

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.*

Contents

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

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

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

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

According to Martin and Meyerson (1987, p.623), Organisational culture can be described as “patterns of meaning, values, and behaviour shared practices and underlying assumptions of an organisation”. Within policing, Pickering (2021, p.4-5) believes that police officers often have their own ideas and beliefs, which are often disclosed within its organisational culture, and lead to the creation of a harmful cliché. Having this ethos can be a forerunner for wellbeing-disorders such as anxiety (Brooks et al., 2020, p.9). However, Mind Cymru (2021) believe, that a toxic workspace and its issues can be confronted through effective communication and by encouraging good mental health and wellbeing. This task will discuss the risks of following policing culture and will reflect on the coping methods I have implemented since achieving Independent Patrol Status (IPS) as a Police Constable (PC), to uphold positive wellbeing and resilience when experiencing organisational culture.

A simple way to understand what organisational culture entails, is through Schein’s Model of Organisational Culture, which includes three sections “Artefacts”, “Values”, and “Assumptions” (Schein, 1991, p.243 -253; Schein and Schein, 2016). The highest level of the model “Artefacts” describes what can be seen, felt, and heard when the individual discovers the culture of persons who they unaccustomed with, the middle tier “Values” explains what beliefs are followed and passed onto others, and the bottom stage “assumptions” clarifies the unconscious thoughts and feelings (Schein and Schein, 2016, p.17).

Demou and Purba (2019, p.1 and p.18) state that, police culture often exposes officers to developing their own mental health issues, by facing highly stressful situations during lengthy shift patterns, and receiving little help and encouragement from line managers and co-workers. Furthermore, His Majesty’s Inspectorate of Constabulary in Scotland (HMICS) (2023) report on policing culture issues found in response policing, where officer enthusiasm for the role is affected, this especially due to insufficient time for supervisor welfare checks, and inadequate training which often leads new recruits feeling incapable of performing well within their job. Lennie (2021) implies, that within policing individuals often bury their own true feelings, as conforming to policing culture often requires officers to suppress their suffering through emotional detachment. Edwards and Kotera (2020, p.1116) concur, as their research suggests that the origin to emotional ill-health is triggered by policing culture, and the stigma felt towards mental well-being. Since being without a tutor constable and achieving IPS, it is now evident to me that policing is a quick paced and demanding role, which has constantly placed me under pressure and has rapidly increased my stress levels. However, through good support from

experienced colleagues, and effective management from my sergeant, this has slightly eased the stresses and strains of the job. This view is shared by Ingram and Lee (2015, p.196), as officers experience better fulfilment within their role when sergeants are persuaded to be encouraging and understanding.

Due to tensions and pressures, Handayu et al. 2023 p.1, believe that it is paramount that a work-life balance is developed. Therefore, since attaining IPS, I have maintained resilience and good well-being by developing a work-life balance; this especially through socialisation with friends and family. Montez and Umberson (2010) believe, that socialisation with others often has positive impacts on well-being; in addition, social communication can make us more resilient (Mind, 2022). However, since achieving IPS, I have come to realise that taking time out and achieving a work-life harmony is not as easy as demonstrated by my experienced colleagues, as for several months I found it very difficult to switch off from the policing role and had feelings of guilt when not at the workplace. Therefore, a strategy I have ensured to implement my working routine, is to aim to socialise at least once a month with friends, especially as being within an organisation such as the police causes you to lose touch with certain individuals. Another method I have implemented to uphold positive wellbeing and to reduce my stress levels is through reading. Martinez (2020) states that reading can aid with anxious feelings and decreases stress. By attempting to reducing my stress levels, regular reading has improved my quality of sleep, and has allowed me to feel calmer within the workplace. Wright (2023) states that, reading has health benefits such as better sleep and lowering our body's blood pressure. Additionally, I often seek solace at a local bookshop, where I can read and relax in its café and allow workplace tensions to fade away.

An additional pastime I now execute to maintain both positive physical and mental health is playing tennis with my partner. International Tennis Federation [hear after ITF] define Tennis as “a game in which two players (in singles) or two pairs (in doubles) use rackets to strike a felt-covered rubber ball over a net”. According to Pluim and Seth (2020), tennis alleviates stress and promotes “resilience”. Playing tennis has also benefitted my physical health as it has improved my fitness levels. I feel better equipped with the physical aspect of the job role. Due to my lack of experience in the sport, I discovered that it was not as easy as it was demonstrated by other individuals. However, through great determination and with the resilience continue, I now am confident in my abilities. Therefore, I believe by playing tennis it has allowed me to become more resilient in my job role. As dog walking can reduce stress levels, as well as providing positive health benefits (The Better Health Channel (2015), I take immense satisfaction in taking my dog for long walks. Dog walking allows me to relax and forget about the pressures of the working environment.

In conclusion, policing organisational culture can have an overall negative impact on police officers, especially as toxic environments can lead to mental health. However, through effective communication and by promoting wellbeing, these issues can be confronted. Furthermore, organisational culture can be explained simply through Schein's Model. Additionally, police officers face highly stressful situations, leading to enthusiasm for the role being affected. Officers often bury their true thoughts and feelings, due to the stigma faced from role. In my own opinion since achieving IPS, I have felt the stresses and strains of the profession and found great difficulty switching off from the role. Therefore, I have applied several strategies, to maintaining wellbeing and resilience. One of these strategies includes socialising with friends and family outside of the workplace. Another approach I have taken to decrease my stress levels and benefit my mental health is through reading. Reading has allowed me to feel calmer at work and has improved my quality of sleep. I often attend local establishments to read and relax. In addition to this, I have decided to play tennis as sport alleviates stress and promotes “resilience”. I believe the resilience to keep pursuing the sport has aided me within my policing role. Another strategy I have implemented in order to reduce stress, is through walking my dog. I feel that I am able to forget about the pressures of the work environment.

Word Count: 1164

Task 2

Relevant areas of the National Policing Curriculum:

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

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

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

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

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

ANSWER:

Browne et al. (2012), describe Domestic Violence [hereafter DV] as “Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality”. According to the Office of National Statistics [hereafter ONS], (2023), within the year that concluded in March 2023 there were approximately 1,453,867 occurrences in certain areas of England and Wales recorded by police that were linked to domestic incidents. To approach and to manage such domestic incidents as a Police Constable [hereafter PC], I have adopted the National Decision Model [hereafter NDM] to make suitable and logical decisions. The NDM can be described by the College of Policing [hereafter COP] (2014), as a template that assists officers to formulate rational choices whilst at any incident through six vital components, which are in accordance with the Police Code of Ethics. During any domestic incident I ensure that I utilise each of the six components in this order: “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”. This essay will evaluate and reflect on a domestic related incident that I have attended and resolved through use of appropriate decision-making techniques such as the utilisation of the NDM.

During an extremely busy afternoon shift, I attended an emergency graded call with a colleague whereby a domestic related incident was ongoing between a male and female. It was evident that the circumstances of this incident were unclear, especially as there had not been any previous calls made to police which were domestic related. En route to this occurrence, I carried out the appropriate police checks by utilising the Police National Computer [here after PNC]. There were no traces of either party on the system. On arrival at the dispatch address, we located a female who was severely intoxicated and was crying hysterically at the front door of the property. As this female spoke Polish as her first language and was extremely upset and inebriated, it became clear that there would be a language barrier issue. I immediately applied the NDM, as I identified that the circumstances of the incident would need be established, however, to gather such information, the threat and risk needed to be evaluated as the male was still within the property. Therefore, my

colleague and I ensured that both parties always remained separated due to the domestic element and for the safety of all persons present at the address including ourselves. To guarantee that all details of the incident were appropriately and accurately recorded, I activated my Body-Worn Video [hereafter BWV] under Code E and F of The Police and Criminal Evidence Act [hereafter PACE] 1984 (Nortcliffe, 2018). As both parties were already separated with the male remaining inside of the property, my colleague and I assessed the threat and risk and deemed it suitable to remain outside of the property, to gather the information from the female before speaking to the male inside. My rationale behind this decision was to ensure the safety of my colleague and I, as being both female officers a consideration must be considered for the size, gender and build of the subject, especially if they are the opposite sex. Unfortunately, a consequence that may have potentially occurred due to my colleague and I not separating could have been the male escaping the property through another exit; however, this did not occur, and safety must be prioritised in all situations.

After calming the intoxicated female and obtaining an understanding of the incident, my colleague and I developed a working strategy and considered our powers and policies by taking time to discuss with one another the situation in hand. After identifying the options and contingencies to tackle the offences disclosed by the victim, my co-worker and I then entered the property to converse with the male. The female did not re-enter the property and remained separated. I quickly identified that the offender was also intoxicated due to the smell of alcohol on his breath and that he spoke Polish as a first language. To ensure that an individual is treated with fairness, Bosley (2023), describes Ethics “at the heart of professionalism”, where honesty and openness should be exhibited by all personnel. Therefore, to uphold these values and to demonstrate an ethical approach, I made the logical decision to follow the police Code of Ethics whilst engaging with the subject. I acted with “respect and courtesy” (COP, 2014), whilst explaining the circumstances to the offender. Additionally, I made sure to speak clearly and with a tone of voice that the male could understand given the fact that he spoke very little English. My rationale behind this, was to attempt to develop a good rapport with the offender so they would remain calm. Whilst I continued discussing with the offender, my colleague recorded the details of the incident by updating the Force Control Room [hereafter FCR] via their police radio.

I then took action and arrested the offender for the offences that were disclosed by the victim and provided the time, necessities for the arrest and the relevant caution, which is obligatory under Code G of PACE (Gov.uk, 2022). As the offender was non-resistant, I made sure to utilise my ethical decision making by only using an appropriate use of force, which was compliant handcuffing. Even though the subject was calm, I still assessed the risk using the NDM and made the decision to handcuff using the front stack method, this was to protect my co-worker and I for any unexpected threats. Even though this did not occur during this incident, a consequence of not choosing to handcuff could be the possibility of the offender escaping lawful custody and that they may choose to assault or injure any of the parties involved, including ourselves. I continued to evaluate any threat, by ensuring that the male was appropriately searched under Section 32 of the Police and Criminal Evidence Act 1984 [hereafter PACE] (The National Archives, no date) [hereafter TNA]. I believe that this action is paramount, as it protects all parties involved, including the victim, offender themselves and police. Therefore, my rationale for conducting this search, was to remain safe and to prevent harm from occurring. Throughout the arrest and search of the offender’s person, I attempted to remain transparent and continued to speak with clarity, ensuring that I informed the male of each step I would be undertaking throughout the process in a way that he understood. This meant having to use hand gestures and appropriate body language, whilst applying handcuffs and searching. After searching and removing the items on his person, I placed the offender inside the police vehicle and remained inside with the male with my BWV still activated for my personal safety. During this my colleague gained a written first account from the victim. A consequence that may have occurred due to the separation of my co-worker and I could have been,

that the subject may have become violent whilst in the police vehicle. As the male was calm and compliant, this was not the case, and no injuries were suffered. However, if this had occurred it would be captured on BWV for evidence.

The offender was then safely conveyed to police custody where their detention was authorised. At the custody unit, I continued to identify options and contingencies by recognising that the offender would need the appropriate assistance with the language barrier. I made sure to inform the custody sergeant that the detainee would require the appropriate interpretation and language services whilst at police custody, especially as the subject would be interviewed for the suspected offences. Following our return from police custody, my colleague and I recorded all evidence and our decision making by creating a written record of documentation on the relevant police systems. All our actions were reviewed, and BWV was uploaded. I followed Code G of PACE, by detailing in my arrest statement the relevant incident, time, caution, and arrest necessities (Gov.uk, 2022). I believe that the choices I made during the domestic incident were the correct actions, as the offender received the appropriate punishment and consequences for their actions following interview at the police station. After reviewing the incident, an advantage that may have improved the situation could have been having the presence of an additional officer for safety purposes, whilst separating each party. However, as the subject was calm in the presence of two officers, would the additional person cause a disadvantage such as aggression from the offender as they felt outnumbered.

In conclusion, research indicates there are high numbers of incidents linked to domestic violence within areas in England and Wales. As a PC it is important to utilise the NDM in order to make rational decisions whilst dealing with a domestic incident. Throughout this essay, I have discussed an emergency call that I attended, and considered my ethical approach throughout. I believe that I utilised the NDM effectively and ensured to include all six phases of the framework within my decision making. Furthermore, it is paramount that incidents are recorded and documented correctly, especially using BWV. On initial attendance, the NDM was immediately applied by assessing the threat, risk and harm of the situation; both parties at the property remained separated for safety purposes. The circumstances of the incident were identified by conversing with the victim by developing a working strategy to calm them, powers and policies were then recognised. After discussing our options, the offender was eventually arrested. I made sure to speak in a clear manner when explaining the processes to the detainee, as their first language was Polish. The correct policing powers in order to appropriately search the male, and a suitable use of force was applied. The subject was conveyed to custody where his detention was authorised, and I ensured to document all relevant information onto the police system.

Word Count: 1670

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:

According to Osborne (2023), Team Dynamics can be defined as the rapport amongst several individuals, and how they converse and connect with one another. Described as a “Dynamic Property” by Eys and Kim (2017), team cohesion can be depicted as operating together as one, to accomplish a shared purpose (Rossingol, 2023). Coultas et al. (2015) believe that to develop efficient working within the workplace, cohesion is vital. There are several team dynamic theories that include models that can improve the cohesion within a team, including Tuckman’s Stages of Group Development and Lencioni’s Five Dysfunctions Model. This essay will discuss and evaluate both models, whilst also deliberating how inter-personal conflict can occur within the workplace, and what strategies can be implicated to improve the performance of a team. In addition, team dynamics within policing will be deliberated, and how these dynamics can lead to failing to comply with professional standards within policing.

The American Psychological Association [hereafter APA] (2018) define intra-personal conflict as conflict amongst several individuals within a team. Dannals and Greer (2017) believe that whilst working together, arguments and disagreements are unavoidable between colleagues due to diverse personal views on subjects and different management styles, leading to group hostility. Furthermore, according to Valdes (2023, p.6), one of the leading causes for disputes between colleagues and another reason for inter-personal conflict within the workplace, is failing to communicate adequately. In addition to this, Bhave et al. (2024) state from their research, that language often affects how staff operate, and is frequently the source of misinterpretation between personnel. However, a strategy that can be utilised to develop both personal and team performance is the application of “Team building”, as according to Fapohunda (2013, p.1) this approach can promote effective communication, establish personal growth, and encourages groups to collaborate as a team via critical thinking and decision-making. An additional strategy that can be utilised to develop team cohesion and improve team performance is, the use of team development model (Boogaard, 2022).

Developed by Tuckman in 1965, the model of group development demonstrates the growth of team cohesion through four initial phases, with an additional fifth element added after reviewing its framework. First published in his journal "Developmental Sequence in Small Groups" (1965), the first stage of the model is "Forming" where team members are unsure of one another, and how to perform within their role. Individuals often seek advice from the team leader during this time. The second phase of the model is "Storming", where tension begins to arise within the group due to individuals exhibiting their own personalities; thus, leading to arguments. Tuckman (1965) labels his third point of the model as "Norming", where confrontation is ceased as colleagues identify their responsibilities within the team, and the co-operation between each group member begins. "Performing" is the fourth part of Tuckman's model, where efficient team cohesion commences, and good relationships begin to form. As everything eventually reaches an end point, a fifth and final stage of the model was revised by Tuckman and was identified as "adjourning"; at this moment, a team or shift begins to disperse (Jensen and Tuckman, 1977). Espy (2021) believes that an advantage of using Tuckman's model to develop team cohesion, is that the theory helps develop successful and effectual groups and allows supervisors to oversee a proactive and positive team. However, in disagreement Wallbridge (2021) states, that the idea that all individuals will develop their cohesion at the same pace, and in order with the model is incorrect, as employees may begin to fluctuate between the each of the stages.

An alternative theory that discusses team dynamics is the Five Dysfunctions Model by Lencioni (2002). In his model Lencioni describes "five dysfunctions of a team", which can in turn can be reversed in order to produce team cohesion. The first stage of the pyramid styled model is "an absence of trust". Lencioni (2002) believes that colleagues who do not trust one another, simply cannot function as a team, especially if each individual is reluctant to share their own true feelings by leaving their mental barriers down. Therefore, the only successful way to develop team cohesion is to trust one another. Breuer et al. (2020, p.4) concur, as they believe that to guarantee effectual teamwork, trust in colleagues is a crucial element. Furthermore, a lack of trust is harmful as it leads to the next phase of Lencioni's model, which is a "Fear of Conflict". According to Lencioni (2002), individuals are unlikely to speak their mind and provide their own opinion, due to not trusting other team members; therefore, they are afraid of arguments and disagreements. Some teams are unable to function, as by evading such confrontational encounters Shonk (2023) believes that this may lead to interpersonal relations becoming awkward and difficult. Thus, individuals must be upfront and honest whilst delivering their own views and should provide a sense of assertiveness without being frightened to upset other group members. If this does not occur, an absence of conflict precedes to Lencioni's third point which is a "Lack of Commitment". Due to the shortage of disputes and the expressing of opinions between co-workers, decisions are made without the true thoughts and feelings of the team being revealed (Lencioni, 2002). Members should ensure that each person in the team is supportive of every decision that has been made. However, if this does not occur, a group may start to refrain from their responsibilities because of these commitment issues; this is the fourth period of Lencioni's model, which is "Avoidance of accountability". Therefore, Lencioni (2002) poses that everyone should identify their role within the team and should draw critical attention to other members if they are not performing to the highest standard. Nevertheless, if this does not transpire the fifth and final dysfunction of the model "Inattention to results" begins to flourish. Lencioni (2002) believes, to develop team cohesion, it is paramount that each person concentrates on the combined group outcomes instead appearing selfish by centring on oneself. In evaluation, Osmani (2022) states that Lencioni's model can be positively utilised to develop team cohesion as it provides a method of distinguishing how individuals can collaborate successfully, by recognising the source of anomalies within the group. However, Winter (2015) disagrees, as the model does not contain any factual evidence, as its origins

derive from Lencioni's own first-hand knowledge and has not trialled or experimented in different areas of society, therefore it is unclear if the model suits every team member.

In 2014, the College of Policing (2014) [hereafter, COP] created the Code of Ethics to advise all members of the Police service of the appropriate manners that must be followed. According to Conway and Westmarland (2020, p.390), it is obligatory for all policing personnel to report any misconduct to the appropriate department or face negative repercussions. However, Cole et al. (2022, p.285) report on the proverb "blue wall of silence", where to remain loyal and faithful to their co-workers, officers often choose not to speak out and testify about the misconduct and therefore going against the Police Code of Ethics. Furthermore, a study conducted by Kim et al. (2013, p.398) concludes, that line managers commonly forsake punishing officers for their actions, and that the team dynamics within the shift environment often accept the wrongdoing.

To conclude, research has highlighted that there are various strategies to concur intra-personal conflict and to enhance both personal and team performance. This includes the application of team building, which aids with communicating effectually and individual growth and the use of a team development model. There are several theories that provide a model that aims to develop team cohesion; this includes, Tuckman's Stages of Group Development and Lencioni's Five Dysfunctions Model. By applying Tuckman's 1965 model through all five of its phases, allows group members to develop team cohesion. In addition to this, the model allows line managers to supervise a positive team. However, scholars believe that certain individuals may alternate between each phase of the model, as not all persons will evolve at the same rate. Therefore, another method of developing team cohesion is by using Lencioni's Five Dysfunctions Model. The model presents five stages labelled by Lencioni (2002) as "Dysfunctions, which if used in the opposite way can lead to the growth of coherence between group members. Trust appears to be a pivotal component of this model; however, even though it can be applied to establish positive team cohesion, after evaluation it appears that the model does not contain any empirical evidence and has not been tested outside of Lencioni's direct understanding. Therefore, further research is needed into the model.

Word Count: 1514

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 (2013b) [hear after COP] define Police information as “all information obtained, recorded or processed for a policing purpose”. Bradshaw et al. (2021, p.548) state that information can be provided to organisations such as the police, through oral communication such as word of mouth; this in turn permits the generation of intelligence, which is developed through sources that have been assessed to understand its relevance and reliability before being categorised. According to the COP (2013a), information and intelligence must be utilised by police to disturb criminals and the crimes that they commit through the use of public highways. This paper will discuss information and intelligence and will explain how its sources can be used in the attempt to disrupt and deter crime that is serious and organised through effectual roads policing, and outlining how methods and technology such as ANPR can be effective.

The National Crime Agency (no date), state that, intelligence is important as it can provide warnings of danger and risk from Organised Crime groups [hear after OCGs], whilst providing insight into their movements and endeavours. Originating in United Kingdom [hear after UK] (Carter, 2018), Hughes et al. (2022, p.11-13) believe, that Intelligence-led Policing [hear after ILP], effectively illustrates a method of collecting information and how it can be used within strategic enquires, to formulate judgement, or to analyse the data. From this ILP, to collate and assess information, the National Intelligence Model [hear after NIM] was developed for police constabularies in the UK to formulate effectual choices (His Majesty's Inspectorate of Constabulary and Fire & Rescue Services, 2023) [Hear after, HMICFRS]. Originally developed in 1999 for intelligence purposes, the NIM is a template that prompts actions in all policing problems including Serious Organised Crime [hear after SOC] and traffic incidents. The NIM prompts officers to submit an intelligence report to their local intelligence unit, by using a variety of sources they have collated; this includes, information taken from technology such as Automatic Number Plate Recognition (Muir, 2020) [hear after ANPR].

Collins (2024), define ANPR as “A surveillance technology which uses optical character recognition on camera images to read a vehicle’s number plate”. Created in the UK in 1976 (Hicks, 2024), ANPR is a tactical strategy as camera positions are never exposed to the general public, thus allowing approximately sixty million ANPR scans a day to remain hidden from offenders (Metropolitan Police, 2024). According to the College of Policing (2013c), there are several advantages to ANPR including that the equipment is inexpensive, can provide an instant, precise position of where the vehicle is located, and various vehicles can be observed during at one period. Blackler (2021) provides an additional positive, as ANPR is a self-regulating technology which functions twenty-four hours a day and can be accessed at any time. The Association of Chief Police Officers (2013) state, that the rapid speed of ANPR allows police in one or more areas to quickly intercept offenders in “real time”, as data is delivered promptly, allowing the timely arrest of subjects; this positively effects performance, time management of resolving cases and lowering force expenditure. However, a negative aspect of ANPR is that it can be impacted by inclemency (New York Leadership Network, 2016) [hear after NYLN]. Booth (2021) reports, that if the system is not maintained correctly with the essential software, lighting and positioning of camera, then this can potentially lead to poor picture resolution and its precision, which can have an impact on being used to identify vehicle registration. Furthermore, another negative aspect of ANPR was reported by BBC News (2020), where an online leak shared the data of motorists in Sheffield. On the other hand, ANPR can be utilised as a vital tool to interrupt crime as by using its specialist cameras on UK roads, the vehicles of organised crime groups [hear after OCGs] can be detected, stopped and an arrest can be conducted if needed (Police.uk, 2023). Furthermore, established to decrease crime and to distribute information, the National Vehicle Crime Intelligence Service (NaVCIS) develops intelligence to assist police in confronting and disrupting crime connected with vehicles (National Business Crime Centre, 2023).

Cleworth (2017) describes the effective strategies applied by North West Regional Organised Crime Unit [hear after TITAN] in the Merseyside, North Wales and the Cheshire area, where ANPR was utilised to tackle SOC such as County Lines by tracking the offending vehicles routes and pursuing them at the perfect moment; it is paramount that ANPR is employed with the addition of intelligence to disrupt Child Sexual Exploitation [hear after CSE], and SOC. This operation was known as “Operation Cannon”, where three individuals were jailed for over twenty-three years (TITAN, 2017). Absalom (2023) reports on another successful county lines operation, where the Regional Organised Crime Unit for southern Wales [hear after TARIAN] used ANPR and vital information provided by members of the public to seize over three million pounds worth of drugs.

In conclusion, information is recorded for policing purposes, and is provided to officers through oral communication such as word of mouth. Information permits the generation of intelligence which is evaluated for its reliability and relevance. Information is extremely important to police as it can provide insight into OCGs and the threat they present. Therefore, ILP was developed in the UK as a way of collating information for tactical investigations, allowing officers to make decisions or examine data. ILP has led to the creation of the NIM in 1999, where information could be collected and evaluated for police forces to make effective choices. The NIM allows officers to submit sources within intelligence reports, which can be compiled from APNR. ANPR is a vital technology which allows the prompt scanning of a camera to read vehicle registration plates. It possesses several positive qualities such as being accessible twenty-four hours a day and is low cost to run. On the other hand, ANPR, does not perform well in bad weather conditions, and driver data from its cameras has been shared online in the past. However, the technology can be used for tackling SOC such as county lines, allowing the potential arrest of criminals. From research, successful policing operations have been completed due to use of ANPR, where high quantities of drugs have been seized from the streets.

Word Count: 1040

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	
Roads Policing	I believe roads policing requires medium scored knowledge.			I believe my knowledge for roads policing is in the low rating.			Attend more road's policing incidents. Attend traffic attachments. Revise traffic legislation.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Case file building			I believe that the knowledge		I would rate myself as a		Attend case file building attachment.

			required for case file building is high due to the number of cases the job role entails.		medium for this. I do have experience building case files, however this is not perfect,		
EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	

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