

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

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

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Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
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Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

Schein (2004) states that organisational culture develops as a group solves problems. It is the behaviours and shared assumptions that have gained validity as being effective, which become the expected norm for new joiners. It dictates what a member of the organisation should “perceive, think and feel”. Through this essay, I will be using Gibb’s Reflective Cycle (The University of Edinburgh, 2020) to reflect upon the impact of police organisational culture on my wellbeing and resilience, as an officer who has newly achieved independent patrol status.

The defining characteristics of police culture are “sense of mission, suspicion, machismo, conservatism, isolation, pragmatism and racial prejudice”, with particular focus on danger, cynicism and solidarity (Reiner, 2000). However, Marsh (2021) writes that the training of new recruits has become focussed on ethics and integrity, with further attention to training in vulnerability. The aim is to empower new members of the organisation to deliver cultural change. There is increased recruitment from minority groups, and of women, to make the police more representative of the community it serves and to instil the ‘right’ culture.

Upon completing my tutorship phase, I can recall feeling an acute awareness that I was now going to face the challenges of policing without the presence of a tutor to direct and guide me. I held a sense of excitement, as I now had the freedom to respond to incidents using my own personal values, which had guided me through the rigorous recruitment process. I felt that I had an opportunity to inspire change as outlined by Marsh above.

However, I can also recall feeling strong symptoms of stress. I felt exhausted both mentally and physically after some shifts. I would find myself unable to switch off from work, overthinking and analysing the decisions made through the day, struggling to sleep. Karasek and Theorell (1990) explain that stress is psychological strain from “exposure to unusual or demanding situations”. They continue to note that pressure put on an individual often leads to stress.

When evaluating my experiences of independent patrol, I swiftly identified Reiner’s characteristics of conservatism, pragmatism, suspicion, and specifically, solidarity. I found that there was a balance between what was, and was not, acceptable. Firstly, I never felt alone. It was a comfort to know that when I was dealing with an incident my colleagues would “have my back” and there was an abundance of support when dealing with dangerous situations. This togetherness aided me in taming my nerves of making a mistake.

Unexpectedly however, I found that this solidarity had limitations. There were occasions where I felt that my voice was not heard and that I was still viewed as an outsider, particularly when attempting to express some of the cultures that Marsh refers to. There was a resistance to change, and a concurrent attitude that incidents should be dealt with in the easiest way as opposed to the most appropriate. This made retaining a sense of individual identity for myself challenging as I often felt I was being forced into the mould of the established norm. In turn, this made it difficult to challenge colleagues if I believed that they were incorrect. I felt pressure that it was their entitlement to receive my support, as I had theirs, for fear of being rejected from the group.

Analysing my experiences offers explanation for them and facilitates deeper understanding of police culture. Tauber (1970) posits that the dangerous nature of police work causes officers to create distance between themselves and society. Sparrow, Moore and Kennedy (1990) expand on this, explaining that the police adopt a 'we versus they' approach to the public, further adding that new recruits are therefore tested before being accepted into the group. There is expectation that this loyalty is upheld against the public and bureaucracy. This adds context to the outsider phenomenon I was experiencing.

Within policing, loyalty and individualism are opposite sides of the same coin. The culture within the police is such that autonomy and loyalty work in conjunction with each other. Freedom for one officer to make a decision is met with minimal second-guessing by colleagues, and the expectation is that this is reciprocated (Brown, 1988). When there is an introduction of a variable that acts against the core values and beliefs of an individual, it gives rise to conflict. Therefore, personal identity has an important role to play within conflict (Northrup, 1989). This would explain the pressure that I felt when challenging decisions made by colleagues, and the internal battle that I fought between what I believed to be correct and being accepted.

Paoline, Myers and Worden (2000) write that officers cope with the environment of the police by "adopting a 'lay low' or 'cover your ass' attitude", typically because they establish that they are more likely to be noticed for a poor decision, than rewarded for a good one. They add that officers implement this coping mechanism by reverting to what they believe to be their core role: law enforcement. This would explain the pressure that I experienced with regards to making a mistake as well as further explaining the difficulty I faced with regards to implementing positive change through my training and values. It alludes to Reiner's characteristics of pragmatism and conservatism, exhibiting a resistance to making a decision that may be considered new or bold, and therefore riskier, in the face of a more widely accepted and tested one.

In addition, this element of police culture creates an environment of concealing mistakes, and when considered alongside the strong culture of loyalty, suggests that there is an expectation for colleagues to cover for each other. Muir (2022) supports this theory, voicing that police culture is toxic. He states that there are a small minority of officers engaging in behaviours such as racism and misogyny and that these officers are surrounded by a "wall of silence". This concept, he explains, is the idea that many officers choose to turn a blind eye to such behaviour, despite the fact that they disagree with it, due to the "solidaristic nature of police culture" and the knowledge that police culture dictates intolerance towards whistle-blowers.

In conclusion, it is apparent that police culture has undoubtedly impacted on my wellbeing and resilience. The stress that I was enduring was due to the apprehension of making a mistake, and disagreements with colleagues around decision making whilst trying to achieve acceptance. I also experienced doubt around my own decision making. Police culture unquestionably facilitates an environment for negatives to grow. Not only this, there are real risks to conforming to police culture.

When considering the work of Brown and Northrup, it raises the concern that the loyalist element of police culture is overpowering of personal values, and so there is a risk of losing personal identity. Furthermore, adhering to this solidarity without question poses the risk of an individual partaking in misconduct by breaching the Code of Ethics (College of Policing, n.d.), through a lack of honesty, transparency and integrity, by covering the wrongdoings of colleagues. This in turn carries the risk of job loss, or even criminal action, if deemed to be complicit in an offence. Finally, police culture is summarised by Parry and Benoit (2021) by stating that “only cops understand cops”. This refers to Reiner’s characteristic of isolation, highlighting the risk of officers becoming absorbed within their own environment, and detached from not only the public they serve, but also distanced from friends and family as well.

To maintain my wellbeing and resilience I will seek to manage my stress by reflecting upon the incidents that I deal with, using Driscoll’s reflective model (StudyPrism, n.d.), to understand areas to improve upon, and to avoid future mistakes. I will also seek to develop my inter-team conflict management skills, by implementing the “collaborating” approach to the Kilmann Conflict Model (MTD, 2022). This may aid me in retaining my personal identity when responding to incidents, as well as inspiring colleagues to observe a different point of view when decision-making and build confidence in my own. I will also make more time for friends, family and hobbies, in an attempt to reduce stress, but also take a break from police culture and minimise isolation from the rest of society.

[Word Count: 1370]

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:

The college of policing expresses that “risk relates to anything uncertain in the future” (College of Policing, 2013c). They write further that the police are professional risk-takers and must be willing to take risks rather than avoid them. The college has developed ten risk principles to guide officers through risk-taking in the varying situations of everyday policing. Through this essay, I will be using Gibb’s Reflective Cycle (The University of Edinburgh, 2020) to reflect on a domestic incident that I attended and evaluate the decisions and risk assessments that I conducted.

I responded an abandoned 999 call to police where no request was made. Checks were conducted on the mobile number used and geographical location of where the call was made. These indicated that the caller was a known female and that the address was subject to a critical domestic abuse marker. There were warning markers that the male perpetrator was violent, had specialist training as an ex-marine and mixed martial artist, possessed weapons, escaped custody and had threatened to kill the victim if she engaged with police. After attending the address, the male was subsequently arrested for the offences of common assault and non-fatal strangulation.

I can recall feeling nervous when attending this incident. The violence-related warning markers left me feeling uncertain of what I may find upon my arrival at the address. I felt fear and anxiousness. I knew that my decision-making would have implications regarding the safety of all persons involved. This fear surrounding decision-making is noted by the College of Policing (2013c) for pushing officers to risk aversion, due to scrutiny both internally and externally. Stefansson and Bradley (2019) outline that risk aversion is whereby an individual is disinclined to make a choice if the desired benefit is not guaranteed in the face of a loss.

Risk aversion is evident within other theories of risk management such as Kahneman’s Prospect Theory and the Ellsberg Paradox. Harley (2016) summarises that prospect theory describes how individuals weigh gains and losses of a decision by their perceived likeliness

to occur, typically defaulting however, to avoid a loss. The Ellsberg Paradox, according to Jia *et al* (2020), introduces ambiguity aversion, explaining that individuals will avoid a choice if the likelihood of an outcome is not known or calculable. The Ellsberg Paradox is particularly relevant in a policing context, as potential outcomes of a policing decision can be foreseen, however their probability of occurring cannot be known with certainty.

HMICFRS (2023) write that structured professional judgement (SPJ) should be used to determine the likelihood of risk. Whilst there is no standard risk assessment model adopted by the British police, the National Decision Model (NDM) (College of Policing, 2013b) should be used as a guiding source for risk assessment. Kropp and Hart (2004) explain that SPJ serves the purpose of bridging unstructured clinical decision-making (UCDM) and actuarial decision-making (ADM). UCDM relies heavily on discretion and personal factors and is often labelled as subjective. ADM relies on facts generating a “score”, often described as algorithmic. SPJ allows for factual evidence to be considered alongside judgement, for a more informed risk assessment to take place and therefore better decision-making.

Stoneman *et al* (2019) refer to the risk management model published by The British Standards Institute. This model identifies three stages to the risk assessment process: Risk Identification, Risk Analysis, Risk Evaluation. The College of Policing (2013b) acknowledges these three stages further emphasising that risk taking involves judgement and balance. Decisions should consider the seriousness and likelihood of benefits and harms. Woodruff (2005) writes that a common popular risk assessment tool is the risk assessment matrix. This tool uses opposing scales of severity and likelihood of harm, and mapping between these scales can lead to a determination of low, medium or high risk. This matrix can be implemented alongside the risk management model, assisting with analysis and evaluation.

I can identify three core decisions that I made by evaluating and analysing my decision-making at this incident. Moreover, I can highlight the implementation of the mnemonic ‘PLAN’ (proportionate, legal, accountable, necessary) which the College of Policing (2013d) explains is a tool for decision making, to ensure that police actions do not infringe an individual’s human rights and freedoms unnecessarily. This has allowed me to demonstrate that my decision-making has been aligned with the code of ethics (College of Policing, n.d.) and the NDM.

Arriving at the address, I started to gather information to complement the aforementioned warning markers, in order to apply the NDM. I have located the couple together in the kitchen, where there was an abundance of potential weapons, namely knives. The female was visibly upset, crying, and covering her face with her hands. The male was sat calmly and spoke first, informing me that the female had self-harmed after drinking too much alcohol. Applying the risk assessment matrix, I deduced that there was a medium risk that the male may respond aggressively to police, due to his warning markers, however that the severity of this reaction would be high, due to his build, specialist training, and the accessibility of weapons.

Simultaneously, I conducted a risk assessment for the female. Blessing (2021) posits that sociological theories can be used to explain the motivations for domestic abuse, outlining symbolic interaction theory, social conflict theory and structural functionalism theory, as applicable ideologies. He explains that structural functionalism theorises that men abuse women as they believe it is their responsibility in life to ensure “women are kept in line”. Furthermore, Craig and Kippert (2021) make reference to Walker’s Cycle of Abuse, which identifies four stages within domestic abuse: tensions build, incident, reconciliation, calm. They explain that in the reconciliation phase, the abuser begins to make excuses for the abuse.

I had already witnessed the male provide an excuse for the presentation of the female. Given his relaxed demeanour, I deduced that the couple were within the calm stage. I was aware that should I leave the address, tensions may resume, particularly given the threat that the male would kill the female if she contacted police. I assessed the severity of risk to the female as high, with the likelihood as medium, as I required further information from the female to establish if a domestic incident had actually taken place. I did not believe that the female would be forthcoming with details with the male present, so I developed a working strategy that the couple should be separated.

In line with the NDM, I consulted the powers and policies available to me, namely my employer's policies regarding domestic abuse positive action, preservation of life, and protection of vulnerable persons. I considered the Human Rights Act, in particular the female's right to life, as well as use of force legislation. I formulated the option to request the male to leave the room, as this was the most appropriate, proportionate and least invasive tactic, with the contingency plans to withdraw or to use force if necessary or threatened. This was the first decision that I made, and the consequences of enacting this decision were that the male agreed to move to the living room accompanied by my colleague, and I was able to engage freely with the female.

Following this, I re-engaged the NDM and began to gather further information. I could see that the female was reluctant to talk, appeared frightened, and had a bleeding injury to her lip. Scanning the scene, I could see that the kitchen was disorganised, indicating that a disturbance or struggle had taken place. I also observed what appeared to be lumps of the female's hair scattered on the floor. I proceeded to dynamically assess the risk, deeming that the severity of harm to myself and my colleague had been lowered as the male no longer had access to weapons, however my assessment of the risk to the female remained the same. After engaging with the female and affirming with her that she was safe, she disclosed to me that the male had strangled her and thrown her to the floor after an argument this evening, resulting in her injury.

With this new information, my dynamic assessment of the risk to the female altered, such that the likelihood and severity of harm were both high. Johnson (2008) writes that domestic abuse can fall within three categories: situational couple violence, intimate terrorism, violent resistance. He explains that situational couple violence involves individual incidents of abuse resulting from specific conflicts, whilst intimate terrorism is a pattern of sustained abuse and coercive control from one partner to the other. Violent resistance is the reaction of a victim to their abuser to cope with the abuse, often resulting in serious injury or death. Processing this information, concurrent with the risk to the female, I conducted a risk assessment regarding the male. Intimate terrorism was evident in the relationship, however there was risk of violent resistance developing. Therefore, I developed the working strategy that the male should be removed from the address.

I referred to the powers and policies I had already considered, further identifying the power to arrest and associated code of practice, and additionally, the male's right to liberty within the Human Rights Act. I identified the options of arresting the male or requesting him to leave the address of his own accord, with the contingency plan to use force if necessary. I decided to arrest the male, concluding that this was proportionate to the level of risk and nature of the offences, and necessary to protect the female. This was the second decision that I made, and the consequences of this decision were that the male's liberty was removed, however the female's safety ensured.

The third decision that I made when attending this incident was to handcuff the male upon arrest. I already possessed the knowledge that the male was violent and had previously escaped lawful custody. Continuing my dynamic risk assessment, I deduced that the risk to myself and my colleague remained the same, and developed the working strategy that

proper control of the male was required. I consulted use of force legislation in reference to protecting myself and my colleague, and considered the option of reasoning with the male and explaining the decision to handcuff him, with the contingency plan of having further units nearby if further support was required. My initial option was successful, thus the consequences of my decision were that force was applied against the male, although minimal, however the risk of harm and escaping was reduced.

Reflecting on this incident has highlighted how models of risk assessment can be applied effectively to policing scenarios and aided me in making appropriate decisions within a dynamic situation. I found that I utilised these subconsciously, however moving forward I will endeavour to use this experience comparatively, and consciously refer to the outlined models. During this incident, there were factors present to aid me in calculating potential risk, minimising the influence of risk aversion and the Ellsberg paradox on my decision-making. However, there are many policing scenarios where these theories are more prominent. I will aim to continue developing my professional judgement to advance my capability of SPJ, incorporating this into future decision-making where there is greater uncertainty surrounding calculable risk.

The overall consequences of my decision-making at this incident were that the male was arrested and therefore his liberty removed, the safety of myself and others present was maintained, and the female was safeguarded from further harm. I was able to implement the NDM to make informed decisions, in line with the code of ethics.

[Word Count: 1922]

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:

The structure of the police service is such that it consists of many teams, conducting various functions, to fulfil the policing purpose. Juneja (n.d.) identifies a team as “a group of individuals, all working together for a common purpose”, further stating that these individuals should have common goals and objectives, and that this is what differentiates a team from a group.

Team dynamics are the relationships between members of a group, encompassing how they interact, communicate, and cooperate (Osborne, 2023). Higher levels of cohesion are believed to instil improvements in communication and participation within a team (Cartwright, 1968), and Shaw (1981) notes that it is believed that team members will work harder to achieve goals when cohesion is high. Casey-Campbell and Martens (2009) state that many studies researching these beliefs have indicated that they are accurate. Team cohesion is defined by Festinger (1950) as “the field of forces acting on the members to remain in the group”, who explains that these forces may depend on the attractiveness of either persons in the group, or the activities in which the group engages.

When examining team dynamics, Jones (2019) writes that the most influential and well-known model implemented is the Tuckman Model, and explains that within this, teams are theorised to move through five stages: forming, storming, norming, performing, adjourning. McShane, Tasa and Steen (2018) offer explanation of the model, stating that whilst its construct is linear, teams will frequently move backwards to earlier stages, often when new members are added to the team, or conditions change. However, whilst this model is advantageous for identifying the current stage of development of a team, based on the behaviours that it is displaying such as lack of cohesiveness or conflict, it does not explicitly offer solution to these problems (Kobiruzzaman, 2019).

Beckard's GRPI model outlines four components of a team that promote highly effective teamwork: goals, roles, processes, inter-personal relationships. The model provides that all members of the team must understand and be committed to the goals, and understand their role, that is, what is expected of them and how they are held to account. A team must also have clearly defined processes for decision-making and addressing conflict, and members

must manage their inter-personal relationships to develop trust and effective communication (Last, 2019).

Tartell (2016) states that when conflict arises within a team, the blame typically defaults to inter-personal issues. However, he explains that whilst the behaviours demonstrated by team members may exhibit the characteristics of inter-personal issues, the GRPI model allows for proper diagnosis of the root of the conflict, which is more often one of the other components. This is reinforced by Tichy (2002, quoted in Raue *et al.*, 2013) who identified through his research that 80%, 16%, 3.2% and 0.8% of conflicts were attributed to goals, roles, processes, and inter-personal conflicts, respectively.

Lencioni (2002) provides another model for team dynamics, focussing on why conflict and lack of cohesiveness occur within teams. He posited that teams experience five common dysfunctions: absence of trust, fear of conflict, lack of commitment, avoidance of accountability, inattention to results. Styled as a pyramid, the outlined dysfunctions ascend in the order that they are listed, with absence of trust at the base.

The police are required to adhere to professional standards and the code of ethics (College of Policing, 2014) whilst achieving their goal, and carrying out their role. These set out clear policies and procedures that must be followed. However, Lencioni's model highlights how team dynamics can hinder, and even prevent, this from taking place. Osmani (2022) explains the model, and this explanation can be applied in a policing context.

Without trust, team members are unable to show vulnerability to each other, causing mistakes to be hidden and help not to be sought. This opposes openness, a component of the code of ethics, and honesty and integrity, one of the standards of professional behaviour. This lack of trust fosters a fear of conflict and for healthy debate to be stifled. Without this, poor cohesion and a lack of commitment to decisions develops, alongside ambiguity. Where this occurs, objectivity of decision-making may be lost, as members no longer buy in to their role. The lack of commitment leads to members of the team failing to hold each other to account for their actions or behaviours. Accountability is a fundamental element of the code of ethics, and without this, individual conduct may become unprofessional, and members will fail to challenge or report this improper conduct. Finally, if team members are not held to account, they are inclined to put their own achievement before the collective teams. This directly contravenes the policing principle of selflessness, and gives rise to policies and the law not being adhered to, as individuals attempt to progress their own interests, such as reducing workload stress, avoiding a complex investigation and finishing on time. This results in duties and responsibilities no longer being carried out diligently, and ultimately, the organisation fails at its core goal of serving the public.

Teams may fail due to poor communication, low employee engagement, lack of motivation, poor job fit and ineffective leadership (Rajagopal, n.d.). Coutu (2009) adds to this list, citing teams being too large, thus too many interpersonal relationships to manage, and a high influx of new members, altering these relationships. It is worth noting that this is particularly relevant to policing, as the police organisation often experiences a high turnover of staff within teams and departments, especially through periods of heightened recruitment.

Aligned with this, a study conducted by Laker and Pereira (2022), found that 91% of organisational conflicts were resultant of one of four triggers: communication differences (39%), opaque performance standards (14%), unreasonable time constraints (16%), unclear expectations (22%). In explanation of these figures, they write that 95% of respondents reported that using the wrong communication tool can lead to misunderstanding, hurt feelings and confusion within a team. In addition, they state that team interpersonal relationships and performance are negatively impacted when there is ambiguity about goals and role expectations, essentially creating conflict around what each team member should be doing.

In policing, whilst the mission is often clear, there is much speculation about what exactly is expected from individual officers.

Northrup (1989) writes that conflict arises when an individual's personal identity or values are threatened. Personalities, therefore, have a role to play within conflict. Marston's DISC model outlines that team members defer to one of four inter-personal styles: Dominance, Influence, Steadiness and Conscientiousness. Dominance represents persons who are direct, results orientated and unafraid to be forceful. Influence represents individuals with the traits of being enthusiastic, outgoing, and appreciative of the opportunity to work with others. Steadiness encapsulates a concern for others and a preference for others to be in the limelight, and working in a stable environment with minimal conflict. Conscientiousness demonstrates logical thinking as opposed to emotional, preference to having time to do a quality job, and being analytical (Sugerman, 2009). Last (2019) writes that having insight into teammates' personalities can help facilitate communication when resolving conflicts.

Honey (1988) provides that within a team, there are five key roles: Leader, Challenger, Doer, Thinker, Supporter. Coates (2021) explains that "leaders" ensure a team has clear objectives and that members are engaged, "challengers" question effectiveness and drive for results, "doers" encourage progress and take on practical jobs, "thinkers" produce ideas and analyse others', and "supporters" ease tension and promote harmony. It is perhaps uncoincidental then, when leadership is removed, the remaining roles align themselves to the DISC model. This indicates that specific individuals may be better suited to a particular role. Aligning these members to those roles could improve individual performance, and thus overall team performance, as the individual feels able to carry out this function. This may also alleviate conflict surrounding role expectations.

Whilst the ranking structure of the police distinctly defines leaders, the College of Policing (2023) stipulates that leadership is expected at all levels of policing. Ackah (2019) references Adair's action-centred leadership model that breaks leadership down into three sectors: Task, Team, Individual. He explains that the task requires a team, as one person cannot accomplish it alone, the team requires cohesiveness to function efficiently, and individuals have both physical and psychological needs. Achieving the task builds the team and satisfies individuals, however if either the team's or individual's needs are not met, cohesiveness is reduced, and performance is impaired.

In agreeance with this, Hogan and Kaiser (2005) write that good leadership encourages team performance, and consequentially promotes the well-being of team members. Mullins (2005) concluded that individual performance is a product of their ability and their motivation. An effective leader will advance both factors. He states that "the manager should be aware of at least the main theories of motivation" citing Maslow's hierarchy of needs, and Herzberg's two-factor theory, as two of the most common. He writes that Maslow identified five levels of needs: physiological needs, such as food and water, safety needs, such as security and safety, social needs, such as love and friendships, esteem needs, such as recognition and appreciation, and self-actualisation, reaching one's full potential. He summarises that Herzberg split these needs into two factors: maintenance factors, that dissatisfy an individual if absent (salary, security, inter-personal relationships) and motivators, that satisfy an individual when present (responsibility, recognition, achievement). These needs link directly to the "individual" sector of the action-centred leadership model and understanding these needs and subsequently applying an appropriate motivator, can boost individual performance.

With regards to the "team" sector of the model, and maintaining and improving cohesion, Evans, Coffee and Barker (2023) state that research indicates strong social identity has a positive impact on cohesion, motivating group members to achieve group aspirations. However, they note that members that do not value social identity, exhibit lower cohesiveness as they seek to further their personal interests and attain gain for themselves. Degges-White

(2021) explains that social identity is how individuals characterise themselves as alike to those around them.

Boyce (2020) states that this identity is drawn from the organisation itself, and outlines that this identity can be grown, and team cohesion improved, through a number of strategies that leaders can implement. Defining goals and values, and including team members views within this, is one method. Further to this, clear roles and responsibilities should be assigned to each member, and training and development opportunities should be provided. This will allow each member to feel that they can contribute competently to the team goal, and in turn raise individual performance. Trust and communication should be developed, by encouraging openness, honesty and healthy debate, and providing safe platforms for this to take place by managing conflict. Team-building activities can provide this and build empathy and respect between members. Finally, success should be celebrated together, as a reward for the team's collective accomplishment.

In conclusion, theories of team dynamics can be utilised effectively to understand the core components of a successful team. They can assist leaders in diagnosing a team's dysfunctions, and understanding how a team's shortcomings can develop, in turn improving individual performance, thus leading to overall improved team performance. They offer insight to how team members interact, and therefore how conflicts may arise, with Tekleab, Quigly and Tesluk (2009) stating that "overcoming conflict is an important step in the long-term development of team cohesion". They also raise the invaluable importance of cohesion and communication. When applied to policing, theories of team dynamics provide an understanding of how a dysfunctional team can lead to improper adherence to professional standards, highlighting opportunities for this to be rectified.

[Word count: 1924]

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

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

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

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

ANSWER:

The College of Policing (2013a) provide that "criminals' use of roads ranges from minor motoring offences to international organised crime". They further state that criminality should be disrupted, and that intelligence should be implemented in conjunction with enforcement to achieve this. Shiner (2022) outlines in a National Police Chiefs' Council (NPCC) report, that the roads policing strategy for 2022 to 2025 is built around four pillars: preventing harm and saving lives, tackling crime, driving technology and innovation, changing minds. She states that "our road networks are regularly exploited for criminal gain" and reiterates the College of Policing's statement that such criminality needs to be disrupted.

The police collect information that is necessary for policing purposes. Information can be collected by three means. Routine collection is information that is obtained through the exercise of everyday policing activities. This could be from responding to an incident, performing an arrest or conducting a stop and account or search. Tasked collection is information that is specifically sought by the police, typically in connection with a live investigation or operation. Volunteered information is provided to the police from members of the public or partner agencies. At the time of collection, information may not have specific relevance, however this may change in the future. Information that has been subjected to evaluation and processing is classified as intelligence (College of Policing, 2015).

Ratcliffe (2003) discusses the use of Intelligence-led policing. He defines it as "the application of criminal intelligence analysis as an objective decision-making tool, in order to facilitate crime reduction and prevention". He explains that the concept of intelligence-led policing relies on three components: the criminal environment, the intelligence, and the decision-maker.

The criminal environment is the perceived dynamic criminal situation that is sought to be reduced or prevented. The intelligence, as outlined by the College of Policing (2015), is information regarding the criminal environment that has been processed. This information must be able to influence the decision-maker to form the opinion that a crime reduction or prevention strategy could be implemented. The decision-maker must then identify if they have the skills and capability to implement a strategy to impart positive impact on the criminal environment.

A simple example of this could be that there is a vehicle involved in burglaries in a specific area. This would represent the criminal environment. Intelligence is received identifying the vehicle's registration plate. This intelligence is passed to the local team leader, who, along with the already possessed intelligence of the area being targeted, is influenced by this and forms the strategy that having officers in this area looking for this vehicle, could result in an arrest. The team leader decides that this would have a positive impact on the criminal environment by either catching or deterring the offender, and has enough officers on duty to facilitate this, and so proceeds to direct their team to patrol this area.

Corbett (2008) writes that research indicates that there is a high correlation between traffic offending and mainstream crime. She notes the work of Rose (2000) who found that drink-drivers, and disqualified or dangerous drivers, were two times and four times more likely to have a criminal record for mainstream offending, respectively. Corbett proceeds to state that with this in mind, investment in roads policing and ANPR (automatic number plate recognition) is well-directed, and can impact intelligence-led policing towards serious mainstream offenders.

ANPR is used by the police to detect, deter, and disrupt criminal activity. As a vehicle moves past a camera, its vehicle registration number (VRM) is read and compared to a database of vehicles of police interest (Police.uk, n.d.). One such database that the VRM will be compared against is intelligence systems (Plymouth Live, 2010). Police may put a "marker" on a particular vehicle, and when ANPR reads this particular VRM, a priority grading of low, medium, or high, will alert the police, and the vehicle will likely be stopped for officers to check for evidence of an offence or make an arrest (Davies, 2019). Kirby and Turner (2007) highlight how ANPR can be utilised in reactive and proactive investigations, as well as to prevent and disrupt crime. They outline that ANPR provides the ability to identify vehicles used in the commission of crime, research and map the movements of possible suspects or targets, as well as victims, identify witnesses, intercept suspect vehicles before they commit a crime, and to enforce road traffic offences, potentially disrupting criminal activity by seizing vehicles used by prolific offenders.

The National Crime Agency (NCA) (2018) writes that serious and organised crime (SOC) impacts UK residents more than any other national security threat and that the affects on victims of such crimes are wide ranging. They state that modern slavery and human trafficking is increasing in scale, and there have been continual rises in sexual offences against children. They note that as of 2017 there were 4629 mapped organised crime groups (OCG) and that 'county lines' drug supply networks were now recorded to operate within all 43 police force areas in England and Wales.

'County lines' is identified by The Home Office (2018) as a "cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery and missing persons". They note that drug supply is a core function of such networks. Linked with 'county lines' is child sexual exploitation (CSE) which Barnardos (2023) defines as "an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child under the age of 18 into sexual activity". Children are often trafficked in order for this abuse to take place (Barnardos, 2022). Human trafficking forms part of the wider criminal definition of modern slavery, and involves the movement of persons into, and within, the UK, for the purpose of that individual being exploited. This exploitation could be for servitude, work, or sexual purposes (Bryant and Bryant, 2020).

Movement of a product, whether this be drugs or humans, is a commonality that each of these offences share. The Department for Transport (2020) states that within the UK, almost 80% of domestic freight is moved by roads, and that as such, this network of transportation is also advantageous for criminals to use. They cite trafficking of people and drugs, as well as "use

of the road network to facilitate the commission of crimes including smuggling and cargo theft, county lines exploitation, facilitating burglary and crimes of violence”.

Brewster and Robinson (2021) state that some drug dealers have moved away from travelling by train, preferring to use the roads, often by utilising private hire vehicles. They write that this is a positive move where policing such activities are concerned, as tactics that police can implement are increased on the road network, citing the use of intelligence sources such as ANPR and driver's licenses. Further to this, Brennan (2019) states that four types of modern slavery use a vehicle during the commission of the offence: sexual exploitation, labour exploitation, child criminal exploitation and domestic servitude. He goes on to explain that examples of patterned vehicle use were collecting victims from residences and transporting them to locations of exploitation, for example, a brothel, or regular attendance at transport hubs by perpetrators, such as bus or train stations, to collect new victims. In addition to this, Kleemans and van de Bunt (2003) make reference to “The Dover Incident” in 2000, whereby 58 Chinese nationals suffocated in a lorry attempting to reach the UK. This highlights the use of vehicles, in particular lorries, in the movement of trafficked persons into, and around, the UK.

There are a number of powers available to the police when preventing and disrupting crime. In terms of roads policing, there is a statutory power to stop vehicles, defined as “a person driving a motor vehicle on a road must stop the vehicle on being required to do so by a constable in uniform” (*Road Traffic Act 1988*). In straightforward terminology, this provides the police a power to stop a vehicle simply because it is being used on a road. The practical applications of this power are wide-reaching, as from a simple traffic stop, the occupants of the vehicle can be identified, and even if no formal action is taken on a given occasion, intelligence can be submitted in respect of associations between known persons of interest, vehicle usage, areas attended by such individuals, and travel routes used by them. Furthermore, there is also a power available to the police to seize vehicles that are driven without the correct license, or insurance.

The police also have search powers available to them that are applicable to vehicles. There is a statutory power to search persons and vehicles, for stolen or prohibited articles (weapons or items to be used in the course of, or in connection with, specified offences), bladed articles, corrosive substances or prohibited fireworks (*Police and Criminal Evidence Act 1984*). Similarly, there is a power for a constable to search a person or vehicle for controlled substances (*Misuse of Drugs Act 1971*). It is worth noting that these powers are only exercisable if the constable has reasonable grounds to suspect that the items being searched for will be located. However, intelligence can form a part of these grounds, alongside observations of the officer at the scene.

Byrne (n.d.) highlights the use of such powers within everyday policing, and how roads policing can contribute to the wider policing picture. He makes reference to an occasion where, as the result of a stopped vehicle, a search was conducted, and cannabis was located. From this search, a property linked to one of the occupants was found to contain a cannabis factory. This inevitably resulted in a large amount of a controlled substance removed from circulation, ultimately disrupting the supply of the drug, and furthermore, organised crime. In another example, he cites a vehicle being stopped, that transpired to be stolen, using false number plates, and that had been involved in a series of burglaries. He also notes that both of these traffic stops were triggered by a flag from the use of ANPR technology.

In conclusion, effective roads policing can have a substantial effect on some of the most prevalent, and concerning, crimes that are committed in the UK. It is well established that offenders of these crimes regularly use the UK road network, moving drugs, weapons, and victims, in a variety of vehicles. Firstly, roads policing can be both reactive, as well as

proactive. Simply by conducting its day-to-day function of dealing with traffic related offences, can disrupt criminals by denying them use of the road. Secondly, roads policing can be intelligence-led. Specific offenders, vehicles, or areas can be targeted through careful application of intelligence and intercepted by roads policing units, further preventing or disrupting criminal activity. Finally, roads policing can also contribute to the wider intelligence framework. Routine or targeted traffic stops can gain vital intelligence about offenders, their associates, and vehicles, which can be used to build cases and future policing operations surrounding these types of crimes and criminals. ANPR also has an invaluable contribution to this intelligence picture, proving itself to be beneficial in a vast range of criminal investigations.

[Word Count: 1858]

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	
<u>Remand in Custody</u> Specific – improve knowledge in relation to the remand process Measurable - compare the amount of successful remand applications I can complete unaided		7		4			Achievable - by conducting further reading around the legislation relevant to this power (PACE, Magistrates Court Act) and researching strong examples completed by more experienced colleagues. Realistic - the sources of this development are readily accessible online and on police systems Timescale - 6 months

<u>Alternative Disposals</u> Specific – increase use of OOCd Measurable – Monitor the amount of OOCd I issue		8	5	Achievable – by developing my knowledge in this area by liaising with custody and criminal justice staff, and the YJS, and discuss them earlier on in the investigative process with victims Realistic - as my current role within response policing provides opportunities of working with a wide range of partners and teams Timescale - 6 months
<u>Case Files</u> Specific – improve capability to complete more complex case files Measurable - by monitoring the number of files I can successfully submit to the CPS with minimal action plans being returned due to administrative errors.	7		4	Achievable - by conducting further reading from relevant legislation and guidelines (CPIA, DG6). Realistic - as the source material required to develop this knowledge is easily available Timescale - 12 months (as NGAP files are less common within response policing, thus less opportunity to practice learning)
<u>Safeguarding</u> Specific – improve knowledge of partner agencies able to facilitate safeguarding Measurable – by tracking the number of appropriate partner agency referrals submitted in response to incidents		9	6	Achievable – requesting an attachment to PPU and seeking advice from specialist officers when dealing with higher risk safeguarding issues (strat meetings, MARAC, fire target hardening), and furthering my research into these topics (missing children, CCE, CSE, high risk DV). Realistic - as the support is readily available with my station housing a section of the PPU. Also my university assignments have helped me to develop skills in identifying and understanding academic sources on the subject material

							Timescale - 6 months
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
<u>Conflict Management</u> Specific – increase capability of tactical options and communication skills Measurable – by acquiring accredited skills in these areas			9		7		Achievable - by applying for and completing courses such as taser and PSU Realistic – these courses are available to my current role and are currently open for applicants. These courses offer development of both tactical options and communication skills. I have strong current examples of conflict management, which are required for these applications Timescale - 12 months (as the courses are time consuming and dependent on staffing levels)
<u>Interviewing</u> Specific – improve capability of conducting more complex interviews Measurable – by tracking the number of complex and multi-offence interviews that I conduct and my confidence in conducting them		6		4			Achievable - by seeking advice from specialist officers in the respective offence field, referencing their interview plans and seek constructive criticism of my own, and displaying enthusiasm and willingness to take on such interviews Realistic – as response policing provides the opportunity to interview for a wide range of types of offences, and my station houses a section of my forces CID Timescale – 6 months
<u>Managing Investigations</u> Specific – improve my ability to conduct more expeditious investigations Measurable – tracking the number of investigations I can complete either within			10		6		Achievable – by utilising a spreadsheet to monitor live investigations, noting relevant dates such as offence time limits and bail dates, and prioritising investigations with time constraints. Implementing forward planning and investigation strategies prior to making arrests (where

the PACE detention clock or bail period							available) to ensure enquiries are conducted in preparation for interview Realistic – I have access to software to implement this and it is a simple but clear method to manage my workload Timescale – 1 month
<u>Leadership</u> Specific – improve my skills as a leader within my team Measurable – by reviewing and reflecting upon incidents I attend and identifying areas to improve		7			5		Achievable – implementing my learning from university study surrounding leadership styles and team dynamics to develop my communication with colleagues and encourage efficient team working Realistic – I have already conducted research and further study in this area, and I often work with different colleagues, providing the opportunity to implement my knowledge practically Timescale – 6 months
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
<u>Proactive Policing</u> Specific – improve my experience of proactive policing such as stop and search Measurable – tracking the number of occasions that I use proactive powers and achieve a crime detection as a result			8	3			Achievable – by conducting proactive patrols, and identifying opportunities to utilise proactive powers Realistic – I work in a busy sector of my police force where there is a rota for foot patrols in relation to night time economy which provides such opportunities Timescale – 3 months
<u>Roads Policing</u> Specific – improve my experience in dealing		6		3			Achievable – by conducting regular traffic stops and PNC checks of vehicles in

with road traffic offences					order to identify potential offences
Measurable – track the number of traffic related offences that I deal with					Realistic – the festive period is approaching and my force will be carrying out traffic campaigns and operations around the fatal five, providing opportunities to develop experience in this area
					Timescale – 3 months
<u>Work-Life Balance</u>		10		5	
Specific – reduce the amount of stress that I experience from work					Achievable – by reducing workload and dedicating time to taking part in exercise. Taking on a new hobby to help unwind after work and utilising a sleep tracker.
Measurable – tracking the amount of sleep I achieve and the amount of hours I spend working beyond my tour of duty					Realistic – there are free sleep trackers that I can download to my mobile phone and by successfully implementing above mentioned elements of my development plan I should be able to reduce my workload volume and increase my capability to work expeditiously.
					Timescale – 3 months
<u>Decision-making</u>		8		5	
Specific – develop my confidence in decision-making when applying the NDM					Achievable – by familiarising myself and developing my understanding of the powers and policies available to me to make informed and justifiable decisions and engaging in reflective practice to self-assess my decisions and identify positives and areas to improve
Measurable – monitoring the frequency that I seek guidance from supervisors when dealing with live incidents and my own confidence levels					Realistic – Reflective practice does not rely on external factors and so can be implemented whenever I have time to process my thoughts and feelings. My supervisor regularly arranges 121 reviews of my current work and so

							feedback regarding decision-making is available Timescale – 6 months
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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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