

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.

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	1000
Task 2	Decision-making and Discretion Vulnerability and Risk Public Protection	1500
Task 3	Maintaining Professional Standards Leadership and Team-working	1500
Task 4	Policing the roads Information and intelligence Conducting investigations	1500
Task 5	Individual Learning Plan	1500 equivalent
Task 6	O.C.P.	1000 equivalent
	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.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Having achieved independent Patrol Status, I will be supporting my reflective learning on the impact of organisation culture within policing on my wellbeing and resilience. I will identify the issues I had moving from a previous holistic approached organisation to an organisation with definite rules and regulations. I will be using Rolfe et al.'s (2001) reflective model. The reason I have chosen Rolfe's' reflective model is because of its simplistic approach and it focuses on encouraging and developing thinking skills during and after a situation, and to gain reflection from an outcome especially when the experience doesn't go well. I will reflect on my ability to fit into my role during organisation change whilst retaining my personal values and manage my psychological and psychosocial wellbeing.

On finding out my shift allocation after achieving independent patrol status, determined to set a good first impression, I visited my team of an evening bearing gifts. First impressions? A cohesive team, we engaged in chit chat about the role and how the organisation ran. I felt obligated to inform my new sergeant on how little I had done in the Professional Development Unit and my impending fears of being released into a busy station.

I explained that I was teamed with a colleague in the PDU, and our 12 weeks were massively impacted by the coronavirus pandemic. My first shift was the initial date of the first coronavirus lockdown, and our tutors first time tutoring, and he was very cautious with regards to the calls we attended. The shift pattern allocation had

another team working so calls were very scarce. In 12 weeks, we attended 37 calls, an average of 3 calls between 2 officers on a weekly basis. My colleague and I requested to attend calls out of our designated area, but these were also quiet, so we did not get much experience.

Leaving the PDU I lacked confidence and did not have enough knowledge to work independently. My sergeant had been informed that every officer coming out of training would be ready to hit the ground running. He said I would gradually be eased in with different colleagues for 2 sets so that I may gain confidence.

I considered the risks of conforming to organisational culture and how this would reflect on my personal values as my previous job role was in rehabilitation and I had a holistic approach to work. I had mixed feelings of excitement and nervousness. How would I fit into the police organisation? A culture that was founded in 1829 by Sir Robert Peel, instilled with vision and core values that have influenced the future values of the organisation to this day, the Code of ethics, which are fundamentally what every officer should aspire to (College of Policing, 2014). Adhering to these codes was the easy part if you are an officer of moral standing, which I am. Did I have the resilience to succeed? I pondered on this thought a lot. I consider myself to be resilient, but now being on independent patrol status I needed to cultivate a belief of positive emotion and have the ability to cope with the stressors of the job.

During my induction process I decided to observe my colleagues during shifts and take relevant notes that would help me gain insight into how the organisation worked and how to conduct oneself. I was hoping having a mentor would help me acclimatise and teach me how to respond to situations and gain insight into developing my skills in an organisation, I would describe as a strict authoritarian culture of hierarchical discipline.

Going to calls I soon realised that the environment I was now working in was fast paced. It soon became evident that my team were under insurmountable stress and

were now expected to support me in my new role. I instantly felt the stressors of the role as I did not want to put pressure on my new colleagues.

Operational stressors such as being subjected to facing the unknown I could deal with, handling calls and dealing with incidents did not faze me, but the organisational stressors such as unavoidable administration, case files that I had never done before, the lack of resources due to insufficient staffing manifested into anxiety and sleepless nights. I was afraid of making mistakes when I should have used failure to learn and develop. Trying to perform well at work and studying for my degree was not as easy as I thought.

During my induction I was motivated to set an example that displayed my values, that of a team player. I started working longer hours and over-committing myself to complete tasks as I did not want to constantly ask questions or be negatively judged by my peers. This put an enormous amount of stress on my mental wellbeing.

I had only been in the role 3 months and became self-aware that my thoughts and emotions were having a negative effect on me. I had less self-regulation and started to feel emotional stress and burnout. The strategies I had previously put in place to combat stress, had stopped altogether. Strategies that had been an important part of my life and helped maintain my wellbeing and resilience. I realised I needed to speak up. I informed my sergeant that I needed some positive intervention. I asked for the opportunity to go back to the PDU for a month, which my sergeant agreed to and even got the opportunity to pick the tutor.

With reflection I needed more experience and professional guidance to gain confidence in making smart professional decisions based on evidence. I also set goals to help with my psychosocial wellbeing. I have always been into fitness and always had a good relationship with my environment where I have felt safe and connected. I noticed that my behaviours had become maladaptive. I had withdrawn from family and friends and had even stopped walking the dogs. I set timescales for things I used to enjoy such as exercise and asked family to join in. The NICE guidelines for the treatment of Depression (2004) states that, "patients of any age with mild depression should exercise moderately up to three sessions weekly for 45

minutes to an hour.” I connected with friends that I have always enjoyed spending time with. Downloading a meditation app on my phone assisted me to take time out to relax in a quiet place and relax my mind. Rest days were spent with family, travelling to the countryside with the dogs and recording these small goals to use as a positive reflection tool.

Word count 1099

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.

1500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

I will be focussing this essay on a specific incident involving decision-making and discretion, vulnerability and risk, and public protection. This was a serious domestic violence incident, and I will reflect on how I made decisions during complex and unpredictable circumstances using dynamic risk assessments. My reflective learning will be supported by my ability to make decisions using the National Decision Model. To evidence my work, I will be using the Rolfe reflective model.

Whilst on a night shift mobile patrol with my colleague, an emergency call came over the radio from the control room, it was an hour before my shift ended, and it had been a very busy night. Being the only available unit, I attached to the call. My colleague drove on "blue lights" and I gathered information and intelligence from the control room on route. I asked relevant questions as to ascertain what was happening? What do I need to know? What information was already available to me to risk assess?

The call handler had received a third-party report stating that a domestic incident was in progress at her next-door neighbour's home address. The information was that the caller could hear the female victim screaming, what sounded like someone

being dragged down the stairs and then the victim banging the wall and screaming for help and then dragged into the street.

I asked the call handler to perform a background check on the property and both parties residing here for warning markers and flags. The results were that the property had intelligence for domestic abuse, the victim had significant vulnerabilities. The victim was alcohol and cannabis dependent and suffered severe depression. She was previously subject to Multi-Agency Risk Assessment Conference (MARAC) and had numerous past PPN submissions for domestic abuse with her current partner, also guns and knives were kept at the victim's previous address. The alleged aggressor was alcohol dependant, suicidal and subject to MARAC, "A MARAC meeting is a representation of specialists such as, police, child protection, Independent Domestic Violence Advisors and others who share information on high-risk domestic abuse cases. Working partnerships like MARAC gives more insight into the complexity of the victim's needs leading to successful safeguarding of the victim" (safelives.org.uk).

On nearing the location, the control room informed me that the third-party caller had updated control that a neighbour in the street had taken the victim to a place of safety into her home address and that the aggressor had gone back into his address. Evaluating all the information I was presented with; I assessed the prevailing situation after gathering all the information, using the National Decision Model "a risk assessment toolkit used to justify decision making within the police force" (College of Police,2014). I assessed the threat, risk and what could go wrong as due to the warning markers present, there was a risk of harm to officers and the community. I requested another unit to attend as the aggressor would need to be arrested.

On arrival a woman came over to the police car and stated that she had witnessed the assault of the victim in the street and had taken the victim to her address. I assessed the victim's injuries. She had a very large bump to the head and could not remember if she lost consciousness. Evaluating the presented information, I requested an ambulance. My rationale to call an ambulance was confirmed as the

witness stated that she witnessed the assault, and a kick to the victim's head resembled the force of a penalty kick.

The victim was conscious but was coherent. I conversed and asked if she was going to support a police complaint. The victim agreed so I asked if she would be prepared to complete a DASH risk assessment. I explained that the "DASH was a risk assessment tool, a series of questions that had been developed to identify victims of domestic abuse and would help assess and manage her risk" (DASH, 2009). The College of policing, 2020 states, "research also suggests that a victim's own assessment of their risk is as accurate as some predictive tools." The victim disclosed to being in a previous abusive relationship and that during her present relationship she had endured severe abuse but had continually entered back into the relationship. It was apparent that the victim was vulnerable and was at risk of sustained abuse from the suspect.

During the conversation, my supervisor had arrived and asked me to assist gaining entry to the suspect's address. I assessed the threat, risk to reduce potential harm whilst considering the powers and legislation that I could apply to this situation. To develop a working strategy, it was decided to force entry and arrest the aggressor as he would not unlock the door, he stated that we had no power to enter. I conversed and explained that I had a power of entry under Section 17 PACE, Section 17 of the Police and Criminal Act 1984, "that police could enter his property without a warrant to arrest him as he had committed an indictable offence, the offence being Section 18 Grievous Bodily Harm" (legislation.gov.uk).

On receiving further intelligence from the control room that the subject had evaded escape numerous times, I re-evaluated the situation and with the knowledge and the immediate resources available, I decided to go around the back of the house to prevent the suspects escape and leave my colleague at the front. Once the requested unit arrived a method of entry would be gained, and my colleague would support the arrest of the suspect.

Upon arrival of the other unit, the suspect ran through the back gate where I was waiting. I arrested the suspect handcuffing him back-to-back and using section 24

of PACE 1984 (legislation.gov.uk, no date). I informed him of the reasons for the arrest and my intentions to search him using Section 32 of the Police and Criminal Evidence Act 1984 (legislation.gov.uk, no date), explaining that I had a power to search him as I had reasonable grounds to believe he may have a weapon on him. I then explained that the necessity of arrest was prompt and effective to impose bail conditions or a remand to protect a vulnerable victim as she was a repeat DV victim. He was conveyed to custody and I made the decision to stay behind to complete the DASH Risk assessment and statements.

Explaining the rationale behind my decisions, I considered what was happening at that point of time and as the situation was developing and changing. I considered if my thoughts and actions were in line with the code of ethics, and professionally what was expected of me to provide a safe and ethical conclusion to the incident. I had to uphold professional integrity and uphold the standards of professional behaviour. Being victim led I considered, what would the victim and witnesses be expecting as an outcome?

Once I had all the information and intelligence and was aware of the markers present at the address, the suspect and victim, a dynamic working strategy was developed to timeline all actions to make a successful arrest of the suspect without causing any further harm to any persons in the area. I had already considered my powers and policies such as power of entry, arrest, and the necessity of the arrest. By identifying the options and contingencies available to me I considered the manpower and resources available, such a method of entry and an operational taser unit. I also considered a dog unit to be on standby just in case the suspect evaded arrest. Once all resources were in place at the scene, I reassessed the threat and risk and whether my decisions were proportionate, legitimate and were these actions necessary. I communicated via radio to the (MOE) officer and action was taken and the suspect was arrested.

Considering my approach to making the right decisions for not just the victim but the community who witnessed the unravelling incident, I took the Common Good and Utilitarian Approach. "The common good approach suggests that the interlocking relationships of society are the basis of ethical reasoning and that respect for others,

especially the most vulnerable are that basis of such reasoning” (SCU.EDU, 2015). “The Utilitarian Approach deals with consequences, so reducing harm done and increasing the good done” (SCU.EDU, 2015). Using the (NDM) alongside the code of ethics I based my decisions on the best outcome for the victim and the community. The safeguarding and safety of the victim being of most paramount and the safety of the community the incident affected. I also considered whether my actions would be upholding of the Standards of Professional Behaviour and could I justify my actions to my superiors.

“Understanding the factors that influence decision making process is important to understanding what decisions are made. That is, the factors that influence the process may impact the outcomes.” (Cindy Dietrich, 2010).

Reflecting on the decisions I made during this call, whilst using the NDM to move through the dynamic risks, there were more positive consequences than negative. Using the NDM toolkit and working as a team the incident came to a very positive conclusion.

The victim was identified as being high risk to domestic violence and the appropriate safeguarding put in place by the completion and process of a DASH and MARAC risk assessment. This resulted in a safety plan being developed to provide support and protection for the victim. The aggressor was successfully arrested and the decision to remand was obtained as if bailed it could lead to the aggressor evading further police efforts to bring him to trial and risk to the victim if she went back to the relationship. The decisions and subsequent actions being carried out to a high standard would reflect positively on our team professionally and the represented police force.

Wordcount 1639

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).

1500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

This essay will evaluate the theories of team dynamics, reasons some teams struggle to function such as different characteristics, agendas. Models that evidence the problems teams face with dynamics and strategies to help in the success of cohesion. It will consider the reasons why inter-personal conflicts exist and provide strategies that can enhance performance and will consider how team dynamics can fail within the police service in complying with professional standard requirements.

Carron, 1982 et al states...Team Cohesion is a “Dynamic process which reflected in the tendency for a group to stick together and remain united in the pursuit of goals and objectives.”

Team dynamics, essentially the drive and unified success of a group to achieve tasks and common goals, which is usually influenced by individual views, motivation, and determination to succeed. By working as a team, individuals can achieve complex tasks that they would not be able to achieve on their own.

There are two areas of cohesion in a team, task, and social cohesion. "Task cohesion refers to goals and objectives being set within a group of people working together to coordinate and motivate collectively to achieve that goal. Social cohesion is how well that group of people having similar characteristics, such as trust and unity to interact together" (Jarrett, 2016).

There are many reasons why teams cannot function. For team dynamics to work there must be synergy. The team must first have strong leadership that can help make people accountable, provide a goal to work towards, and everyone in the team must be prepared to play a part and be personally responsible. Every person on that team should have a different skill set, there will be strengths and weaknesses, but knowing how to identify this and what to bring to the table will help achieve success. Personal characteristics can affect a team massively as some characteristics can be disruptive, self-motivated or clash with other individuals. Conflict between personalities or power struggles may occur as the idea of working together towards a goal seems unachievable. These personalities with similar characteristic in that team may cause conflict, albeit opposite characteristics may clash also. A person's own philosophy can have a negative impact on team dynamics as we are all biased in some way or another. "The research of psychologist Daniel Kahneman has shown that the vast majority of human decisions are based on biases, beliefs, and intuition – not facts or logic." (Chiara Toselli, 2019).

Lencioni, 2005 et al outlines five common problems teams experience that impact their effectiveness. Trust issues causing a person an inability to communicate their feelings and then not ask for help. Fear of conflict, lack of commitment, avoidance of accountability and, inattention to results. Lencioni advises working through each issue beginning with trust and tackling each dysfunction.

There are several theories and models on team dynamics as a means of developing team cohesion. I will evaluate "Tuckman's Stages of Group Development," by psychologist Bruce Tuckman in 1965, and Richard Beckhard's GRPI model, which was developed in 1972.

“The Tuckman Team Model” is a theory used for team development. It explains the journey that a team undergoes to become more effective. “There are 5 stages that teams work through to reach their end goal. These are forming, storming, norming, performing, and adjourning” (ocr.gov.uk,2016).

The forming stage is when a team forms, or a someone new joins a new team. This is the nervous, unsure stage. Unsure of what is expected of them and if they will “click” with the team. This stage is the social stage, where leadership is important as it takes time for new colleagues to bond. The storming stage is where roles are not yet in place, frustration can happen as at this stage as individual personalities start to show. This is the tricky stage, where personal differences may cause conflict and hinder the team to reach their objectives. When the team moves into the norming stage, conflict is usually resolved, and individuals become more comfortable and interpersonal differences ease. Performance usually increases at this stage. The performing stage is when the team flows and runs efficiently. This is where the team is focused and meeting goals. In the adjourning stage, some members of the team may leave, and the team goes back to the forming or storming stage. The process will then start again.

Richard Beckhard’s GRIP model developed in 1972. “The model describes 4 components which assist in building new teams, maintaining performance when changing teams and enhancing effective teamwork” (Chapman, 2018). The 4 components are goals, roles, interpersonal and processes. Team members must be committed to achieve the goals of the organisation; the goals must be agreed so that the desired outcome of the organisation can be achieved. Everyone should know their role and what the organisation expects of them and be accountable and responsible for their actions. Interpersonal describes working with another person or group to achieve goals through trust, communication and using effective ways for dealing with conflict. Interpersonal are the skills we use every day, how we interact and communicate both individually and in groups to achieve goals. This effective skill can help deal with conflict. Processes are actions to help engage in decision making, the procedures to perform effectively and resolve conflict. Both models have similarities as the stages, although named differently, the team building models

help to assist in enhancing relationships, interpersonal skills, and effective communication to reach a team goal.

Improving team cohesion would depend on team make up. Dynamics are the foundation of any team interaction, individual characters and temperaments that can be positive or negative. "Diversity should be present in the workplace so that the organization employs a workforce comprised of individuals of different gender, sexual orientation, race, age, ethnicity, education" (Lee, no date). This can give your team more experience with different backgrounds, mix of culture, viewpoints, and Imagination. This will create better cohesion.

Everyone should be working towards the same objective in the goal setting process. Setting smart, measurable, achievable, realistic, and timed goals. This will build trust amongst the team and is one of the most important plans to achieve long-term overall goals. When your team trust each other communication will flow without judgement, this will make it easier to work together to achieve goals. Good communication can facilitate group cohesion if it is a two-way street. This can also help resolve conflict and create a healthy workspace.

There are many reasons why inter-personal conflict can occur in a team, personal differences, stress of the role, weak leadership, value differences, lack of trust and organisational change. As Interpersonal conflict is inevitable in teams it should quickly be addressed, and strategies put in place to divert conflict and optimise constructive outcomes. Management should be able to identify if work conflict turns into personality clashes, as this type of conflict can become dysfunctional in a team. Communication is by far the most efficient form of strategy to address conflict. Once acknowledged, look at it from all angles and what can be done to resolve it. Open the lines of communication, "offer the olive branch." Arrange a meeting and meet in person, this way you can focus and confidently collaborate a discussion to address the issue of conflict. Both need to agree that you are working towards the same goal. Keep focusing on the problem, to concentrate on resolving the issue and look for ways to come to a resolution that works for everyone. By focusing on the problem, not the person and sticking to the facts can resolve why a certain conflict is happening and can help towards enhancing the relationship. Create an action plan

with ground rules that everyone can work towards. "When conflict is well managed, it has the potential to lead to more rewarding and satisfactory relationships" (Canary & Messman, 2000).

Team dynamics within the police service can result in failing to comply with the standards of professional behaviour as officers should abide by the standard of honesty and integrity and maintain the trust of leaders, colleagues, and the team. Colleagues can fail to treat others with respect and courtesy and not value their decisions. Fairness and impartiality may not be actively promoted, and diversity considered, and unconscious bias can negatively impact actions and decisions in supporting colleagues whilst in work, preventing them from making objective decisions.

When a team has been together a long time, a sense of trust "got your back" attitude can arise. If then there is less trust in leadership, the team stick together, and standards may drop. Where the Standards of Professional Behaviour requires reporting or challenging colleagues' actions that have fallen below the standard expected of themselves, such as inappropriate use of force. This may not happen as there may be cynicism within the team. This then breaches multiple standards of professional behaviour.

In conclusion, team dynamics and the cohesion of, is the centre stone to achieving a successful collaborative team. It is important to take on board that without a captain the ship may struggle to stay true to its journey. The key is building a team that is multifaceted, allowing individuals to work in unity even though their skills, attitudes and knowledge base are different. Good dynamics can foster good relationships. Effective teamwork leads to effective team performance and by using models and theories, and establishing the needs i.e., communication, trust, conflict management, cooperation and shared values and goals, the gains can be great. Although teamwork is complex and constantly changing due to colleagues joining and leaving, once good relationships are established, positioning the right person in the right roles will give the team an optimum opportunity to be successful.

Wordcount 1608

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.

1500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

This essay will firstly explain the ANPR system and how it can be utilised by the police and law enforcement agencies. I will explain how information is disseminated and used as intelligence to aid in the prevention of criminal activity by organised crime gangs. I will give a brief explanation of powers that can be utilised by officers whilst on patrols and outline how ANPR can be used as an investigative resource to disrupt criminal activity by means of a case study.

There is a strategy in place with regards to ANPR and this sets out how Police forces and Law Enforcement Agencies (LEAs) are to move forward and develop ANPR technology and capability. The strategic vision, to strengthen the current capabilities that ANPR provides by reducing crime and protecting the public from vulnerabilities. ANPR assists operational response by reading the registration number of a vehicle as it passes an ANPR camera. The registration number is then scanned for vehicles of interest (VOI) against the database. If the vehicle is chronicled as a VOI, it can be intercepted by police officers and checked for evidence and if required, arrests be made. Intelligence development and investigations by using the ANPR data and supporting investigations data should be managed and used proportionately for policing purposes only.

Since ANPR was introduced in the 1980's, it has become a powerful policing tool since the days of counter terrorism in Northern Ireland. During the recent years ANPR has been evidenced to improve national security. It now has its place in addressing crime force wide and nationally including serious and organised crime, the fight against terrorism and leading to offender convictions.

Strategic objectives have been put in place to guide and support police forces and LEAs. Guidance to make the best or most effective use of ANPR has been issued to promote best practice. The aim, to develop in all police forces and LEAs best practice to their roles. The aims with regards to developing intelligence and investigation is to increase police awareness of the uses of ANPR, and the resources and opportunities provided from the data provided if ANPR is embedded throughout the force nationally.

Police information refers to all information obtained, recorded, or processed for a policing purpose. It includes information data, which is processed, and information which has been subject to a process of evaluation, this is known as intelligence (College of Policing, 2020).

Once information is collected from a source, it is developed and disseminated into intelligence. Once disseminated it can be used tactically to develop an investigation. "Policing purposes has specific laws regarding legal basis for the collection, recording, evaluation, sharing and retention of information" (College of Policing, 2015). By effective policing of the roads policing purposes could be, preventing offences, protecting life, intercepting offenders, making arrests, and implementing fines. Intelligence information is covered by the Regulation of Investigatory Powers Act 2000. This information can be collected in three ways. Information created from policing activeness, such as stop and search, targeting hotspots, and arrests. "Tasked information could be accessed from CCTV systems, internal and external databases. The use of a CHIS and ANPR" (College of Policing, 2015). "When the information has been evaluated to assess its value, the intelligence is graded using the 3x5x2 aspect of the National Intelligence Model" (nafn. Gov.uk,no date).

The disruption of organised crime groups is now at the forefront of roads policing. Prevalent criminal activity such as drug smuggling, human trafficking, county lines, counterfeit goods, and child sexual exploitation. These forms of exploitation often overlap as victims of one form of exploitation can often become a victim of other forms of exploitation. County lines is now becoming a major problem in the UK.

The 2018 Home Office Serious Crime Strategy states... the NPCC definition of a County Line is used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. These gangs exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. Gathering information and intelligence with regards to county lines could be as basic as a report of increase visitors or cars to a house or young people seen with unknown adults being driven in different cars. Liaising with other organisations such as housing associations, further intelligence work such as PNC/PND on the nominal at the property and BOF checks on the vehicles to find out their destinations and the specific times of the day can help paint a picture and may lead to further intelligence of organised crime.

The high volume of traffic provides opportunities for exploitation of the highways by OCGs, and they often use drastic measures to smuggle illegal immigrants into the UK. In October 2019, 39 illegal immigrants were found inside a refrigerated vehicle in Essex.

OCG use of our national highways provide police with an opportunity to address the balance and apply policing powers by setting up operations within force. Using police powers effectively is essential when it comes to crime prevention on the roads. The police have many powers to stop vehicles. Most used powers are: Section 163 Road Traffic Act 1988 whereby a person driving a mechanically propelled vehicle on a road must stop the vehicle on being requested to do so by a constable in uniform or a traffic officer (legislation.gov.uk, no date). If the officer believes an offence has occurred. Offences such as speeding, using a mobile phone, not wearing a seat belt, he has the power to obtain names, addresses of the

owner and driver of the vehicle and require production of certificates of security or test certificates and certificate of insurance using Section 165 of the Road Traffic Act 1988 (legislation.gov.uk, no date). If failure to produce the required documentation, the officer has the right to seize the vehicle under Section 165A Road Traffic Act 1988 (legislation.gov.uk, no date). This can be used as prevention tactic and prevents the OCG member using the vehicle.

The impacts of using ANPR can have a positive effect during these road operations as they can be deployed as mobile units and cross referenced by other agencies. ANPR can help identify partial registrations and the make or model of a vehicle. PNC action markers can be added to flag a vehicle of interest for engagement, and ANPR used as an alarm.

OCGs can use a host of techniques to elude the police to avoid capture, stolen vehicles, cloned plates, obscured number plates, hired cars. Directed Surveillance Authority (DSA) could be used in the investigation if monitoring needs are required for specific vehicles. OCGs can also use Taxis to travel inconspicuously. Identifying the taxi companies can disrupt and restrict the movements of OCGs and give intelligence of travel if they use identity when booking. This can lead to OCGs using their own vehicle which can aid gathering of intelligence by providing destinations and places visited. By contacting the local authority, this intelligence can be gathered, although an information sharing agreement may be needed.

The NPIA Practice Improvement has outlines how ANPR can be used as an investigative resource when disrupting criminal activity. A woman is sexually assaulted by an unknown assailant after driving home. No vehicles were seen and very little information on the assailant. ANPR data is analysed from the force BOF. As well as police and council cameras, commercial ANPR are also identified. The victim's vehicle profiled, and data hit to identify other VOI in the vicinity, this came back negative. There was another serious sexual assault in an adjoining town a week later, and the modus operandi was similar. ANPR was used to ascertain the movements of the victim's vehicle. Analysis was used to grid reference all vehicles travelling along the same road as the victim a couple of hours before and after. The registered owners of these vehicles received a questionnaire to help identify them.

All the data from the search of vehicles who used that road is uploaded to a new system. ANPR mobile cameras are positioned to prioritise vehicles stopped by officers. Analysis through NADC was performed and it was identified that the assailant was using copied plates. This revealed that two red rovers were using the same plates in different areas. One of these vehicles was pinpointed as tailing the victim's vehicle. CCTV imaging was requested to track down the vehicle to gain an image of the driver. The original owner of the Rover was eliminated from the enquiry. A PNC was performed on the Rover to trace its previous and current whereabouts. Examination of ANPR data identified that three hours previous before the first attack, the vehicle was in the town.

Six months of examination of ANPR data of the vehicle were completed and it became apparent that a third sexual assault in another force was identified and the vehicle was mapped in that area. A plan was put in place using ANPR operating with armed response and the driver was intercepted. The driver was identified and arrested for all offences (NPIA, 2016).

To conclude, information and intelligence is an important piece of the jigsaw for the disruption of prevalent criminal activity. It is used to provide clarity and context and provides insight into making decisions and investigations into complex, serious organised crime. ANPR provides information that combined with other sources of information can be used to help to further develop lines of enquiry in an investigation. Other sources of information such as CCTV, intelligence, and crime data. It can help paint a picture of where, when, and how long a vehicle has been travelling to and from an area. This can potentially identify vehicles and persons of interest that will assist in reactive and proactive investigations.

Word count 1643

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	
			8		5		My knowledge is improving with regards to legislation. What I do not know I will look up and note for future reference. I frequently look to gain further knowledge by attending training days and courses.
			8		4		Case files were an issue as there has not been much subsequent training due to covid. I am learning through previous failings and noting how to move

			8		5		forward with my future case file. My case files are reasonably detailed. I have also asked colleagues for permission to look at their case files for training purposes. I have a average understanding of how to adapt my knowledge to day-to-day tasks, such as investigations and would like to develop this in the forthcoming months.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	I have gained skills in research methods including data collection and analysis. This was gained using information and investigative procedures. I have been doing more research and reading on course literature to gain more of a skill set. Communication has been a key part of my success in my job role. Having worked with the public for most of my career I pride myself on my communication skills. I can communicate with people from diverse backgrounds and acknowledge that each person should be at the heart of every decision make. I also acknowledge that there is room for improvement. My strongest interpersonal skill is that of socialisation. I foster good relations quickly. I have high emotional intelligence and empathy, and can decode

							peoples body language. I have good verbal skills and can make people feel at ease. I can talk to people with confidence and respond with authenticity. I also work well within different group dynamics and enjoy working as a team. Working in the Police Force it has taught me that collaboration within a group can help solve difficult problems. Every call I get tasked I have to have trust in my colleague to support my decisions. I have the ability to make appropriate decisions, but also know when to seek support from a more knowledgeable source. I have attended courses on unconscious bias and would be prepared to attend further training courses to gain the relevant experience to progress my skills.
EXPERIENCE	Low 1-4	Med 5-7	High 8-10 8	Low 1-4 4	Med 5-7	High 8-10 8	I have experience of working with a range of partner organisations relevant to my role. Although, there is a lot that I need to learn through, firstly knowledge to gain experience with dealing with these organisations and how to put the experience into practice. I can achieve this by further developing my skill set and knowledge base. I have experienced working with diverse cultures and enjoy gaining experience from the different needs of

			8	4		different cultures. I acknowledge that my learning behaviours will continually need updating. My weakness is interviewing suspects. I need to engage more efficiently during the interview process to gain more information.
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Task 6

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 5000D; Professional Police Practice 2 and in signing it will be equivalent to 1000 words towards the 8000 words equivalent total.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: Alison Jackson (Learner – electronic signature accepted.)

Date: 3rd March 2021

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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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