurate decisions and therefore safeguard victims quicker more efficiently.
<u>SKILLS</u>	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
BLUE LIGHT DRIVING			X	X			As a response police officer, it is my responsibility to response to emergency response calls. As such, I am expected by the job and the general public to be able to respond quickly with the use of advanced driving techniques utilising blue light and sirens. Currently in my role I am not qualified to conduct this level of advanced driving and cannot utilise the blue lights and siren. Therefore, I heavily reliant on other members of my team, who are qualified, to conduct the driving to response calls. Due to the amount of police officers that have recently qualified, there is an order of seniority, on the next available response driving course.

TASER		X		X			Therefore, it may be some time before I can attend this course and become qualified. Attending this course will allow me to take more ownership of the calls I attend. It will allow me to learn and understand my area of responsibility more, as I will be the one driving to and from the calls. Currently, when on the way to a call, it is my responsibility to focus on the updates and try to make as much sense of the call that we are on route to. Therefore, it is difficult to focus on the routes and the area in which we are driving through. I hope to be qualified within the next 6-12 months and I believe this is realistic as that has been the average time for officers to become qualified. It is a goal that is supported by me, and the chain of command and I look forward to being able to develop further once it's completed. There are certain emergency response calls, for example, someone is suicidal and have actively self-harmed with a knife, that require police officers, who are in possession of a Taser, to attend. The Taser allows for an extra form of PPE for the officer, as it means they have a way to keep their distance from the subject, to ensure the knife threat is removed before they approach. Currently I am not a Taser trained officer and therefore this limits me in my ability to respond to these types of calls. There are many courses for Taser training being run within the next 12 months and I fully intend to apply for one of these courses. Having this qualification will allow me to attend a wide variety of calls, that I would not otherwise be able to attend. This will help develop my abilities in operating in these high risk, fast paced type of emergency response calls and ultimately make me a better, all rounded police officer.
<u>EXPERIENCE</u>	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	INTERVIEWING X X Interviewing suspects is part of the police officer's role and my role as a response officer is to interview suspects for low level, minor crimes, such as theft or criminal damage. Some of the more complex crimes such as, rape, burglary or robbery would be taken by CID and

WORKING WITH OTHER TEAMS IN DIFFERENT LOCATIONS		X		X		more qualified officers would conduct the interview. However, other crimes, for example all domestic violence crimes, are normally taken by the HUB officers. Presently, I have interviewed a good number of times, however the interviews have always been very straight forward and very basic. During my attachment in the HUB, I will be exposed to a variety of different crimes and therefore a variety of different, more complex interviews. Conducting this attachment will allow me to improve my interviewing technique and become more experienced in more complex interview, with multiple exhibits and more detailed sets of questions. At the moment I have only worked within 2 locations. My first location for my tutorship and the second location where I have been moved to since becoming independent. Both of these teams work differently, and both the locations have a different type of crimes and a different pace of working. Being able to work in different areas with different people will help me develop my own policing style. Seeing how other people operate around different crimes will help me to learn and adapt the way I think a police officer should respond to types of calls. Working in Swansea's nighttime economy, for example, is completely different to working a busy housing area. The crimes are different and the dynamics of the area are different. Volunteering for 'after dark' shifts, that cover the Swansea nighttime economy will allow me to experience working with different teams in a completes different area of policing. These shifts can sometimes be avoided by officers, so volunteering for them would be very straight forwards and easy to get onto. They would be supported by my chain of command as they will be seen as a good way to help develop my own personal goal, of improving my police style.
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