

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 3 (PCDA)

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

Learner name: Nicholas Ian Thomas

Learner's University Registration Number: 2016620

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

Contents

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

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

To answer this task I will use the 5R framework for reflection to assess the impact that organisation culture within policing has had on my wellbeing and resilience. In particular focusing in on organisation change and retaining personal values in the police organisational culture. The 5R framework will guide me through Reporting, Responding, Relating, Reasoning and Reconstructing to help me make sense of my experience. The University of Edinburgh states that "This framework developed by Bain et al, focuses on five core stages, each addressing one aspect of reflection. By thinking about all 5 stages individually you will engage with all the essential components of reflection, enabling you to produce a critically engaged reflection based in your experience" (The University of Edinburgh, 2018). I will also define wellbeing and resilience, as well as describe what organisational culture is in the workplace, the hazards of adhering to an organisational culture, and my strategies for sustaining wellbeing and resilience.

Psychology today defines resilience "Resilience is the psychological quality that allows some people to be knocked down by the adversities of life and come back at least as strong as before. Rather than letting difficulties, traumatic events, or failure overcome them and drain their resolve, highly resilient people find a way to change course, emotionally heal, and continue moving toward their goals" (Psychology Today, 2022). Some people are inherently more resilient than others, but in comparison to members of the public, police officers must be very resilient. As police officers we are frequently exposed to hazardous and upsetting occurrences, with many traumatic instances that could possibly occur in a single shift. These occurrences can have a negative effect on mental health and could possibly lead to depression, sleep problems, suicidal thoughts and increased sickness leave if no mechanisms or support measures are put in place.

From my time in police force I have become well aware for the need to develop emotional abilities, such as positive thinking, resilience, and mindfulness, in order to improve my emotional well-being. These abilities allow police officers to cope with stress, manage our emotions in the face of difficulties, and quickly recover from setbacks, allowing officers to continue pursuing their objectives and living our lives. Tchiki Davis from the Berkeley well-being institute defines well-being and describes the benefits as follows "Well-being is defined as a sense of health and vitality that arises from your thoughts, emotions, actions, and experiences. When we have well-being, we feel happy, healthy, socially connected, and purposeful most of the time" (Davis, 2022).

Organisational culture can be defined as the following “Organizational culture includes an organization’s expectations, experiences, philosophy, as well as the values that guide member behaviour, and is expressed in member self-image, inner workings, interactions with the outside world, and future expectations. Culture is based on shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered valid” (GothamCulture, 2022). In short it is an organization's method of doing things, the written and unwritten principles that impact individual and group behaviour and attitudes.

Reflecting back on my experience of dealing with organisational culture and considering the risks of conforming to organisational culture, I realised that a lot of the more experienced officers can be very cynical in regards to their duties, whether it's towards the public in general or with just a suspicious attitude. One example I witnessed was when an experienced officer has told me that all the public hate the police and it doesn't matter what you do for them they will always hate you so why bother. Fortunately, I did not agree with his views but I can understand how easy it would be for new officers to be influenced by a more experienced officer's views which could potentially lead to a new recruit agreeing just to fit in.

Reflecting back on advice I received from a colleague, in which they stated that officers should always have each other's back no matter what, I became aware of the risk and the impact this could have on my ability to perform my duties. If an officer stepped out of line or did something which was illegal or against the code of ethics then I would need to report this even though they are still my colleague. From my experience I understand that new officers can be influenced by unethical behaviour and bad decision-making especially when it is being made by a supervisor or more experienced officer. Many officers who have many years in service and are very experienced are aware of the wrongdoing, while others rationalise their acts by stating “it's us against the rest”.

Reflecting back on my experience during my initial tutorship and then moving to independent patrol, I myself probably began to conform to organisational culture. Through the initial three months I was taught how to behave and work one way and then when I joined another team and noticed that every officer has their own way of working, initially I tended to mirror my new colleagues actions and behaviours despite knowing it was different from what I was initially taught by my tutor. I was also reluctant to challenge any behaviour or work practice when working with my new colleagues even when I felt a better outcome could be achieved by working or acting in a different manner. I believe it was fear of not fitting into the group or being rejected by the group and being cut off or seen as an outsider and someone not to trust.

Due to the impacts organisational culture can have on my wellbeing and resilience I have delivered my own strategies for dealing with this issue. One of these strategies involves keeping physically active. After my shift I can feel very stressed and full of anxiety. Running for about one a hour day helps relieve this stress and clears my mind. The life coach directory states that “Scientists believe that exercise releases chemicals in your brain that make you feel good. Frequent exercising can help raise your levels of self-confidence and self-esteem as well as keeping your brain and other vital body organs in good shape” (Life Coach Directory, 2010).

The ability to switch off when you get home and having someone to talk to, also allows me to maintain my wellbeing and resilience. The life coach directory stated that “Either way, you are taking a break from your normal activities and will help you experience a change and a chance to think about something new or not very much at all. This is the time you can de-stress and have some much needed ‘me time’” (Life Coach Directory, 2010). Talking to a family member or friend and not talking about work related issues enables me to relax and de stress which is needed for general good mental health.

Words 1136

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:

To answer the task I will use the Gibbs Reflective Model which was developed by Graham Gibbs in 1988 “to give structure to learning from experiences. It offers a framework for examining experiences, allowing you to learn and plan from things that either went well or didn’t go well” (The University of Edinburgh, 2020). This will allow me to reflect on my decision making as I was dealing with a complex and unpredictable domestic incident whilst using the national decision model. The National Decision Model is a risk assessment and decision-making tool “that puts the code of ethics at the heart of all police decision making and recognises the need for all police decisions to be consistent with the principles and standards of behaviour set out in the Code” (College of Policing , 2014). I will also evaluate my decision making during the incident and explain the rationale for these decisions and outline the potential consequences of my decision making during this incident.

Making decisions under complex and unpredictable circumstances can be the most difficult decisions to make, especially in the police force. If the decision maker or in this instance the police officer is unaware of all possible choices, the risks connected with each choice, and the repercussions or probability of each alternative then this could result in a negative result. This is why the national decision model is used as a framework by officers so that officers are constantly risk assessing in unpredictable and complex situations and making decisions based on these assessments. The college of policing states that “Avoiding making a decision because of the level of uncertainty, or simply to avoid the possibility of harm, is unprofessional and could have disastrous consequences both for the public and the police. Although the risk of harm always exists, more often than not police operational decisions are successful, and harm does not occur” (College of Policing, 2013).

Due to a 999 call by a concerned neighbour to the control room, myself and my colleague have attended an address where the neighbour has reported that she could hear a disturbance next door to her. The RP described the disturbance as a male and female arguing and shouting

at each other and could potentially be a domestic incident. The first step of the national decision model is to gather information and intelligence about the incident. To achieve this step, I have contacted the control room and asked them if there were any warning markers on the house or address. This information would enable me to assess the threat and risk and develop a working strategy which is the next step of the national decision model. The control room informed me that there were no warning markers on the persons or property, so I made the decision to proceed to the address without the need for any backup due to the low risk and lack of previous occurrences. I was fully aware that even though there were no previous incidents reported, I needed to be vigilant and prepared as I did not have all of the required information due to the call being a third person report.

On arrival at the address, there was no sign or sound of a disturbance so I knocked on the door to see if anybody would answer. After numerous attempts of knocking on the door and no response I have made the decision to try and attempt to gain entry to the address due the potential threat to life. I have tried the door handle of the property, but this was locked. I have then gone around to the back entrance and managed to gain entry via the unlocked back door which led into the kitchen. The decision to gain entry was due to the lack of information I was able to obtain at the scene and after considering my powers and policy, which is the third step on the national decision model. I used my power under section 17(1)(e) of the Police and Criminal Evidence Act 1984 which states “under section 17(1)(e) of PACE a constable may enter and search premises for the purpose of saving life or limb or preventing serious damage to property” (College of Policing, 2022). I was concerned that as this could be domestic incident and due to my experience of dealing with domestic incidents, I was fully aware of the necessity to protect all parties involved and that of the public which is in line with the codes of ethics which is basis of the national decision model. I could have requested back up before entering the property which would have reduced the risk to myself and my colleague due to the increased officer presence but balancing that with the risk of potential injury to persons inside the address, I felt justified in my decision to enter the property.

On entering the property, it was clear that a disturbance had taking place due to the amount of damage that had been inflicted to the kitchen. There was broken glasses and smashed cupboards littering the kitchen as we walked through but no sign of any persons. After conducting a more thorough search of the property I have located a male and female in the upstairs bedroom. The female was sitting on the side of the bed staring at the floor and looked as if she been crying. The male was standing on the other side of the bedroom and upon seeing us started to become aggressive and telling us to “LEAVE MY HOUSE NOW I’VE NOT DONE ANYTHING WRONG”. My colleague has then tried to engage with the male to see if he could calm the situation down and find out what has gone on and I have managed to engage with the female and persuaded her to leave the bedroom and follow me downstairs to the living room. After identifying my options and contingencies, which is the step of the national decision model I believe the decision to remove the female from the bedroom was necessary as it would allow her to speak freely, without the pressure or fear of the male overhearing the conversation. If I did not remove the female from the room, then she may not have disclosed the assault, and this could have limited my options to help safeguard all parties involved. Reflecting back on my decision to leave my colleague alone with the male, I understand that it could have put my colleague in a riskier situation if the male started to become violent or aggressive. On balance I believe I made the correct decision after weighing up all the options available to me. I believe due to the injuries and emotional state of the victim the correct course of action to safeguard to victim was to remove her from the scene and allow her to disclose what had occurred during the incident.

Whilst speaking to the female I noticed that she had bruising to her arm and shin. She outlined to me that earlier tonight she and her partner had been involved in an argument which started

because the male had accused her of texting other men. I asked the female if the bruises on her arm and shin and damage in the kitchen were caused by the male and she nodded and said "YES". I have then gone back upstairs to my colleague who was speaking to the male and explained what the female had disclosed to myself. As a result of this disclosure, I have then arrested the male for domestic violence common assault. The male was then conveyed to custody while I took a statement off the female regarding what she had witnessed. The last step of the national decision model is to act and review what happened. Due to the disclosure made by the female I believe the decision to arrest the male was correct and necessary due to the fact that it safeguarded the victim and other members of the public and allowed officers the opportunity to question the male during interview in custody. The option not to arrest the male was not considered as this could have resulted in the situation escalating and would it have been against South-Wales Police policy to always take positive action.

Before taking a statement off the victim I explained what special measures were available to her. I explained that if she had to court she would could give evidence behind a screen or in another room so that she doesn't feel intimidated or pressured by the defendant. The college of policing states that "The police must take all reasonable steps to identify vulnerable or intimidated victims. Where such a victim is likely to be called as a witness in criminal proceedings and may be eligible for special measures, the police must explain the provisions included in special measures to the victim, and must record any views that the victim expresses about applying for them" (College of Policing, 2015). My feeling at the time was that without special measures the victim would be reluctant to give evidence in court and could cause charges to be dropped on the defendant. After explaining the process of special measures, the victim became more confident and felt reassured that extra safeguarding measures could be giving to her if needed.

After taking a statement of the victim I have then explained to her what a victim personal statement is and how it is used in court. The college of policing states "Under the Victims' Code, the police must offer a domestic abuse victim the opportunity to make a victim personal statement (VPS), even if they have not given any other witness statement. They should also ask the victim if they want the VPS read out or played in court, and if they would like to read it out themselves, although it is for the court to decide how the VPS should be presented" (College of Policing, 2015). Reflecting back I understand that even though the victim declined to give a victim personal statement, it is the victim's opportunity to explain the context in which the offending happened and the impact it had on the victim, how the offender made them feel, and any long-term health or other repercussions that may have occurred.

Words 1717

Task 3

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

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

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

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

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

ANSWER:

In my answer I will first define team dynamics and then evaluate how team dynamics can be used as a means of developing team cohesion. I will give examples of why some teams cannot function, outline theories and models relating to team dynamics and look at ways to improve team cohesion. I will also explain why inter-personal conflict can occur within a team and outline strategies that can be adopted to enhance individual and team performance. I will also need to consider how team dynamics within the police service can result in failing to comply with professional standards requirements.

Optimists state that “Team dynamics are the unconscious, psychological forces that influence the direction of a team’s behaviour and performance. Team dynamics are formed due to the nature of the work of its team members, their work environment, their working relationship with each other, and their level of understanding of the work. The more understanding they have among them the more the team dynamics are present in that group” (Optimists Minds, 2022). From my experience of working in a team I have noticed that my team in the police consists of officers with varying strengths, limitations, and areas of experience. If my team's dynamics are favourable, then officers will work more effectively together, develop better and have a better chance of achieving their objectives. There are also instances where the team may be continuously challenged and questioned for their efforts, which can cause members of the team to become hesitant and demotivated. This discourages participation and may make team members unwilling to offer remarks, make ideas, or take chances.

There are numerous reasons why a team cannot function or struggle to function. Eunice Parisi-Carew from team dynamics states that there are a number of reasons why teams fail. These include “Lack of Clear Purpose & Goals - Without clear purpose and goals, the team will falter. Not knowing what to accomplish and why it is important is a major reason for lack of performance” (Parisi-Carew, 2019). From my time in the police force and working in a team I have come to realise the importance of clear goals and objectives are communicated effectively to every member of the team. I have seen first-hand that as a team if everyone has

a different objective and works towards their own goals it can create problems for the team as a whole as the focus shifts from the requirements of the force to individual achievement. To prevent this strong leadership is required from a supervisor so that goals and objectives are made clear to the team from the outset.

“Lack Of Accountability - The very definition of a team is one where mutual accountability for outcomes is a given. Effective teams hold themselves and each other accountable for commitments made and results” (Parisi-Carew, 2019). From my experience a lack of accountability can create inter personal conflict within a team. If there is no accountability in a team then there is also a lack of responsibility in a team. This can create issues especially in the police force where accountability is one of many code of ethics. Lack of accountability is synonymous with a lack of initiative, a lack of follow through blaming other members of the team, and being untrustworthy. It means you don't do what your supervisor wants you to do, or you do it half-heartedly, or you don't do what you claim you'll do. Basically, you can't be relied on to perform to the required standard set by the force.

“Lack Of Effective Or Shared Leadership - Applying leader behaviours that do not meet the developmental level of the team impacts both productivity and morale. Every team needs a leader, but as the team develops leadership needs to be shared. You will never have a high performing team if the leader does not give up control” (Parisi-Carew, 2019). As stated earlier a strong leader benefits the team and enhances individual and team performance. I have personally been in situated where a poor supervisor has resulted in my team suffering from a lack of leadership, which has resulted in lack of engagement and low motivation from the team.

“Lack Of Trust Among Team Members - Teams are trust- based systems. The lack of trust leads to poor communication and withholding of information, which is a barrier to relationships and innovation” (Parisi-Carew, 2019). From working in team, I have come to recognise that trust is one of the most important aspects of working in a team especially in the police force. You put your trust on your colleague to do the right thing as he or she does with you. You believe in the person's integrity and strength to the point that you're willing to put yourself in danger for one another. A sense of safety is provided through trust, which is important for an efficient collaboration. I have recognised that as members of your team feel secure with one another, they are more likely to open up, take acceptable risks, and reveal weaknesses. Without trust, there is less creativity, cooperation, creative thinking, and productivity, and people waste their time defending themselves and their interests, time that might be spent assisting the team to meet their goals.

“Ineffective Problem-Solving Skills - The strength of the team lies in its ability to creatively and effectively deal with challenges. Without this skill set (which thrives on different perspectives), it will not reach high performance” (Parisi-Carew, 2019). As I discovered from my own experiences is that problem solving is a key skill that is required from every officer. As officers we deal with a number of complex and challenging situations that require problem solving skills to reach a satisfactory conclusion. Ineffective problem solving skills could result in officers failing to comply with our duty to safe guard and protect the public.

There are a number of models and theories relating to team dynamics. One of the most well-known theories of team growth is "Tuckman's Stages of Group Development," which was suggested by psychologist Bruce Tuckman in 1965. Forming, storming, norming, and performing are the four stages that teams can go through, a fifth stage was added later called adjourning.

The first stage is Forming. “Note that at each stage, communication is a critical component of successfully moving to the next stage. The **forming** stage, when everyone is getting to know each other and are trying to make a good impression, is a good time to create a set of shared

expectations, guidelines, or a Team Charter. A team forming activity is also a good idea to help build trust and get to know the various strengths and weaknesses of the team members” (Last, 2019)

The second stage is Storming.” The **storming** stage is the one most often characterized by group conflict. It is often where the preliminary expectations and boundaries are challenged as individuals learn more about each other’s motivations. This coincides with the “brainstorming” stage of the design process, in which each member contributes ideas that could potentially become the focus of the project. It is also the stage where teammates learn about each other’s’ strengths and weaknesses and try to determine what their roles will be in the project. Learning to harness the constructive potential of conflict and compromise in this stage is important to progressing to the next stage” (Last, 2019)

The third stage is Norming. “During the **norming** stage, if conflicts have been resolved and teammates have proved flexible, all is going well, each team member knows their role and works on their part of the project. Sometimes, people work independently in this stage, but check in with team mates frequently to make sure workflow is efficient and effective. Group cohesion ensures that everyone is responsible to the task and to each other; Gantt Charts can be very helpful in keeping everyone on track during this stage. Problems might arise at this stage if teammates do not fully understand their role, the team expectations, or the overall goal; revisiting the forming or storming stage may be required” (Last, 2019)

The fourth stage is performing. “Few first-time teams reach the **performing** stage, as this happens when teams have worked together well on several projects, have established a synergy, and have developed systems that that make projects go smoothly and efficiently. Less time is needed to form, storm and learn to norm; performing teams can move quickly and interdependently to tackling the task at hand. **Adjourning** and going their separate ways can often be somewhat emotional for these teams” (Last, 2019)

Patrick Lencioni has developed a theory based on team dynamics. He states that “Without building a strong foundation on the bottom, there is no achieving the higher level goals” (Lencioni, 2017).

The first step is “Absence of Trust - This occurs when team members are reluctant to be vulnerable with one another and are unwilling to admit their mistakes, weaknesses, or need for help. Without a certain comfort level among team members, a foundation of trust is not possible” (Lencioni, 2017).

The second step is “Fear of Conflict - Teams that lack trust are incapable of engaging in unfiltered, passionate debate about key issues, causing situations where team conflict can easily turn into veiled discussions and back channel comments. In a work setting where team members do not openly air their opinions, there is a lot of posturing and precious time is wasted, resulting in inferior decisions” (Lencioni, 2017)

The third step is “Lack of Commitment - Without conflict, it is difficult for team members to commit to decisions, creating an environment where ambiguity prevails. Lack of direction and commitment can make employees, particularly star employees, disgruntled” (Lencioni, 2017)

The fourth step is “Avoidance of Team Accountability - When teams don’t commit to a clear plan of action, even the most focused and driven individuals hesitate to call their peers on actions and behaviours that may seem counterproductive to the overall good of the team. This allows for mediocrity, poor performers to slip by and the leader to become the sole source of discipline” (Lencioni, 2017)

The fifth and last step is “Inattention to team objectives - Team members naturally tend to put their own needs (ego, career development, recognition, etc.) ahead of the collective goals of the team when individuals aren’t held accountable. If a team has lost sight of the need for achievement, the business ultimately suffers” (Lencioni, 2017)

There are number of advantages and disadvantages to Tuckman model as it assists the team in understanding the phases of the team's lifecycle, but it does not provide a foundation for understanding what is required to achieve the team's goals.

The Lencioni model outlines the five things that a team requires to work successfully. You can't separate these things; you need them all because each one makes the next possible. In order to be able to focus on achieving the group goal, the team has to be able to hold each other accountable. In order to hold each other accountable, they have to be able to commit to decisions, in order to commit to decisions, they have to be able to work through conflict. And finally in order to be able to work through conflict, they have to trust one another.

Words 1878

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

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

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

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

ANSWER:

In my answer I will explain how effective policing of the roads can prevent and disrupt criminal activity especially through the use of information and intelligence. I will first define what is information and intelligence and the types of sources where intelligence can be collected from. I will then explain what types of criminal activity that can be disrupted by effective policing of the roads and the strategies that are currently implemented by the police in dealing with the criminal activity. I will also outline how ANPR can be used as an investigative resource when disrupting criminal activity.

Information is just unprocessed data and lacking context or analysis. Intelligence is information that has been compiled and analysed, often from multiple sources. A definition of intelligence is as follows "Criminal Intelligence is information collated or collected, analysed, reported and disseminated by law enforcement agencies relating to types of crime, identified criminals and known or suspected criminals. It is effectual when dealing with organized crime. Criminal Intelligence is improved by using surveillance, informants, interrogation and research" (UKEssays, 2018). From my own experience I have an example which helps understand the differences between information and intelligence. Whilst on patrol as a police officer a member of the public has informed me that she believes that there is someone growing cannabis in near to her home. I have taken this information from the member of the public and submitted in on an Intel report. This information is then analysed and disseminated and then can be distributed as intelligence as it has been assessed and analysed.

There are a range of sources that police can collect information and intelligence from that allow them to assess, plan and run an operation targeting a certain crime. These include social media, where the police foundation state that "Social media therefore provides the police with a new way to connect with the public. In a consent-based policing system engagement is crucial in building public trust and confidence social media enables the police to engage better and to build relationships, as well as to gather information and intelligence" (The Police Foundation, 2014).

Members of the public, CHIS (Covert Human Intelligence Sources), undercover officers and UK security or intelligence agencies are also other examples of sources of information. To

process this information the police use a grading system called 3 x 5 x 2. When information is received from a source the next step is to evaluate the source. This establishes the credibility and reliability of the source which will determine the tactical option taken. The source will then be graded under three categories, these are 1 - reliable, 2 - untested and 3 - not reliable. Reliable is when the source is thought to be both competent and the information received is generally reliable. An example of this could be information received from a member of the public which has been proven to be true in the past. Untested refers to a source who has never previously provided information to the person receiving it or who has offered unsubstantiated information. Although the source may not be untrustworthy, the information offered should be used with caution. Not Reliable is used when there are reasonable grounds to dispute the source's reliability. This could be because a source has giving information in the past which turned out to be incorrect or false. The step is to evaluate the reliability of the information. There are five categories that the information can be classed. These are A – Known directly to the source. “Refers to information obtained first-hand, for example, through witnessing it” (College of Policing, 2015). B – Known indirectly to the source, “Refers to information that the source has not witnessed themselves, but the reliability of the information can be verified by separate information that carries the information/intelligence of assessment of A” (College of Policing, 2015). C – Known indirectly to the source,” Applies to information that the source has been told by someone else. The source does not have first-hand knowledge of the information as they did not witness it themselves” (College of Policing, 2015). D – Not Known,” Applies where there is no means of assessing the information. This may include information from an anonymous source, or partners such as Crimestoppers” (College of Policing, 2015). E – Suspected to be false,” Regardless of how the source came upon this information, there is a reason to believe the information provided is false” (College of Policing, 2015).

The next step is dissemination, which involves the use of handling conditions. It is very important that when sharing information or providing intelligence the risks must constantly be balanced against the possibly larger risk of not sharing intelligence. There are two options when it comes to handling conditions, these are P - lawful sharing permitted and C - lawful sharing permitted with conditions. In order to share P “Intelligence must be a policing purpose, local protocols in place and have a legitimate need to receive it” (College of Policing, 2015). In order to share C involves a number of specific conditions “This code permits dissemination but requires the receiving agency to observe conditions as specified. Application of this code means the originator has applied specific handling instructions in respect of this information” (College of Policing, 2015).

Source Evaluation	Intelligence Evaluation	Handling Conditions
1 - Reliable	A - Known directly to the source	P – Lawful sharing permitted
	B - Known indirectly to the source but corroborated	
2 - Untested	C - Known indirectly to the source	C - Lawful sharing permitted with conditions
	D - Not known	
3 – Not reliable	E - Suspected to be false	

One of the more prevalent criminal activities is county lines. The National Crime Agency states that “County Line is a term used to describe gangs and organised criminal networks involved

in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move [and store] the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons” (National Crime Agency, 2022). An efficient road network is essential to a thriving economy. Unfortunately, what works for commerce also works for criminals and they will also use the road network to facilitate the commission of crimes including county lines. To combat this effectively the police and local agencies are aware that there is growing requirement to ensure that information and intelligence is readily accessible and used to target vehicles suspected of being used in county lines offences. As county line gangs use the vast road network in the UK to carry out their criminal activity it has become more imperative the policing of the roads is effective. One way to do disrupt criminality on the roads is to use ANPR.

ANPR stands for Automatic Number Plate Recognition. Police UK states how the ANPR works “As a vehicle passes an ANPR camera, its registration number is read and instantly checked against database records of vehicles of interest. Police officers can stop a vehicle, speak to the occupants and, where necessary, make arrests. ANPR has proved to be important in the detection of many offences, including locating, for example, people wanted for arrest or missing, witnesses, stolen vehicles, uninsured vehicles and uncovering cases of major crime” (POLICE .UK, 2022).

The introduction of ANPR camera sites throughout the road network has allowed the roads policing unit to gather large amounts of information and intelligence which can then be used as a resource to track criminal activity and open up arrest opportunities. A record is kept of all cars that pass via a camera, including those that are not known to be of interest at the time of the read. Then if information is presented to the police regarding a vehicle involved in county lines or any other criminal activity then the police can use this database to track the vehicle. By looking at each camera location that the vehicle has passed you can form a pattern or route map of where the vehicle has been driven and the amount of times that particular vehicle has followed that specific path. This intelligence can then be used as part of pre-planned response or operation involving intercepting the vehicle and disrupting their criminal activity. This in turn can prevent situations such as a pursuit due to the operation being pre-planned and organised to safe guard all individuals involved.

As ANPR is constantly collected data of vehicles passing its location it can also deter criminal activity away from that particular location. The ANPR can act like a deterrent, which may lead to criminal activity being disrupted but not necessarily stopped. The ANPR does allow criminal investigations to be dramatically sped up due the constant intelligence that the system provides. The ANPR is constantly storing the information and can be stored on an ever increasing database. The value of ANPR is confirmed even more by an article in transportbusiness.net which states “Criminals and terrorists are becoming increasingly more sophisticated in their activities. The police therefore need to keep pace with their crime fighting capability. ANPR has proven its worth many times and officers working on ANPR operations arrest up to five times more offenders than patrol officers normally would. It has been highly effective in securing very quick lines of enquiry that have led to early arrests and in securing the very best evidence to support criminal prosecutions” (Transportbusiness.net, 2022).

Many investigators see ANPR's capacity to immediately identify the movements of a suspect vehicle in order to extract other evidence (e.g., DNA, fingerprints, CCTV) as a significant ANPR benefit. Time is critical in any investigation, whether proactive or reactive. The longer time passes, the less likely it is that the victim will be found, the crime will be prevented, or forensic or other evidence linking suspects to crimes and crime scenes will be recovered. The association of Chief Police Officers has outlined the following in a report which confirms the

importance of ANPR “By using ANPR for information and intelligence, the police state they can combat crimes within a police force area and tackle those affecting more than one force. Using intelligence across police forces can play a vital role in tackling regional crime activity, serious and organised crime and terrorism. An important benefit of ANPR is the opportunity it provides for the police to intercept vehicles in real time. The speed of ANPR technology means that when the police are monitoring ANPR systems and a vehicle „hits“ against a database (such as ACT) instant information is provided that enables officers to be deployed in response. This can lead to the early arrest of suspects” (Association of Chief Police Officers, 2013).

Words 1733

Task 5

Individual Learning Plan

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

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

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

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

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
KNOWLEDGE		6		4			Reflecting on my knowledge at this present time I have given myself a 4 out of 10. Since joining the job I have learnt a huge amount but still feel that I have so much more left to learn. My knowledge of the local community is seriously lacking due to the very nature of response policing.

							Currently I am “bouncing” from call to call and have very limited time to stop and speak to the local community and allow them to express their views. I believe to improve on this I can apply to have extra attachments with the Neighbourhood Policing Team. One area where I also need to improve my knowledge is with case files. Currently there is a shortage of officers on the team and as such it is very hard for a more experienced to have the time to show me how to put a case file together. I believe after I have had my Hub attachment, I will have gained enough knowledge so that I will be able to put a case file together that would be of an acceptable standard.
SKILLS	Low 1-4	Med 5-7 6	High 8-10	Low 1-4	Med 5-7 5	High 8-10	Reflecting on my skills at this present time I have given myself a 5 out of 10. My skills have improved considerably since I joined the job but like my knowledge, I feel that I have so much more to learn in regards to my skill set. I have always enjoyed working independently more than working as a team. I believe that I need to work on my

							teamwork skills which I understand is a very important part of policing. My report writing and updates is something that I need to improve on. Currently my reports could lack detail and content. I will need to speak to colleagues and observe how they structure their reports which should help me in the future with my report writing.
EXPERIENCE	Low 1-4 4	Med 5-7	High 8-10	Low 1-4 4	Med 5-7	High 8-10	Reflecting on my experience at this time I have given myself a 4 out of 10. I have gained a lot of experience during my time in the job but I understand that it will take many more years before I have the required experience to mark myself as a 10. I have experienced responding to calls of every nature. From sudden deaths, domestics, assaults, criminal damage and mental health calls. I have learned to diffuse volatile situations, conduct initial investigations and conduct arrests with due regard for human rights of suspects and victims.

						With more experience and years on the job I believe as my experience grows so will my skill set and knowledge which can only help me and the public in the future.
--	--	--	--	--	--	--

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.

Association of Chief Police Officers, 2013. *The police use of*. [Online]
Available at: <https://www.npcc.police.uk/Publication/ANPR/The%20police%20use%20of%20ANPR%20FinalJan2013.pdf>
[Accessed 29 April 2022].

College of Policing , 2014. *National Decision Model*. [Online]
Available at: <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/>
[Accessed 19 April 2022].

College of Policing, 2013. *Risk*. [Online]
Available at: <https://www.app.college.police.uk/app-content/risk-2/risk/>
[Accessed 26 April 2022].

College of Policing, 2015. *Intelligence Report*. [Online]
Available at: <https://www.college.police.uk/app/intelligence-management/intelligence-report>
[Accessed 29 April 2022].

College of Policing, 2015. *Major investigation and public protection*. [Online]
Available at: <https://www.app.college.police.uk/app-content/major-investigation-and-public-protection/domestic-abuse/victim-safety-and-support/>
[Accessed 26 April 2022].

College of Policing, 2022. *Major Investigation and Public Protection*. [Online]
Available at: <https://www.app.college.police.uk/app-content/major-investigation-and-public-protection/domestic-abuse/first-response/>
[Accessed 20 April 2022].

Davis, T., 2022. *Well-Being Definition, Meaning, and Strategies*. [Online]
Available at: <https://www.berkeleywellbeing.com/what-is-well-being.html>
[Accessed 30 April 2022].

GothamCulture, 2022. *Organisational Culture*. [Online]
Available at: <https://gothamculture.com/what-is-organizational-culture-definition/>
[Accessed 30 April 2022].

Last, S., 2019. *Five Models for Understanding Team Dynamics*. [Online]
Available at: <https://pressbooks.bccampus.ca/technicalwriting/chapter/understandingteamdynamics/>
[Accessed 26 April 2022].

Lencioni, P., 2017. *Lencioni's 5 Dysfunctions of a Team*. [Online]
Available at: <https://medium.com/taskworld-blog/lencionis-5-dysfunctions-of-a-team-330d58b2cd81>
[Accessed 27 April 2022].

Life Coach Directory, 2010. *12 ways to maintain mental well-being and combat depression*. [Online]
Available at: <https://www.lifecoach-directory.org.uk/memberarticles/12-ways-to-maintain-mental-well->

being-and-combat-depression

[Accessed 5 May 2022].

MindTools, 2012. *Elements of the Cultural Web*. [Online]

Available at: https://www.mindtools.com/pages/article/newSTR_90.htm

[Accessed 30 April 2022].

National Crime Agency, 2022. *County Lines*. [Online]

Available at: <https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>

[Accessed 28 April 2022].

Optimists Minds, 2022. *What is team Dynamics? (A Comprehensive Guide)*. [Online]

Available at: <https://optimisminds.com/what-is-team-dynamics/>

[Accessed 26 April 2022].

PA Consulting Group, 2001. *Engaging criminality - denying criminals use of the roads*. [Online]

Available at: http://cebcp.org/wp-content/lpr/ANPR_report_24_Oct.pdf

[Accessed 29 April 2022].

Parisi-Carew, E., 2019. *8 Reasons Why Teams Fail*. [Online]

Available at: <https://leadchange.org.com/8-reasons-why-teams-fail/>

[Accessed 27 April 2022].

POLICE .UK, 2022. *Automatic Number Plate Recognition (ANPR)*. [Online]

Available at: <https://www.police.uk/advice/advice-and-information/rs/road-safety/automatic-number-plate-recognition-anpr/>

[Accessed 29 April 2022].

Psychology Today, 2022. *Resilience*. [Online]

Available at: <https://www.psychologytoday.com/us/basics/resilience>

[Accessed 30 April 2022].

The Police Foundation, 2014. *The Briefing*. [Online]

Available at: https://www.police-foundation.org.uk/2017/wp-content/uploads/2017/08/Social_media_briefing_FINAL.pdf

[Accessed 29 April 2022].

The University of Edinburgh, 2018. *The 5R framework for reflection*. [Online]

Available at: <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/5r-framework>

[Accessed 30 April 2022].

The University of Edinburgh, 2020. *Reflection Toolkit*. [Online]

Available at: <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>

[Accessed 19 March 2020].

Transportbusiness.net, 2022. *Keeping crime off the roads*. [Online]

Available at: <https://transportbusiness.net/features/keeping-crime-roads>

[Accessed 29 April 2022].

UKEssays, 2018. *What Is Crime Analysis And Intelligence Analysis Criminology Essay*. [Online]

Available at: <https://www.ukessays.com/essays/criminology/what-is-crime-analysis-and-intelligence-analysis-criminology-essay.php?vref=1>

[Accessed 28 April 2022].

UKEssays, 2019. *Theories of Team Dynamics*. [Online]

Available at: <https://www.ukessays.com/essays/communications/theories-of-team-dynamics.php>

[Accessed 26 April 2022].

