



BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

(SOUTH WALES POLICE, GWENT POLICE AND UWTSO)

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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/agh-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 essay I discuss the impact on organisation culture which impacted my wellbeing and resilience. Since having my ten weeks tutorship signed off by my tutor, with no additional training needed, I have therefore achieved Independent Patrol Status. This means that although I am still part of a team, I can work independently and go to jobs on my own if required, however on two occasions throughout my sets of shifts, I am double crewed with another colleague. During tutorship it felt like I was seen as an extension of my tutor and therefore was not fully able to express myself as an individual officer, however since I achieved my independent status, my character has started to emerge, and my teammates get to see me as an individual and not an extension of my tutor anymore. The transition from having the safety net of a tutor, to being an independent member of the team was quite a daunting feeling, because trying to work out if the structure to organisational culture “Organizational culture is the rules, values, beliefs, and philosophy that dictate team members’ behaviour in a company” (He, 2023) was an open system vs closed system; linking to the extent in which newcomers are accepted and the differences they bring being welcomed to the team (Chartered Management Institute, 2015). Some colleagues have years of experience under their belt, and it felt like they were observing me more to see whether I would react in a similar way to them, or whether I react differently now that I am

able to work independently, rather than having my tutor around to clarify anything if needed.

As it stands, I am quite a confident individual. However, even for me, it felt quite unusual to figure out where I belonged within the team dynamic and whether I would be fully accepted as part of the team on my own. This is partly because during tutorship, I had to follow my tutors lead and due to them being in the job for several years already, they had a set way about their day. This meant that when the team would bond with each other over a coffee, I would miss out on that opportunity as my tutor wouldn't really engage with that social aspect, so it led to a small barrier for me when I went independent. This did leave me feeling quite isolated and nervous at first, because I wanted to make a good impression, however I also wanted to remain true to myself and not change or alter how I would naturally react or interact with people. For example, having to navigate whether my humour or my thoughts on situations would be accepted by the people around me was extremely difficult as it is almost on a trial basis, so I tried to be myself and see how others reacted to me and whether I needed to adjust my interactions around my new group of teammates. I felt a sense of pressure to be accepted as an individual after tutorship, because "belonging in the workplace is an employee's sense that their uniqueness has been accepted" (Bond, 2022). Ultimately, that is all anyone wants, is to be accepted into a group and first impressions really do count towards that. The feeling of being isolated in an unfamiliar environment and a new job role was extremely scary because it was a struggle to make sure the knowledge was there to complete the job and worrying about whether I was bothering my new team around me too much. That created a double ended sword of not knowing and not having the confidence to ask colleagues for help when it was needed, as Baker (2020) states, "we don't feel we've earned the privilege of making a request". This caused me some anxiety while trying to complete my standard roles as I was not sure I was going to be accepted into the group or even if I was completing my jobs correctly after tutorship. This was due to feeling like I had not established a supportive network with my teammates and therefore I felt added stress by having trouble with building relationships at work (Health and Safety Executive, 2017), due to being in a new job role and unfamiliar environment.

Having changed jobs a couple of times during my career, with each job having had similar experiences when starting out, where I was trying to see how I would fit in with the group and whether I would be good at my role. Therefore, it was no surprise that I had these feelings when I started my new role as an officer and after I gained my independence from my tutor. It did take quite some time for me to see and realise that the support from my other teammates was there and I began to gain the feeling that I was a liked member of the team. This was helped by my Sargent who created a culture where colleagues' trust and encourage each other (Health and Safety Executive, 2019), leading me to have more confidence in myself and helped me to move forward from having any anxiety or stress due to my new surroundings and I was able to make personal connections with different colleagues, which helped build the bridge and opened the door to my support network quicker than some of the other officers around me.

Once I had established a support network and become more comfortable with my teammates, I was able to ask for help more often and I found a warm welcome, which would suggest that my own insecurities were the reason I thought I would be bothering the team. Research by Lill (2018), shows that making time for peers to meet and share knowledge and experiences, whether social or practical, can help create a bond and being an independent officer within the group meant I had more support, because everyone pushed each other to succeed and helped each other to be the best version of themselves. By becoming more confident in myself, I began to understand how the different shifts were starting to affect me and how I could use the tools I have learned from previous jobs to be able to find the best way to look after my mental health and wellbeing when on shift. I was also starting to observe and understand how my other teammates deal with different stresses placed upon them and I was able to build relationships with my teammates due to having similar coping mechanisms and similar humour to myself. This allowed me to destress and reset in what I felt was a safe space, as it became familiar to me, and noticing how certain teammates coped with similar situations in a similar way to myself also helped.

I noticed how the team rallied around me and showed more support than I may have thought I needed, and research shows that "support thrives on mutual respect, collaboration, and a willingness to help others" (Reeves, 2024). I found this was the case within my station and

this only allowed me to trust and grow more within my new team with much more ease. I was able to feel more comfortable stepping out of my comfort zone and feeling safe with my team when attempting a task with the knowledge that I might fail and get it wrong, but knowing someone will be able to help me fix the mistake so I could learn from it. When it came to moving stations, I had an idea of what to expect from the first time round. By growing and learning from that experience, I took the lessons I learnt and applied them to my new team. This meant I had more confidence because I knew my role and I was performing it well, which in turn gave me another boost. I was able to set the job aside while I focused on building new relationships with my new station colleagues. I asked more questions without the fear of being made to feel stupid and learnt a lot more from and about my new colleagues, because research shows that psychological safety is the belief that you won't be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes (CCL, 2022), which meant I integrated into the new station team quicker and was more confident and comfortable for it.

Due to my growth and development, I now find myself helping the new officers coming through, because everyone is new at some point, but with the right support in place, they may not feel quite so nervous about that (Juetten, 2020). I help by trying to break down any barriers that they may be facing and by helping them feel included and mixing with the team quicker, to build that important bond. Overall, through my different experiences, I have more confidence and a greater sense of accomplishment, by helping others achieve their own confidence and integrate into the team.

Word count: 1502

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:

While on shift, I was assigned to a job where we received a call that a female had been found running in the street, looking distressed and panicked. A resident of the street was walking home from work, and this is how they came across this female. The resident noticed that the female was not wearing the usual clothing that would be expected for someone running that fast and the resident found this to be quite strange, so the resident began to pay more attention to the female. With this, the female spotted the resident and started running towards them, asking if they had a phone and stated that someone was chasing her. The resident offered the female to go into their home address as it was close by, so it meant the female would be safe, as the person chasing her would not necessarily know where she had gone. The female did not hesitate to go with the resident to their home address and once inside the house, police were called, and the details of the incident were taken by the call handler and passed onto us to attend for further details.

From the information we were given, officers with standard personal protective equipment (PPE) were deployed; this includes effective batons to combat assailants, ballistic and knife resistant

vests suitable for operational and covert wear, and incapacitant sprays (Federation, 2022). Once officers arrived on scene, the female disclosed that she lived further down the street and that she had fled her address because her partner had pushed her into a corner and held her by her throat. The female stated that she managed to kick out and break free from the offender and that is why she was seen running down the street to get away from her partner. The female then further disclosed that her partner was still believed to be inside their home address with her young daughter and that he had a Stanley knife, which he was using to self-harm with. Due to the female being safe with officers and out the address, the focus quickly changed to the child inside the address who was in company with the offender, still potentially in possession of a bladed article, so we called for the back-up of taser officers, as College of Policing (2020), states that taser can act as a deterrent. Should we have known about the knife before we were dispatched, we would have requested a taser unit for back-up sooner, however due to the limited information passed, there was a delay in progressing once at scene, while we waited for the taser units. Once the taser trained officers arrived, we were able to get the male out of the address and he was arrested on suspicion of Section 39, Criminal Justice Act 1988 Common Assault - Where any person intentional or reckless act which causes a person to apprehend immediate unlawful force or personal violence and taken to custody. The welfare of the young child was checked also, and she was completely unaware of what was happening and was just excited to see the police officers.

At the time of being deployed to the job, we had limited information and only knew that a female was found running in the street, saying that she was being chased by someone. The limited information we had received, only brought more questions to light, such as is the female in a safe place now? Are the people who helped her in danger now too? Who and where is the person that was chasing her? Why was that person chasing her? This led to us being placed under stress during those moments of questioning and not knowing, which Sharot (2018), stated “under these conditions, they became hyper-vigilant to any bad news”. The above questions are normal and valid; however, when added information comes to light, before the original questions have been answered, only increases my desire to find out the answers to the original questions before focusing on the new information. This can be very frustrating when the answers given from the questions asked, still don’t bring any more clarity or understanding of the situation that has occurred and research shows that frustration may also cause you to lose confidence in yourself (Scott, 2022). I know this is a trait of mine and because of this, I have learnt to cope with the

frustration as I have gotten older, so I no longer allow myself to be consumed by my thoughts, which in turn would hinder me when taking on new information and processing it.

Further research by Naz (2023), states that without knowing what your options are, it can be difficult to make an informed decision. This leads onto the system I use to make sure I am making the right choices is the National Decision Module (NDM) and this is broken down into six key elements which are: Code of Ethics; Ethical policing principles and Guidance for ethical and professional behaviour in policing, gather information and intelligence, assess threat and risk and develop a working strategy, consider powers and policy, identify options and contingencies and take action and review what happened (College Of Policing, 2013).

By using the NDM, means that throughout my policing career, each incident that plays out in front of me, I can apply the NDM to it and I will also be able to justify my actions due to the robust nature of the system. Most of the time the six steps are completed in a matter of seconds and having a good understanding of each key element helps me have confidence in my decisions. The NDM only works well if the information gathered is valuable information and is from a reliable source however, I am not able to guarantee either is true and therefore my efforts to assess the risks can be thrown off. If I am not able to manage the risk correctly, I will always struggle to manage to develop a working strategy. This follows on from the above scenario, as having little to no further information made it extremely difficult to use the NDM and plan, by playing out scenarios and how we would achieve a positive outcome. This is always the worst part of traveling to a call as I can trust what I see, whereas I am having to trust unknown information coming to me on my way. However, as Marcou (2017) states, “the more often a police officer successfully navigates through a difficult call, the more prepared that are to make rapid, correct decisions in similar situations in the future”.

What helped on the above occasion was other officers being there before me, so I was able to get more information and instructions from them when I arrived and research by Laoyan (2022) states that gathering information related to the decision being made is an important step to making an informed decision. This allowed me to start the six elements of the NDM again and make the right decisions from the new information shared with me. Having another officer there also allowed me to ask their opinion and gain insight on their decision making and as research shows, that asking for peers’ input can open your mind to new perspectives, (Cole, 2024). Going through the process of gathering information from the caller, it came to light that the victim was safe at the caller’s address. I also knew that the victim disclosed to us that she was being chased and this is why she was running

out in the street. Further information later came to light that the victim had been pushed and strangled, which changed how I looked at the call. Originally, I had looked at it as that she was running, and the offender had not done anything yet, but had threatened to, whereas it turned out that the victim was running because something had already happened, and she was fleeing the situation for her safety. When victims are in crisis, they are not able to think in a rational order, so as an officer, being able to take on information clearly helps calm me down from the adrenaline created on the drive to the address and it also gives my body and mind something else to focus on. Research states that adrenaline serves a purpose by helping you react in a dangerous situation (Cleveland Clinic, 2022) and during the job, the adrenaline helped me to focus on and pick out key points, which in turn helped me to organise and prioritise my next steps from most risky, to least risky.

The actions we took in line with using the NDM were the most appropriate at the time with the information we had. The use of the NDM each time more information came to light, and I would start with gather information and intelligence which helped us prepare for the scenario ahead. With information changing, so plans to deal with the situation also changed using the threat and risk and develop a working strategy element of the NDM. Whilst on route to the job, my original plan was to gain entry into the address and separate the parties, however that was not an option because the unit at scene updated us that parties were already separated and the victim was at the informants address, so I gathered more information and made my way through the six elements of the NDM (College Of Policing, 2013) to generate a new plan. The further information about the young child in the address, with the offender in possession of a stanley knife came to light, so my colleagues and I had to adjust our plan again to ensure that our safety was also considered before we entered the address, this was when we called for taser trained officers to come assist us. Once those officers arrived, we all compiled a plan using the identify options and contingencies and take action of the NFM on how we would gain entry to the address quickly and safely, to minimise the time that the young child was exposed to the situation.

Overall, even with the limited information we received whilst on route to the job, I believe that mine and my colleagues' action plans were right for each different stage of the call. This is because when any new information came to light, I was able to adapt and change my plan quickly in line with my other colleague's also and therefore we were prepared when the situation developed.

Word count: 1758

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:

Professor (Northouse, 2019). defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal”. Different leadership styles utilized with a team significantly impacts the teams’ dynamics. One leadership style is autocratic leadership, which is defined as individual control over all decisions as autocratic leaders usually make choices based on their own ideas and judgements, with little to no input from team members. Whilst that leadership style can lead to quick decision-making, it may discourage creative collaboration and lower employee morale (Nickerson, 2022). However, another leadership style is transformational leadership, which is when a leader creates substantial change together with the team members input (Lindberg, 2020). This can encourage team members and adopt a sense of ownership and accountability. Transformational leadership can work alongside democracy leadership, as those leaders aim to stimulate open dialogue, mutual esteem, and collaborative decision-making (Hassan, 2023). Effective leaders establish clear goals, provide guidance, and support, and facilitate open communications and collaboration among team members. Team dynamics play a crucial role in determining the success or failure of a team in achieving its goals. Effective team dynamics adopt collaboration, creativity, and synergy, while poor dynamics can lead to conflicts,

inefficiencies and missed opportunities. “When a good dynamic exists within a group working toward a common goal, each individual member will perform effectively and achieve goals set by the group” (Maryville University, 2016).

A team that has clear roles and understanding of each other’s roles within this objective, allows flexibility in the team to work to each other’s strengths and interests, which promotes a sense of ownership and engagement with the process. Further research shows that “when roles are defined, people know what they are doing and understand how their responsibilities fit into the bigger goals of the entire team, meaning they are more likely to take ownership of what they need to achieve” (Team Ninety, 2023). If a team is taking ownership and engaging well, this will encourage trust to build within the team and that makes idea sharing and asking for help easier before a mistake is made. It also allows team members the safe space to admit when a mistake has been made and encourages the team to rally around to support and help fix the mistake, without judgment or shaming and this encourages the team to make calculated risks, which could make all the difference. (Team Ninety, 2023) Communication is essential for building trust, resolving conflicts, and ensuring alignment towards common goals. Research by Eys (2021), “states that trust in the workplace means that employees experience a culture that promotes effective and honest communication, and that active listening and constructive feedback can contribute to a healthy team dynamic”. Whereas, if a team is untrustworthy, risks would not be taken, meaning that progress and growth would be slow. If your team trusts each other and are taking calculated risks which progresses the team in moving towards its goal, the trust in each other grows and the relationships become healthier.

Within a healthy team, if any conflict were to arise it would be easier to be able to manage and move positively through this conflict. Sheth (2023) states that “to be a better conflict resolver, you must stay fully present in the conversation and engaged with the speaker”. By having a leader that is confident to have regular team meetings and brainstorming sessions which helps tackle some irritation the team might be facing, reduces irritation growing and gets ahead of any unforeseen issues, without allowing them to go undressed and spiral out of control. This will be the reason you are able to understand fully where the issue has come from and with this understanding the team is able to collaborate and find the solution without there being any personal attacks or avoidance within the team. Following on from this, if each team member is comfortable with communicating, this will adopt an environment where any concerns and

frustrations are aired and spoken about in a safe environment without the feeling of defensiveness and the feeling of being attacked, if questioned. It encourages peer feedback and if “done right, peer feedback leads to a more collaborative and supportive work environment, where employees feel empowered to provide meaningful input to help one another strengthen any weaknesses and enhance strengths” (Stone, 2023). This can replace the feeling of being shown up if someone else sees a different angle to you.

Achieving positive team dynamics is an ongoing process, whereby maintaining clear goals and expectations and making sure once they are achieved, they are updated and communicated back to the team. Using a system such as “SMART (Specific, Measurable, Achievable, Relevant and Time-bound) goals mean this approach eliminates generalities and guesswork, sets a clear timeline, and makes it easier to track progress and identify missed milestones” (Boogaard, 2021). This encourages the team to take part in the goal setting, which again will increase the sense of ownership and accountability for the goals’ success. Using tools like this and ensuring involvement in the goal setting, gives clear responsibility and opens communications to tackle any confusion on goals and encourages discussions within the team. Furthermore, having diversity within a team and including people from different backgrounds, brings different perspectives and skills that can encourage each other and in turn create an environment where problem solving, and creativity thrive. Having a sensitivity to cultural differences and effective communication strategies in place, contribute to adopting respect among team members and builds their relationships. Seeing how the team is working well together, shows the team as a whole and not just individual’s strengths and it also shows areas of improvements. This can focus ongoing training where it is relevant to support the team and not just tick a box for the company. (Okoi, 2024) Research by Seah (2021) “states that providing them with learning opportunities that are most relevant to their needs, managers must first understand the needs and goals of their employees”. Therefore, by investing in the team and supporting everyone to grow through training, provides the sense of belonging and of being cared for, which enhances open communications and establishes clear roles and responsibilities which set the team up for success because they know exactly what they are supposed to be doing and are equipped to do it to the best of their abilities. This creates a happy environment to work in, where there is little stress because of knowing how to do your job and having the right training to complete your tasks, meaning there is little build-up of work due to the openness and supportive culture of the team, wanting to be at work and wanting to see each other succeed and share in the success they have.

Penn (2023), states that “to be an empathetic leader, it is also vital to express genuine curiosity about the people you work with and take a personal interest in their lives, which helps to build stronger relationships”. By having such a leader, it encourages the learning and risk-taking behaviours of a team and shows they are not afraid to learn from failures and they continue to develop from these, as well as their successes. A leader who actively promotes an environment where failure is an opportunity to learn, and not something to be punished for, will be able to achieve more with their team and achieve more goals than a leader who struggles to create good communications. If communications are poor it can lead to misunderstandings and lack of clarity on roles and responsibilities, can create conflict between team members. As the saying goes, “this is a story about four people named Everybody, Somebody, Anybody and Nobody. There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that because it was Everybody’s job. Everybody thought Anybody could do it, but Nobody realized that Everybody wouldn’t do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have” (Daskal, 2017). The moral of this story was that no one took ownership, and everyone assumed someone else would do it. It was a task anyone could do; therefore, this is a good example where leadership is important to make sure tasks are clearly assigned. However, a team can become hostile if simple tasks are not shared fairly and if tasks that require certain skill sets are given to the wrong team members, therefore creating friction and frustration due to poor management. It can also create a feeling of not belonging and being unseen if management have not paid attention to an individual’s skill set and set them a task which is not meant for them.

Trust is lost when there is a feeling of being unseen and not being appreciated, leading to a feeling of detachment from the team, which causes conflict between team members who are trying to do well and can see someone falling behind. Without the supportive environment a team are not in a safe space to air any concerns and are not mature in being able to offer support without it feeling like an attack on them. If there is a lack of clear roles and responsibilities, then an imbalance can occur where dominant members of the team can overpower the passive members of the team, which creates an uneven perspective of workload, and this will cause more friction and conflict between the team members. Chellappa (2019), states that “employees will not know where to direct their efforts, managers will not know when to course correct, nobody knows what the end goal looks like and there is chaos all around”. Without a clear goal to work towards the team will lose their way and not commit fully, because if a team member is struggling outside of work and

then has no structure or purpose in work, they can be quick to lose their temper, as work could be the “last straw” to an already strained mental state. This will only build a hostile working environment where team members are worried to approach each other, due to fear of a negative reaction instead of being able to communicate openly and honestly. (Ross, 2021)

Overall, in all honesty, no one wants to feel left out of the team or be the last to be picked, we just want to feel seen and appreciated. Being left to spiral without a leader who fosters good behaviours and best practices, a team feels more like a malfunctioning cog in unforgiving machine, rather than a well-oiled and integral part of the machine. Everyone wants to have pride in their work and even the smallest of roles can be filled with excitement and achievement, where you want to go home and tell your family how well you and how your team preformed and have that sense of achievement and pride in each other.

Word count: 1826

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:

To understand how effective policing of the roads aids in disrupting criminal activities, I will first explore why criminals use the roads as their main transportation systems.

The first convenience to using the roadways in the United Kingdom (UK), is the flexibility of the size of vehicle you can use. If you are transporting a single bag or single person this can be done on a motorbike, whereas if you have multiple items or people to transport then a lorry can be used. Having the choice of these vehicles can benefit a criminal gang as they could potentially use the vehicle for legitimate business, which will also provide them a source of income and potentially could be a good way of hiding money made through criminal activity. This can also be a very cost-effective way of transporting, as you do not need to overspend on fuel or vehicles if you are able to choose on a job-by-job basis. It is likely that fuel is not paid for properly especially during criminal activity. Due to there being less worry about being caught, the criminals will tend to make off without paying for fuel as they will either swap vehicles or change the registration plates on the vehicle they were using, so it is not easily detected as being involved in that crime. Without having any intelligence on whether the vehicle being used in organised criminal activity, it would not necessarily be a priority call for the police to follow the vehicle straight away, because someone who is not in a criminal organisation generally tends to be the registered keeper of the vehicle and can be contacted via the registration, which places the offence lower on the threat, harm, risk scale.

However, enquiries can be made with the registered keeper to see whether their vehicle has been stolen, which therefore means that it could not be used in further criminal activity.

Many vehicles that criminals use are stolen vehicles and research by Rathbone (2024), shows that in 2023, more than 130,000 cars were reported stolen. However, this does not change the reason why vehicles are chosen, over other modes of transport such as public transport. The practical benefits of cars are that they provide a door-to-door service with no interchanges, they are available 24/7 without having to wait, and they can carry luggage, shopping, or equipment (TFL, 2012). Therefore, using other means such as public transportation, would not be an option because the space is shared with others, and travel times are subject to change due to factors out of their control, such as delayed services, which could be due to traffic build up, road works or simply that some people have taken longer to get on or off the transport. In addition, cars offer a sense of privacy by keeping what they are transporting a secret from others and needing to know they can control the vehicle, route and timeframe is important to smooth running of their criminal activities. For example, the transportation of drugs can be a delicate process as some substances are not to be in contact with moisture and others spoil if it's too cold. The British Transport Police (BTP) also found the benefits of Covid 19 brought to light any children that were using public services and police were able to highlight potential persons linked to County Lines; they stated "the successful efforts of British Transport Police saw some drug dealers move away from travelling by train and onto the roads (Andrews, 2021). The National Crime Agency (2018), states that a common feature in county lines drug supply is the exploitation of young and vulnerable people and due to Covid 19, this meant that younger criminals did not have access as freely to vehicles due to their ages and would look to use public transport, where possible unless they had a shorter distance to travel then bikes would be their mode of transport. This meant that the free movement of County Lines got smaller and smaller in its distance it could travel with the younger members of the gang, in turn this could have a wider impact on their reason to recruit children as it may not be as fruitful as it once was.

Automated Number Plate Recognition (ANPR) technology is used to help detect, deter, and disrupt criminality at a local, force, regional and national level and this includes tackling traveling criminals, Organised Crime Groups (OCG's), and terrorists (Home Office, 2022). The use of ANPR has forced criminals to use different routes to travel or risk the possibility of their movement and preferred timings being monitored, meaning intelligence is gathered which benefits law enforcement. It also allows police to identify and stop vehicles that have intelligence connected to them, meaning a disruption and often arrest of the driver as illegal items are found or the vehicle itself is stolen. This

means that criminals would normally think they have the convenience of setting their own timeline, which would be a major contributing factor to using the UK roadways, because understanding the distance and time it will take to complete their journey can be planned out around times, they believe there may be less threat of being stopped or creating suspicion around their movements. The criminal gangs can also plan a route that includes all the stops they want to make, and they can factor in places to refuel, so that they can try avoid mainstream routes, which could potentially have ANPR cameras; these cameras serve law enforcement by being able to learn patterns, track journey's and also ascertain routes that may be used more frequently which could serve useful to disrupting and apprehending offenders.

Using ANPR and inside sources need to be tested and checked for how reliable the information is, to do this the police use a 3x5x2 method of intelligence grading process which looks at the source evaluation which covers how reliable the source is and how they are known such as known directly or indirectly however they have been corroborated to be a reliable source, it then moves onto sources that are untested which includes known indirectly however they have not been corroborated and the second untested source is not known to you so no corroborating can happen. Finally, there is the not reliable source this could be simply put as a person who has interest in giving false information for their own gain and there for you suspected the information shared to be false. Once you have established which source you have you then must decide if you can lawfully share the information fully or if the information shared is only permitted with conditions applied. In this case if we have reliable information from a known source that a vehicle will travel down the motorway police can use ANPR and pre-emptive tactics by placing police vehicles along the route to intercept them. (Adams, 2020)

Another crime connected to UK roadways is human trafficking. This can be for multiple reasons, as in the case of human trafficking, victims are typically recruited through deception (with the promise of a better life), by use of threats or force, for the sole purpose of exploitation (Interpol, 2024). According to the report completed by the United Nations Office on Drugs and Crime (2019), the most common form of human trafficking, equating to 79%), is sexual exploitation. The report goes on to say that 30% of the traffickers are women and that in some parts of the world, woman trafficking woman is the norm. Human trafficking also goes hand in hand with the drug trade because people who are trafficked are forced into criminal activities such as cannabis cultivations and other crimes. These crimes could include street crime such as selling counterfeit DVDs, bag

snatching, ATM thefts, pickpocketing and forced begging. Also, forced organ harvesting is the illegal practice of surgically removing a victim's organs against their will. They are forcefully removed and many people who are trafficked for their organs have previously been exploited through other forms of human trafficking. The International Labour Organization defines forced labour as "all work or service that is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily" (GLAA, 2024). The people who are trafficked are commonly given free transport and promised a job when they arrive, only to find the work is not what was promised, and they were tricked into a bonding debt which creates a never-ending circle of working to pay the debt off.

College of Policing (2013), states that criminals' use of the roads, ranges from minor motoring offences to international organised crime and that forces should use intelligence and enforcement to disrupt criminality. Forces can use their policing powers such as Section 163 of the Road Traffic Act 1988, which requires a person to stop the vehicle if a constable in uniform requested you to do so. Alongside Section 163 Road Traffic Act 1988, if there is intelligence attached to the vehicle, officers can use Section 60 of the Criminal Justice and Public Order Act 1994 to stop and search it if the appropriate authority has been given. Section 45 of the Proceeds of Crime Act 2002 allows police to seize criminal assets which includes vehicles, and this will have an impact on how the criminals use the roads for their illegal activities and disrupt their operations as they have less immediate access to vehicles. Therefore, the use of ANPR can support pre-planned operations as it can give an insight on patterns of behaviour such as time of day they choose to move and the routes they are likely to take which allow planning for more than one route for increased success on interception. ANPR also helps forces join together as each road network can run throughout many policing forces and can give the neighbouring force pre warning of the ANPR hits which are travelling in their direction#, which gives the forces time to connect to each other and coordinate how best to make a safe stop reducing the risk of a pursuit. ANPR cameras are also fitted into traffic officer's vehicles, so intelligence can be gathered while officers are in areas without fixed ANPR cameras and if the officer is dealing with an incident the information and intelligence can still be gathered and not missed. Each piece of information builds towards a bigger picture and could connect a criminal organisation's daily commute which gives the police the opportunity to disrupt and fully support the Home Office and the Department for Transport, who are committed to "denying criminals the use of the roads" (Norbury, 2020).

Overall, it is important for law enforcement to be able to gather information and intelligence to monitor organised crime groups, any routes they may take and even where they go, which could lead to further intelligence on human trafficking. The use of ANPR technology is a game changer when it comes to road policing and planning operations to capture these criminals, and it is important that all forces are able to use it effectively and communicate with each other to form cohesion, when it comes to intercepting and apprehending these criminals, to get them off the streets and make the roads a safer place to be.

Word count: 1885

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	
Use of PNC		6		4			Book onto a team's training on how to use and read PNC.

ANPR		6		4			There is an online learning package I can access to understand ANPR better.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Building case files			8	4			I have a case file ready to build and have already requested peer support in this process.
Stop and Search			8		5		Due to demand, I have not been able to complete any stop searches, I plan to ask to be part of an operation that gives me better opportunities to complete more.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Blue light driving			8		6		I have just completed my training so will have plenty of opportunity to drive using blue lights now.

Searching		6		4			I have had little opportunity to search houses or vehicles. I plan to ask to be part of an operation that gives me better opportunities to complete more.
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