



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

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 3 (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 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
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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:

During this essay, I will discuss my personal experiences since earning independent patrol status. I will be reflecting on the organisational culture within the police and how this has an impact on my wellbeing and resilience.

Cambridge Dictionary defines organisational culture as “the types of attitudes and agreed ways of working shared by the employees of organization” (Cambridge University Press, 2022).

In October 2021, I achieved my independent patrol status within response policing. I was now able to carry out the duties as a response officer and I was not required to be tutored. I would be expected to operate within the police community alone, and I would be accountable for my own decisions thus testing my ability to serve and protect (University of Southampton, 2022). Schein’s Model (Schein, 2006) identifies three levels to organisational culture within the workforce. I will define each layer and reflect within my role as a police officer and how the police culture has an effect.

Layer 1- “Artefacts and Symbols”, makes the surface of the organisation, such as structure, process, clothing, these are visible to employees but also recognisable externally to the public. An example within the police would be officers patrolling, attending calls and carrying out their duties amongst the public in uniform. The police organisational culture is defined by the College of Policing (CoP, 2020), as carrying out duties of a police officer as open and honestly with the public, treating them with respect and courtesy while remaining impartial and objective. Officers are required to build positive working relationships with the public and community. Working in partnership with other agencies to do so.

“Partnership working encourages strong inter-professional and inter-personal relationships with individuals from other organisations, building trust between police and other agencies to help address local problems”

(Scottish Government, 2018)

Layer 2- “Espoused values”, this is what the organisation says about their method of operating and their culture. This layer is deeper and is less visible than the “artefacts and symbols”. It includes factors such as organisational values, employer and employee characters and company agendas. Espoused values can be altered slightly to make a degree of cultural change (WOWP, 2020). Espoused values can create a strong sense of community and purpose within an organisation an example of this within the police would be our code of conduct which is declared by the constabulary (Jonsen, 2015).

Layer 3- “Underlying beliefs”, this is the deepest layer reflecting organisational culture. Underlying beliefs and behaviours are held by employees. This includes assumptions regarding how they should operate and communicate with colleagues which become habit. These beliefs usually operate subconsciously and are not spoken about. They have significant impact on an organisation and are very difficult to change or unlearn due to their covert nature (Mulder, 2013).

During my initial 6 months, I was given an insight into the policing world and how we would be affected by incidents we attend. This was useful at the time, however once I left training and experienced the incidents mentioned, I realised that the trainers could never prepare me for the traumatic situations I have been involved in as an officer. The nature of the role is challenging and complex and this can be amplified when taking into account the culture amongst officers.

“There is a degree of machismo, and a lot of that is down to a real sense of loyalty and duty. There is a sense of presenteeism, and a sense of not wanting to let anybody down.”

(Griffin, 2015)

From my experience thus far, I have found policing culture to vary. Whilst in training there was a very positive approach to policing, and this had a positive effect on myself which aided my professional development (Indeed-Editorial, 2020). My initial introduction to my team was varying, as there was a divide amongst the team due to some members being more experienced, with a negative and old-fashioned approach to policing. Alternatively, there were proactive officers positively trying to make a change within the force. I was immediately drawn to the proactive and positive members as they appeared fresh, knowledgeable, and cared deeply about their role. I proceeded to engage more with this part of the team as I found it aided my wellbeing. Had I engaged more amongst the experienced officers, this may not be the case. Young officers can seek approval from the more experienced officers and do not wish to be outcast from the ‘group’. In turn young officers may be influenced to cut corners, and make poor unethical decisions (Hough, 2016).

Furthermore, the police are selective of people who they choose to undertake police training. The recruiters select people based on their morals and particular qualities and how closely they align to the constabulary behaviours (HM Government, 2022). I believe people that have been selected will change in character slightly due to the nature of the work that they undertake. I consider this normal and appropriate but believe it’s essential to uphold the values and beliefs you had before becoming a police officer. Policing culture can make it difficult to retain personal values as there are tough challenges engrained within the job and this sometimes means we cannot act upon own personal values, as otherwise we would be breaking South Wales Police organisational cultures. This is difficult as going against your own values can

bring a feeling of guilt and your conscience can question policies (Tuttle, 2019). In training I developed strategies to maintain my wellbeing and resilience. When I moved to my division and began my role as a response officer, I found I needed to change some of my previous strategies as they did not suit the role or shift change. To assist me on a day-to-day basis I required to carry a notebook around as there was a lot I needed to know and remember throughout the day, in result I was not forgetting information therefore, I was more reliable and effective (Hansen, 2011). I also found physical training more difficult due to the shift-pattern, therefore I decided to ask members in the team if they were interested in starting a 'gym club' before and after shifts in the station gym.

"Workplace socials promote team building and are a fantastic way to break the ice for new employees, they strengthen employee engagement, and create an environment for your team to connect and build relationships."

(Strategy-Collective, 2022)

I found this helped me integrate with the team quicker and it allowed me to have an hour before or after work to offload to colleagues and discuss how we felt about incidents (NHS, 2020). I was much more difficult to eat well due to the strange or long hours I worked. As one of my hobbies is cooking, I decided to invest my time further into meal prepping. I found this effective as the food was made with more time so it was appetising and healthier. Such lifestyle changes may help to prevent premature cardiovascular disease (Harvard, 2021). Pre-made meals also stopped me succumbing to the poor eating decisions a lot of people made. These changes may seem small but they can have a significant effect on mental and physical health. Eating when you're hungry and stopping when you're satisfied can help keep your blood sugar and energy levels in check, promoting positive moods and clear thinking. Research has linked healthy diets to positive brain development, behaviour and moods according to a 2015 Psychiatry report (McLaughlin, 2018). I found when I was eating healthier, taking multivitamins, providing my body with the nutrients it needed to perform I felt much more recovered and robust. A study also found that those who ate junk food regularly were 51% more likely to develop depression than those who abstained for healthier options (Pano, 2021).

Since being independent I required to be more adaptable and accept greater responsibility, I must do this while acting on my true beliefs and remaining professional. I understand that my character may change in some way due to the nature of policing and this may be inevitable, however remaining aligned to the wider morale codes is essential, this must not change and will not change as long as I ensure my own wellbeing and manage my resilience.

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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:

During this essay, I will be discussing the importance of continuously conducting a risk assessment whilst carrying out the role of a police officer. I will be discussing a domestic related incident, whereby a positive arrest and safeguarding for the victim was achieved. I will reflect on my use of the National Decision-Making Model (NDM) and the decisions I made during the incident.

It was night and I was on patrol with my colleague when I received information via my internal radio that a female had been assaulted by her partner, my colleague and I responded. Due to it being unknown if the suspect was still at the scene, more of our colleagues also attended to assist. I could see that a disturbance had occurred as the front door was damaged significantly and there were items strewn across the hallway. The suspect had fled the address prior to our arrival. The victim initially could not speak as she was in shock, leaving four officers silent in the living room. I began to speak to the victim in order to break the silence and asked her to sit as I could see she was very shocked and upset, concurrently I asked my colleagues to step outside. The victim disclosed that she had been arrested for a driving offence earlier and due to her being in custody her partner attacked her as he didn't believe her. The victim stated she was at home when the suspect turned up at the address, kicked the front door down and entered the address. He continued to pick her up by the throat, punch, and slap her several times to the face and bit her nose; resulting in bruising and markings to the neck, face and bleeding. During this, another three high priority calls came out on the radio, the assisting colleagues had to leave. I made the decision that my colleague would attend a call which was not far from the area. I would remain at the address to have the front door fixed and take a statement from the victim. The victim stated she believed that the suspect would return to the

address that evening. Once my colleague had returned from the call and the door was fixed, we escorted the victim to her mother's address. Whilst on our way the victim spotted the suspect's vehicle driving in the opposite direction. We dropped the victim off and whilst on the way back to the address we called for further units to attend to assist with the arrest. The suspect was at the address so we entered through the back door. I arrested the suspect and during this he became aggressive and resistant. Force was used to restrain the suspect and escort him to custody.

During this incident, I used the NDM to assist my decisions. The NDM is a model designed to help officers make decisions. It is categorised into 6 parts. The basis of the NDM is the code of ethics, the next components are: gather information and intelligence, assess the threat and risk, develop a working strategy, consider powers and policies, identify options and contingencies and take action and review (ACPO, 2014).

On the way to the incident I carried out the information and intelligence category of the NDM (CoP, 2013) I received information of the report from the control room and noted that the victim was a medium risk repeat victim of domestic abuse. I had not dealt with the persons involved and therefore I asked for the warning markers of the suspect. The control room stated that the suspect is a repeat perpetrator of domestic violence and has warning markers for drugs and assault to police. I asked the control room if they still had communication with the victim, they did not. I was slightly apprehensive attending the address due to it being unknown if the suspect was still present. As per the NDM I have gathered as much information and intelligence in order to assess the threat and risk posed.

Upon arrival, I activated my police issue body worn camera as it is South Wales Police policy also, I can capture the disturbance taken place and the behaviour of those involved. The video would also assist in a victimless prosecution should the victim not pursue a complaint (CoP, 2015).

"Generally, the more serious the offence, the more likely we are to prosecute. In cases where there is sufficient evidence, the prosecutor may decide to proceed without the evidence of the victim."

(CPS, 2022)

The address from outside was quiet and I could see the damage to the front door. I did not assume that the suspect had left. Under section 17 of Police and Criminal Evidence Act 1984, I entered the address with 3 of my colleagues, by use of the NDM (CoP, 2013) and risk assessing the situation we were prepared for a violent encounter. The victim stated that the suspect had left the address in his vehicle. I asked two of my colleagues behind me to search upstairs to confirm this as victims can be so scared of their abusers that they may lie for them, and protect their abuser (Dr.Finneran, 2021). In order to protect the victim, my colleagues and myself I deemed a search appropriate. The search confirmed the suspect had left therefore; it was now safe to speak with the victim.

Initially the victim found it extremely difficult to speak as she was upset and there were a number of officers in the room. Due to the condition the victim was in I asked two of my colleagues to leave the room whilst we spoke. I saw that the victim's shoulders released slightly, I asked her to sit down while I grabbed a bottle of water for her. The victim then began to speak about the incident and disclosed the assaults to me. During this a call had come in which was high priority so I released 3 of the officers to attend the requests while I would remain at the address. I decided this as the call was an alarm activation report and usually, they are false. I decided if we did leave together then the victim would not be safeguarded and the property would be insecure. After speaking to one of my assisting colleagues they mentioned that the victim has never provided a statement before. Therefore, I deemed it necessary to stay and support her in providing a statement. In order to abide to the Code of Practice for Victims of Crime (HMG, 2021), I completed a public protection notification (PPN) report, where I asked several safeguarding questions about her relationship with the suspect and her children, this is when she disclosed that she was pregnant. PPN ensures the victim has been referred to supporting services that provide them assistance tailored to their needs (Women's Aid, 2022).

Once the door had been fixed and my colleague returned from the call, I made arrangements for the victim to stay at her mother's for the night to help safeguard her (CoP, 2015). Had I not appropriately safeguarded the victim the consequences could be significant like the Janette Goodwin case. A victim of domestic abuse was failed by police initial response and subsequently murdered by her perpetrator (Press-Association, 2012). As previously mentioned, the victim spotted the suspect's vehicle driving the opposite direction which she believed was returning to the address. Due to the suspects history, I requested other officers to be available to attend the address to assist myself with the arrest. As per the NDM I risk assessed the suspects warning markers and deemed it appropriate that we had assistance. Other units became available, we dropped the victim off at her mothers and re-attended the address.

At the address I could confirm somebody was inside. The front door was inaccessible as it had been boarded up leaving the only access point from the rear aspect. I provided as much information about the inside of the address to my colleagues as they did not attend initially. I also made them aware of the staff dog inside to give my colleagues a greater situational awareness (CoP, 2020). I entered the address, identified myself as police and asked anyone present to make themselves known. The suspect made himself visible, I told him to remain where he was in the living room. I could see the suspect was quite a large build, he looked tense and he had a can of lager in his hand. The suspect began to swear and shout and become uncompliant. I stated he was under arrest for Actual Bodily Harm Section 47 of the Offence Against the Person Act 1861 and Criminal Damage of Criminal Damage Act 1971 (HMG, 1971a). I asked the male politely to comply which he refused. I made the decision based on the impact factors present (CoP, 2020); behaviour, size, build, alcohol and prior knowledge i.e. assault police warning marker, that myself and two other colleagues would approach the male and restrain him under Section 3 of the Criminal Law Act 1967 in order to place the handcuffs on (HMG, 1971a). The male became actively resistant and aggressive, myself and

my colleagues used reasonable and proportional force on the male the force must be;

“Absolutely necessary for a purpose permitted by law the amount of force used must also be reasonable and proportionate, therefore the degree of force must be the minimum required to achieve the lawful objective, otherwise, the use of force will be unlawful.”

(CoP, 2013)

The male continued to resist therefore to prevent anyone being assaulted I applied pressure to the Mandibular Nerve behind the ear. The male became compliant, and handcuffs were placed on him, he was then taken to custody.

Upon reflection, there are positives to take from the incident and a few changes I would make if I had the resources. I believe asking my colleagues to leave the room and not to leave the victim was appropriate. I feel this gave her the confidence to speak whilst we were alone, she disclosed several previous incidents that had occurred during her relationship which was recorded and partner agencies informed. Getting assistance was necessary when making the arrest as the male became confrontational. During which the team did well to convict the arrest.

If I could change anything during this incident, I would have got the door fixed sooner, I didn't phone the joiner until I started the statement. I would have left the property sooner, potentially allowing me to arrested the suspect outside rather than putting officers at risk by entering the home.

In conclusion I believe my decision making was fair and calculated utilising the information I had at the time. My rationale was fundamentally to protect and serve the public and I achieved this by taking a statement, safeguarding the victim and co-currently allowing my team to serve other incidents. I had to consider my own safety as well as my assisting officers when we separated. I am not comfortable with this but it may be required to protect the public. Ethically I reflect on what might have happened if I had decided to leave the victim and the suspect had returned. I outlined protecting the victim as the most important objective given the severity of the assault. Ethically I challenge the decision to separate from team members and the consequence of my colleague becoming a victim. Overall, the effects and consequences of my decisions lead to a more efficient team and a successful impact for the public. I explained my risk assessment approach based on the NDM and how important it is to gather as much information and intelligence as possible to make the decisions required of me.

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:

Throughout this essay the author will discuss team cohesion and will evaluate how team dynamics can develop a team within itself. The author will produce data to enforce their point and provide examples of team dynamic theory's, which will be discussed throughout. The author will also consider how team dynamics can be improved within a team and also how the dynamics within the police can fail to comply with the professional standards that are essential within the force.

"Team dynamics are the unconscious, psychological forces that influence the direction of a team's behaviour and performance" (OptimistMinds, 2022). The nature of the work carried out by the team, and their level of understanding of their work will have a significant impact of the dynamics within a team. Team dynamics and group dynamics are similar but the difference between the two is that a team has a shared common goal whereas a group who are individuals with no common goal or outcome. The fact a team has a common goal creates a dynamic between members as they are dependent on each other for success. This benefits team cohesion which has a vital role amongst a team, as a high level of cohesion leads to better engaged team and productivity as outlined by the Harvard management update (Harvard Management Update, 2008). Team cohesion can be defined as:

"A dynamic process that is reflected in the tendency of a team to stick together and remain united in pursuit of its goals and objectives despite difficulties and set-backs"

(Oxford University Press, 2006)

For a team to function effectively team cohesion is essential as outlined by Harvard Management Update 2008. There are many benefits to gaining a good team cohesion these including: enhanced communicative skills, whereby the whole team works in unity, improves coordination i.e., resulting in greater productivity and self-generating inspiration which maintains morale this was supported in a study by Salas (Salas *et al.*, 2015). There are also several reasons why a team may struggle to function, Lencioni 2005 created a theory of “5 Dysfunctions of a Team”(Lencioni, 2005). If teams can prevent these issues from forming, then they are one step closer to building a productive team. The 5 dysfunctions of a team are absence of trust, fear of conflict, lack of commitment, avoidance of accountability, and inattention to results. Trust allows a team to share their own strengths and weaknesses, expose their vulnerabilities and feel comfortable to take accountability when they have made a mistake. This is essential amongst a team as it allows them to gain a greater understanding of who they are working with, and allows them to gain confidence in each other says University Professor Paul Zak 2017 (Paul Zak, 2017). Teams that are not afraid of conflict can engage in good conflict between each other, allowing members to admit they may be incorrect or have a disagreement with each other. This allows for greater performance and ideas from members as they aren't discouraged from challenging one another Lencioni 2005.

Commitment within a team allows members to feel valued and appreciated, said members will be more inclined to contribute more, resulting in further engagement amongst the team enhancing the team cohesion. Not avoiding accountability, giving members of a team their clear roles can prevent any confusion, holding member accountable can build commitment throughout the team and prevent blame culture from manifesting states Lencioni 2005. This avoidance of accountability is when individuals do not admit to being wrong, members not holding themselves accountable can cause conflict amongst a team resulting in members being avoidant and also defensive. This builds social boundaries between members of a team thus making it more difficult to work as a team. Lastly, Inattention to results, this can take focus away from the team's common goal. If members pay attention to their own results and team results it can provide them with clarity as to whether they are functioning correctly and provide opportunity to improve Lencioni 2005.

Bruce Tuckman has developed a theory called ‘The Tuckman Team Model’ (Kreher, 2017) relating to team dynamics in order to overcome the dysfunctions and improve team cohesion. The Tuckman model is a valuable tool and used by Performance coaches such as Carrol Wilson (Carol Wilson, 2020) to help teams understand how they develop over time and how they can develop strategies to make changes. The Tuckman model 1965 has four elements Forming, Storming, Norming and Performing (Tuckman, 1965). The forming stage is where team members have been introduced to each other and the task has been allocated. Team members tend to behave independently at this time but begin to find out each other's strengths and weaknesses and they may begin to develop an understanding of everyone's role within the team. An effective approach to the forming stage could be to introduce a team bonding session where the team are expected to carry out different tasks with different skill sets, allowing members to come to their own conclusions as to where members will play their role amongst the team. The second stage is storming. This is where the initial friendliness and excitement amongst members may fade, and the

importance of the task is greatly focused on. Team members will discuss their individual ideas and there may be disagreements with members potentially becoming argumentative and abrupt amongst each other. Here it is essential that a strong leader is produced in order to guide individuals' opinions and ideas. The third stage is the norming., during this stage members should be aware of their role and responsibilities. The team have a more general understanding of each other and how one another operate. Conflict may continue when further tasks arise but be significantly less than in the storming stage. Lastly the performing stage the team can operate effectively and efficiently amongst each other, every member understands another's strengths and weaknesses and they are comfortable enough to ask for help between members and the leader is not needed as often for the team to operate. Not all teams can make it to the performing stage, but this stage is where a team can operate to produce their best work.

Utilising both Lencioni 2002 and Tuckman's 1965 theories together can work effectively when tackling team dynamics and cohesion. Whilst the team being aware of these theories will be greatly beneficial a team leader who is aware of the team and the theories will have a strong effect when striving for good team dynamics and cohesion. This brings the essay onto leadership and how this influences dynamics and cohesion.

Having an effective team leader can largely improve team dynamics. A leader with the right strategy can influence their team's behaviour, attitudes, and interactions states Dr.Zigami 2010 (Ken Blanchard, 2010). If members of a team can trust their leader, and the leader has integrity this can improve the speed of cohesion and enhance team dynamics. There are different types of leadership styles (Evie Lee, 2021) these including caching, visionary, servant, autocratic, laissez-faire, democratic, pacesetter, transformational, transactional, and bureaucratic. A coaching leadership style is someone who can recognize their team members strengths, weaknesses and motivations, this leader assists team members by setting appropriate goals and provide feedback, they also set challenging goals to encourage growth. Coaching leaders are supportive, offer guidance over orders, ask guided questions to allow members to come to the answer to their questions themselves, they also value learning as a way of growth and are very self-aware. This style of leadership promotes development, free-thinking, empowerment, and motivation within a team. This style of leadership has many benefits, but it is also time consuming, but works well amongst small teams. This type of leadership within the police force at a lower level, including sergeants to inspectors can be very useful and beneficial to their employees. With the levels of experience decreasing within the police constable role it would allow officers to become more accustomed to their roles as police officers with a good amount of support preventing their workload from becoming overbearing. Furthermore, with the police constable role being so complex it allows officers to have one to ones with those more experienced to help with growth in a non-judgemental dynamic. Laissez-faire style focuses on delegating many tasks to team members and providing little to no supervision. This allows the leaders to dedicate their time to other projects at hand. Here leaders must delegate workloads effectively, provide sufficient resource, and promote autonomous working environment. This style of leadership should be considered at a higher level amongst policing leaders such as Chief Constable to Chief Inspectors. As this type

of leadership requires highly experienced employees, well trained and to require little input from leaders. This allows the employees to have more space to carry out their work, accountability and it provides trust. Becoming a leader may require you to deal with inter-personal conflict.

“Interpersonal conflict refers to a disagreement between two people. People always have differences, based on their attitudes, beliefs, culture and values. Which therefore can lead to conflicts.”

(Beheshtifar and Zare, 2013)

Interpersonal conflict may occur in the workplace, but it is vital to leaders to have their methods in order to resolve these. If two people have a disagreement and do not seek to resolve it may cause further conflict within the team or it creates a barrier between these two members. As a leader it is important to recognise conflict early on in order to resolve it before it gets any worse. Leaders should check on their team's welfare regularly in order to prevent any decrease in team performance.

Police officers are required to work within a team. Due to the nature of the work Police officers undertake, they have very strong trusting working relationships between each other. However, some members amongst teams do struggle. It is believed that some Police officers who have been in the role for a long time 'cut corners' and do not carry out their role as required. Others also avoid work, this meaning that proactive officers become heavy with a greater workload. Some officers may fail to comply with the Policing principles; accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect and selflessness (COP, 2014). For example, if a member of the team has not fulfilled their duty as a Police officer and another officer finds out, this may cause inter-personal conflict between both members which may in turn, effect team dynamics.

In conclusion, team dynamics will influence the team's behaviour and the outcome will be shown via their performance. Team cohesion is the bond between a team and the ability to remain in unity, which closely relates to having strong inter-personal connections. There are five dysfunctions of a team according to Lencioni 2002 and Truckman's model 1965 can be used to overcome these dysfunctions. It is important for a leader to be recognised amongst a team and the correct leadership style should be utilised and dynamic within the role of a Police officer.

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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:

Throughout this essay the author will be discussing information and intelligence and consider its uses in the disruption of more prevalent criminal activity. The author will explain Automatic Number Plate Recognition (ANPR) and how it can be utilised as an investigative resource when attempting to disrupt criminal activity.

Information and intelligence-based policing is sometimes used to predict crime trends and patterns. Criminal activity can be tracked so that police can target specific individuals, groups or activities. Information is data or knowledge of something learned or gained by someone. This can be generated by a member of the public or within the police service. Intelligence however is defined by the National Crime Agency as:

"Intelligence is information that has been analysed to assess its relevance and reliability. Within the NCA we use and produce intelligence at strategic, tactical and operational levels."

(National Crime Agency, 2022)

Intelligence will be collected, verified and then put onto a database. The information must be collected under the Regulation of Investigatory Powers Act 2000. This intelligence may or may not be acted upon depending on the source credibility and whether it could lead to greater arrests in the future. To determine the intelligences integrity, it faces scrutiny on a 3x5x2 model which rates the intelligence on its reliability (NAFN, 2020). The National Intelligence Model is a grading system used to grade intelligence on its reliability (Home Office, 2021). It allows uniformity throughout all grading of intelligence. Police officers will submit an intelligence report. An intelligence report is defined by the College of Policing as:

“The intelligence report (IR) is used to submit and evaluate information. The report is used to manage dissemination of intelligence. It protects the source and provides a standard between law enforcement and partner agencies.”

(College of Policing, 2015)

Whilst completing the report, officers will follow the National Intelligence Model (NIM) 3x5x2 or historically the 5x5x5 to grade intelligence (Ministry of Justice, 2019). This model is made up of three elements. The first element is the 3, here the information is rated based on its source, so who has given it to the officer. The source is rated as either reliable, untested, or unreliable. The second element is 5, the intelligence assessment. This is how the source knows the information they are providing. The five options for officers to choose from are known directly to the source, known directly to the source but is corroborated, known indirectly to the source, not known, or suspected to be false. Last element is 2, the handling codes. There are two options lawful sharing permitted or lawful sharing permitted with conditions. This dictates who the information can be shared with. In order for police forces to maximise their chances of catching criminals involved in prevalent criminal activity they produced the NIM. Here a flexible approach is used by forces utilising several techniques in order to analyse intelligence that has been collected. There are four core intelligence products outlined by NIM, these being subject profile, problem profile, tactical assessment and strategic assessment (College of Policing, 2013).

Subject analysis' objective is to provide a picture of an individual this could be a suspect, victim, offender or witness. This is used to support ongoing investigation and allows officers to develop further lines of enquiry (College of Policing, 2013). This method should identify intelligence gaps and indicate how resources can be deployed against the individuals. Market analysis and market profiles aim to identify the criminal's market or service, this can include drugs and human trafficking. This profile can provide detail on how active the market is, the availability and who are the main characters. These profiles can be used to identify new trends, and potential new sources that may arise in the market, they can also give officers an understanding of why a certain incident has occurred.

Demographic and social trend analysis (DSTA) can examine how demographic changes within a certain town or county can affect levels and types of crimes being committed (College of Policing, 2013). DSTA can be distributed to partner agencies to inform them on future pressures on resources and highlight preventative opportunities. Allowing forces to share intelligence could prevent further criminal activity being committed by the same individuals. Intelligence can be disseminated be either local command units, force, regional or to national/international units. Sharing intelligence could have a significant impact on the human trafficking and drug smuggling markets.

The police service can utilise surveillance in order to gather intelligence on an individual, group or property in accordance with Part 2 of the Regulation of Investigatory powers act (HMG, 2000). There are two categories that can be utilised, covert and overt surveillance. Overt surveillance is carried out without being

secretive and the subject of the surveillance is aware of it taking place. Covert surveillance is when the subject is unaware that they are being watched, listened to or followed. Covert surveillance must be authorised by use of the Regulation of Investigatory Powers Act 2002, to authorise surveillance that is likely to obtain the subjects private information. When a person is subject to covert surveillance Article 8 of the Human Rights Act 1988 has been breached therefore Assistant Chief Constable (ACC) or above must authorise the surveillance.

The National Police Chiefs' Council (NPCC) have outlined that their National Roads Policing strategy focuses on four key pillars of activity: preventing harm and saving lives, tackling crime, driving technology and innovation, and changing minds (College of Policing, 2021). The College of Policing have outlined the key responsibilities as a roads police constable as preventing loss of life and injury on the roads by investigating and prosecuting offences (College of Policing, 2022). Key tasks include providing a presence by carrying out proactive patrols and using intelligence and/or Automatic number plate recognition (ANPR) information to deter crime and reassure the community also outlined in by the College of Policing 2022.

We may ask why roads policing are used to deter crime however, Criminals use many methods in order to network (Department for Transport, 2020), but through intelligence led policing, officers can identify what roads are a main route for criminals to commit offences. As previously identified by the department of transport vehicles are used to commit crime, obtaining the registration plates and then sharing suspect registrations across all the police constabularies has got many advantages. This is an example of where technology can transform the way police tackle criminality on the roads. ANPR is a way of identifying vehicles by their vehicle registration marks (VRM) (Home Office and Lyons, 2014). The VRM is then compared on the police database records which identify a 'red flag' as to whether the vehicle has been involved in any recent criminal activity i.e., such as being stolen or failed to stop for officers (Home Office, 2022).

ANPR can also assist with pre-planned operations whereby a vehicle has been driving the same route regularly committing criminal activity allowing for officers to conduct an intercept operation. There are around 13,000 ANPR cameras across the UK in various locations unknown to members of the public (NPCC, 2020). Once a vehicle passes a ANPR camera it will identify it by its VRM and track the time and location it went past. ANPR cameras can be fixed but also are fitted on traffic policing vehicles.

ANPR can assist Law enforcement agencies (LEA) with their investigations (Home Office and Lyons, 2014). Take for example drugs trafficking where a vehicle has been identified by police to be involved in the movement of drugs. This information has been submitted and undergone the NIM 3x5x2 model. The vehicle has then been 'red flagged'. The vehicle has been travelling and the ANPR has detected its direction of travel and what route it has been taking over the last month. This can then provide officers information on where the vehicle has been travelling to and from and at what times, it may provide consistent routes the vehicle takes along with any affiliates. Officers then have the power to stop and search the vehicle under Section 23 of the Misuse of Drugs Act 1971 (HMG, 1971). Criminals have also

become aware of ANPR, therefore have become using different methods to deter officers from identifying them, these include using similar number plates from the same style vehicle, wrapping their vehicles every so often to change colour, and using different routes to get to the same destination (Police UK, 2022). Police utilising technology in order to gather information and intelligence still provides an effective way of disrupting criminal activity as illustrated in the disruption techniques (Collage Of Policing, 2022). Crime such as human trafficking, drugs trafficking, child sexual exploitation often makes use of the roads. Here by making use of the intelligence police can gather officers can interrupt and prevent this sort of crime taking place. It is essential intelligence is gathered correctly and is submitted to a legible standard so it can be used to prevent such crimes taking place (Fritsvold Erik PHD, 2022)

Whilst it is important for the police to conduct their investigations and deter criminals from committing such substantial crimes, they must adhere to the Investigatory Powers Act 2016 (IPA) (HMG, 2016). The IPA 2016 allows police officers to gain authorisation to partake in a more investigative methods while in a digitally expanding era (HMG, 2016). This gives officers authorisation i.e., a warrant to interfere with a subject's privacy, obtain communication data, to interfere with equipment to gather information. This allows officers to delve further into a subject's life and their movements. It is important for the investigation that officers are aware of what powers they have and on what grounds (GCHQ, 2019).

To conclude this essay, we have discussed information and intelligence. Outlined that information is data or knowledge of something learned or gained by someone. We have discussed that intelligence is information that has been analysed to assess its relevance and reliability. After this it is placed on the police database so that other officers can utilise the intelligence. We discussed the method of assessing information and transforming it into intelligence by use of the National Intelligence Model 3x5x2 in order for officers to submit a report of the information they have collected. This model is in place to reassure all forces that there is a consistent method to assessing information. We discussed that intelligence can be gathered of a subject via covert and overt surveillance. Furthermore, roads policing was then discussed and how use of ANPR systems can be utilised when officers are disrupting criminal activity that takes place on the roads. How technology can be used to gather intelligence of a subjects whereabouts and how officers can use this within their investigations and operations. Finally policing powers were discussed, showing how the IPA 2016 gives legal framework for police to partake in more intrusive investigation methods to assist in a conviction.

1807

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	
Producing high quality case files for the CPS			8		5		In order to develop this I will complete my 'Hub' attachment in hope to produce a quality case file and gain a greater understanding of what is required within the reports that police constables make. I will seek support from my 'Hub' mentor and supervisor.
I would like to learn about which offences I can offer an out of court disposal for.			8		5		I will carry out further reading of minor offences to better my knowledge, which may be a more suitable way of dealing

I would like to further develop my understanding of traffic offences and how I would deal with the different offences.			8	4			with an incident than arresting. To further develop my knowledge and understanding of traffic offences I will carry out further reading but also ask my supervisor to complete a traffic attachment. Here I can get first-hand experience and any questions that I may have I can address with the traffic officer I am working with.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
I would like to become a taser carrying officer.			10	1			I would like to become a taser carrying officer, due to the number of incidents I have been involved in where carrying a taser would be beneficial to myself and my colleagues. I will make attempts to book onto a taser course and complete further reading on use of force and any further knowledge I may require to carry a taser.
Improve my abilities in interviewing suspects whilst in police custody.		5				8	I would like to become more confident on interviewing more complex interviews with greater offences. I feel I will become more confident once I have completed my 'Hub' attachment and my 'CID' attachment also. Hopefully learning from more experienced officers and learn from them.
I want to complete my response driving course so that I am qualified to respond to grade '1' calls.			10	1			I will continue to make attempts to book onto the standard response driving course so that I

I would like to learn to make firearms safe, in order to book them into the property store.			10	1			can attend the 3 week course that is required of me. I have spoken with force firearms specialist who has advised me that there will be courses for persons who hold a firearms licence to complete a 'make safe' course with the firearms specialist. I will continue to push for myself to gain access to this course as I believe it will help relieve any further strain on firearms resources.
EXPERIENCE I would like to deal with more conflict, I have had incidents where I have had to deal with conflict but they are few and far between. I would like to become more confident when responding to calls. My team is quite experienced and do like to take the lead at incidents.	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I will attach myself to any reports which may sound like they will involve in conflict in order to develop my skills, and feel more confident when dealing with these sorts of incidents. I feel if I begin to work with other members of the team who are of lesser experience I can take the lead more and also assist them, which will also enforce my own learning and understanding of my own knowledge.

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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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